

# **The Effects of Precision Teaching with Frequency Building of Fine Motor Skills on the Performance of Functional Life Skills in Adolescents and Adults with Autism**

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In the field of Applied Behavior Analysis, much focus is placed on the intense training needs of young children with autism. Many educators believe that adolescents and adults with autism are less likely to make significant strides than their younger counterparts. Precision Teaching with frequency building procedures is one method that holds promise as an efficient and effective means of instruction for older learners. The current research is proposed as an attempt to replicate previous clinical demonstrations of the profound impact of Precision Teaching with frequency building procedures on the functional use of fine motor skills in adolescents and adults with autism during activities of daily living. Further, this research seeks to explore whether instruction of component motor skills should end when minimum frequency aims are initially achieved, or if continuing instruction of component skills to higher frequencies of performance will yield greater, positive effects on performance of functional composite skills. In addition, the proposed research will begin to examine whether maximum improvement is seen when component skills that are addressed in teaching are directly related to the movements involved in composite skills, or whether more generalized improvements in adaptive skills can be seen in skills that are not topographically related to the trained component skills.