Where to Start

Planning for Intervention for Children with
Deafness and Autism Spectrum Disorder

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Core Strategies for Supporting Children with Deafness and Autism Spectrum Disorders: Part 2

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What is an evidence-based practice?

- Using research to inform practice
- Education
- Autism community
  - A No Child Left Behind (2002)
  - Individuals with Disabilities Education
  - Demanded this prior to these mandates
  Improvement Act (2004)
    - Rise in incidence
    - Challenging characteristics
    - Highly controversial treatments

No Child LEFT BEHIND

Defining Evidence-Based Practices

- What are they?
- Debated for years
- Pressure for districts to provide effective services
- National Academy of Science (NAS)
  - Created committee to identify evidence-based practices for children with autism
  - Stated that scientifi
    - Empirical investiga
    - Linking findings to
    - Providing a coher
    - Replicating and ge

NATIONAL ACADEMY OF SCIENCES

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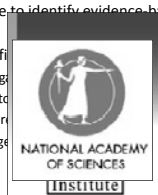
Recent EBP Activity

- Efforts have been made to critically review the research and further identify evidence-based practices.
- Two Centers published their findings:
  - The National Autism Center's National Standards Report
  - National Professional Development Center on Autism Spectrum Disorders

Established Treatments

- **Antecedent Package**
- **Behavioral Package**
- Comprehensive Behavioral Treatment for Young Children
- Joint Attention Intervention
- Modeling
- Naturalistic Teaching Strategies
- Peer Training Package
- Pivotal Response Treatment
- Schedules
- Self-management
- Story-based Intervention Package

Interventions Found to be EBPs by Both Centers (National Academy of Sciences & National Autism Center)

- **Antecedent-Based Instruction**
- **Differential Reinforcement**
- Discrete Trial Instruction
- **Visual Supports**
- **Functional Communication Training**
- Video Modeling
- Naturalistic Intervention
- Task Analysis
- Parent Implemented Interventions
- Peer Mediated Instruction
- Social Narratives
- Prompting
- **Reinforcement**
- Self-Management

What can EBP interventions do?

Increase Behavior

- Academic tasks
- Communication skills
- Higher Cognitive Functions
- Interpersonal skills
- Learning Readiness tasks
- Motor skills
- Personal Responsibility tasks
- Play skills
- Self Regulation
- Placement

Decrease Behavior

- Problem Behaviors
- Restricted, Repetitive, Nonfunctional patterns of behavior, interests and activities
- Sensory or Emotional Regulation

Deaf Education Pedagogy

- Bilingual/Bicultural Strategies
- Literacy Instruction
- Language Instruction (speech or visual)
- Audiological Equipment

- Modeling
- Shaping
- Prompting
- Language, speech, listening, reading

Overview of Functional Behavior Assessment

- It is a means for understanding the function or purpose of a student's behavior.

- "Function" is associated with what the student achieves by engaging in a problem behavior: " the payoff."

Behavior & Functions

- Hitting
  - attention
  - escape
  - control

- Attention
  - throwing a pencil
  - tantrum
  - talk out
  - refuse

What are the steps?

- Description of the inappropriate behavior (target behavior)
- Determine the antecedents
- Identification of functions
- Description of positive alternatives
- Identification of prior interventions
- Collect data

For more information...

- Log on to Advanced Bionics and search online courses

Functional Communication Training

- Designed to decrease unwanted behaviors by replacing them with meaningful or functional communication
- Emphasis is on functionality instead of form
- Relies on knowing the function behind the behavior
- Functional Behavior Assessment is always performed first

"I need a break"

I want ▢
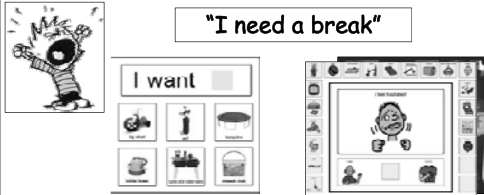
FCT Implementation

- Replace unwanted behavior with more socially acceptable behavior
- Focus of new behavior is communication
- Step one:
  - Perform an FBA
- Step two:
  - Match the function of the behavior to the message of the alternative communication
    - Other children must be informed
    - Target child must have share icon in close proximity
    - New communication behavior must be as easy as unwanted behavior

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FCT – continued

- Step three:
  - Prompt the use of the replacement communication
  - Reinforce the desired behavior
- Other steps:
  - Collecting data
  - Sabotaging the environment
  - Planning for generalization
  - Fading the use of prompts

Antecedent-Based Interventions (ABI): Reinforcement, Visual Strategies, & Choice-making

- Designed to modify the environment before the behavior occurs
  - Interfering
  - On-task behaviors
- Typically after a FBA has been conducted
- Observe in the setting where problem behavior occurs
- Determine changes to environment

ABI Strategies

- Learner preferences (reinforcement)
- Altering the environment
- Implementing pre-activity interventions
- Using choice-making
- Altering how instruction is delivered
- Enriching the environment

ABI Strategies

- Learner preferences
  - Incorporate student's special interest into a task or activity

Identify Reinforcers

- What do you go to work for daily?

- Perform a reinforcer preference assessment

- Think out of the box

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Methods for Determining Reinforcers

- Ask the student

- Having the student list reinforcers in order of preference

- Observe the student

- Reinforcer sampling/Preference Assessment

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When providing reinforcement…

- Always move up the reinforcer hierarchy
  - Primary
    - Edible
    - Sensory
  - Secondary
    - Tangible
    - Privilege/activity
    - Social

ABI Strategies – cont.

- Altering the environment
  - Countless ways
    - Add visuals
    - Change the visual structure by defining areas
    - Change seating
    - Add space between students
    - Visual timers

ABI Strategies – cont.

- Pre-activity interventions
  - Pre-teaching materials
  - Providing transition warnings
  - mini schedules/task organizers
- Used with activities associated with unwanted behavior

ABI Strategies – cont.

- Altering instruction delivery
  - One of the most important
  - One of the most difficult
    - Change is hard
      - Written vs. verbal
      - Creating visual material
      - Less verbals more gestures/modeling/prompting
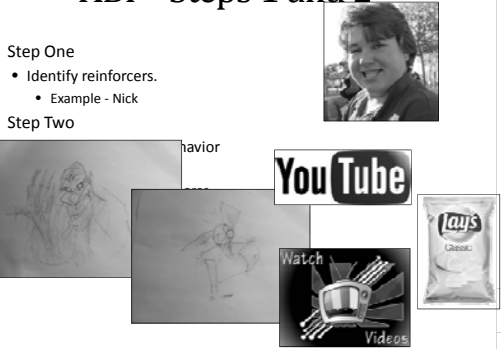
ABI – Steps 1 and 2

- Step One
  - Identify reinforcers.
    - Example - Nick
- Step Two
  - behavior

ABI – Steps 3 and 4

- Step Three
  - Match an ABI that meets the function
    - Didn't understand the request
    - Frustration ensued
  - Given a task organizer
  - Choice board
- Step Four
  - Collect data
    - Chore chart!

Visual Supports

- Any tool presented visually that supports the student throughout the day
  - Schedules
  - Visuals must be taught
  - Visual boundaries
  - Make take one time,
  - Scripts
  - Choice boards
- Can include
  - Pictures
  - Words
  - Objects

Are you ready for the next step?

• Task analysis

• Shaping

• Differential reinforcement

Questions?

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Perspectives on Deafness with Autism
Changing How We Think

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