

Autism Spectrum Disorder

Laura A. Riffel, Ph.D.

1950's	1 in 10,000
1960's	1 in 2,500
1980's	1 in 1000
1990's	1 in 500
2006	1 in 166
2007	1 in 150
2009	1 in 91
2012	1 in 88 Males (1 in 58)

**Autism
Asperger Syndrome
PDD NoS**

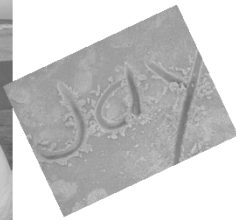
"More children will be diagnosed with autism this year than AIDS, diabetes and cancer combined. CDC"

We don't know why for sure. But we know what works for many and that is proactive environmental changes.

Quantum
Secrets of a
Quality Life



**Jay is missed
every day...**



**June 24, 1967-
January 7, 2009**



Jay Factors



What movie would imitate the life of your loved one with autism spectrum disorders?



Wizard of Oz: There is no Place Like Home

- Jay
 - Autism, Bi-polar condition, OCD, Intellectual Disabilities
- Own home- Housemates
- Working with friends
- Important tasks that are meaningful
- Great social life



To Kill a Mockingbird: Get to Know the Real Person
"Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them.



- Connections:
 - Monday night- dinner and music therapy with girlfriend
 - Tuesday- hanging out with friends
 - Wednesday- Fraternity Night- dinner and dancing
 - Thursday- Dinner at home with a friend
 - Friday- Dancing
 - Saturday- Breakfast and Sports
 - Sunday- Mom and Dad's

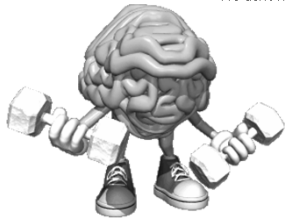
Annie: Never let anything get you down. "Tomorrow"

- Never get upset:
 - The Milk
 - The Shoelaces
 - Massage Therapy
 - Music Therapy



One more day.....

- We don't have alzheimer's.



Mr. Smith Goes to Washington : Stand up for what you believe in.



- The need to be needed-
 - 4 hours a day
 - Mailman – office clerk
 - VS:
 - The Pizza Box Boys
 - Red, Yellow, & Blue Bears

The Reader: Don't keep secrets

- It's never too late to learn
 - Communication between home and school are the most important tool you have.
 - Big MAC switches
 - Notebooks
 - PowerPoint Stories



Behavior Function

Positive Reinforcement
 Social Attention
 Adults
 Peers
 Access to Materials
 Sensory Input

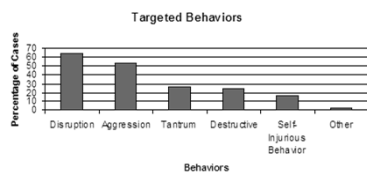
Negative Reinforcement
 Escape from
 Work
 Activities
 People
 Sensory Overload
 Pain



41% of students served through State-wide program for students with behavioral Challenges



65% report Disruption as the number one target behavior and aggression 54%



37% the function was escape and 25% the function was attention.



Technology

- **To Teach Reading.....**

Try Scrolling Words Across the Screen





Record Their Favorite Books

Harness the power of remote learning
 Send home on disk- they'll listen and learn to
 read the book as they go.

Use PowerPoint

- **PowerPoint to:**
 - **Teach Social Behaviors**
 - **Teach Routines**
 - Age Appropriate Visual Schedules
 - Inform of Changes in Schedule
 - **Entertain and Connect**
 - **Allow Parents to Glimpse a "Day in the Life at School"**



Teach Social Behaviors

Billy's Free Play Story

Put in a real picture of Billy here....

You will add pictures to this

- Use real pictures of the child. You can narrate this story by inserting movies and sounds and clicking record sound. Save the PowerPoint as a rehearsed time show and the child can watch the show without any help at all.
- The child should watch this show
 - Before he comes to school with the parent each day.
 - Before free choice with the teacher each day.
 - At the end of the day before the child goes to after school.
 - Before Sunday school.
 - Before any free play activity time.

It's okay to bite vegetables.



It's okay to bite fruit.



It's okay to bite sandwiches.



It's okay to bite hot dogs.



It's okay to bite cheese.



It's not okay to bite computers.



It's not okay to bite people.




Sometimes I get so mad that I want to bite. When that happens I should go tell the teacher what I want.



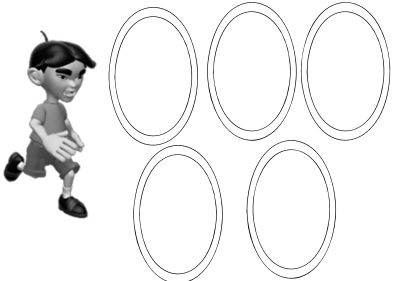
My teacher is so proud of me when I come to tell her instead of biting.



I will earn a bracelet every time I come tell my teacher instead of biting.

An illustration of a young boy with dark hair, wearing a grey t-shirt and shorts, walking towards the right. To his right are three overlapping bracelets: one is a solid grey band, and the other two are thin, hollow rings.

When I have 5 bracelets I will get to go to free play first.

An illustration of the same young boy walking towards the right. To his right are five empty, oval-shaped loops arranged in two rows: three in the top row and two in the bottom row.

My teacher will be so proud of me when I get five bracelets.

- Put in picture of child here with five jelly bracelets or pot holder loops on his or her arm.

Josh and the Bean Bag

A PowerPoint relationship narrative to Help Learn Appropriate Behavior to Replace Tantrums
Turn up the volume on computer.

The other slides have been removed because they had pictures of children in them- I have permission to share for training purposes- but I don't like to put on the Internet.

Just The Facts
Justin's Story

Image: Ambro / FreeDigitalPhotos.net

Here's what was going on




Image: Ambro / FreeDigitalPhotos.net

Here's what I did that I shouldn't have:




Image: Ambro / FreeDigitalPhotos.net

Here's what happened when I did that.


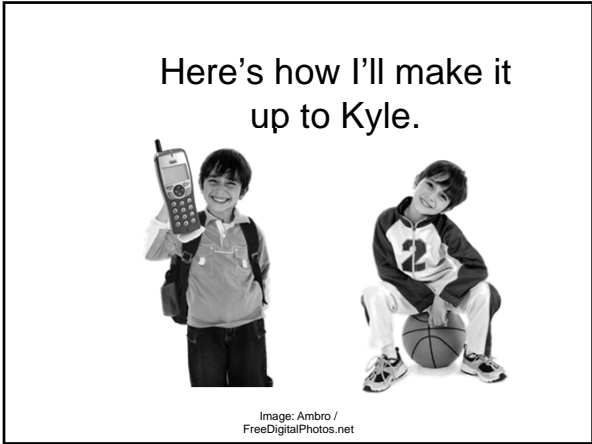
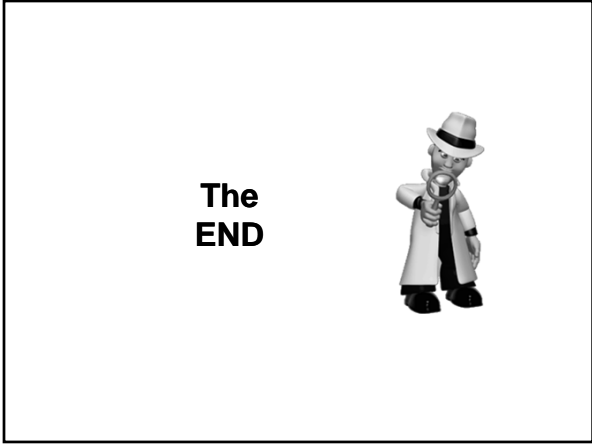


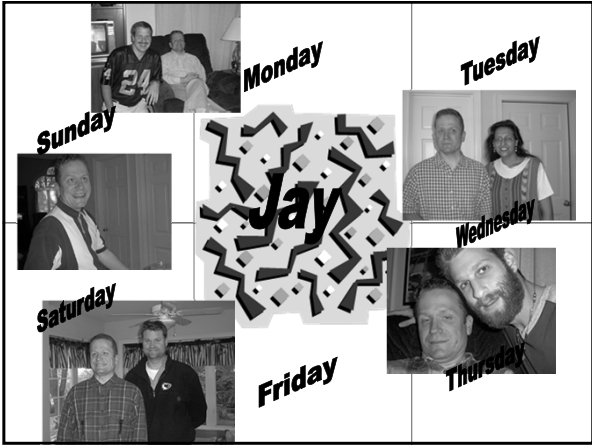
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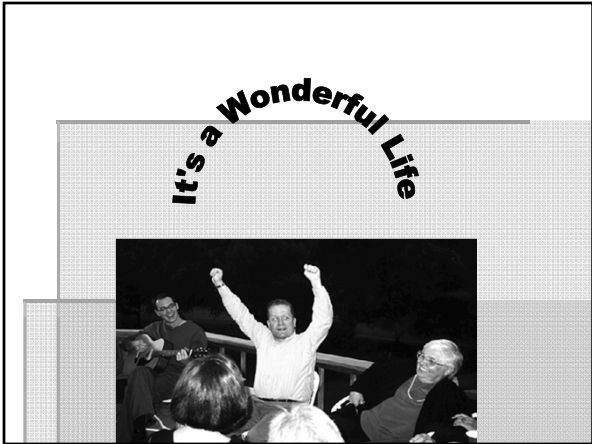




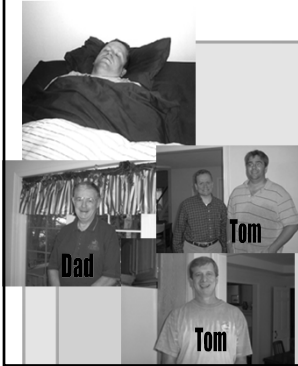


Teach Schedule and Routine





Every Day I'm Getting Up



- I'll put my feet on the floor and go out the door.
- I'll jump in the shower to give me power.
- I'll wash and scrub till the dirt goes down the tub.

Every Day I'm Grooming

- I'll dry off my best, then I'll get dressed.
- I'll use my Ban, so I smell like a man.
- I'll brush my pearly whites- so my smile is out a sight.
- I'll shave my whiskers away, So I look handsome today.



Every Day I'm Eating



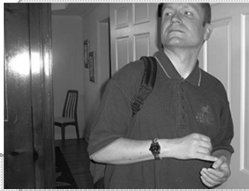
- If I get up on first ring- then pancakes I'll sing.
- If it takes a snooze- then pancakes I lose.
- I eat oatmeal or cold cereal.

Every Day I Have Finishing Touches

- I need my key clipped on to me.
- My belt, shoes, and hat, then I'm done with that.



Every Day Before I Leave:



- I have a backpack and it is blue, my notebook goes in it too.
- I check the weather out the door, to see if I need a coat or more.

Every Day I'm Walking To Work

- Out the door and up the steps I go, But when I reach the street I know:
- Stop, look left, look right, look left again, When the road is clear I can cross then.



Every Day I Work



- I have two job coaches named Laura and Susan. They help with the mail sure as tootin'.



Every Day I Have Plenty of Mail

- I meter the mail, without fail.
- I weigh it and stamp it and mark it to go.
- Because all the staff counts on me, you know.



Every Day I Send Out The Mail

- I take the mail over to the science wing, and pick ours up that's a sure thing.



Every Day I See My Friends

- I see my friends at LSI, and pick up more mail- that's no lie.



Every Day I Eat My Lunch

- On Monday I'll have a frozen lunch, I'll eat in the break room with a friendly bunch.
- On Wednesday I go listen to a band. I think Music is grand.
- On Friday, I have lunch with my buddy Tom, Sometimes Aiden comes along.



Every Day I Visit Other Buildings

- I go to JRP to get the mail, it's important that I do not fail.



Every Day I Get Paid

- If I've done a good job then I get eight dollars all right. That gives me money to spend at night.



Every Day I Walk Home



- I go out the door and out to the street, but I know the cars I cannot beat.
- I stand at the curb till the coast is clear, then I cross in crosswalk my dear.

Every Day I Have a Snack

- I have a little snack when I get home- two fig newtons from the fairy gnome.



Every Day is Laundry Day



- I have two baskets for my laundry one for dark and one for light- today I'll wash the one that's right.
- Today is light- that's right.

On Monday - I Snooze

- Monday night's a big night so I'll rest a while, I might watch a movie on the dial.



Monday night is Music Therapy.
Sarah and Dana are who I'll see.



Every Night I watch Star Trek at eight, I think Captain Janeway is great.



Every Night, I go on-line at a little after nine.



My e-mail talks to me and reads my mail. It also sends my message as a wave file without fail.

I Have Massage Twice a Week

- I have massage with Todd, He gives me a workout on my bod'.



I Have Yoga Once a Week

- I go to Yoga , with Karen I practice. My favorite pose is the cactus.



On Friday night I like to boogie down- Sometimes a friend takes me down town.

I like to go to the Jazz Haus for blues- I have to put on my dancing shoes.



On Saturday, I have many chores to do- like cleaning and recycling too.



On Saturday, I go to lunch at a restaurant- Plum Tree is my favorite jaunt.



It's Saturday Night and I feel like dancing far and wide. I have a dance called the JT SLIDE.



On Sunday night I stay with Mom and Dad. They let me hang out at their pad. We talk to my sisters, Amy and Kate. They like to keep me up to date.



Adad and I can power nap,
it gives us an extra energy
tap.



On Sunday night, Dad and I have
to watch Tony before the news.
He makes us an offer we can't
refuse.



This is my life and I like it just
fine.
I have friends, work, fun, and love
divine.
I sure do like this life of mine.



Mickey McFadden Rides the Bus



Example of a PowerPoint Relationship Narrative to Introduce to Student

This will be my new school.



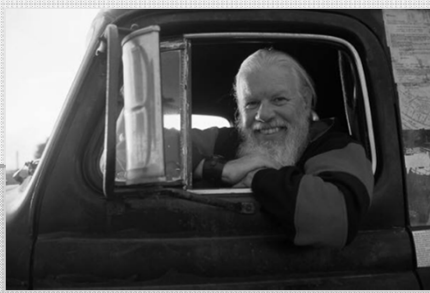
I will ride a bus to school.



I will ride the lift up into the bus. My Mom will kiss me goodbye.



This is Mr. Bob. He will drive my bus. This is his truck.



Mr. Bob will drive me to school.



I will enter the school through these doors.



Billy will push me in the building. He's my friend.



I will look for the frog flag and turn down the hallway.



I will go to my classroom.



Inside my classroom, I will hang up my coat and backpack.



I will find my seat.



I will keep my supplies in a bin with my name on it.



My class will have center time.



My class will go to the playground.



There is a special playground area for me and my friends.



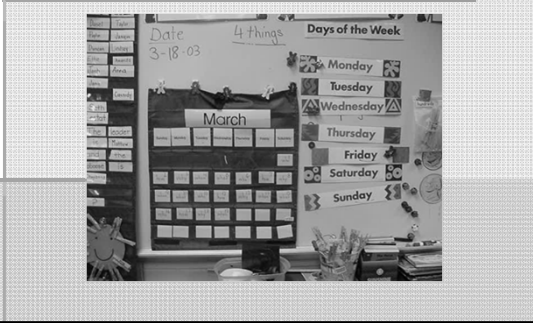
My class will go to the library.



My class will go to the cafeteria for breakfast and lunch.



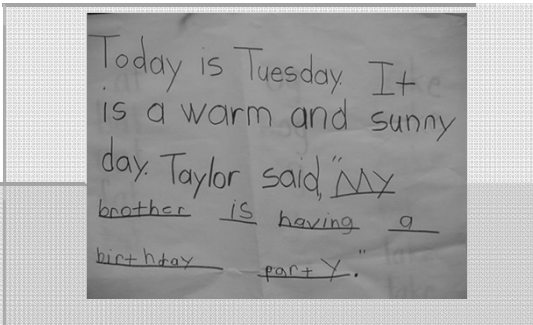
We will have calendar time.



I will help with the calendar.



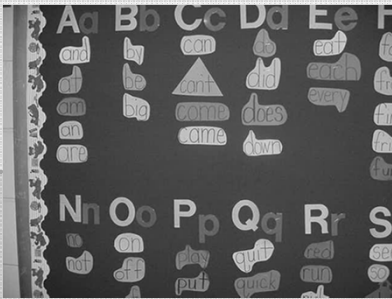
We will write board stories.



We will do math.



We will learn new words and put them on the word wall.



My friends from McKinley Street Preschool will be coming to Bethel Elementary.



Here are some of the people I will see at Bethel Elementary.



Dr. Drew Barrymore is one of the assistant principals.



This is Mr. Fiddle. He helps us keep things clean and tidy.



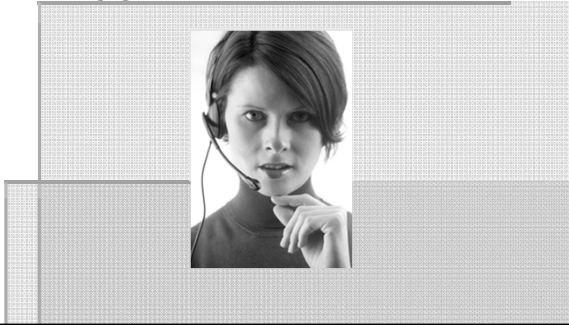
This is Ms. Shay. She will be our counselor.



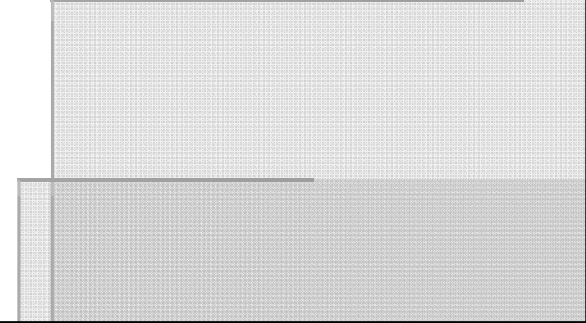
Ms. Stithem is the principal.



This is the Mrs. Humes. She sits at the front window.



These are the Second Grade teachers.



This is Ms. Warford.



This is Ms. Pennington.



This is Ms. Aiken.



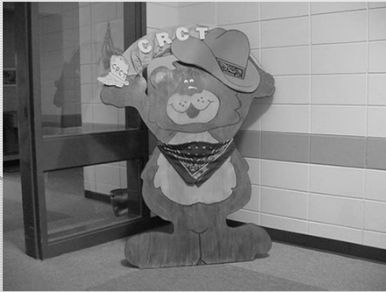
Mr. Bob will drive me home.



My mom will be waiting to give me a kiss.



It will be fun to be a
Bethel Elementary Bear.



Entertain

Hey Diddle Diddle



A
Story for
Melinda

The Cat and The Fiddle



The Cow Jumped Over the Moon





The Little Dog Laughed To See Such a Sport

And the dish ran away with the spoon.



The END



**Give Parents a Glimpse
Into "A Day in the Life"
at School**

**Brandon
Goes Out To
Eat**

A PowerPoint relationship narrative to
Recall an Activity and Share it with Mom
and Dad

I went to Ryan's Steak House.



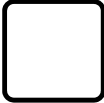
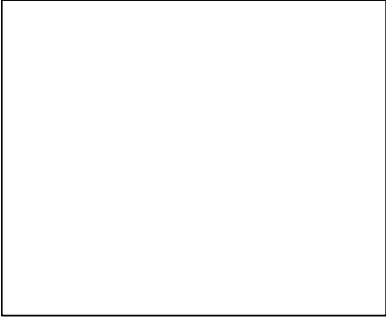
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High Tech

Video Self-Modeling
I-Pod



Video Self-Modeling



Windows Movie Maker



<http://www.apple.com/education/apps/>

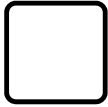


Two iPhones are shown side-by-side, displaying their home screens with various app icons. A white computer mouse is positioned between them. Below the phones is a small, empty square box.

Uploads

- **Upload your PowerPoint Lessons on i-tunes so students can download onto their i-pod (visual)**
- **Record your lessons and post on:**
- **www.blogtalkradio.com – so students can download your lessons (audio)**

Other Ideas To Share????



Simple Behavior
Tips for Learners
with Autism

Pinching, and Hitting,
and Running, Oh, My

- Email after email after email, I hear stories of children who pinch, hit, and run.

Pinching

The Mad Pincher

- We had a young man – 10 years old with autism. He loved to pinch women on the back fat of the arm.



FBA= Sensory + Attention

- We put chip clips on the bottom of our short sleeved shirts.
- We taught "Jack" to pinch the chip clip instead of us and then we gave him praise and attention for pinching the chip clip instead of us.



We faded chip clip to bottom of shirt

- After several successful weeks of the chip clip on the shirt sleeve we moved it to the bottom of the shirt.
- This worked just as well.
- "Jack" still received praise for pinching clip. Ensuring we gave him eye contact.



We faded it to his shirt

- After several weeks of the chip clip working on the bottom of the shirt we faded it to his shirt.
- We then moved the chip clip to "Jack's" shirt.
- We still gave him praise for pinching clip on his shirt.
- It helps to have a chip clip that makes a little noise when it's pinched to provide the R+.

We moved the praise to intermittent reinforcement

- After several weeks of reinforcing "Jack" for pinching the clip on his own shirt- we went to intermittent reinforcement –
 - Every two times
 - Every three times
 - Every four times
 - Every five times
 - Random



Hitting

Hitting

- First think about the function of hitting:
 - Communication
 - Attention
 - Sensory
 - Escape



Communication

- If the child is hitting to communicate- give them the words
 - PECS (Picture Exchange Communication System)
 - Augmentative Device
 - Key Phrase
 - Keychain Memo Recorder
- It has to be something the child can access immediately- the hand is always with them.



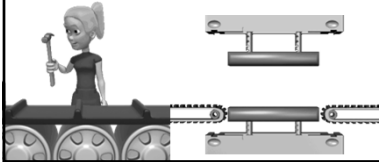
Attention

- If the child is hitting to gain attention from adults- take data and determine the pattern to hitting- certain times of day- certain activities- give them attention on the front side of that time.
- If the child is hitting to gain attention from peers- work them into a job in the classroom that gains peer attention in socially appropriate ways.



Sensory

- If the student is hitting to gain access to sensory or to escape too much sensory coming in- provide sensory breaks.



Escape

- Sometimes students hit because they know they will get sent to "time away" area and will not have to participate in activity.
- Token Economy for "good hands" which will earn them an escape activity.
- Now-Then or First-Then schedule



Running

Same functions as hitting

- Communication
- Attention
- Sensory
- Escape

Danny

- High School student about to age out of the program.
- Gets up and goes running down the hallway- banging his head into the cinderblock wall and then through the plate glass window in the front of the school.
- Upon interviewing staff we found out this is what Danny was doing right before he engaged in this activity.

Sorting red, yellow, & blue bears.....21 years old??????



We got him a job at



where he sorts the salad bar.

Some kids run for attention

- It's a lot of fun to have all the adults in the building and the school resource officer looking for you.
- Give attention on a scheduled basis:
 - Shape the behavior by giving attention:
 - Every 30 seconds
 - Every minute
 - Every two minutes
 - Every three minutes
 - Set your phone to vibrate and keep in pocket to remind yourself.
 - Build up great amounts of time

Some kids run for sensory

- Mini-trampoline
- Walk around the track
- Weighted vest
- Brief case with a book in it
- Milk crate with supplies in it
- Air-walker swing
- Swinging

Some kids run to escape



- Safety first:
 - Dutch door
 - Door guard knobs
 - Screen door for parents to latch at night from the outside for safety (I like that better than the suggestion of locking the bedroom door from the outside- you can't see in with that to check on them)
 - Alarms on doors
 - Chimes on doors

Biting

Functions Behind Biting



Positive Reinforcement

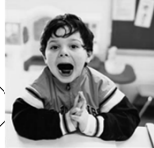
- Attention
 - You might bite to get attention
- Access
 - You might bite to get access to materials
- Sensory Needs
 - You might bite because you have oral sensory needs

Negative Reinforcement

- Escape tasks
 - You might bite to get away from work
- Escape people
 - You might bite to escape people
- Escape pain
 - You might bite because you are having physical or emotional pain
- Escape sensory
 - You might bite because there is too much sensory coming in and you are overwhelmed.

Let's meet some others first....

- ◆ Charlie- 16 year old learner with autism, intellectual disabilities, person of small stature, and bi-polar condition.
- ◆ Self-injurious behavior – biting self on forearm to the point of callus.



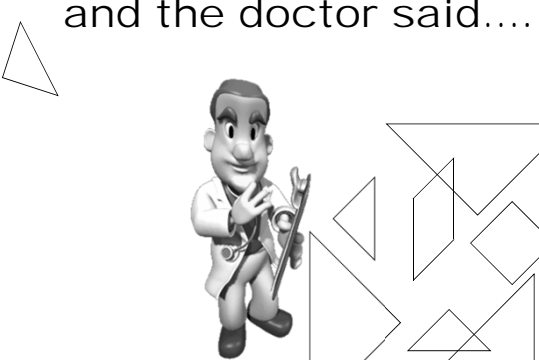
Fact finding mission

Antecedents	Behavior to Target	Consequence-maintaining behavior
1. Being told "NO" or not getting his way	Self-injurious behavior- biting self on forearm to the point of callus	10 days revealed no discernable data
2. Loud sudden sound in the hallway he wasn't expecting		
3. Having to wait 3 hours for Pizza		

3 months of data paired with anecdotal notes:

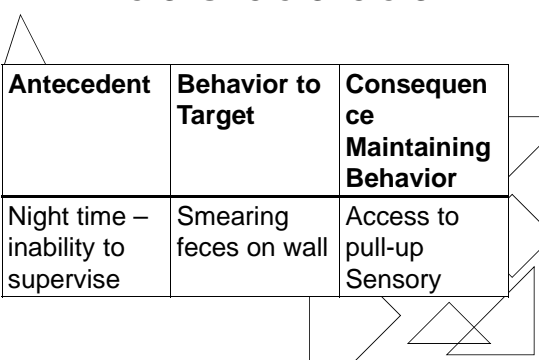
Setting Events	Antecedents	Behaviors to Target	Consequence maintaining behavior
Green crusty runny nose	1. Being told "no" not getting his way	Self-Injurious Behavior	Relief from his headache
	2. Hearing an unexpected loud sound.		
	3. Having to wait 3 hours for pizza.		

Mamma called the doctor
and the doctor said....



Rub a dub dub....

Antecedent	Behavior to Target	Consequence Maintaining Behavior
Night time – inability to supervise	Smearing feces on wall	Access to pull-up Sensory



Used fireproof material
to make pajamas that
zipped up the back



Clint says "Make my day"


Antecedent	Behavior to Target	Consequence Maintaining Behavior
Going for a ride in the van.	Screaming "bloody murder" the whole time the van is running.	Escape sensory overload-noise from van engine.

Mom tried everything.....

- ◆ Barney music
- ◆ Barney video
- ◆ Thomas the Tank Engine
- ◆ Books
- ◆ Cars
- ◆ Games
- ◆ Singing

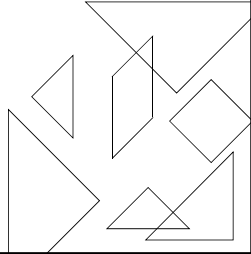
Nothing worked till....

- ◆ Gary Lamb's "Sixty Beats Per Minute" music
 - We have no idea why it worked- but it did-
 - ◆ Theory- 60 beats per minute is the resting heart rate
 - ◆ Perhaps it calmed him enough to tune out the van noise

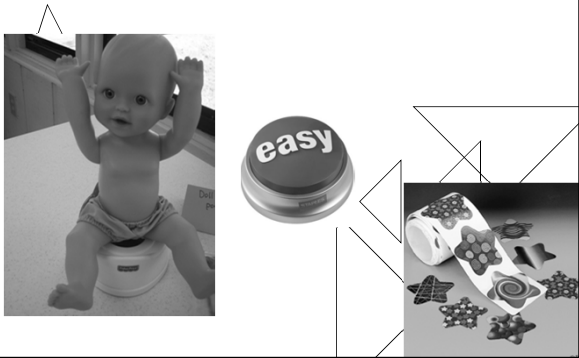


Potty Training

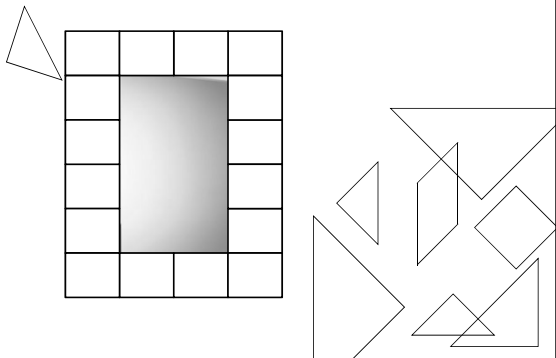
◆ I've used this with numerous learners with autism and it's worked every time.



Materials

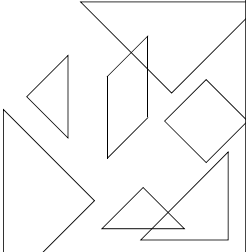


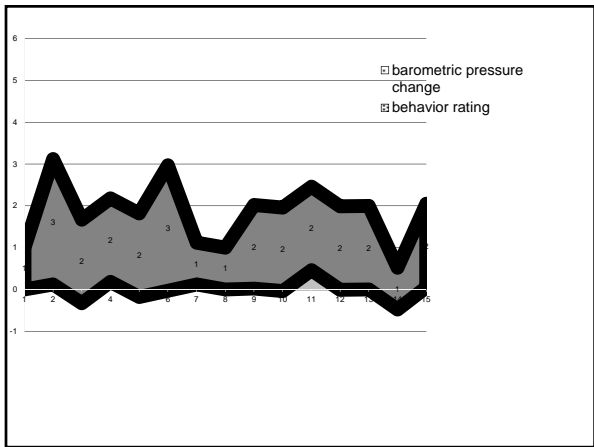
Bathroom




Using Data to Make Decisions

Bi-polar and barometric pressure.....

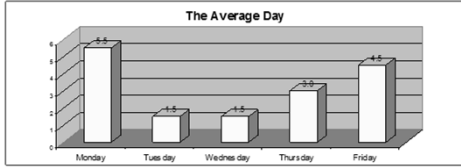




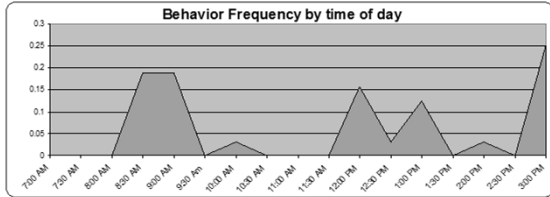
Using Data to Make Decisions



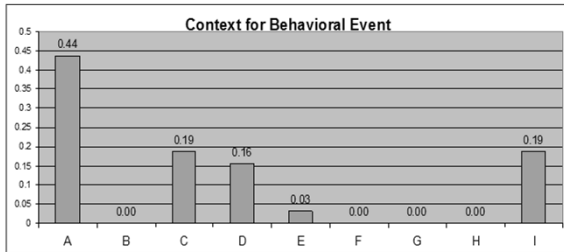
Day of the week



Time of Day

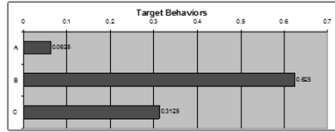


Context for Behavioral Event



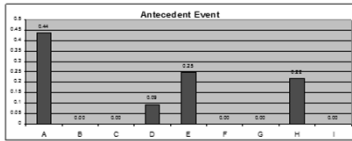
A= group time, B= Individual time, C= Reading, D=Math, E= Spelling, F= Social Studies, G= Science, H= Home room, I= Lunch

What behaviors show up



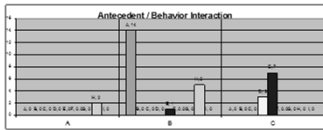
BEHAVIORS		Tally	Ratio	% INVOLVED
Throwing Objects	A	2	2/32	6%
Disruptive Outbursts	B	20	20/32	63%
Physical Aggression	C	10	10/32	31%

Antecedents



ANTECEDENTS	Letter	Tally	Ratio	% INVOLVED
Transition	A	15	15/32	47%
Choice Given	B			
Redirection	C			
Instruction/Directive	D	3	3/32	9%
New Task	E	8	8/32	25%
Routine Task	F			
Physical Prompts	G			
Teacher Attention to others	H	6	6/32	19%
Told "NO"	I			
Close Proximity	J			
Interaction	K			

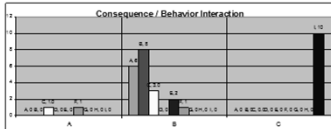
Antecedent paired with behavior: What is going to show up and when is it going to show up?



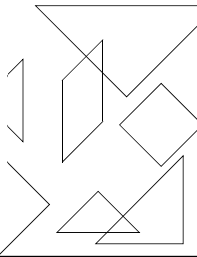
	Letter	A	B	C
ANTECEDENTS		Throwing Objects	Disruptive Outbursts	Physical Aggression
Transition	A		14	
Choice Given	B			
Redirection	C			
Instruction/Directive	D			3
New Task	E		7	7
Routine Task	F			
Physical Prompts	G			
Diverted Attention	H	2	5	
Told "NO"	I			
Close Proximity	J			
Interaction	K			

Consequence paired up with the behavior: What is feeding the behavior?

Consequences	Letter	A	B	C
Choice Given	A	Throwing Objects	Disruptive Outbursts	Physical Aggression
Redirection	B			
Discussion	C	1	3	
Personal Space Given	D			
Changed Activity	E		2	
Peer Attention	F	1		
Verbal Reprimand	G			
Physical Prompt	H			
Time Out	I			10



The Mouthwash



What's the function?

Antecedent	Behavior to Target	Consequence feeding the behavior
Mouthwash in plain sight	Pouring mouthwash down sink	Sensory-watching mouthwash swirl is fun

Intervention

- ◆ Music therapy- taught him to sing song to the tune of the Beatles' "Let it be".
- ◆ When song was heard he was redirected.

And away goes troubles
down the drain

Antecedent	Behavior to Target	Consequence maintaining behavior
Middle of the night	Milk disappears (carton and all)	Couldn't figure it out

Then one day....



And away goes troubles
down the drain

Antecedent	Behavior to Target	Consequence maintaining behavior
Middle of the night	Milk disappears (carton and all)	Wanted to "do his part"

Intervention



So What Do We Really Know About Behavior?

- 4 Rules
- 1. Behavior is learned and serves a specific purpose.



It only takes a minute to set a behavior

- The Stairs



So What Do We Really Know About Behavior?

- 4 Rules
 1. Behavior is learned and serves a specific purpose.
 2. Behavior is related to the context within which it occurs.



Our job is to look for patterns

- Just a few examples:
 - Day of the week
 - Time of day
 - Certain people being absent or present
 - Certain smells
 - Certain weather conditions



So What Do We Really Know About Behavior?

• 4 Rules

- 1. Behavior is learned and serves a specific purpose.
- 2. Behavior is related to the context within which it occurs.
- 3. We should plan on one month of intervention for every year a behavior has been in place.

New Year's Resolution

- One month for every year
- So often, we have a great intervention....we just give up too soon.




So What Do We Really Know About Behavior?

• 4 Rules

- 1. Behavior is learned and serves a specific purpose.
- 2. Behavior is related to the context within which it occurs.
- 3. We should plan on one month of intervention for every year a behavior has been in place.
- 4. We can improve behavior by 80% just by pointing out what someone is doing correctly.

Breakfast



New Ways to Think About Behavior Change


Antecedent:
What happens
before the
behavior
occurs?

⇒

Behavior You'd
Like to
TARGET

⇒

Consequence:
What is feeding
this behavior?



New Ways to Think About Behavior Change

New Difficult Task
Presented

⇒

Whining and
Throwing
Items on Floor

⇒

Consoling and
Reduction in
Work

Antecedent Modifications

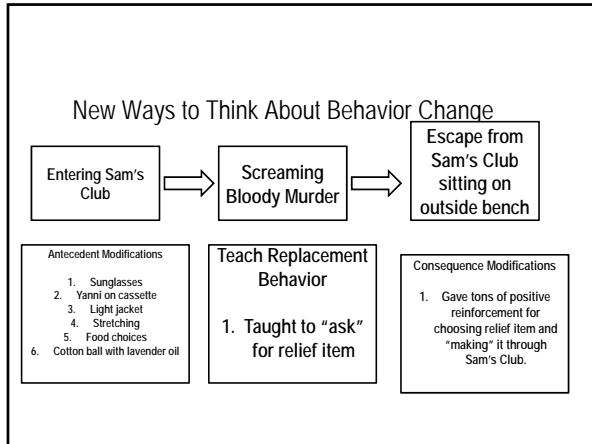
1. Task analysis
2. Pre-teach components
3. Celebrate Success
4. Give extra work and tell them to choose the ones they don't want to do.

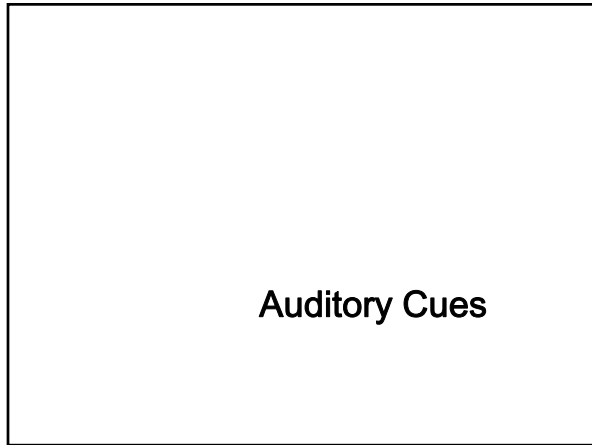
Teach Replacement
Behavior

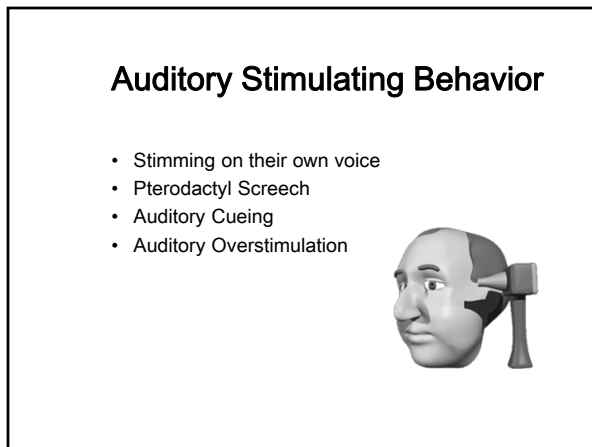
1. Teach to ask
questions

Consequence Modifications

1. Label appropriate behavior
2. Give attention for choosing problems appropriately.







Stimming on their own voice

- Sometimes students with autism will self-stimulate on their own voice:
 - Humming
 - Dolphin sonar
 - Echolalia

Humming

- Shape the humming by using the whisper phone which will give them the same feedback without disturbing the rest of the class



Click picture for link to store to purchase

Pterodactyl Screech

- Every once in a while there is a student who lets out a screech to show:
 - Excitement- extreme happiness
 - Upset- reaction to loud noises, change in schedule etc.



Replace behavior

- If they use words to communicate – teach them to repeat a poem
- Practice and role play using the poem
- Use a token economy to reward appropriate behavior
 - Poem can be anything the student likes:
"Oh, my goodness. Oh, my dear.
sassafras and ginger beer
chocolate cake and apple punch
I'm too full to eat my lunch."

What if the student doesn't use words?

- Replace behavior with a "hip-talker"



Echolalia- immediate

- Intrinsically rewarding
- Natural event- babies have echolalia- it's a natural process in learning to speak
- Schreibman & Carr (1978)-teach to say "I don't know" if the student is repeating the question because they don't know the answer.
- McMorrow & Foxx (1986) - Cue- Pause-Point
- Prompt- (Judevine) When you ask a question and the student repeats what you asked- say, "I want some _____" prompt with sign language, picture cue, etc.

Echolalia - Delayed

- Knowing every word in a movie they have watched and then repeatedly saying the lines of the movie.
- They have a great memory and they are communicating something when they repeat these lines.
 - Examples:
 - Kid who said, "Hey, hey boo-boo. How about a nice picnic basket." (student was indicating he was hungry)
 - Kid who said, "Supercalifragilisticpealidocious" – said it every time she wanted to get out of a hard task."- (just a spoon full of sugar helps the medicine go down)- seemed to get the gist of when things are hard.

Teach

- Teach repeated questions and answers and then build it into a social group:
 - What do you have for a pet? I have a dog.
 - Once the student learns to repeat this sentence, have them sit with some other students and have them all talk about their dogs.
 - Echolalia is a natural part (stage I) of language acquisition.

When Listening is too much

Headphones

- The gymnasium- high ceilings- squeaking shoes on the gym floor- echoing sounds
- Headphones like from an i-pod or the ear plugs used when shooting at a shooting range can be very helpful. Moldable ear plugs for swimmers works well too.



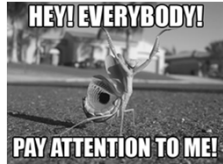
Auditory Cueing

Music for students who have a hard time budgeting time

- Play sixty beats per minute music
- Ring a xylophone when there are 5 minutes left to finish work
- Ring a xylophone twice when there are two minutes left to finish work

Music for students who “tune out”

- Take a tape player and play a slight ding on the xylophone every five minutes and record it on your computer.
- Train the student that the “ding” means to pay attention.



Visual Strategies

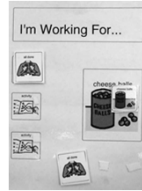
Children with autism are often very visual

- Many people with autism have shared that they think in pictures.

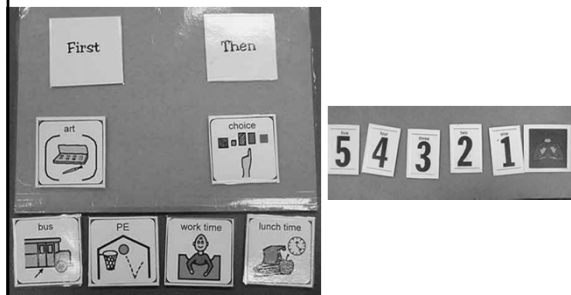


Visual Schedules

- Use Visual schedules – based on student's cognitive ability



More Schedules



Visual Schedule



Picture book schedule



Use foam puzzle schedule



Put animal on schedule and box outline at place student is to attend.

For instance- time for reading- give student cat shape. The outline of the cat shape is at the reading center.

More Schedules

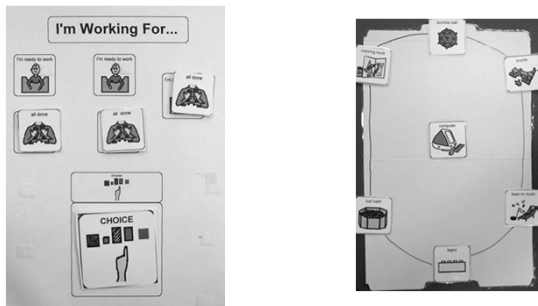
Chris' Schedule		
8:00 a.m.	Bus Routine	⌚
8:15 a.m.	Breakfast	☺
8:30 a.m.	Morning Group	⌚
9:00 a.m.	Math Class	⊕
10:00 a.m.	Reading Class	⌚
11:00 a.m.	Adapted Physical Education	⌚
11:45 a.m.	Lunch	⌚
12:15 p.m.	Recess	⊕
12:45 p.m.	Pre vocational	⊕
1:45 p.m.	Choice Time	⊕
2:15 p.m.	Language Arts	⊕
2:45 p.m.	Music	⊕
3:15 p.m.	Bus	⊕



Pocket chart visual schedule



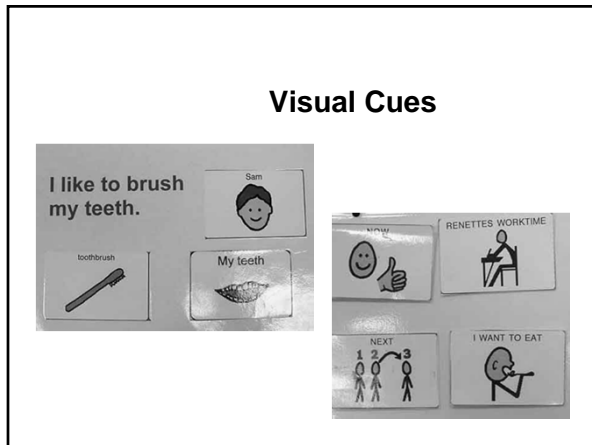
More Schedules

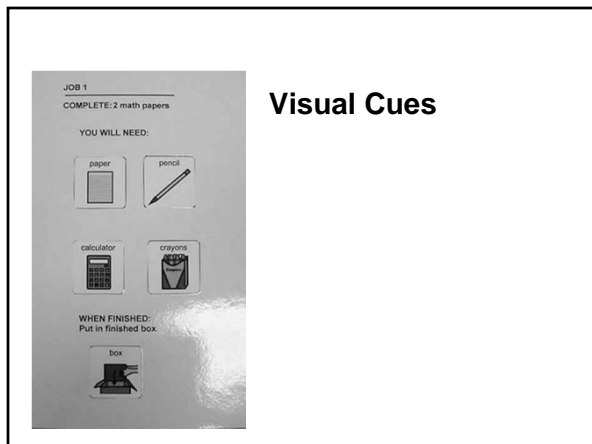


Tactile Visual Schedule (Object)









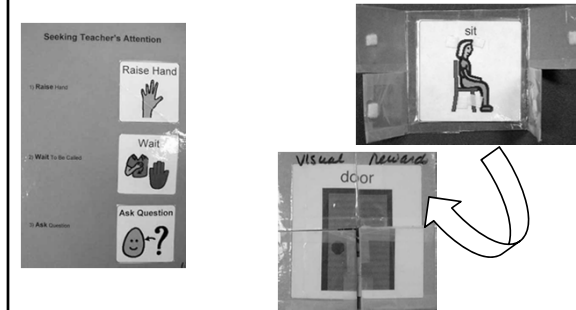
Visual Cue



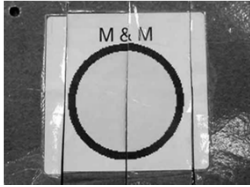
Visual Cues



Visual Cues



Divide recess into fourths-



Blow whistle every 5 minutes- when child comes to teacher they get to put down one fourth of the puzzle- when the whistle blows for fourth time they earn an M&M. I'm against giving kids candy- but this was the only way we could shape this behavior to start. The student refused to come in from recess until we started this.

Visual Timers



More visual aids for education



Directions on a ring



Visual Assistant



www.ablelinktech.com

I-Pad

www.ablelinktech.com



Time to Talk and Look

- Check out the samples in the front of visual schedules
- Visual reminders
- Prizes

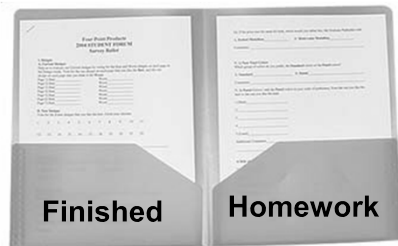
**Teaching
Organizational
Skills to Students
on the Spectrum**

Organizing Papers

Binder- with colorful two pocket folders

- Color code folders:
- **RED**= Reading
- **Orange**= Spelling/Language/Writing
- **Yellow**= Math
- **Green**=Science
- **Blue**=Social Studies
- **Purple**=Specials

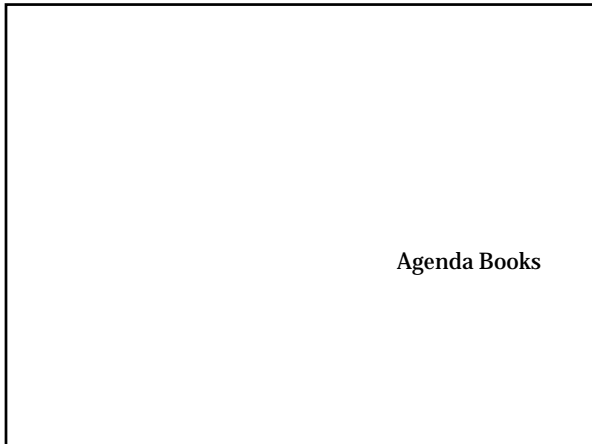
Folders



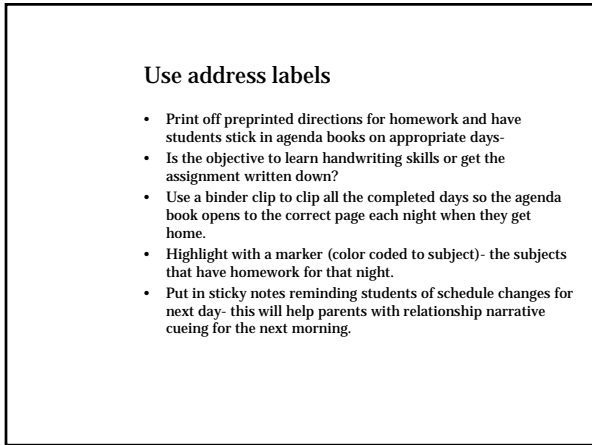
Dot or Stripe Their Papers



- Put a **red** dot in the right hand corner of all reading papers- or run a red marker down the side of all papers in the stack so all the students know it goes in the red folder.
- Do likewise for all subjects
- All teachers have to use the same color code.

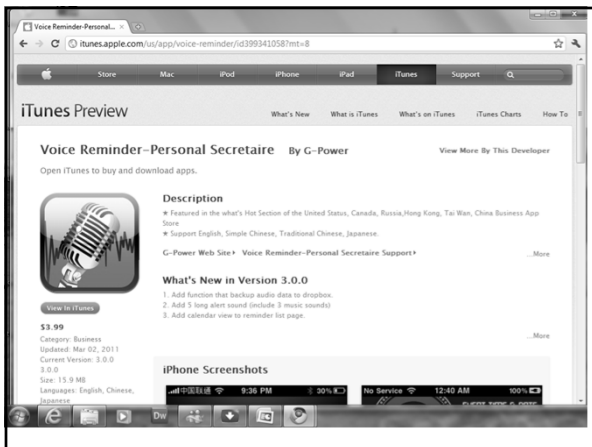


Agenda Books



Use address labels

- Print off preprinted directions for homework and have students stick in agenda books on appropriate days-
- Is the objective to learn handwriting skills or get the assignment written down?
- Use a binder clip to clip all the completed days so the agenda book opens to the correct page each night when they get home.
- Highlight with a marker (color coded to subject)- the subjects that have homework for that night.
- Put in sticky notes reminding students of schedule changes for next day- this will help parents with relationship narrative cueing for the next morning.



“A” days and “B” days

- If your school has “A” days and “B” days- meaning different scheduled days- color code the agenda book
 - You can go through and use those inexpensive garage sale sticker circles to color code the days or:
 - Use a highlighter to make a dot of the appropriate color
 - Color code the assignment sticker for homework when you run the address labels.

Upload lessons on i-tunes

- Students can download your lessons on their I-pod
- <http://www.apple.com/education/why-apple/#itunes-u?kmed=ppc&gclid=CMGErvTNx6cCFYEUKgodFxRmFw>
 - Podcasts- you can tape record your lessons and upload
 - Content creation- you can create PowerPoint type presentations and upload
 - Apps- tons of free apps for teachers
 - <http://www.apple.com/education/apps/>
 - Videos- tons of pre-recorded videos available

Desk and Locker Organization

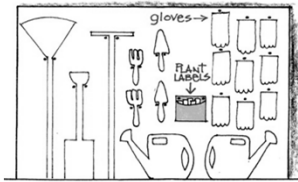
De-clutter the desk

- Taped inside the top of a lift up desk- make a map of where everything goes inside the desk
- Everything has a place- doesn't matter what design you choose- but teach students to always put things in the same place.
- Books on the top left, pencil case on the top right, paper supplies on the bottom right and dry erase board for EPR on the bottom left.



De-clutter the locker

- For students who have lockers make a map of where everything goes in their locker.
- Think about people who outline all the tools in the garage on the pegboard so they know where everything goes.



Turn-In Organization

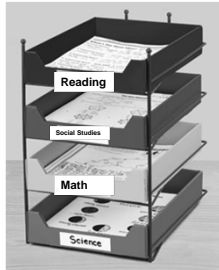
Got Homework?

Put a reminder on your door



Turn-in Bins

- Either buy bins in colors matching the folder colors or use colorful duct tape to indicate which bin is appropriate for which subject.



Organizing Exit From Home

Luggage Tag on Backpack

- Fill out a luggage tag with reminders of everything that goes in the backpack:
 - Laptop
 - Homework
 - Books
 - Agenda
 - Point Sheet

Milk Crate by the Exit Door

- Put a milk crate by the exit door and have child pack backpack and put all supplies in the milk crate the night before while they are wide awake.
- This expedites the exit in the morning.

Sensory: Tactile

Laura A. Riffel, Ph.D.

Self-stimulatory Behavior: Stimming

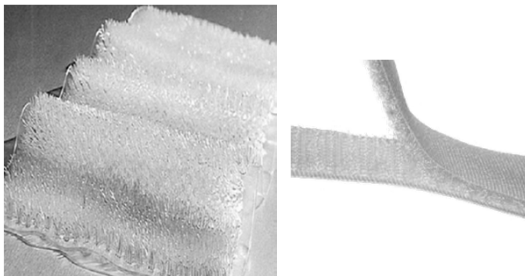
This is typically a calming activity and can be used as a work/break schedule
15 minutes of work: 5 minutes of stimming

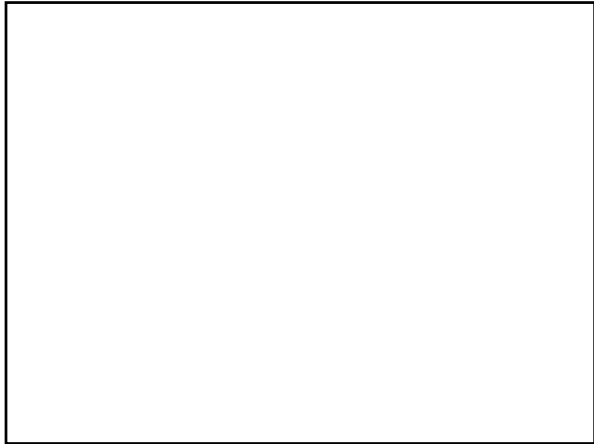


More Portable Stims



Portable Stim






Sensory Escape

Laura A. Riffel, Ph.D.

Imagine.....

- Imagine perceiving that every sound you hear is multiplied by 10
- Imagine the radio station is slightly off the dial and so you hear the station and static at the same time.



Fingernails on the chalkboard
all day long.....





Lights.....

**"Malillumination" is to "light" as
"malnutrition" is to "food".**
By Laurence D. Martel, Ph.D.

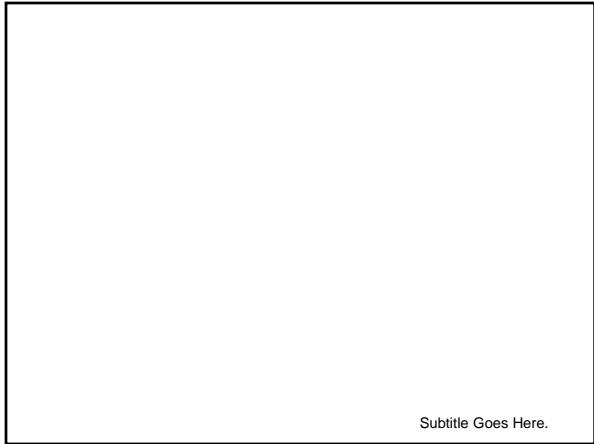
The fluorescent light flickering hits on the raw perceptive edge that so many children with autism have. Many children (and adults for that matter) perceive the flickering of the lights, which can be extremely distracting, and even nearly painful, like being in a room with a small strobe on constantly.



www.huelight.net

- Use 'up' lights-
- Use incandescent bulbs



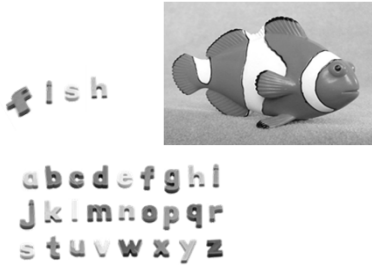


Subtitle Goes Here.

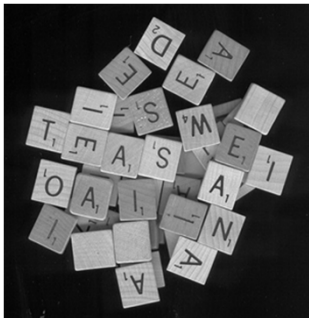
Spelling for Learners
with Autism

For spelling struggles try:

- Practicing with:



Scrabble Letters



Old Typewriter Keys



Put correct
letters in
baggie with
picture.

Later

- Add spoiler tiles to baggie and let students spell word by putting in correct order and removing spoiler tile.

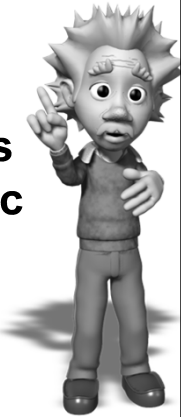
Spelling Ideas????

Math Interventions
For learners with autism

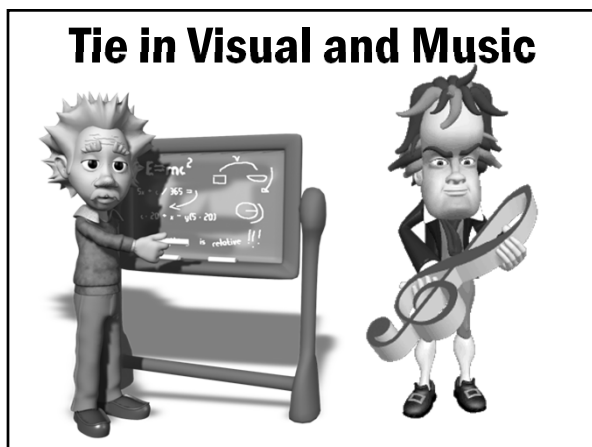


Think Visual

**Seeing Patterns
Seeing the Logic**




1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

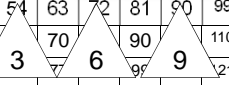
	1	2	3	4	5	6	7	8	9	10	11	12
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3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

COUNT BY TWOS



	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

COUNT BY THREES



	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

COUNT BY FOURS

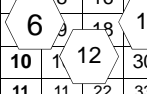
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11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

**Count
By
Fives**



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12	12	24	36	48	60	72	84	96	108	120	132	144

**COUNT BY
SIX**



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**COUNT
BY SEVEN**



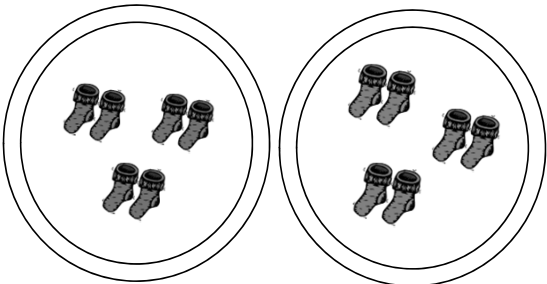
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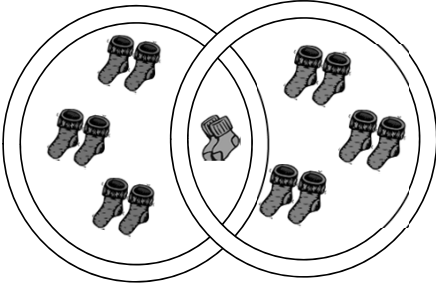
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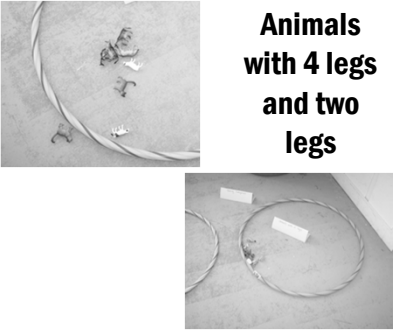
Secrets about Math



Venn Diagrams









Animals with 4 legs and two legs

Patterns, Visuals and Music



Wrapping it all up

Primary intervention needs

- **Self-Stimulation:** Reducing repetitive or injurious behavior
- **Communication:** Improving receptive and expressive language
- **Social Skills:** Improving meaningful interactions
- **Compulsions:** Reducing fears and fixations

Koegel & LaZebnik, 2004

Effective Interventions

- Teaching Replacement Behaviors
- Developing Schedules and Routines
- Teaching Expressive and Receptive Communication
- Offering Meaningful Choices
- Provide Reinforcement and Access to Desirable Activities or Items

Teaching Replacement behavior

When children with autism engage in self-stimulatory behavior consider teaching a more appropriate self-stimulatory behavior.

Remember, the replacement behavior you teach should be one that you really have to have. Different is not always better.

Remember you have to teach the replacement behavior when the child is not "drunk" on emotion.



Replacement behavior alternatives: Visual

Undesired Behavior

- Visual: Eye poking, finger flapping, eye waving, blinking



Adapted From Webber & Scheuermann, 2008

Replacement Behavior

- Kaleidoscope, pinwheel, toy or object with spinning or moving parts, blinking lights, shiny or sparkly surfaces, fans
- Others?

Bio-medical intervention



- Dr William Shaw, (Biological Treatments for Autism and PDD). 20 autistic children around the world who had been put on a gluten- and casein-free diet without being given calcium supplements had tried to poke their eyes out. For some reason, the lack of calcium causes excruciating pain in the eye area. Shaw reports one child had actually brought a doll to her mother with its eyes gouged out just hours before she tried to do the same to her own eyes. Just hours after being put on calcium supplements, the children stopped pawing at their eyes and the problem was solved.

Replacement behavior alternatives: Auditory

Undesirable Behavior

- Auditory: humming, pushing ear, flapping ear, snapping fingers near ears



Adapted From Webber & Scheuermann, 2008

Replacement Behavior

- Music or other sounds in headphones, quieter humming
- Whisper Phone

Replacement behavior alternatives: Tactile

Undesirable Behavior

- Tactile: tearing seams or clothing, clothing removal, selective clothing choice based on feel



<http://tinyurl.com/seamlesssock>

Replacement Behavior

- Purchase tag-less clothing
- Purchase seamless socks
- Wash everything before being worn
- Use hypoallergenic soap with no perfumes

Adapted From Webber & Scheuermann, 2008

Replacement behavior alternatives: Tactile

Undesirable Behavior

- Tactile: Excessive rubbing of clothing or other surfaces, selective clothing choice based on feel



Adapted From Webber & Scheuermann, 2008

Replacement Behavior

- Purchase furry bathmat and cut into 8 inch by 8 inch squares
- Keep square in desk for student to self-stimulate instead of clothing
- Put ribbons on a ring for a silky self-stimulating experience

Replacement behavior alternatives: Tactile

Undesirable Behavior

- Tactile: Chewing on shirt



Adapted From Webber & Scheuermann, 2008

Replacement Behavior



- Chewelry
- Refrigerator hosing attached to end of pencil
- Sugar free gum, beef jerky

Replacement behavior alternatives: Proprioceptive

<p>Undesirable Behavior</p> <ul style="list-style-type: none"> • Proprioceptive: stimuli that are produced and perceived within an organism, esp. those connected with the position and movement of the body • Positioning, flapping, bouncing, dancing, jumping 	<p>Replacement Behavior</p> <ul style="list-style-type: none"> • Smaller versions of movement, walking, isometric exercises, weight training, swimming • Mini-trampoline • Rocker • Pilates ball • Yoga Core Disk
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Adapted From Webber & Scheuermann, 2008

Proprioceptive Tools

<p>Mini-trampoline</p> 	<p>Yoga-Pilates Core Disk</p> 
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Replacement behavior alternatives: Olfactory

<p>Undesirable Behavior</p> <ul style="list-style-type: none"> • Olfactory: sniffing, nose rubbing, placing items in nose, excessive smelling, seeking smells either pleasant or aversive 	<p>Replacement Behavior</p> <ul style="list-style-type: none"> • Scratch and sniff stickers, offer favorite smells in appropriate ways, i.e lemons in drinks, vanilla perfume, offer scents on cards or clothes at certain times that child can carry • Scented pencils (smencils) • Cotton ball in pocket with essential oils on it
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Adapted From Webber & Scheuermann, 2008

Replacement behavior alternatives: Gustatory

Undesirable Behavior

- Gustatory: excessive licking or mouthing of objects, mouth or jaw clicking, teeth chopping, mouth movements, thumb sucking, sucking blankets or items

Replacement Behavior

- Gum, candy, or suckers, lip gloss or chapstick, cloth to rub on mouth
- Refrigerator tubing on end of pencil



Adapted From Webber & Scheuermann, 2008

Replacement behavior alternatives: Vestibular

Undesirable Behavior

- Vestibular: spinning, rocking, bouncing, head banging, head rocking or repetitive movement, humming



Replacement Behavior

- Tire swing, swinging, sit and spin or little children, rocking chair or horse, smaller movement, quieter humming, trampoline

Adapted From Webber & Scheuermann, 2008

Obsessions and compulsions

- When children with autism engage in obsessive and compulsive behavior they are often expressing a need for sameness
- Obsessions are persistent, disturbing preoccupations often involving an unrealistic situation or circumstance. Examples:
 - emergency vehicles, animals, television or video game characters, water, weather, among others.
- Compulsions are intensely repetitive behaviors that a person feels driven to perform.
 - Need to wash hands repeatedly
 - Need to open and close door a certain number of times
 - Need to step on all silver objects

Adapted From Thompson, 2008

Interventions for OCD

- Time for obsession
- Place for obsession
- Making choices
- Removal of attention for compulsion
- Teaching alternative behaviors (habit reversal)
- Self monitoring
- Schedule for compulsions




Schedules and routines

- A schedule is a written or pictured sequence of activities that includes reinforcement
- Schedules can increase predictability, decrease problem behavior, provide consistency, increase engagement, and increased choice.
- Schedules should include routines: specific steps a child engages in at certain times or in association with certain tasks

Characteristics of an Effective Schedule

- Create a schedule the child can follow independently (with pictures, photos, voice output, etc.)
- Specify steps to specific routines
- Easy tasks or preferred tasks after challenging tasks (premack principle)
- Provide reinforcement with new or very challenging tasks and for following schedule
- Include multiple opportunities for choices
- Teaching directly new or difficult tasks

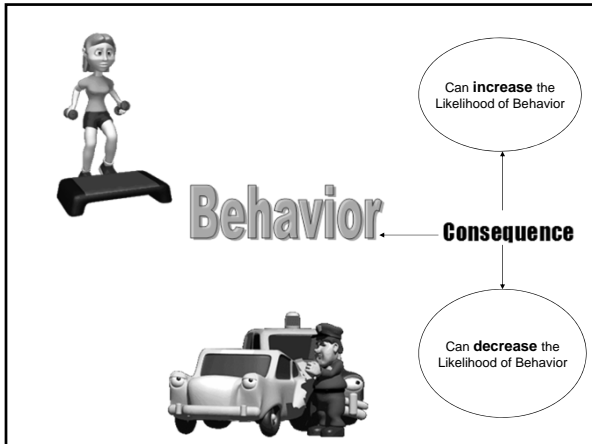
Jack's morning Schedule
School Day

Wake Up	
Eat Breakfast	
Wash Hands	



Reinforcement

- Reinforcement is a relationship between a behavior and it's consequence that increases the future likelihood of the behavior.
- Let's think of some adult examples:
 - Frequent flyer miles- loyalty points-incentives for purchase
 - Quality of service- where's your favorite restaurant:
 - Why?
 - Good product
 - Good service
 - Relationship with staff- friendly, punctual, attentive



Increasing the behavior

- Pick a consequence that is likely to increase the behavior
- Provide it immediately after the behavior
- Pair the consequence with behavior-specific praise
- Be cognizant of how deprivation and satiation might effect whether the consequence you have chosen increases the likelihood of the behavior
- Provide the consequence and praise at least intermittently when the behavior occurs
- Teach parents and others in the child's life how to become a reinforcer to increase the likelihood of the behavior efficiently

Steps to Reinforcing Behavior

- Select a reinforcer that is meaningful to the child
- Select an appropriate schedule of reinforcement for child
- Determine what reinforcers should be contingent and non-contingent
- Provide immediate access to reinforcing item or activity

<http://watchminder.com/>



Questions?????
Ideas to Share????

Back to Jay: