

TRI-STATE WEBINAR SERIES

Picky Eaters Facts and Interventions Part 2

Presented by:

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Tri-State Autism Spectrum Disorder Webinar Series



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Presenter Information



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Learner Objectives

- Understanding assessment and the team approach
- Identify evidence based procedures to help with restricted food preference or textures



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School Setting Interventions

- Extreme health factors ruled out
- Multidisciplinary team
- Extra training
- Observations by designated professionals
- Treatment integrity checks
- Factors mentioned in the part one webinar



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Poll Question #1

Why use a team approach? Check all that apply.

- Different knowledge and expertise
- Rule out physiological factors
- The student may hit you
- Determine severity of problem



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Poll Question #1 Feedback

- ✓ Different knowledge and expertise
- ✓ Rule out physiological factors
- The student may hit you
- ✓ Determine severity of problem



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Assessments

- Functional Behavioral Assessment
- Preference Assessment
- Presentation



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Assessments

Functional Behavior Assessment

- Attention
- Escape
- Escape to tangible
- Sensory



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Assessments

Preference Assessments

- Preferred food
- Non-preferred food

Presentation

OT and Speech Assessments



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Poll Question #2

Why do assessments before feeding interventions? (write out your answer)



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Poll Question #2 Feedback

- Decrease Problem Behavior
- Make Treatments More Effective



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Evidence Based Intervention Procedures

- Interventions
 - Antecedent Procedures
 - Escape Extinction
 - Differential Reinforcement of Alternative Behavior (DRA)
- Research



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Antecedent Procedures

- Simultaneous Presentation
- Sequential Presentation
- Stimulus Fading



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Antecedent Procedures

- Bite Size
- Chaser
- Blending
- Modeling



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Poll Question #3

Simultaneous presentation is an antecedent procedure for feeding?

True or False



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Poll Question #3 Feedback

True!

Simultaneous presentation is an antecedent procedure that and has been shown to be consistently effective.



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Escape Extinction (EE)

- Non-Removal of Spoon or Plate
- Physical Guidance
- Ignoring



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Poll Question #4

What is Escape Extinction?



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Poll Question #4 Feedback

Escape Extinction is a behavioral procedure that is generally used to treat escape or avoidance maintained behaviors. Utilization of escape extinction procedures includes discontinuing the escape contingency upon the occurrence of the behavior.



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Differential Reinforcement Alternative Behavior (DRA)

- Effective without Escape Extinction
- Often used in combination with other procedures



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Research Studies



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Levin & Carr (2001) Article

- 4 children with Autism ages 5 to 7
- Significant cognitive impairment
- Nutritionist evaluated
- Preference Assessments
- 4 Foods



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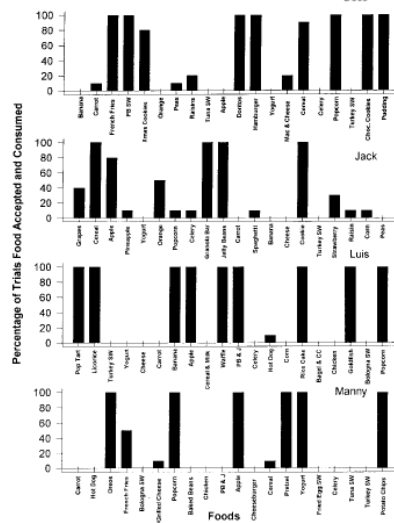


Figure 1. Percentage of trials in which various food items were accepted and consumed by Jack, Luis, and Manny. SW = sandwich; PB = peanut butter; PB&J = peanut butter and jelly sandwich; CC = cream cheese; Mac = macaroni; and Choc = chocolate.



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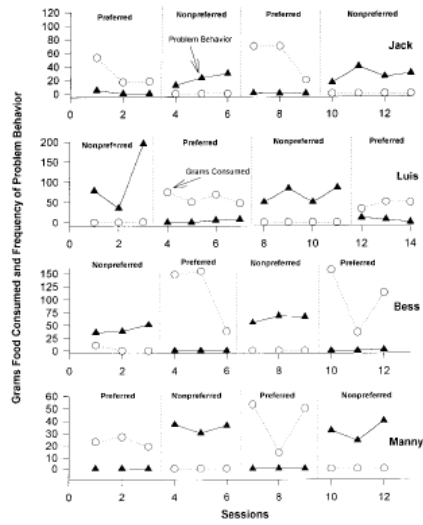


Figure 2. Grams of food consumed and frequency of problem behavior across preferred- and nonpreferred-food conditions.

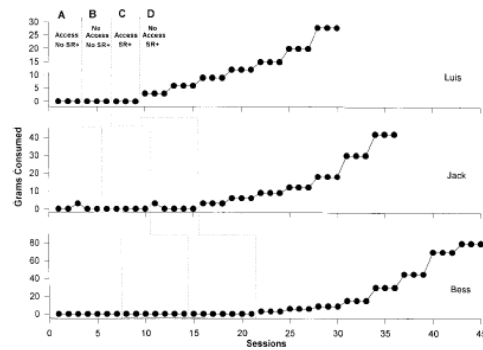


Figure 3. Grams of target nonpreferred food consumed across four conditions: (A) Access to preferred food items prior to intervention meal; positive reinforcement-based intervention not implemented, (B) No access to preferred food items prior to intervention meal; positive reinforcement-based intervention not implemented, (C) Access to preferred food items prior to intervention meal; positive reinforcement-based intervention implemented, (D) No access to preferred food items prior to intervention meal; positive reinforcement-based intervention implemented. SR+ = positive reinforcement-based intervention.



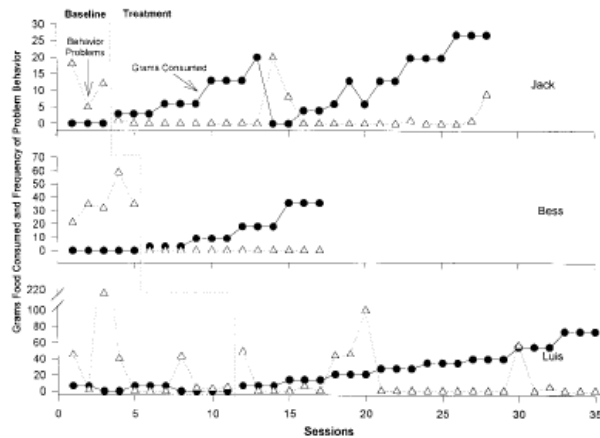


Figure 4. Grams of second target (nonpreferred) food consumed and frequency of problem behavior during baseline (A) and intervention (D) conditions.



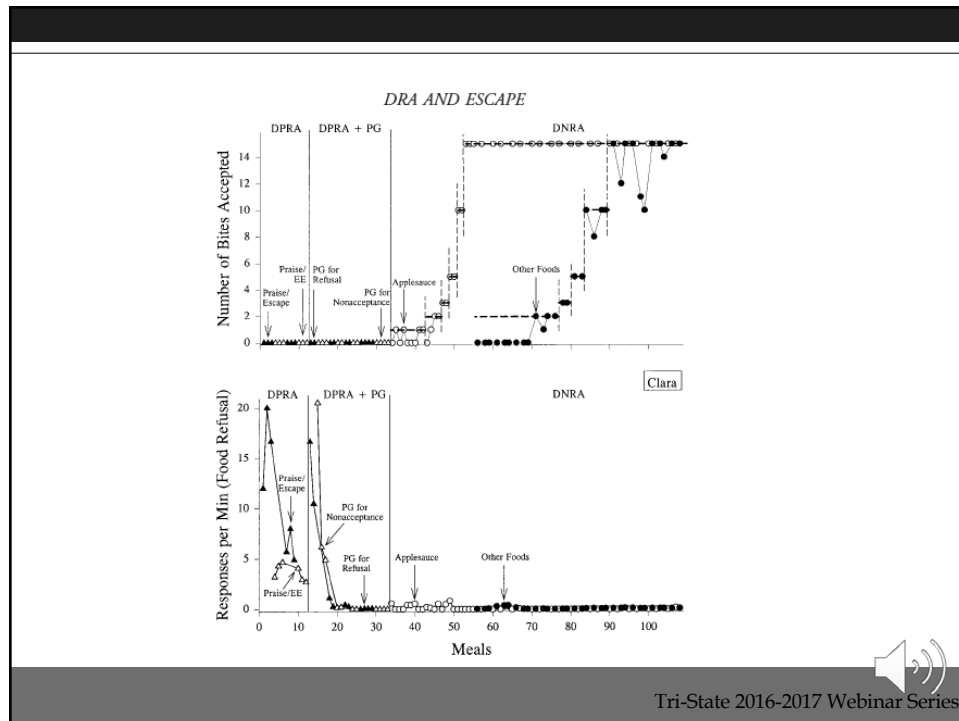
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Kahng, Boscoe, & Byrne (2003) Article

- 4 year old with possible developmental disorder
- Food refusal
- Escape and token-based DRA
- DRA negative reinforcement was most successful



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Kern & Marder (1996) Article

- 7 year old with Pervasive Developmental Disorder
- During breakfast, lunch, dinner
- 4 different items

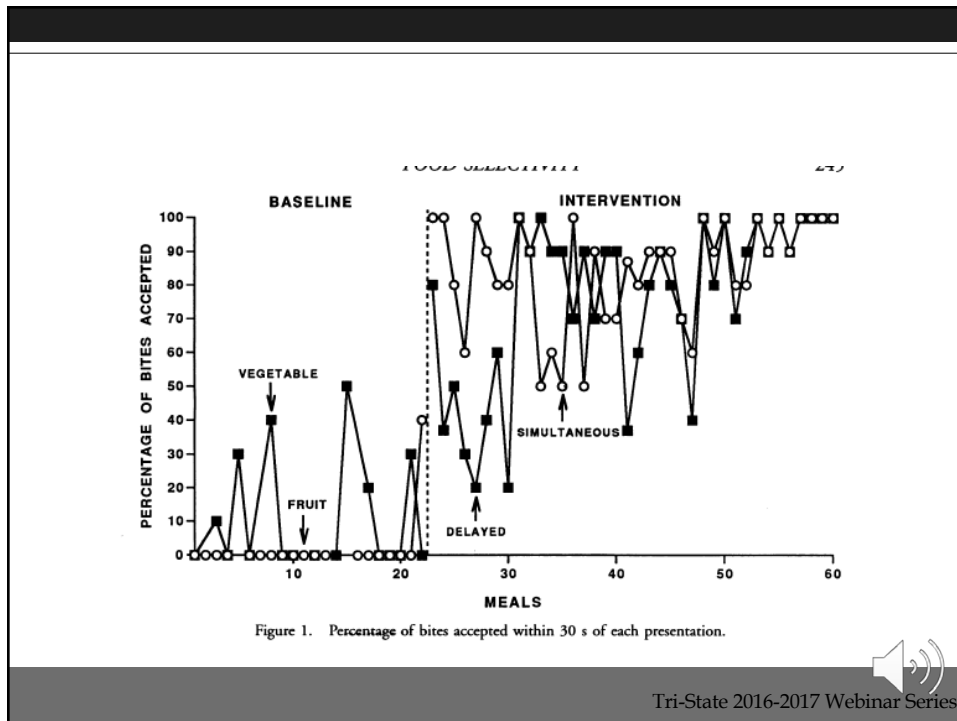


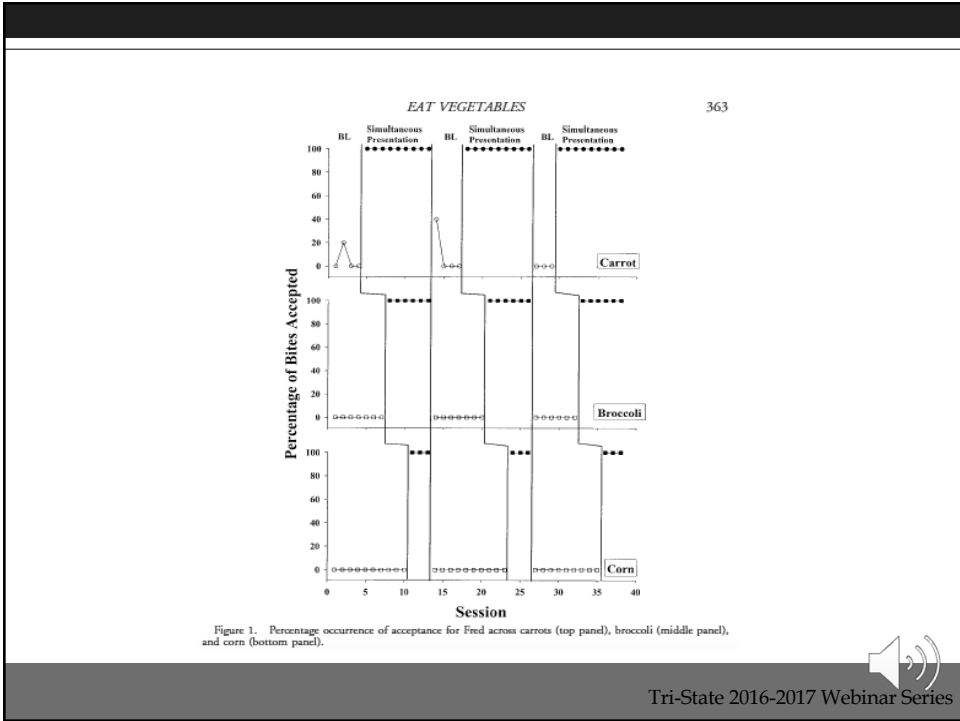
Figure 1. Percentage of bites accepted within 30 s of each presentation.

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Ahearn (2003) Article

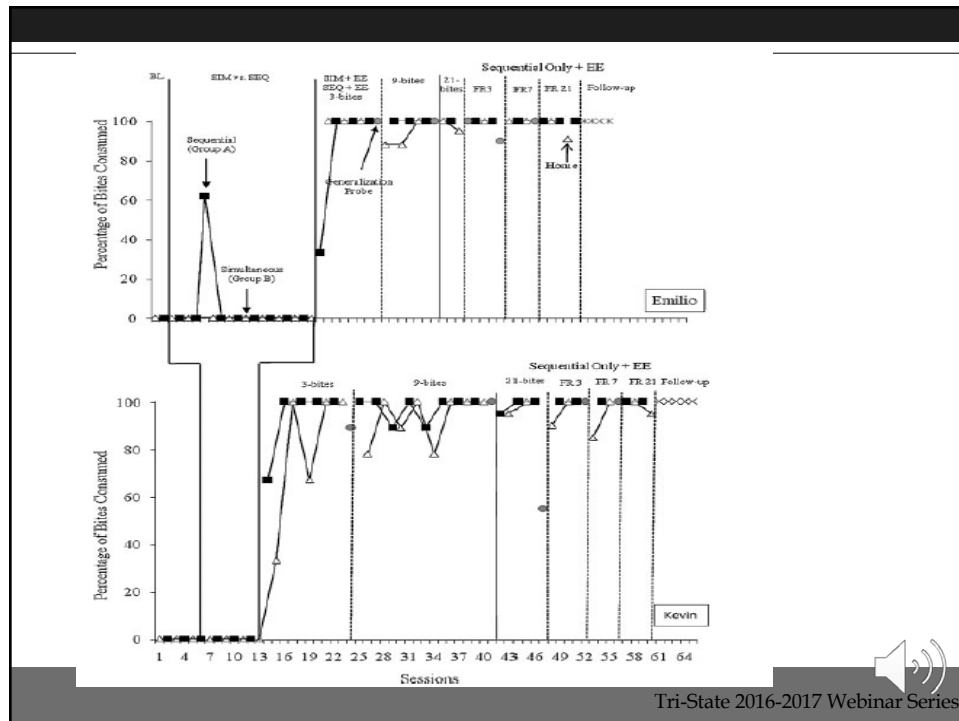
- Simultaneous presentation
- 14 year old boy with Autism and profound intellectual disability
- Antecedent-based strategies
- Preference Assessment

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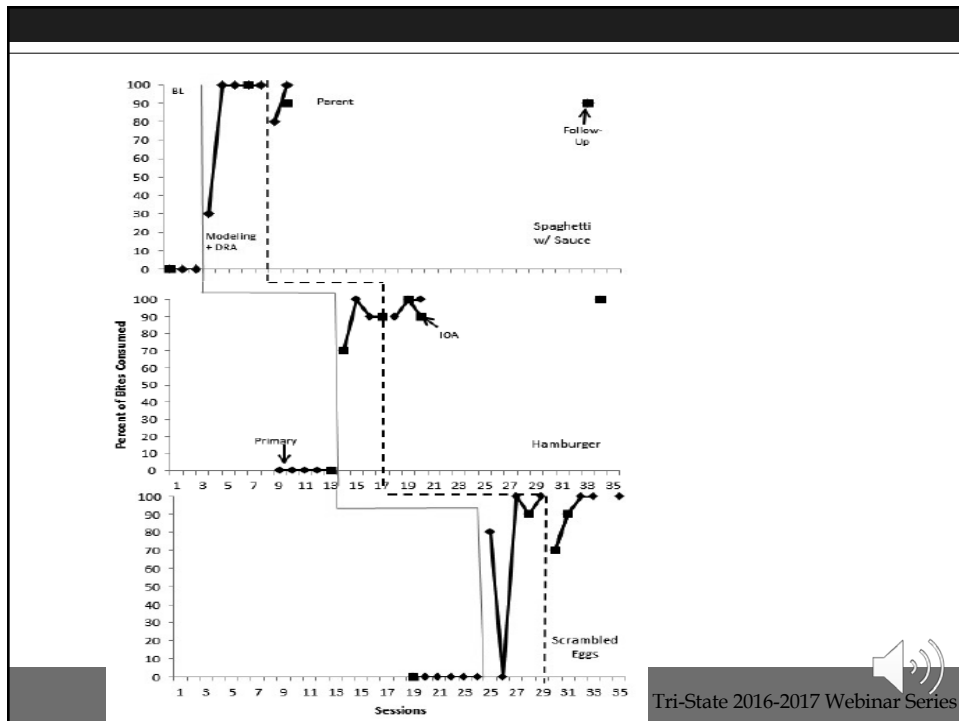
VanDalen & Penrod, 2010

- Preference Assessment
- Reinforcement
- Antecedent and Escape procedures



Sira & Fryling (2012) Article

- 9 year old with Autism
- Add foods
- Preference assessment
- One bite at a time
- Earned Reinforcement



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Knox et. al. 2012

- High School girl with Autism
- Intervention at school
- Paced prompting, demand fading, DRA
- Limited food
- Earned reinforcer
- 80% of sessions checked treatment integrity

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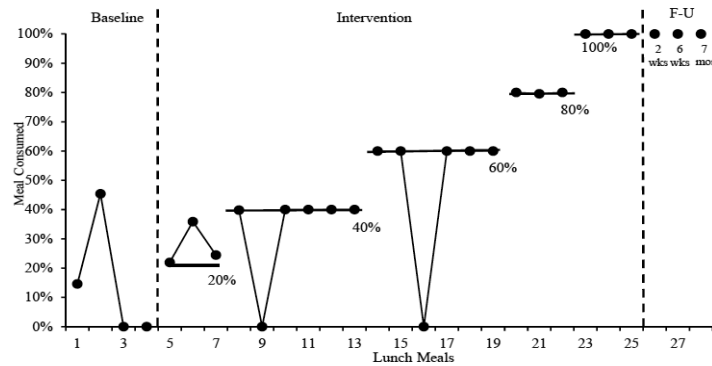


Figure 1. Percentage of total volume of each lunch meal Anna consumed during baseline, intervention, and follow-up phases.



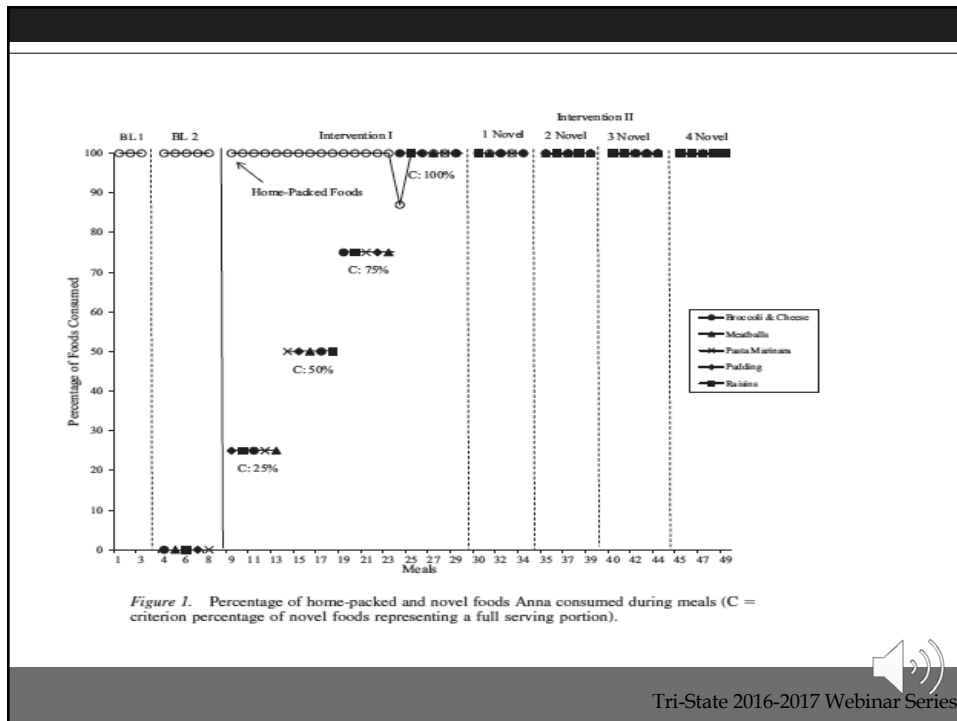
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Barahona, et. al. 2013

- Follow-up to Knox et. al. (2012)
- Nutritionist involved
- Trained staff
- Earned Reinforcer
- Added random items from cafeteria



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Conclusion

- Has to be a team approach
- Make sure you complete assessments
- Intervention Depends on student
- Least restrictive interventions suggested to use first

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THANK YOU!

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