



CHILDREN'S CARE

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Teaching The Young Child With Autism

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What We Will Discuss Today

- What is autism?
- What autism looks like
- Communication
- Behavior
- Socialization



What Is Autism?



Autism:

Autism is a lifelong, non-progressive, developmental disability with a unique triad of abnormalities in:

- Communication
- Behavior
- Socialization



Autism Spectrum Disorders

Autistic Disorder

Asperger's Disorder

Childhood Disintegrative Disorder

Rett's Disorder

Pervasive Developmental Disorder - Not Otherwise Specified



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Signs and Symptoms of Autism



Resists normal teaching methods



Inappropriate laughing and giggling



Echolalic



Acts as if deaf



No fear of real dangers



Apparent insensitivity to pain



Crying, tantrums
Extreme distress for no discernible reason



Spins objects



Not cuddly



Sustained odd play



Difficulty mixing with other children



Resists change in routine



No eye contact



Stand-offish manner



Uneven gross and fine motor skills -
May not want to kick ball but can stack blocks



Inappropriate attachments to objects



Indicates needs by gesture



Marked physical overactivity or exhaustion

Common Characteristics of Autism

- Tune in to the physical, but not the social environment.
- Prefer stable (not transient) stimuli
- Often prefers objects over people.
- People treated as objects
- Have a high need for predictability
- Learn rigid rules
- Poor generalization or transfer of concepts.



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- Insistence on sameness: resistance to change
- Difficulty in expressing needs; uses gestures or pointing instead
- Repeating words or phrases in place of responsive language
- Laughing, crying, showing distress for reasons not apparent to others
- Prefers to be alone
- Unresponsive to typical teaching methods
- Self-stimulatory behaviors
- No real fear of dangerous situations/events



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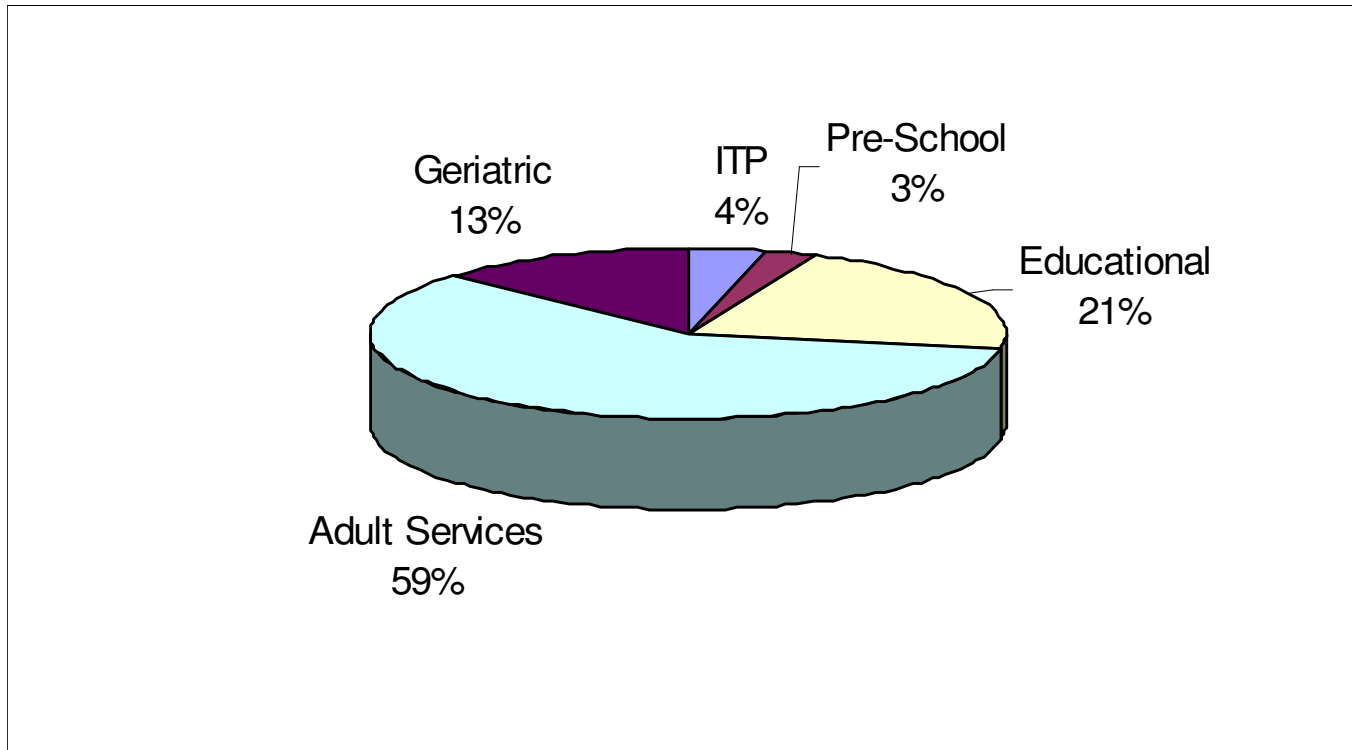
- May be hyper/hyposensitive to tactile, visual, auditory or olfactory stimulation
- May inappropriately smell, lick, or touch objects/people
- Tend to become dependent on prompts
- Unusual preoccupation with objects or actions
- Play patterns tend to lack variety and imagination
- Strong preferences to routines



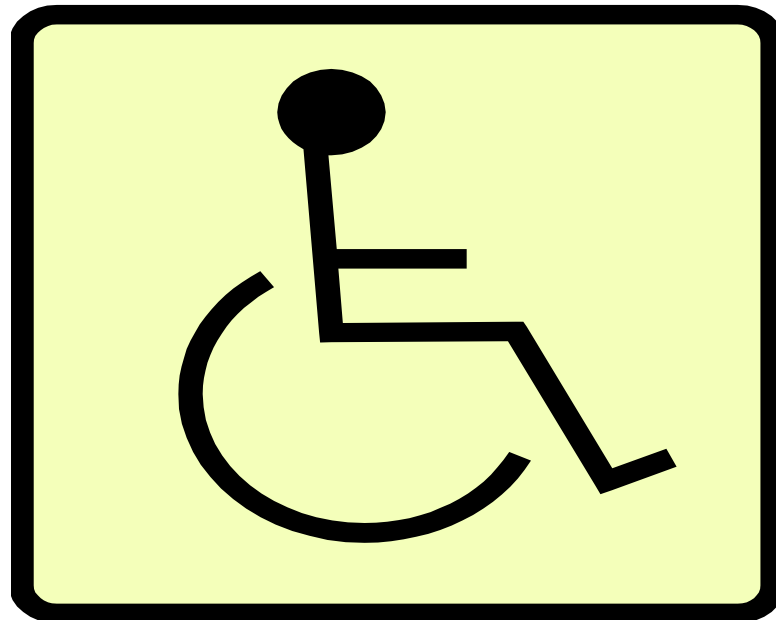
“Autism Everyday”



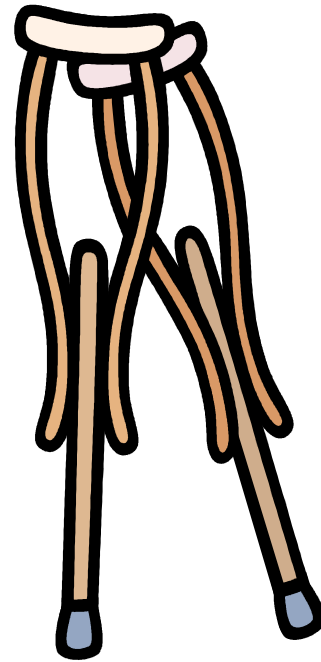
Lifespan Service Delivery



What do you picture when you think of someone with a Disability or a Handicap?



What Is The Prosthesis For A Child With A Autism?



Prosthetic Environment

- Defines a Highly Specialized Setting
- Highly Focused
- Structured
- Systematic Expectations
- Reinforcement for Appropriate Behavior
- Consequences to Inappropriate Behavior
- Reduces Confusion and Anxiety
- Help with Planning and Organizing

**MUST ALWAYS KEEP IN MIND THAT THE GOAL
IS TO NO LONGER NEED SUPPORTS**



Applied Behavior Analysis (ABA)



What Is Applied Behavior Analysis (ABA)?

Applied Behavior Analysis is a science devoted to the understanding and improvement of human behavior.

Applied Behavior Analysts focus on objectively defined behaviors of social significance.

ABA is a scientific approach for discovering environmental variables that reliably influence socially significant behavior and for developing a technology of behavior change that takes practical advantage of those discoveries.

-Use the scientific method

-Teaching strategies are systematic and involve objective measurement procedures.

Two of the most important principles of ABA are:

1. Behavior that is reinforced is likely to occur again
2. Behavior that is not reinforced, or is punished, is not likely to occur again



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Reinforcement



Reinforcement vs. Bribery

- Motivation
 1. The reason or reasons one has for acting or behaving in a particular way.
 2. The general desire or willingness of someone to do something.
- Bribe
 1. Persuade (someone) to act in one's favor, typically illegally or dishonestly, by a gift of money or other inducement



Positive Reinforcement

Increases the probability that the behavior will occur again.

- Motivation can be an issue for many children.
- In order to achieve Positive Reinforcement, something motivating must be used
- Determine what is Reinforcing!!!
- What motivates one student may not motivate another.
- Deliver as soon as possible based on the child
- Deprivation/Satiation



Types of Reinforcement

- Tangible
- Edible
- Verbal
- Activity



Advantages of Using Praise and Feedback

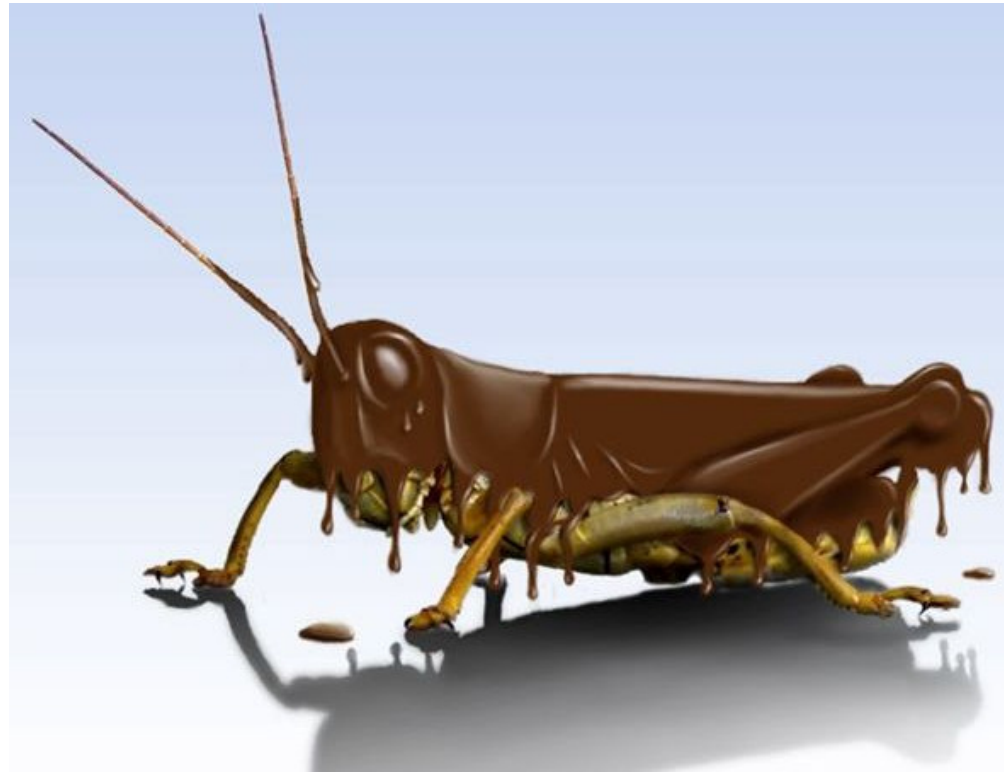
- Praise/feedback is always available
- It is normal for people with and without autism to receive praise/feedback
- We rarely get tired of being praised
- Can be delivered without disruption

Reinforcing Appropriate Behaviors

- It is important that reinforcement is only what the child deems or feels is reinforcing to them, not what a staff member believes should be reinforcing.



**Everyone loves
chocolate, right??!**



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Learning Readiness



Learning Readiness Skills

Four skills must be in an individual's repertoire before any other learning can occur

The Individual must be able to:

1. Look
2. Sit
3. Follow simple one-step commands
4. Imitate

***IT DOES NOT MATTER WHAT AGE THE INDIVIDUAL IS,
THIS IS WHERE YOU START!!!**



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Communication



Communication

- Communication is significantly impaired because of poor social skills.
- Social skills are significantly impaired because of poor communication skills.
- Most maladaptive behaviors occur because of poor communication skills and poor social skills.



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Speech, Language, and Communication Issues in Autism

- Lack of Gestures
- Comprehension Problems
- Cognitive issues
- Oral motor Issues/apraxia
- Mutism
- Echolalia
- Social Language Issues
- Teach functional point, provide communication temptations
- Asses level, use sign language
- Teach curriculum systematically, use DTT
- Teach imitation skills, use shaping procedures
- Augmentative or alternate communication systems
- Determine Function and teach appropriate response
- Scripting, role-play, token systems



Different Ways Children Initiate

- Pointing
- Reaching
- Pulling
- Playing
- Verbalizing sounds or words
- Asking questions
- Maladaptive Behaviors



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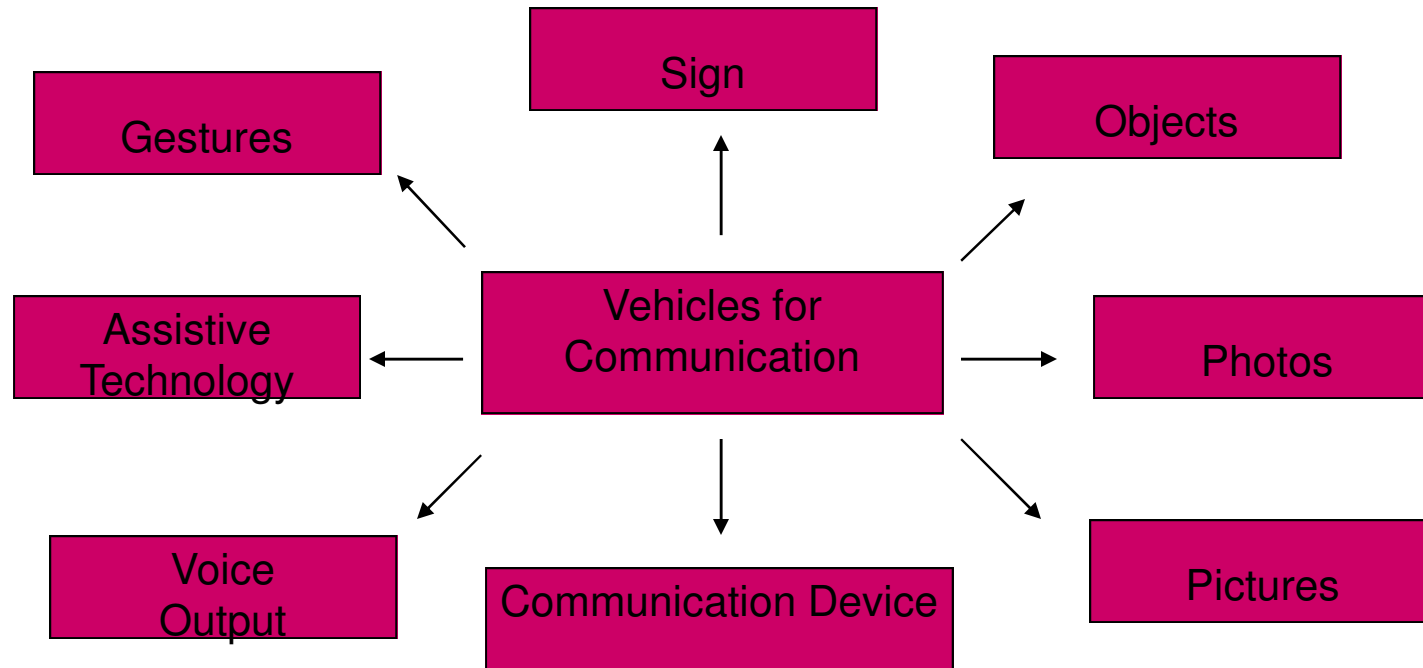




















Wait

- Wait!
- No, really . . . Wait!
 - Give them a chance to initiate!
 - Give them a chance to surprise you!
 - Give them time to send a message!




Alternative Forms of Communication




<p>opening</p>  <p>h h h</p>	<p>work</p> 	<p>sensory</p> 	<p>teacher</p> 	<p>leisure</p> 	<p>bathroom</p> 
<p>snack</p> 	<p>work</p> 	<p>sensory</p> 	<p>music</p> 	<p>lunch</p> 	<p>bathroom</p> 
<p>recess</p> 	<p>work</p> 	<p>sensory</p> 	<p>work</p> 	<p>leisure</p> 	<p>work</p> 

opening




h h h


work



sensory



teacher



Behavior



Prevention is not always possible!!!



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Overall Principles of Student's Behavior

- Behavior is learned and can be taught (or untaught)
- Behavior is predictable
- Behavior has a purpose
- Challenging behavior is always communicative in nature
- Challenging behavior is always related to events before and after the behavior

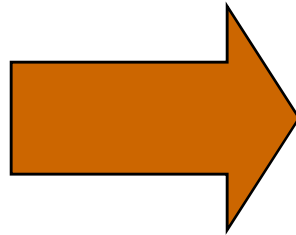


Antecedent

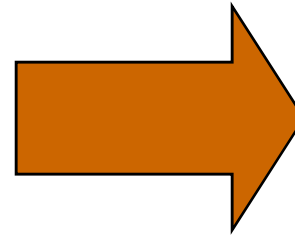
Behavior

Consequence

A



B



C



- SLOW TRIGGERS
- FAST TRIGGERS

- FORM
- FUNCTION

- REWARD
- PUNISHMENT



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Specific Deficits That May Predispose Individuals to Engage in Problematic Behavior

- Limited access to reinforcement (notice that this is #1)
- Low tolerance to change
- Difficulties with unstructured time
- Restricted leisure skills repertoire
- Selective attention by support staff
- Confusion
- Difficulties with waiting or delaying reinforcement
- Poor environmental congruence
- Inability to exercise appropriate control over their environment



Reasons Why Behavior Occurs

- Attention
- Escape
- Self Stimulating (like it; it feels good)
- Pain Attenuation (something hurts)



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**** Only Four! ****

Escape / Protest

- Attempting to escape or “get out of” a demand placed on them
- Function
 - The challenging behavior follows an instruction to do something
 - The challenging behavior stops just after you stop making demands on the child
 - The child seems to be doing the challenging behavior purposely to upset/annoy others



Escape / Protest

- Attempting to escape or “get out of” a demand placed on them
- Intervention
 - Teach more acceptable ways to protest
 - Reinforce staying
 - Give more choices
 - Shorten task
 - Allow acceptable means of escape
 - Make the task easier
 - Make the task more enjoyable



Attention Seeking

- Obtaining or gaining the attention of staff or peers
- Function
 - The behavior causes someone to have to spend time with the child
 - The behavior occurs just after you shift your attention away from the child
 - The behavior occurs to upset/annoy you when you aren't paying attention to the child



Attention Seeking

- Obtaining or gaining the attention of staff or peers
- Intervention
 - Give attention before challenging behavior occurs
 - Ignore
 - Teach more acceptable means to gain attention
 - Increase frequency of positive attention for appropriate behaviors
 - Teach more independent skills



Tangible / Event

- Attempting to gain access to an object or event
- Function
 - The behavior results in getting something concrete for the child
 - The behavior occurs soon after a reinforcer has been denied or removed
 - The behavior occurs when a privilege has been denied or promise broken
 - The behavior stops when the item returned or privilege is granted



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Tangible / Event

- Attempting to gain access to an object or event
- Intervention
 - Teach other ways of getting requested item
 - Give more choices
 - Give desired item more frequently (e.g., free time)

Sensory

- Repeating a self-stimulating act continuously (hand-flapping, rocking, teeth grinding)
- Function
 - The child seems to enjoy the behavior for its own sake
 - The behavior occurs over and over
 - The behavior goes on and on in the same rhythmic way
 - The child is just as likely to perform the behavior when with another or not
 - The child seems unaware of anything else going on while engaging in the behavior



Sensory

- Repeating a self-stimulating act continuously (hand-flapping, rocking, teeth grinding)
- Intervention
 - Give more opportunities for sensory activities
 - Structure & define acceptable places or methods of self-regulation
 - Remove need for arousal modulation (i.e., boredom, over-stimulation)
 - Provide a sensory enriched environment
 - Sensory schedule



Medical and Behavior


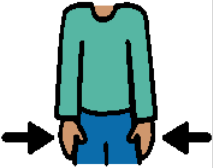
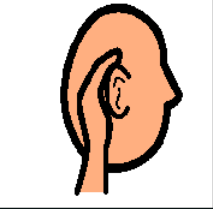



Clearly Defined Behavioral Expectations

- Classroom Rules
 - Clear – Concise - Consistent
 - Keep to five or fewer
 - State in the positive
 - Operationalize the rules
 - Can I see it
 - Can I count it



Classroom Rules

	Follow schedule
	Hands to self
	Listen to teachers
	Ask for break

Socialization



A Short List of Possible Social-Communicative Functions

- I need help
- I don't like this
- I would rather be doing that
- Hey, over here
- I don't understand
- You're standing too close
- It's way too cold in here today



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Social Characteristics of Autism

- Limited or no interest in interacting with people
- Limited use of nonverbal behaviors such as eye contact, point, or facial expression
- No sharing of interest
- No imaginative or social imitative play
- Limited or no signs of attachment to people



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Characteristics of Individuals With Autism During Play

- Repetitive, stereotypic play
- Disinterest in peers
- Limited language
- Weak imitation skills
- Inability to sustain play
- Limited interests

Stages of Play Development

- Isolate Play
- Parallel Play - Plays alone in presence of other children
- Watches others play and plays near them
- Imitates actions of another child
- Watches other play, attempts to join briefly
- Plays simple group games (e.g., ring around the rosie)
- Can usually play cooperatively, but may need assistance
- Takes turns and shares, without supervision
- Plays cooperatively with up to two children for at least 15 minutes
- Plays cooperatively in large group games



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Modification of Environment

- Structuring activities, materials and space
- Visual supports
- Use of peer mentors

For additional Information
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This presentation is available at:
www.cchs.org





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