

ABSTRACT  
A CLINICAL PROBLEM-SOLVING MODEL FOR IDENTIFYING AND  
ADDRESSING BARRIERS TO LEARNING IN  
SKILL-ACQUISITION PROGRAMS

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Applied Behavior Analysis (ABA) services for learners with autism spectrum disorder (ASD) and other intellectual and developmental disabilities frequently involve teaching a variety of skills, such as those related to communication, daily-living, and safety. There is an extensive literature available demonstrating effective instructional procedures (e.g., discrete-trial teaching, prompt-fading strategies) as well as procedural or environmental modifications that clinicians can apply when teaching these skills; however, minimal literature exists to guide clinicians in applying these procedures when learners encounter a barrier to learning. Thus, it is unclear what systematic methods, if any, clinicians are using to determine efficacious and efficient instructional modifications. The present study evaluated the application of a problem-solving model which considers barriers caused by skill- and performance-deficits- to learners with ASD to identify and subsequently address barriers to learning on current acquisition goals.