



A Closer Look at Evidence-Based Practices for Students on the Autism Spectrum

Presented by:

Jill Yost - BRIC ASD Specialist

Dustin Hinckley - BRIC Supervisor



Concerns You Deal With

- "He is disruptive to the classroom!"
- "She is causing safety issues at recess!"
- "He cries or gets mad over nothing!"
- "She doesn't pay attention/respond in class!"
- "He won't even look at me!"
- "I can't get her to do anything!"
- "He keeps getting out of his desk!"
- "Why is this student in my room?"



ASD is a **SOCIAL DISABILITY**

- Students give up on having friends
 - Increased Anxiety
 - Increased Depression
- Unemployment rate
- Under-employment rate
 - <http://autismnow.org/on-the-job/employment-research-and-reports/>



Effective Programming

- National Autism Center
 - National Standards Project
 - <http://www.nationalautismcenter.org/resources/>



Antecedent Package

- Changes we make to events that typically precede a behavior
 - Cues/prompts (process of fading)
 - Using special interests
 - Classroom structure

Skills Increased	Behaviors Decreased	Age Group & Classification Group
<ul style="list-style-type: none">• Communication• Interpersonal• Learning Readiness• Personal Responsibility• Play• Self-Regulation	<ul style="list-style-type: none">• Problem Behaviors• Sensory or Emotional Regulation	3-18 Autistic Disorder



Behavioral Package

- Reduce problem behavior and teach functional alternative behaviors.
 - Chaining
 - Contingency Mapping
 - Discrete Trial Teaching
 - * Generalization Training
 - * Token Economy
 - * Task Analysis

Skills Increased	Behaviors Decreased	Age Groups & Diagnostic Classification
<ul style="list-style-type: none"> • Academic • Communication Interpersonal • Learning Readiness • Personal responsibility • Play • Self-Regulation 	<ul style="list-style-type: none"> • Problem Behaviors • Restricted, Repetitive, Nonfunctional Patterns of Behavior, Interest, or Activity • Sensory or Emotional Regulation 	0-21 Autistic Disorder PDD-nos

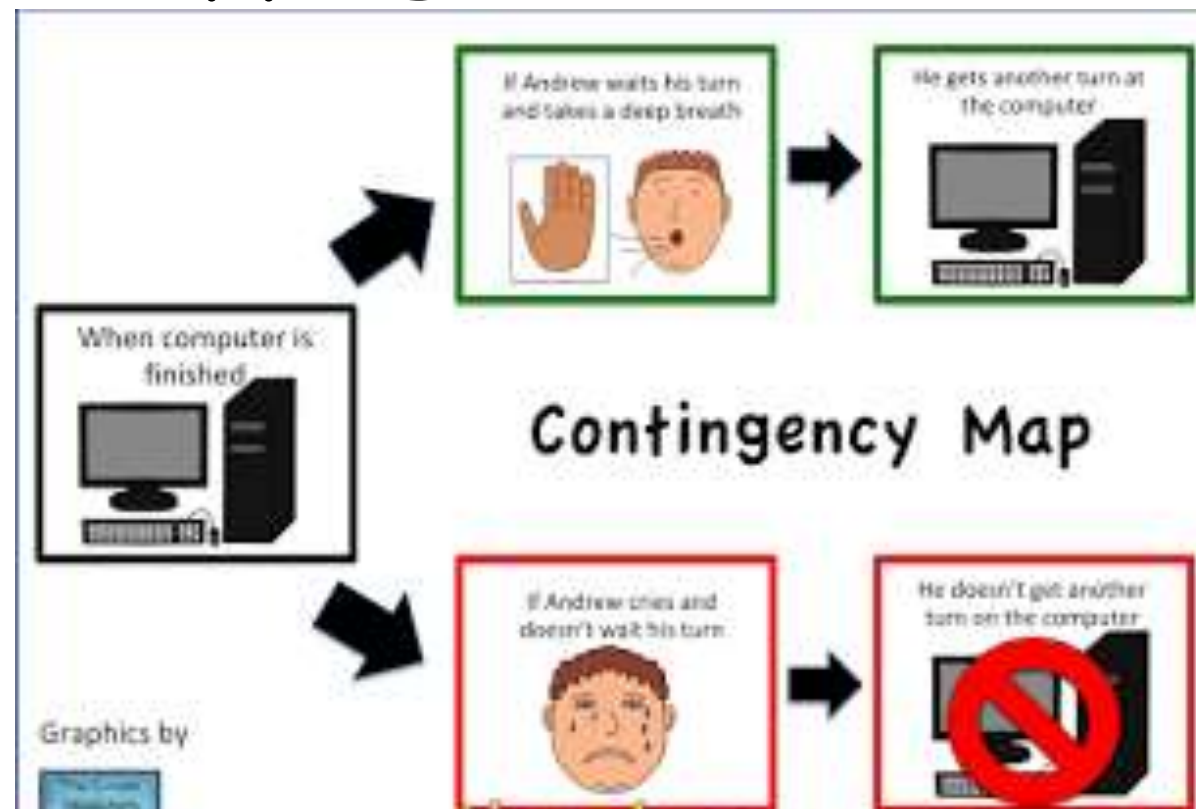
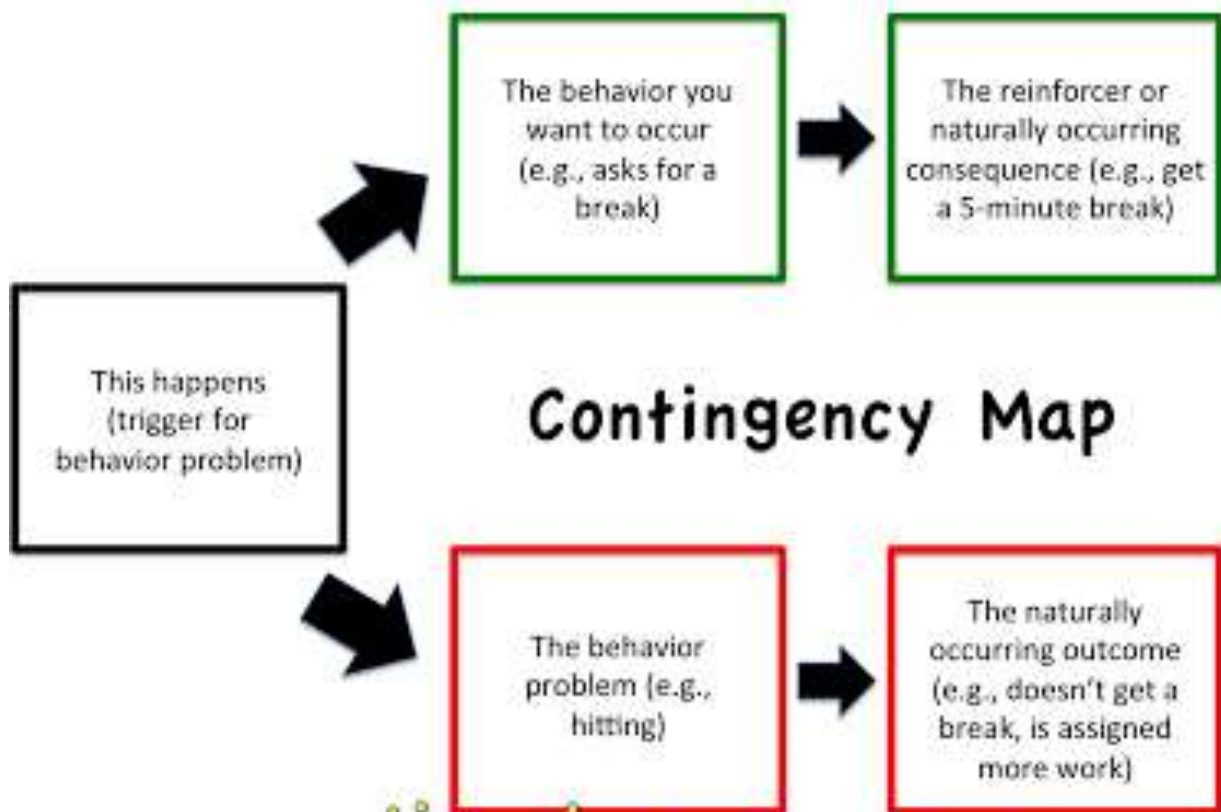


Behavioral Package Discrete Trial Teaching

- https://www.youtube.com/watch?v=cp_gzUTCm8g
- STAR Curriculum



Behavioral Package Contingency Mapping






Behavioral Package Token Economy

	=	1 point
Use your points to buy treats:		
 candy 5 points	 ipod break 8 points	 break area 5 points
 ipad break 10 points	 computer 10 points	 coloring break 8 points





Comprehensive Behavioral Treatment for Young Children

- Typically the Applied Behavioral Analysis Programs
 - Treatment manuals
 - High intensity
 - Under age 8

Skills Increased	Behaviors Decreased	Age Group & Diagnostic Classification
<ul style="list-style-type: none">• Communication• Higher Cognitive Functions• Interpersonal• Motor• Personal Responsibility• Placement• Play	<ul style="list-style-type: none">• Problem Behaviors• General Symptoms	0-9 Autistic Disorder PDD-nos



Joint Attention Intervention

- Teaching a child to respond to the nonverbal social bids of others or to initiate joint attention interactions
 - Pointing to objects
 - Showing items/activities
 - Following eye gaze

Skills Increased	Behaviors Decreased	Age Group & Diagnostic Classification
<ul style="list-style-type: none">• Communication• Interpersonal		0-5 Autistic Disorder PDD-nos

- Do-Watch-Listen-Say by Kathleen Ann Quill



Modeling

- Peer or adult demonstrates target behavior that is imitated by the individual with ASD
 - Often combined with other strategies (prompting and reinforcement)
 - Live modeling
 - Video modeling

Skills Increased	Behaviors Decreased	Age Group & Diagnostic Classification
<ul style="list-style-type: none">• Communication• Higher Cognitive Functions• Interpersonal• Personal Responsibility• Play	<ul style="list-style-type: none">• Problem Behaviors• Sensory or Emotional Regulation	3-18 Autistic Disorder Asperger's Syndrome PDD-nos



Video-Self Modeling

- <https://www.youtube.com/watch?v=nZv9sBtQbHE>
- Model Me Videos



Naturalistic Teaching Strategies

- Child-directed interactions to teach functional skills in the natural environment.
 - Incidental teaching
 - Milieu teaching

Skills Increased	Behaviors Decreased	Age Group & Diagnostic Classification
<ul style="list-style-type: none">• Communication• Interpersonal• Learning Readiness• Play		0-9 Autistic Disorder PDD-nos



Peer Training Package

- Teaching children without disabilities strategies for facilitating play and social interactions with children with autism.
 - Peer networks
 - Circle of friends
 - Integrated Play Groups
 - Peer -mediated social interactions

Skills Increased	Behaviors Decreased	Age Group & Diagnostic Classification
<ul style="list-style-type: none">• Communication• Interpersonal• Play	<ul style="list-style-type: none">• Restricted, Repetitive, Nonfunctional Patterns of Behavior, Interest, or Activity	3-14 Autistic Disorder PDD-nos



Pivotal Response Treatment

- Targets critical behavioral areas: Tends to focus on parents delivering the intervention in a natural environment.
 - Motivation to engage in social communication
 - Self-initiation
 - Self-management

Skills Increased	Behaviors Decreased	Age Group & Diagnostic Classification
<ul style="list-style-type: none">• Communication• Interpersonal• Play		3-9 Autistic Disorder

- Star Curriculum
- Play Theory



Schedules

- List of activities or steps required for successful completion.
 - Often supplemented by other interventions (reinforcement)
 - Written
 - Pictures/Photographs
 - Work stations

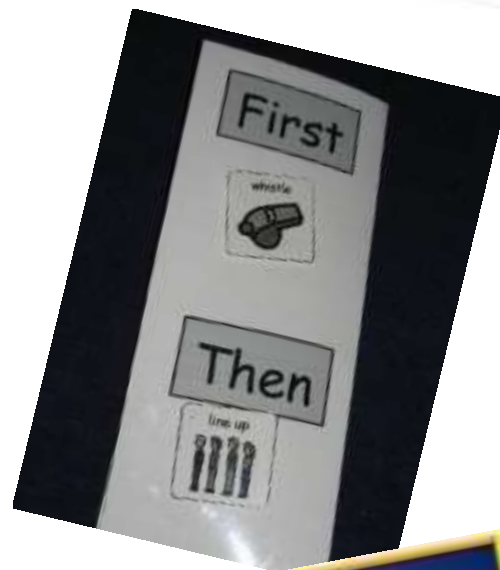
Skills Increased	Behaviors Decreased	Age Group & Diagnostic Classification
• Self-regulation		3-14 Autistic Disorder



Schedules

Tommy's Schedule
Monday

	All Done
Put backpack in cubby	
Independent Work	
Morning meeting	
Reading Time reading group	
spelling work at desk	
Music Class	
Speech	
Lunch	
Recess	
Special Reading Group	
Pack up backpack	
Go home	





Work Stations

- Promotes independence with tasks
- Highly organized area
- Utilizes visuals/schedules
- Work from left to right and top to bottom





Self-Management

- Promoting independence by teaching individuals to regulate their behavior by recording the occurrence/nonoccurrence of the target behavior and providing reinforcement.
 - Initial skill development may involve other strategies
 - Often the goal is set by the student

Skills Increased	Behaviors Decreased	Age Group & Diagnostic Classification
<ul style="list-style-type: none">• Interpersonal• Self-regulation	<ul style="list-style-type: none">• Problem Behaviors	3-18 Autistic Disorder

Example Charts

Name: _____ Date: _____

My Self Monitoring Form

Today in Class...



My Goal:
I will work _____ times.
I will read _____ times.
I will check today.

	Yes	No
I paid attention to my assigned work	<input type="checkbox"/>	<input type="checkbox"/>
I followed the classroom rules	<input type="checkbox"/>	<input type="checkbox"/>
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I followed the classroom rules	<input type="checkbox"/>	<input type="checkbox"/>

Sign: _____

Sample: Time Period Self-Management Sheet

Activity	Keeping my mouth quiet unless the teacher calls on me
Morning Group	Yes
Social Studies	No
Writing	Yes
Gym	No

- Student directed
- Student made (if possible)
- Simple!!



Story-Based Intervention Package

- Written description of the situation under which specific behaviors are expected to occur.
 - May include prompting, reinforcement or discussion
 - Social Stories (Who, What, When, Where, Why)
 - Improve perspective-taking

Skills Increased	Behaviors Decreased	Age Group & Diagnostic Classification
<ul style="list-style-type: none">• Interpersonal• Self-Regulation		6-14 Autistic Disorder Asperger's Syndrome



Social Stories

- Can be done to prepare a student for an upcoming event (decrease anxiety)
- Can be prepared to teach a new skill
- Can be read after a incident occurred that was challenging for the student
- Helpful to include a person who the student can go to if they need help

I need to Keep My Hands To Myself

When I feel upset, I sometimes put my hands on other people. 

When I put my hands on other people, I need to stop. 

I need to keep my hands to myself. 

I can take 5 big breaths. This will help me to stay calm. 

My teacher is happy when I keep my hands to myself. 

I will follow directions.
I will listen to my teachers
Sometimes I am not able to do what I want.
This is okay.
My teachers will be happy 😊
if I follow directions.
My teachers will be happy 😊
if I listen.
I will be happy. 😊
This is okay.



Emerging Treatments

- Augmentative and Alternative Communication Device
- Cognitive Behavioral Intervention Package
- Developmental Relationship-based Treatment (Floor time)
- Exercise
- Exposure Package
- Imitation-based Interaction
- Initiation Training
- Language Training (Production)
- Language Training (Production and Understanding)
- Massage/Touch Therapy
- Multi-component Package



Emerging Treatments

- Music Therapy
- Peer-mediation Instructional Arrangement
- Picture Exchange Communication System
- Reductive Package
- Scripting
- Sign Instruction
- Social Communication Intervention
- Social Skills Package
- Structured Teaching
- Technology-based Treatment
- Theory of Mind Training



Data Collection and Documentation

- Use what works for you!
- Make it relevant to the student's IEP goals and objectives.
- Don't reinvent the wheel - Pinterest, Google, Teachers Pay Teachers!
- Keep it simple.
- Involve the student if possible.
- Some curriculums have data collection and documentation built in.



Available Curriculum and Resources

- <https://jillkuzma.wordpress.com/friendship-interaction-skills/teaching-ideas/>
- http://www.speakingofspeech.com/Social_Skills_Pragmatics.html
- <https://www.thewatsoninstitute.org/resources/behavior-stories/>
- E-mail list of BRIC resources