

Teaching Jesus Present in the Host

Excerpt from Pastoral Ministry WITH Persons WITH Disabilities Parish Resource Guide by Anne Masters, MA, published by The Advocate Publishing Corp, pp. 98-103.*



Using strategies of Applied Behavior Analysis (ABA), Ben is taught to discriminate between the host and regular bread.

At times Ben is asked to point to “Jesus,” and at other times, “bread.” With each correct answer, Ben earns tokens that will be exchanged for the “reinforcer” he is working for.

The basic requirement to determine readiness to celebrate First Eucharist is that the person knows the difference between the Host (Jesus) and ordinary food. This knowledge can be relayed behaviorally by pointing, as Ben does here, as well as using appropriate behavior in Mass. However, this is not an ability that should be isolated from participation in Mass, which is the reason for incorporating teaching him/her to attend Mass as part of the curriculum when needed.

THE BASIC REQUIREMENT TO DETERMINE READINESS TO CELEBRATE FIRST EUCHARIST IS THAT THE PERSON KNOWS THE DIFFERENCE BETWEEN THE HOST (JESUS) AND ORDINARY FOOD.

The above specifically addresses the question of readiness. Relative to preparation and celebration of the Sacraments, it is good to be as inclusive as possible. There is a significant value for all when there is at least some shared experiences for the person with a disability and his/her typically developing peers preparing for the sacrament together, as well as with connections with the worship community. However, as in all questions of parish life, pastoral implications should be considered. The preferences of the person (if able to be determined) and the family are very important, as well as capabilities of the parish.

*To purchase the book, contact Marge Pearson-McCue at PEARSONA@rcan.org or 973-497-4201.

Skill Acquisition Program: Receptively Identifies the Host as Jesus

OBJECTIVE: Will receptively identify the host as Jesus.

TARGET RESPONSE: When presented with a variety of objects, one of the objects is a picture of a host, and the instruction, "Point to Jesus or "Give me Jesus" the learner will point to or hand the instructor the picture of the host within 3-5 seconds of instruction.

TEACHING PROCEDURE: Seat the learner at the table. Place the specified number of object(s)/pictures on the table and the instruction, "Point to Jesus" or "Give me Jesus" or "Jesus." If s/he points to the correct picture of the host or the host, or hands it to you within three seconds, reinforce with verbal praise (e.g. Good, you pointed to Jesus" and provide a tangible reinforcer (e.g. a token or an edible). If s/he does not point or hand you the correct picture of the host, or the host, provide manual prompting (e.g., physical guidance, proximity, point/gesture)and verbal correction, "This is Jesus." Fade prompts over subsequent teaching trials. Differentially reinforce responses demonstrated with the lowest level of prompting.

Pictures are provided of two different looking hosts and three different kinds of bread. You could also use other food pictures for distractors. **Note: *If you can, teach this using pictures of hosts. However, if you need to use actual hosts for learning to happen, it will be provided in a pyx (a specific container used to transport communion to people at home) and be sure to consume properly at the end of the session.***

TEACHING STEPS:

1. Teach the learner to identify the host as Jesus in isolation. (Use just one host or picture of a host at this stage.)
2. Teach the learner to identify the host as Jesus with one distractor item present (vary distractor and location of objects).
3. Teach the learner to identify the host with two distractor items present (vary distractor and location of objects).
4. Teach the learner to identify a second object following the procedure in steps one through three.
5. Teach the learner to identify the host as Jesus and a second learned object when presented randomly.
6. Teach the learner to identify additional objects following steps 2, 3, and 5.
7. Generalization: Teach the learner to identify the host as Jesus using different looking hosts and from a variety of randomly placed novel objects.
8. Program for generalization to novel instructors and locations.

Skill Acquisition Program: Receptively Identifies Jesus.
Linda Meyer, Ed.D., MPA, BCBA-D, CPT

Measurement:

Per opportunity measure. The instructor circles a (C) for each correct, unprompted response and a (P) or an (I) for each prompted or incorrect response. Data are summarized as the percentage of correct responses per lesson and are graphed daily on a skill acquisition graph.

When two observers are possible, use the Agreement Between Observers³⁶ below.

AGREEMENT BETWEEN OBSERVERS (ABO): Two observers will be scoring the learner’s performance independently. After data collection is completed, the ABO data is compared point by point. Agreement is scored when both observers score the same target behavior as occurring or non-occurring or as correct or incorrect. Disagreement is scored when one of the observers scores the target behavior as occurring and the other as non-occurring or when one of the observers scores the target behavior as correct and the other scores it as incorrect. After collecting ABO data, add all agreements and all disagreements separately. Calculate percentage of ABO using the following formula:

$$\frac{\text{Number of Agreements}}{\text{Number of Agreements} + \text{Disagreements}} \times 100$$

CRITERION:

BASELINE:

DATE CRITERION MET:

³⁶ Technically correct term is IOA, Inter Observer Agreement, which refers to any two people collecting data. The two observers will score the learner independently.

SKILL ACQUISITION PROGRAM : Make the Sign of the Cross
Name: _____ Criterion: 90% for (2) consecutive session(s)
Program: _____

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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Date	Score each response as follows (C) correct (P) prompt (I) incorrect																			
Percentage of Steps																				



Jesus



Jesus



Bread



Bread



Bread