What strategies work when teaching and coaching individuals with ASD?

Using Evidence-Based Practices in Your Settings

National Autism Center: Evidence-Based Practices

- The National Autism Center's National Standards Report (2009), identified the following 11 interventions as having "compelling scientific evidence":

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

Antecedent Strategies

- Involve changing situational events that typically occur before the challenging behavior.

- Changes are made to increase the likelihood of success or reduce the likelihood of problems occurring.

Antecedent Strategies

- Examples include but are not limited to:
  - Behavior shaping
  - Choice
  - Cueing and prompting/prompt fading procedures
  - Environmental modification of task demands, social comments, adult presence, seating, familiarity with stimuli;
  - Errorless learning;
  - Incorporating special interests or ritualistic/restrictive activities into tasks;

Creating Choice with a Communication System

Yes

No

Give Choices

After skill practice you can...

Making an open ended choice may be too overwhelming for children with ASD.

Choices and Communication of Needs through a Picture Communication Board

		STOP		I NEED HELP
Take 5!		water	Yes	No

Coaches, Teachers, Staff and Students/ Athletes Must be TAUGHT to Use Visual Supports!

- If your student/athlete uses visual supports in other areas of their day, include them in PE, sports/other physical activity settings.

- Pair visual supports with training and class/ practice routines so that students/athletes understand expectations
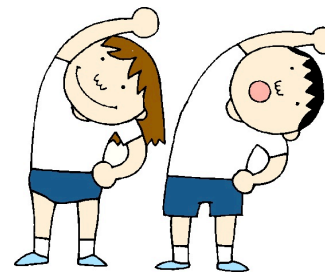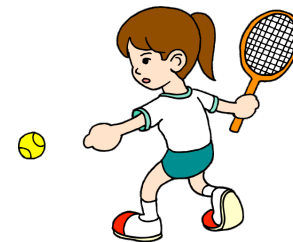
Warm-up   Practice

Using the Visual Environment to Create Opportunities

- Create patterns that connect/make sense for a person with ASD

- Organize the environment so it leads to independence (e.g. information station, warm-up circle, "neighborhood areas")

- Increasing independence leads to fewer undesirable behaviors

- Visual organization strategies prevent the staff from making assumptions about what the students need or want

Knowledge Check

- What are antecedent strategies?
- Name 3 examples of antecedent strategies that you might use in your practice.

BEHAVIOR IS COMMUNICATION!

Behavior Package

- Strategies designed to reduce challenging behaviors and teach alternative behaviors or skills.

- When children can successfully make requests, challenging behaviors may decrease or be replaced

Behavior Package

- Examples include but are not limited to:
  - Chaining
  - Positive reinforcement
  - Token economy
  - Mand training

Remember BEHAVIOR is COMMUNICATION!

Knowledge Check

- What does the 'behavior package mean'?
- Tell how you might incorporate the behavior package into your program.

Joint Attention Intervention

- Joint attention often involves:
  - Teaching an individual to respond to the nonverbal social attempts of others
  - Teaching an individual to initiate joint attention interactions
  - Teaching an individual to engage in more complex social situations

Joint Attention Intervention

Other more simple examples include:

- Pointing to objects

- Showing items/activities to another person

- Following eye gaze.

Knowledge Check

- Is it important for an individual with ASD to look at you in order to pay attention?

Naturalistic Teaching Strategies

- These interventions involve using child-directed interactions to teach functional skills in the natural environment.

- These interventions often involve providing a stimulating environment, modeling how to play/ respond, encouraging conversation, providing choices and direct/natural reinforcers, and rewarding reasonable attempts.

Naturalistic Teaching Strategies
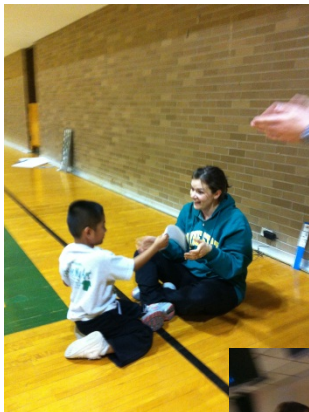
Examples of this type of approach include but are not limited to:

- incidental teaching

- "in-the-moment" teaching

- using the child's lead to guide instruction

You have to be ready at any moment… teaching/coaching can happen ANYWHERE!

Knowledge Check

- Where is the best place for learning to happen?

- Name 3 examples of antecedent strategies that you might use in your practice.

Peer Training

- These interventions involve teaching children without disabilities strategies for facilitating play and social interactions with children on the autism spectrum.

- Peers include similarly-aged classmates or siblings.

Peer Training

- Peer training may include components of other treatment packages (e.g., self-management for peers, prompting, reinforcement, etc.).

- Common names for peer training intervention strategies include **peer networks, circle of friends, buddy skills package, peer initiation training, and peer-mediated social interactions**

Peer Training

- **Teaches** other children about ASD and specific information about fellow classmates with ASD in the class/group.

- **Develops** tolerance and acceptance within the class/group.

- **Practices** social skills in all settings so children gain competency in natural environments.

Knowledge Check

- How does peer training help the individual with ASD?

- Describe how you might incorporate peers into your practice.

Schedules

- These interventions involve the presentation of a task list that communicates a series of activities or steps required to complete a specific activity.

Schedules

- Schedules are often supplemented by other interventions such as reinforcement.

- Schedules can take several forms including written words, pictures or photographs, or work stations.
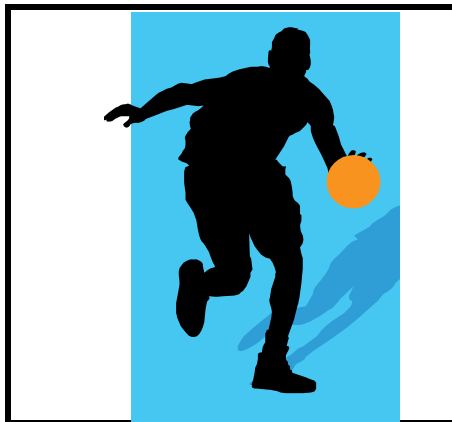
An Example of a Community-Based Sports Visual Schedule

Today is | Tuesday

At Basketball, Today, I Will

| 1 | 2 | 3 |

Visual Schedules & Task Schedules

- Visually organize the information for the students
- Visually answers the following questions:
  - **What** is to be done?
  - **How much** is to be done?
  - **When** will it be finished?
  - What's **next**?
- Visual schedules should only be used with previously learned skills.

Visual Schedules vs Task Schedule

- Global visual schedule provides representations of activities presented in order
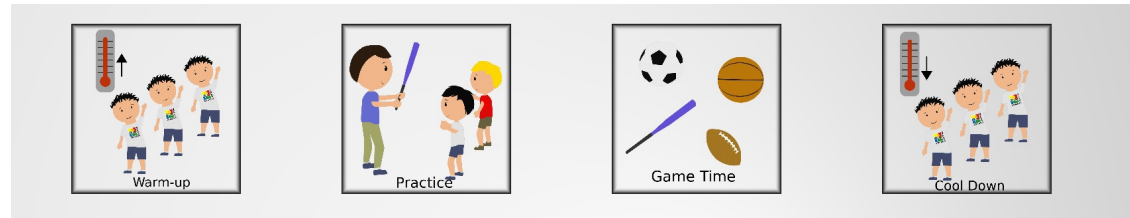
- Task schedule provides representation of individual tasks - can also be referred to as within-task schedule because it breaks down the activity into tasks

Knowledge Check

- What is the function of visual schedules for individuals with ASD?

- What does your schedule look like for individuals with ASD in your program?

Self-management

- Involves promoting independence by teaching individuals with ASD to regulate their behavior by recording the presence or absence of the target behavior, and getting reinforcement for doing so.

  - Example, I completed and recorded 4 warm-up laps so I get to dribble the purple basketball for 2 minutes while my classmates finish warm-up.

Self-management

- Other examples include:
  - o Checklists (using checks, smiley/ frowning faces)
  - o Tokens (not to be confused with a token economy)
  - o Wrist counters
  - o Visual prompts

Knowledge Check

- How can you incorporate self-management techniques for individuals with ASD into your program?

- What benefit do self-management programs have for individuals with ASD?

Story-based Intervention

- These treatments involve a written description of the situations under which specific behaviors are expected to occur.

- Stories may provide more information, as needed (e.g., prompting, reinforcement, discussion, etc.).

- Social Stories™ are the most well-known story-based interventions and they seek to answer the "who," "what," "when," "where," and "why" in order to improve perspective-taking.

- Social stories are delivered in preparation for the social event (e.g., class, game play, locker room time, etc.)

sports	I like to play sports.
friends	Sometimes I play sports with my friends.
winner	I might win.
winner	It is OK if I do not win.
shake	At the end of the game I will shake my friend's hand and say "Good Game"
fun	Playing sports is fun!

Sport Example

My Taking a Break Story

My name is Jacob and I am in Ms. Thomas' class.

Sometimes in class I feel frustrated or mad. Everyone feels frustrated or mad at

some time.

When I feel frustrated or mad, I can take a break.   Take 5

When I want to take a break, I tell my teacher, "I need a break" or I hand her a

break card.   Take 5

Sometimes my teacher will let me take a break in my class.

Sometimes my teacher will let me go to Mrs. Waldus' room or Mr. Simon's room to take a break.

When I get to leave the class to take a break, I walk to the Speech Room #17 or Mr. Simon's Room # 14 and stay there until my break is over.

When my break is finished, I walk back to class.

My teachers and parents will be happy that I know how to take a break!

Taking a Break Example

Knowledge Check

- What is the purpose of a social story for the individual with ASD?

- Describe the key components of a 'good' social story.

Modeling

- These interventions rely on an adult or peer demonstrating a target behavior (motor or social behavior) with the expectation that the individual with ASD would imitate the target behavior.

- Modeling can include simple and complex behaviors.

Modeling

- This intervention is often combined with other strategies such as prompting and reinforcement.
  - Model the overhand throw, then prompt with a gesture.

- Modeling can be done through live modeling, video modeling, animations, etc.

Peer Modeling

- One of the most powerful interventions!
- Children with ASD learn social skills BEST from their neurotypically developing peers.
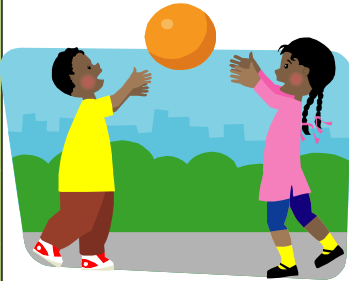
Knowledge Checks

- List the ways modeling can be done for individuals with ASD.

- What does research tell us is one of the most powerful interventions for children with ASD to learn social skills?