



Pergamon

Available online at www.sciencedirect.com

SCIENCE @ DIRECT®

Research in Developmental Disabilities
24 (2003) 265–280

Research
in
Developmental
Disabilities

Assessing the acquisition and generalization of two mand forms with adults with severe developmental disabilities[☆]

Mark Chambers¹, Ruth Anne Rehfeldt^{*}

Rehabilitation Services and Behavior Analysis and Therapy Programs, Rehabilitation Institute, Mailcode 4609, Southern Illinois University, Carbondale, IL 62901-4609, USA

Received 12 August 2002; received in revised form 27 November 2002; accepted 11 February 2003

Abstract

The purpose of this study was to determine whether manual sign or the Picture Exchange Communication System (P.E.C.S.) (Frost & Bondy, 1994) would be more effective in teaching mand skills to adults with mental retardation in the severe and profound range. Four participants were taught to mand for four reinforcing items using both communication modalities, in an alternating treatments design. Three of four participants demonstrated criterion performance across all four mands using P.E.C.S. first. Two of those three participants later demonstrated criterion performance for the mands using manual sign. The fourth participant was removed from the study during training due to illness, but her progress indicated greater acquisition with P.E.C.S. Generalization probes conducted at participants' respective residences showed that three participants demonstrated generalization across settings using P.E.C.S., and two participants demonstrated generalization across settings using manual sign. Participants were also more likely to mand for reinforcing items not present using P.E.C.S. than using manual sign.

© 2003 Elsevier Science Ltd. All rights reserved.

Keywords: functional communication; developmental disabilities; manding; P.E.C.S.; manual sign; mental retardation

[☆]This study served as the first author's master's thesis, completed under the supervision of the second author.

^{*} Corresponding author. Fax: +1-618-453-8291.

E-mail address: rehfeldt@siu.edu (R.A. Rehfeldt).

¹ Mark Chambers is now affiliated with Behavioral Services of Tennessee.

In establishing functional communication skills for individuals lacking verbal abilities, careful attention must be granted towards the selection of the appropriate alternative communication system. Mand repertoires are under control of conditions of deprivation or aversive stimulation, and are reinforced by characteristic consequences (see Skinner, 1957, pp. 35–36). Teaching functional mand skills to nonverbal adults with developmental disabilities is particularly important, because individuals may have long histories of engaging in challenging behaviors to gain access to preferred items.

The Picture Exchange Communication System (P.E.C.S.) (Bondy & Frost, 1993; Bondy & Frost, 1994; Frost & Bondy, 1994) is one alternative form of communication that is frequently employed to establish mand skills. Originally intended for use with children with autism, P.E.C.S. teaches individuals to mand by handing a picture of a desired item to a caregiver, in exchange for the preferred item itself. Often the pictures are contained in a three-ring binder that the individual keeps on his or her person. The rationale behind P.E.C.S. is that the exchange of a picture for a reinforcing item parallels the communicative exchange that takes in a normal conversation (Bondy & Frost, 1993; Bondy & Frost, 1994; Frost & Bondy, 1994). It is believed that P.E.C.S. improves upon picture pointing systems (e.g., Reichle, York, & Sigafos, 1991) by ensuring that the caregiver actually sees the individual emit the mand. With picture pointing systems, a mand repertoire may be quickly extinguished if the individual points to a picture of a desired item, but the caregiver does not observe the mand. Much evidence supports the effectiveness of teaching children with autism to mand using P.E.C.S. (e.g., Bondy & Battaglini, 1992; Bondy & Frost, 1993; Liddle, 2001; Schwartz, Garfinkle, & Bauer, 1998). Despite the widespread use of P.E.C.S. with children with autism, Frost and Bondy (1994) also advocate for its implementation with other age groups and populations. However, to date, no studies have been reported in which adults with developmental disabilities have been taught to use P.E.C.S. With the current emphasis on community-based living and employment options, P.E.C.S. may be an appropriate form of functional communication for adults with severe developmental disabilities.

Manual sign is second alternative communication system that is often used to teach mand skills. Manual sign involves the use of hand gestures and motions to symbolize spoken words. Some benefits of sign are the fact that it places fewer cognitive and conceptual demands on the individual than speech, and that signs provide an easy model for the learner because they can be held visually static (see Bryen & Joyce, 1986; Bryen & McGinley, 1991). A number of studies have demonstrated the utility of manual sign training for establishing functional communication in individuals with severe developmental disabilities (e.g., Benaroya, Wesley, Ogilvie, Klein, & Clarke, 1979; Carr, Binkoff, Koliginsky, & Eddy, 1978; Carr & Kologinsky, 1983; Faw, Reid, Scheips, Fitzgerald, & Welty, 1981; Remington & Clarke, 1983; Stafford, Sundberg, & Braam, 1988). In this body of literature, manual sign has been used to teach both mand and tact (a response under the control of a specific stimulus that is maintained by

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات