Housekeeping

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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
  • Demanded this prior to these mandates
  • Rise in incidence
  • Highly controversial treatments

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 scientific evidence:
    • Empirical investigation
    • Linking findings to a theory
    • Providing a coherent chain of reasoning
    • Replicating and generalizing across studies
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
- Self-Management
What can EBP interventions do?

<table>
<thead>
<tr>
<th>Increase Behavior</th>
<th>Decrease Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic tasks</td>
<td>• Problem Behaviors</td>
</tr>
<tr>
<td>• Communication skills</td>
<td>• Restricted, Repetitive,</td>
</tr>
<tr>
<td>• Higher Cognitive Functions</td>
<td>Nonfunctional patterns of</td>
</tr>
<tr>
<td>• Interpersonal skills</td>
<td>behavior, interests and</td>
</tr>
<tr>
<td>• Learning Readiness tasks</td>
<td>activities</td>
</tr>
<tr>
<td>• Motor skills</td>
<td>• Sensory or Emotional</td>
</tr>
<tr>
<td>• Personal Responsibility tasks</td>
<td>Regulation</td>
</tr>
<tr>
<td>• Play skills</td>
<td>• Sensory or Emotional</td>
</tr>
<tr>
<td>• Self Regulation</td>
<td>Regulation</td>
</tr>
</tbody>
</table>

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

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

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

Methods for Determining Reinforcers

• Ask the student
• Having the student list reinforcers in order of preference
• Observe the student
• Reinforcer sampling/Preference Assessment
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

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
  • Visual boundaries
  • Scripts
  • Choice boards
• Can include
  • Pictures
  • Words
  • Objects
Are you ready for the next step?

- Task analysis
- Shaping
- Differential reinforcement

Questions?

Advanced Bionics
www.AdvancedBionics.com

Perspectives on Deafness with Autism
Changing How We Think

Where to Start
Planning for Intervention for Children with Deafness and Autism Spectrum Disorder