



Designing and Delivering **COMPREHENSIVE SUPPORT** for Students with HFASD

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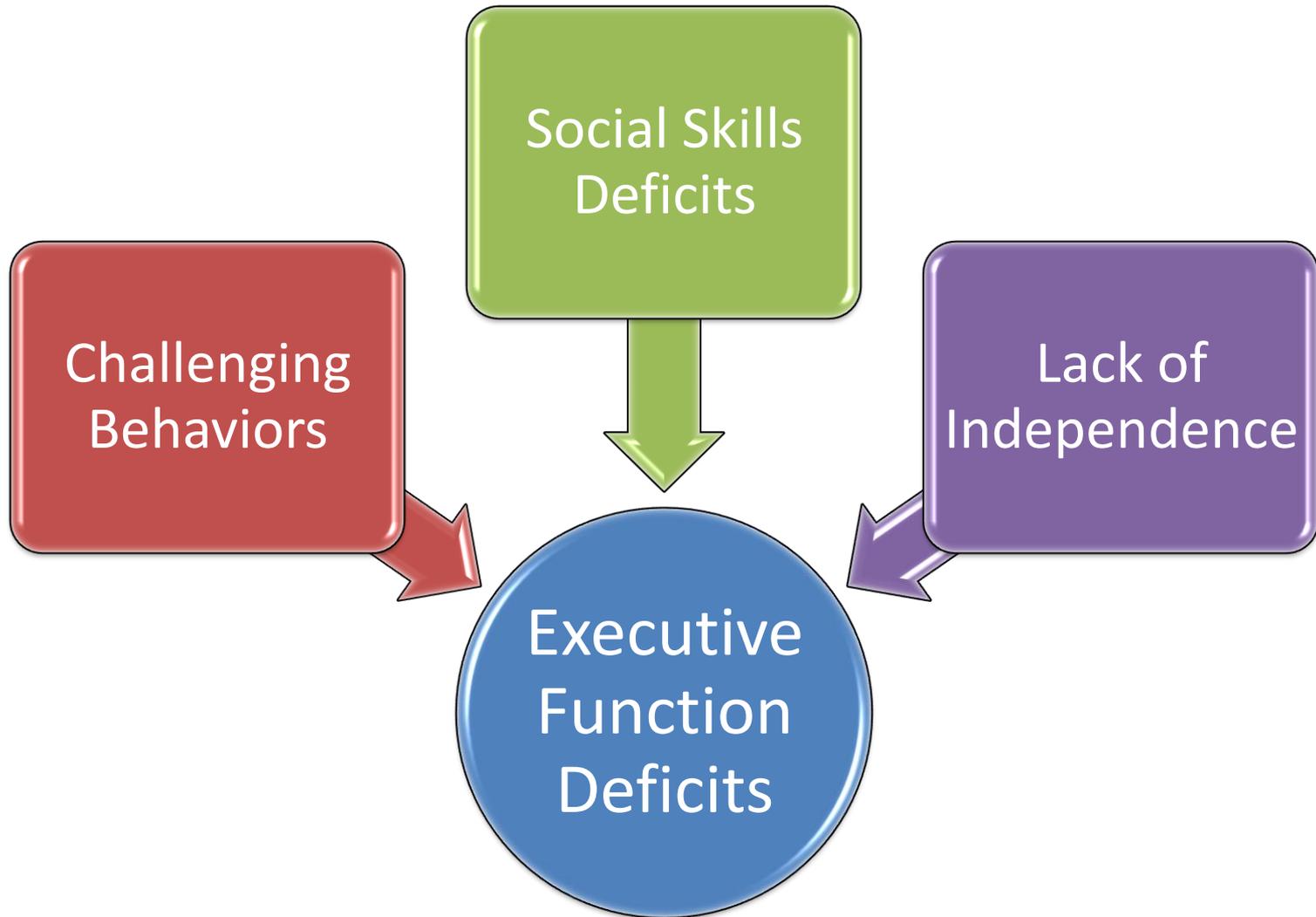
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Behavioral Support for Students with HFASD

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The Need for Behavioral Supports



Addressing the Underlying Cause

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- Effective behavioral supports must address underlying executive skills deficits
 - Provide explicit skill instruction for acquisition
 - Provide structural support for independent performance
 - Teach problem-solving skills for adaptive functioning in social environment

Teaching Social Skills and Emotional Regulation

- Explicit instruction in small group for social skills and emotional regulation acquisition
 - Comprehensive curriculum materials available
 - Skillstreaming
 - Social Thinking
 - ECLIPSE Model
 - Navigating the Social World
- Social coaching in natural environment
 - Prompting in general education setting for guided practice and generalization



Home Base

Structural Support for Independence

- 
- A designated space to organize day, remove self from distracting environment, or to work independently in quiet place
 - Can be used as check-in/check-out with special education teacher as part of a positive behavior intervention and support plan (PBIS)
 - A special education service to address behavioral/sensory needs

Priming

Structural Support for Independence

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- Introduction of academic content or instructional material before use in classroom
 - Preview of schedule change or special event
 - Can be combined with other strategies
 - Can take place in Home Base
 - Use of visual schedule, agenda, or calendar
 - Social stories to explain behavioral expectations
 - Task cards, time lines, etc.
 - Self-management plan

Self-Management Plan

Increasing Independent Performance

- 
- Evidence-based practice across populations, behaviors, and settings for increased independence
 - Well-suited for students with HFASD
 - Transfers control from teacher to student
 - Portable, low-tech intervention, adapts well to general education setting
 - Addresses executive function deficits
 - Supports academic and behavioral success

Critical Components of a Self-Management Plan

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- Critical components
 - Self-monitoring of target behaviors
 - Self-evaluation of performance
 - Self-recording of performance
 - Reinforcement
 - Can be paired with token economy
 - Student can self-administer reinforcement on a pre-determined schedule
 - Can be provided through home-school collaboration

Daily Self-Management Plan



Name _____

When I achieve _____

I will _____

Goals	LA	Rdg	Ma	Sc	SS	Spec	
Total Performance Points Earned							
Total Percentage of Independence Achieved							

- 3 = I achieved the goal independently.
- 2 = I needed 1 or 2 verbal or gestural reminders to achieve the goal.
- 1 = I needed physical assistance to achieve the goal.
- 0 = I was unable to achieve the goal today.

Comments:

Teacher Signature

Date

Parent Signature

Date

Design
Identify target behaviors
Choose materials
Determine recording segments



Introduce
Explain self-management
Identify goals and preferred reinforcers



Train
Model self-management
Provide opportunities for student to practice



Implement Self-Management Plan
With Most-to-Least Prompts



Meet
with student to determine if goals were met



Reinforce
points, tokens, or rewards



Incorporate Home-School Collaboration

Adapted from **Self-Management for Children with High-Functioning Autism Spectrum Disorders (Wilkinson, 2005)**

A Self-Management Plan for Nick

A Group Activity

Use the self-management plan instructions and the case study to develop a self-management plan for Nick.

Discuss:

What are the potential challenges of implementing the plan?

(Handouts provided)



Discussing Self-Management

- What are your experiences with self-management?
- What obstacles do you face teaching and implementing a self-management plan?
- Can we find solutions to the problems we might encounter?
- Will you use self-management as a strategy to increase socially appropriate behavior? Why or why not?



Teaching Social Problem Solving

- 
- Teaching discrete social behaviors not always practical for older students
 - Function in complex social settings
 - Preparing for post secondary life
 - Integration into larger community
 - College, career, personal relationships
 - Need strategies for novel situations
 - Coping skills for emotional response
 - Problem solving skills to find socially acceptable solutions

Social Problem Solving

- A global coping strategy for adaptive functioning in social environment
 - Solving real world problems that occur in everyday life
 - Associated with psychological well-being in general population
- Instruction as component of social skills training to increase social problem solving skills



A Social Story

- Defines key concepts
- Explains behavioral expectation (solving the problem)
- Introduces Stop, Think, Proceed strategy

Solving Problems in the Real World

When something happens unexpectedly or when something doesn't happen the way people want it to happen, they have a *problem*. When I can't complete an assignment that my teacher gives me, I have a problem. When my schedule changes unexpectedly, I have a problem. When I can't open my locker, I have a problem.

People need to find a *solution* to fix a problem. For example, when I can't do the work that my teacher has assigned, I ask for help. Then, I can finish the assignment. My problem is solved.

Some people might feel angry, scared, or confused when they have a problem. If they get upset, they might not be able to think of a way to solve their problem. So some people use a problem-solving strategy to help them find a solution to their problem. A *strategy* helps people organize their thoughts and develop a plan of action. The *STOP, THINK, PROCEED* strategy helps people remember the problem-solving skills they should use to solve a problem.



**Take a few deep breaths to remain calm.
Identify the problem.**



**Think of some possible solutions.
Decide which solution to try.**



**Put the solution into action.
If the solution doesn't work, try another solution.**

When people solve problems in the real world, it is called *social problem solving*. I want to learn to be a social problem solver. The next time I have a problem I will try to use the *STOP, THINK, PROCEED* strategy to help me remember the steps I should follow to solve my problem.

A SOCIAL PROBLEM SOLVING STRATEGY



Recognize emotional clues.

Rate the feeling on a scale of 1 to 3.

Take a few deep breaths to calm down.

"I need to stay calm, so I can think clearly."

If others are involved, ask for time and step away.

"Excuse me. I need to take a minute to calm down."

"I'm too upset to talk. I'll be back in a minute."

Identify the problem.

"I am upset because _____."

"The problem is: _____."



Think of possible solutions.

Brainstorm ideas that will solve the problem.

Evaluate each possible solution.

"Will I get the result I want?"

"How will this solution affect other people?"

"Is this solution worth the effort it requires?"

Decide which solution to try.

"I will try _____."



Put the solution into action.

"What steps do I take to use this solution?"

Verify the results.

"Did the solution solve my problem?"

If the solution worked, problem is solved.

If the solution did not work, try another solution.

"I will try _____."

Conclusion

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- ✓ Executive skills deficits are the underlying cause for many challenging behaviors.
 - ✓ Students need explicit instruction to acquire social skills and emotional regulation.
 - ✓ Social coaching provides guided practice in natural environment.
 - ✓ A self-management plan supports increased independent performance of behaviors and skills across settings.
 - ✓ Older students need problem solving skills for independence in complex social settings

Related References

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