

ABSTRACT

THE EFFECT OF ERRORLESS LEARNING PROCEDURES ON RATE OF SKILL ACQUISITION IN TEACHING CHILDREN WITH AUTISM

The purpose of this study was to investigate the effectiveness of errorless teaching procedures in skills acquisition of children with autism in early intensive behavioral treatment based on principles of applied behavior analysis (ABA). The study compared a standard error correction procedure and an errorless teaching procedure during teaching sessions to four children with autism. Two lessons and two skills for each lesson were selected for each participant. One skill was taught using errorless teaching procedure and the other was simultaneously taught using error correction method. Results indicated that all four participants, on average, acquired skills 44% faster using the errorless teaching procedure than with the standard error correction method. Moreover, on average, it took participants 4.25 probe sessions to master a lesson or skill taught using errorless procedure compared to 7.6 sessions with error correction. These results support previous findings that showed errorless teaching procedures superior to standard error correction in skills acquisition for children with autism.

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