

# Experimental behavioral research in education: When people benefit from participating in research

A research summary prepared by  
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Children can encounter a variety of threats to personal safety in their interactions with the physical and social environment. These safety threats can result in injury or death if appropriate action is not taken by the child or responsible adults (Miltenberger, 2008, p. 30).

No one is completely independent in all areas, which also goes for people with ID. However, one can aim at guiding people with ID toward the most optimal level of independence that is attainable for an individual (Sandjojo, 2019, p. 38).

While there are many benefits to using the internet, there are also risks and with easy access to the internet, teens with ASD must learn about these risks and how to protect themselves (Center for Secondary Education for Students with ASD, 2016).

## Safety Skills

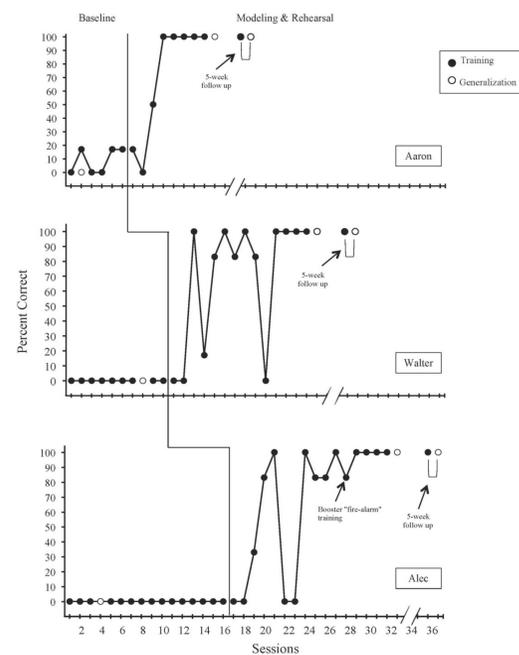
### Effectiveness of modeling and rehearsal to teach fire safety skills to children with autism

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**Background** Children with autism often require specialized teaching methods to learn basic skills that most children acquire in the absence of formal instruction. Thus, it is necessary to provide formal instruction to children with autism to ensure the acquisition of essential skills, particularly safety skills. This study used a modeling and rehearsal strategy to teach fire safety skills to children with autism. **Participants** Three young children: two 4-year old children and one 5-year child with Autism Spectrum Disorders (ASD). **Method** A single-case multiple baseline across participants was used to measure the effects of teaching fire safety skills. **Results** Modeling and rehearsal were effective in teaching all three participants fire safety skills. The safety skills also maintained and generalized to novel settings for all participants five weeks after training was discontinued (see Figure 1 below). **Conclusions** Results indicate that a critical safety skill can be taught, maintained and generalized. It may be possible to embed safety skill instruction into pre-existing educational programs to ensure children with ASD learn skills outside the general curriculum.

Figure 1  
Percent of correct response per session across baseline and training phases for all participants.



## Daily Living Skills

### Use of an iPhone to enhance interpersonal daily living skills in the community for adolescents with Autism Spectrum Disorders

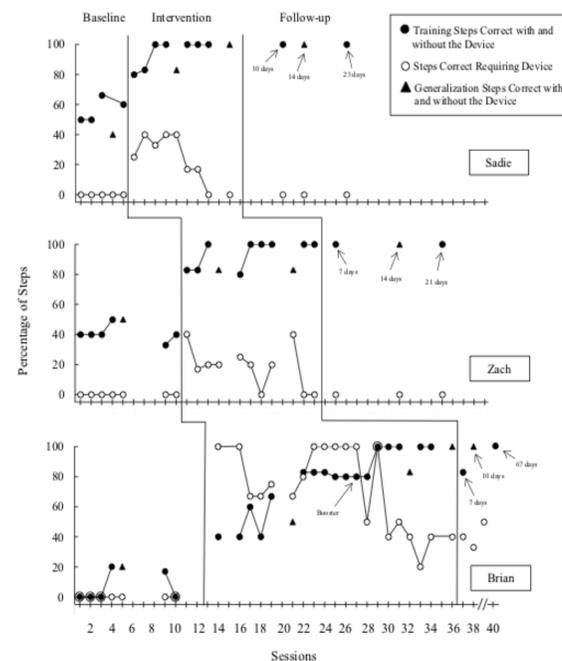
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Charles Dukes, EdD, PhD, Michael P. Brady, PhD, Kyle D. Bennett, EdD, BCBA-D, and Cynthia L. Wilson, PhD

**Background** As individuals with disabilities age, the dynamics of their social world changes. Transitioning to adulthood requires a different set of interpersonal daily living skills (DLS). This study examined the use of an iPhone and the List Recorder Application to teach three adolescents with autism spectrum disorder to acquire, maintain and generalize interpersonal DLS in a community setting. **Participants** Three adolescents: 16-year old female, 14-year old male with Autism Spectrum Disorders (ASD) and Language Impairments, and a 16-year old male with ASD and Intellectual Disability (ID).

**Method** A single-case multiple probe design across participants was used to measure the effects of teaching interpersonal DLS-how to order and purchase coffee and a snack. **Results** All three participants demonstrated an increase in their use of interpersonal skills. See Figure 2 below. Participants were able to maintain these skills once the intervention was removed, maintaining and generalizing these skills to a novel community setting. **Conclusions** Results indicate that the use of mobile technology can effectively be used to teach DLS, inclusive of interpersonal skills, entirely in a community setting.

Figure 2  
Participants' performance on the DLS task.



## Social Media Safety Skills

### Teaching young adults with Autism Spectrum Disorders how to respond to social media lures

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**Background** Use of social media is widespread. Nearly 89% of people in the US 18-29 and 72% of all adults use social media. Disturbingly, 55% of adolescents have shared personal information with an unknown person, while 29% have been stalked or contacted by an unknown person. This study used a training package to teach social media safety skills, using Facebook, to young adults diagnosed with autism spectrum disorders in a small group setting. **Participants** Three young adults: two 21-year old males and one 18-year old male with Autism Spectrum Disorders (ASD). **Method** A single-case multiple baseline design across lures was used to measure the effects of teaching social media safety skills. **Results** All three participants demonstrated an increase in their use of social media safety skills (see Figure 3 below). Participants also generalized the use of social media safety skills to untrained environments (i.e., other classrooms, see Figure 4 below). **Conclusions** Results support the prospect that social media safety skills can be taught using a small group format using performance-based learning. The concise instructional package may be easily embedded in typical social skills classes.

Figure 3  
Social media safety scores across lures during training (Personal information (PI), Images and Meet and Greet (MG)).

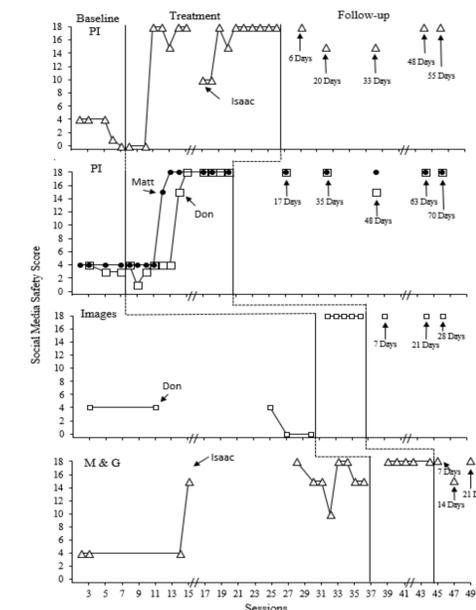


Figure 4  
Social media scores across lures during generalization. (Personal information (PI), Images and Meet and Greet (MG)).

