

“Building Blocks to Success”



**Georgia Department of Education
Autism Academy 2010**

Presentation Overview

- Identifying the etiology of behaviors in students with autism
- Discover strategies to increase student success
- Topics of discussion:
 - Identify sensory needs
 - Reshape problem behaviors
 - Identify student motivators
 - Increase expressive language
 - Translate interest into learning experiences



“If I can’t picture it, I can’t understand it”

Albert Einstein



Behavior

- Proactive measures must be taken in order to address behavioral concerns and set the child up for success
 - Establish motivators (edible, auditory, breaks,)
 - Determine the cause of problematic behaviors
 - Behavioral shaping
 - First/Then
 - Frequent breaks
 - Role play



Effective Teaching

- Increasing expressive language and decreasing student frustration



- **NET** (Natural Environment Training)
 - Teach through “play”
 - Utilize reinforcers to increase appropriate response
 - Teaching verbalization of wants and needs (i.e. personal information)

Break-Out Session

NET

- Requesting a Ball

Errorless Learning

- A set of teaching techniques designed to increase acquisition of desired behavior
 - Steps of implementing Errorless Learning
 - Identify and teach the child the desired behavior
 - Identify prompts that will ensure success
 - Have the child begin to perform the desired behavior with the appropriate prompt level
 - Increase the prompt level as needed to ensure success
 - Fade/decrease prompt level as indicated by data collection
 - Repeat the trial several times until the child demonstrates the desired behavior **INDEPENDENTLY**
 - Conduct non-prompted trials to demonstrate the child's acquisition of desired behavior

Incidental Teaching





“On the Go” Teaching Procedure

- The child is provided with a desired item after appropriate requests (i.e. visual or verbal)
- “Wait-Ask-Say-Show-Do”
 - Wait for child to self-initiate
 - Ask the generic question, “What do you need to do?” (“Use your words, or Show Me”)
 - Say what is expected (“Use your words, or Show Me”)
 - Show (gesture) to indicate expectation
 - Prompt to complete interaction

McGee, Daly, & Jacobs, 1994



Social Development

- Social Stories: Quiet Mouth
- Video Modeling
- Role Play
- Good Choices/Bad Choices : Language:”
- STOP and THINK
 - Am I making a GOOD CHOICE 
 - Am I making a BAD CHOICE 
 - If I'm making a  choice...
 - JUST DO IT 

Instruction Based on Student Interest

- Compulsive adherence to routine
 - Learns/retains positive routines
- Difficulty shifting attention
 - Able to focus on detail/long attention span
- Upset by changes in environment
 - Aptitude for repetitive tasks, attention to time limits.
- Obsessive preoccupations
 - Aptitude for working with numbers/letters
- Difficulty understanding speech
 - Ability to process visual information
- Prefers to do things alone
 - Independence, focus on task at hand
- Excessive body movement
 - Ability to do tasks involving physical exertion

Reinforcer Inventory

- Completed by guardian and staff
- Example items
 - Preferred activities
 - Preferred edibles
 - Non-preferred items/activities

Sensory Needs

- Implement sensory input
 - Beginning, middle, and end of task
 - Tricks for fidgety hands and bodies
 - Replace inappropriate self- stimulatory needs with socially appropriate input!
 - Adjusted lighting
 - Designated sensory area
 - Pay attention to signals the child may be sending
 - Relaxing rhythms or music
- www.sensorytools.net

Visual Structure

- Picture schedule or written schedule
- Pictures of steps to complete task with motivator at end
- Place work or activity in clearly defined spaces or boxes
- Clear beginning and end of work time
- Picture of child demonstrating appropriate behavior(i.e. good hands, quiet mouth)

Consistency

Consistency is KEY!

- Amongst all staff
- Work through behaviors until point of extinction
- Consistency in child's daily schedule and routine

Resources

- www.cindysautisticsupport.com
- www.childrenwithspecialneeds.com
- www.suite101.com
- www.widgit.com
- www.googleimages.com
- www.sensorytools.net
- Texas Autism Resource Guide for Effective Teaching

Question and Answer

