Activity 6: Case Study

Scenario #1:

Jeremy is a sophomore in high school and loves watching basketball and spending time with the players on the team. He has a diagnosis of autism spectrum disorder and intellectual disability. Jeremy recently became an assistant equipment manager for the JV basketball team. One of his job duties is to wash the uniforms and towels after a game. The uniforms are red and the towels are white. Jeremy’s teacher assessed by observing what Jeremy could or could not do independently.

Baseline Data:

* Jeremy needed gestural prompts to separate the white colors from the red colors.
* He could load the washing machine with a verbal prompt.
* He needed full physical guidance to set the dial on the washing machine to the correct cycle, and to set the temperature.
* Jeremy could shut the washer lid with a verbal prompt.
* He needed verbal prompts to move the wet clothes to the dryer.
* He needed full physical prompts to set and start the dryer.

The teacher will be creating a visual task analysis to show Jeremy the steps of the task. The teacher will also be adding a visual cue to the washer and dryer to provide clarity when setting the dials on the machines.

In addition to structuring the task with visual instruction and clarity, what Errorless teaching procedure would be best suited to help Jeremy learn this new skill?

Scenario #2:

Sammy is a first grader with autism spectrum disorder and an intellectual disability. His teacher observed that Sammy is unable to zip his coat by himself. He can orient his coat and put his arms through the sleeves. When Sammy asks for help an adult engages the zipper, zips up his coat, and places his hood over the top of his head. When a teacher tells Sammy to zip his coat, he is unable to engage the zipper and only zips it ¼ way up once engaged.

What Errorless teaching procedure would be best suited to help Sammy learn this new skill?

Scenario #3:

Jonnessa is a second grader with autism spectrum disorder. She is learning to match vocabulary words to pictures (e.g., common objects found in a classroom). This is a new task for Jonnessa. Currently, Jonnessa is able to match word to picture in the following categories; animals on a farm, highly preferred food items, colors, and members of her family.

What Errorless teaching procedure would be best suited to help Jonnessa learn this new skill?

Scenario #4:

Dominic is a seventh grader with complex needs. In science, he is learning to identify different landmasses (e.g., forest, desert, plains, beach). He has been working on identifying landmasses for a week and is now able to reliably identify them with few errors. He will be taking a quiz over the topic the following week.

What Errorless teaching procedure would be best suited to help Dominic learn this new skill?

Scenario #5:

Megan is a third grader with Down syndrome. Megan is learning to use a name stamp as she has difficulty with her fine motor skills. When assessed, Megan was able to position the name stamp on the paper within the boundaries identified; however, she did not push the stamp with enough force to leave a mark on the paper.

What Errorless teaching procedure would be best suited to help Megan learn this new skill?

Scenario #6:

Bobby is an 11th grader with an Intellectual Disability. He is learning to cook simple recipes using a microwave (e.g., popcorn, macaroni and cheese). He can follow most steps within a visual recipe; however, he doesn’t reliably set the timer on the microwave accurately.

What Errorless teaching procedure would be best suited to help Bobby learn this new skill?