Tri-State Autism Spectrum Disorder Webinar Series

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Preparing for Non-Routine Events:
Strategies to Support Students with ASD

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Webinar Objectives

• To review characteristics of Autism.
• Learn how non-routine events can affect students with Autism,
• Learn how to effectively help students prepare for non-routine events, and
• Learn how to teach so students will generalize and maintain learned skills.

www.KansasASD.com
Diagnostic and Statistical Manual of Mental Disorders (DSM-V)

- Persistent deficits in social communication and social interaction across multiple contexts.
- Restricted, repetitive patterns of behavior, interests, or activities, currently or by history.
- Symptoms must be present in the early developmental period, but not necessarily be fully manifest until social demands exceed limited capacities.
- Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning.

Training On Demand Webinar on DSM-V:

Free Classroom Materials – Type DSM-V in the search box

Common Characteristics of Autism

- Communication / Language Skills
  - Language develops slowly or not at all,
  - Child uses words without attaching the usual meaning,
  - Child may communicate with gestures instead of words.

- Sensory Issues
  - Child exhibits unusual reactions to physical sensations, such as being overly or under sensitive to touch, or, under-responsive to pain,
  - Hearing, touch, smell, sight and taste.
Other Common Characteristics of Autism

- Unresponsive to normal teaching methods,
- No fear or no awareness of danger,
- Uneven gross or fine motor skills,
- Noticeable physical over-activity or extreme under-activity,
- Difficulty with self-care skills, and
- Inappropriate attachment to objects or subjects.

Social Skills

- Deficits or differences in social skills
  - Lack of awareness of the existence of feelings of others,
  - May fail to produce appropriate facial expressions to specific situations,
  - Severe impairment in the ability to relate to others,
  - May seem aloof and distant from others,
  - May appear not to hear or not to listen when spoken to.
Social Skills

- Avoids eye contact,
- Difficulty with joint attention,
- Difficulty with changes in environment and routine,
- Child is less responsive to social cues, eye contact, or smiles.

Communication Skills

- Deficits or differences in communication skills
  - Difficulties in using and understanding both verbal and non-verbal language,
  - Failure to initiate or sustain conversational interchange,
  - Unaware or have difficulty with pitch, stress, rate, rhythm, and intonation of speech,
  - May have poor receptive and expressive skills,
  - May echo words (echolalic speech),
  - May try to communicate through behavior,
Behavior

• Deficits or differences in behavior skills
  – Unusual and repetitive movements of the body that interfere with the ability to attend to tasks or activities,
    • Hand flapping, finger flicking, rocking, hand clapping, grimacing or eye gazing.
  – Difficulty with change,
  – Laughing, crying, or showing distress for reasons not apparent to others, and
  – Unreasonable insistence on following routines in precise detail.

When non-routine or unexpected situations arise, what might you see?

• Anxiety – may present by increased vocalizations, stimming, pacing, etc.
• Elopement.
• Tantrum / Self-injury / Aggression,
• Perseverative speech,
• Delayed response to instruction.
What are some occasions when you have had unexpected events or changes in routine occur?

- Fire alarm gets pulled
- Parent or bus is late picking up kiddo
- Another student goes home early
- Lock Downs
- Special visitor spends the day in the classroom
- Regularly scheduled events get cancelled
- Visit to the nurse’s office
- Student leaves important paperwork at home (field trip permission slip, homework, etc.) or loses paperwork
- Cafeteria runs out of chocolate milk
- We have a sub today, SLP is out today, no music today, etc.
- Indoor recess
- Snow Day!
- Wait times
- Internet is down
Challenges for the Student

- Transitions
- Routines
- Schedules
- Anxiety & Anxiousness
- Communicating feelings
- Sensory Overload

The Model: Seven Phases of The Escalation or Acting-Out Cycle

Covin & Sugai, 1989; Colvin, 2004

Student’s ability to cognitively process what is happening in the environment.
What does this mean for you?

How can we intervene for non-routine events when we do not know when they are going to happen?

- The best intervention is **PREPARATION** and **PREVENTION**!
- **Intervention** always includes **INSTRUCTION**!

Activity Schedules
Benefits of Activity Schedules

- Increase Engagement
- Decrease Problem Behavior
- Helps children learn to learn
- Fosters Independence
- Promote skill generalization
- Helps children use the same cues we use

“Activity Schedules for Children with Autism”
By: Dr. Lynn McClannahan and Dr. Patricia Krantz

More Benefits of Activity Schedules

- Provides Predictability
- A visual portrayal of information that is normally presented through an auditory mode.
- A means to show progression through time
- Clear direction adapted to individual’s communication or language skills.
- A means to teach flexibility and routine.
One needs to assess the student to ensure that the appropriate schedule is developed and individualized for the student.

When assessing the student, consider the following:

- Student’s comprehension level
- Attention span
- Sequencing abilities
- Mode of Communication

Next Steps

- Determined the student needs a schedule,
- Assess the student's level of understanding and decided upon the type of schedule, and
- Teach the student how to use the schedule.
Have a plan!

Forewarned, forearmed; to be prepared is half the victory.
(Miguel de Cervantes)

Change and Transition

As part of the student’s schedule, teach him “change” with a visual cue or a visual card.
Evan's Schedule Change

Sometimes my schedule has to change.

When I see the "change" card, I know to go to the next icon on my schedule.

I can accept the change card and go to the next item on my schedule.

It will be okay! I will still earn break with my friends. When I follow my schedule my teacher and parents are proud of me!

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Change in Routine Card

NOTICE: _________ will be changed on _________

because _________

The new _________ is _________.

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Change in Routine Card

NOTICE: _________ will be changed on _________

because _________

The new _________ subject is _________.
Training on Demand Resources

- Visual Supports Webinar Series: Mode and Direction Assessment:

- Visual Supports Webinar Series: Developing a Visual Schedule:

- Visual Supports Webinar Series: Assessing Student Schedules and Work Systems:

Priming

Priming is a strategy that parents and teachers can use to help a child prepare for upcoming activities. It consists of three components:

1) Priming takes place prior to an activity and should use the same materials the student would find in the natural environment,
2) Priming should be a low-demand situation, focusing on tasks that are easy for the student,
3) It should incorporate frequent opportunities for reinforcement.

Examples of priming include reading a book prior to special activities or events, visiting a location prior to the activity, etc.

Why Priming?
Rules / Expectations

- Utilize school-wide PBIS strategies.
- State routines and expectations positively.
- Be specific and refer to measurable behaviors.
- Post the rules, some students may need a smaller version posted on their desk, in their notebook, etc.
- Teach the expectations across environments (cafeteria, music class, community, etc.)
- Revisit the rules often.
- Implement consistently.
- If rules are not working, assess what other positive behavior supports may be needed.

Teach Expectations

- Red & Green Scales
  www.redandgreenchoices.com

Teach the meaning of red / green across content areas, situations, environments.
Teach expectations across settings / environments, people and different situations.

- In her book, she provides over 50 Social Behavior Maps, including expected and unexpected behaviors. In the front of her book, she has provided a template so you can make your own, individualized for the student.

- Again, using social behavior mapping can be used to help students generalize from a routine situation into a non-routine situation.
Setting Limits

Setting Limits can be a preventative measure, or, setting limits can be utilized when you begin to see the student escalate.

You can be proactive - if you know a student tends to escalate under given circumstances, you can pre-teach choice making. Once a student has reached agitation, you can set limits by:

- Allow time to process.
- Provide clarification by using augmentative communication to enhance understanding.
- Redirect to the appropriate task or skill.
- Use visual explanations.
- Avoid power struggles.
- Set limits by
  - Offering choice boards
  - Simplify choices by using First – Then statements

Offering Choices

- no swimming
- park
- ball bath

Difficulties with Communication

Art Choices

- markers
- paper
- colored paper
- crayons
- play dough
- glue stick
- scissors
- colored pencils
- like
- looks good
- help
- all done

TASN
Tucson and Southern Arizona
www.tasn.org
“Mind the Gap” Strategy

Positive & Motivating Visual Reference

Less desirable Visual Reference

Explain Behaviors to Target For change.

Time to choose.

What is happening at the moment (or anticipated).

Developed by Jack Wall, TEACCH Center, North Carolina
Introduced through CPI—ASD Supportive Strategies

Tri-State 2014-2015 ASD Webinar Series

10/1/2014
Anxiety & Anxiousness

- Alleviate wait time or downtime
- Felix the Cat Bag
- Carry timers
- Teach the Adults

The Child with Autism Goes to Town: The Go Anywhere Guide
By: Kathy Labosh

Self-Regulation

- smile
- take deep breath
- blow out
- relax

SQUARE BREATHING

1. 2. 3. 4. Breathe in for 4 seconds
2. 3. 4. Hold for 4 seconds
3. 4. Breathe out for 4 seconds
4. 3. 2. 1.
Teaching Replacement Behaviors

- Exit Tickets

Sometimes, I need a break from classwork. I can use my Exit Ticket to leave the classroom for a short break. I may walk the hall three times, get a drink, or sit in the hall for 3 minutes. When my time is up, I will go back to the classroom and continue working. Using my Exit Ticket can make me feel like finishing my work! When I finish my work, my teacher and my parents will be happy with me!
Video Modeling

Video modeling is a procedure in which the learner is shown a videotape of a model performing a target behavior or completing a desire task. The videotape is shown to the learner at the beginning of each teaching opportunity or session. After viewing the entire videotape – from start to finish, the learner is given the opportunity to perform the modeled behavior.

Video Prompting

Video prompting is a variation of video modeling. With video prompting, the learner is shown a series of video clips in sequence. It begins by showing the learner a video clip depicting only the first target behavior or only the first step in a task analysis.


Advantages to Video Modeling or Video Prompting vs. Instructor-Delivered Training

- Does not require as much expertise;
- Easier to ensure consistency;
- Not as labor intensive
- Cost and time savings
Steps in Using Video Modeling and Video Prompting

1. Select Target Behaviors.
2. Make sure you have the right equipment to make the video and to play the video.
3. Write a script or develop a task analysis.
4. Obtain baseline data.
5. Make the instructional video.

Steps in Using Video Modeling and Video Prompting (Cont’d)

6. Arrange the teaching environment.
7. Present video model and video prompts.
8. Monitor progress.
9. Make adjustments or modifications if needed.
10. Fade the video.
Example of Video Modeling

Video modeling has been used in the field of Applied Behavior Analysis (ABA) to teach skills such as conversational speech (Charlop & Milstein, 1989), perspective taking (Charlop-Chrysti & Daneshvar, 2003), and complex play sequences (D’Ateno et al, 2003). Some research evaluating the models has been conducted to include an investigation of effectiveness when siblings as the identified model (Taylor et al, 1999).

Teaching Sequence:
1. The child watches the video 2-3 times looped
2. The child is given the materials or is set up with social situation.
3. Use task analysis to score the steps the child completes correctly or incorrectly.
4. If the child displays splinter skills, begin by teaching the total task.

Resources for Video Modeling and Video Prompting

Autism Internet Modules – Video Modeling
www.autisminternetmodules.org

“How to Use Video Modeling and Video Prompting”
By: Jeff Sigafoos, Mark O’Reilly & Berenice de la Cruz

“Seeing is Believing”
By: Tom Buggey

Research Article on Video Modeling by Nikopoulos & Keenan, 2004:
Summary

• Learned how non-routine events can affect students with Autism.

• Learned strategies for being pro-active for non-routine events and assist students with generalization.
  1. Know how your student reacts to different situations!
  2. Activity Schedules
  3. Teach “change” in the schedule
  4. Priming
  5. Teach Rules & Expectations
  6. Setting Limits
  7. Be prepared for “wait” time
  8. Teaching Self-Regulation
  9. Teaching Replacement Behaviors
  10. Video Modeling

Remember….

The best intervention is PREPARATION and PREVENTION!

Questions?
Resources

Autism Internet Modules: 


TASN Autism and Tertiary Behavior Supports

www.KansasASD.com
www.TASNBehaviorSupports.com