



monica meyer
CONSULTING INC.

Adult Autism: Community Life and Assistive Technology

<https://monicameyer.com>

Addressing the Core Symptoms of Autism and Implication of Supports

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UCC – CL and HF

- ▶ Informal assessment tool designed by Aspy and Grossman designed to identify characteristics across several domains.
- ▶ It is not designed for diagnosis.

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UCC

- ▶ Completed by parents and staff.
- ▶ Completion of the UCC is an intervention in itself!
 - ▶ Increased awareness of the characteristics and the impact on the individual leads to decreased frustration on the part of the team.

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UCC-CL or HF

- ▶ CL = Classic
- ▶ HF = High Functioning

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Characteristic Skill Deficits

- ▶ Symptoms

- ▶ Implication for Treatment

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Communication and Language Problems

Symptoms

- Problems understanding verbal commands
- Limited topics
- Does not communicate own needs
- Delayed processing
- Understanding based on context
- Concrete
- Asks lots of questions

Implication for treatment

- Learns best through visual structure and routine
- Need to learn power of communication
- Teaching strategies of verbal and imitation not effective

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Social Judgment, Social Relating

Symptoms

- Poor eye contact
- Difficulty modulating behavior to settings
- Peculiar affect and not consistent with contact
- Lack of response to other emotions
- Difficulty taking another person's perspective
- Problems with limitations and boundaries
- Limited social interactions

Implications for Treatment

- Does not learn from watching
- Social narratives; description, perspective, information and direction
- Real life implementation of strategies with proactive supports

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Cognitive Differences

Symptoms

- Difficult with meanings and abstract thinking
- Judgment
- Integrating Ideas
- Concrete, literal
- Slow to process information
- Focus on detail
- Slow pace
- Cannot tell relevant from irrelevant
- Trouble with choices
- Can't tell clean from dirty
- Indecision

Implications for Treatment

- Extreme problem with generalization, need to teach in each new situation, new people, new materials
- Utilize strategies to minimize problems with judgment
- Give extra processing time
- Highlight important information

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Organizing and Sequencing Problems

Symptoms

- Does not know where to start, know what is next and when to finish

Implication for Treatment

- Emphasize visual clarity and systematic or routine ways of doing

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Uneven and/or Scattered Patterns of Development

Symptoms

- Often good at numbers, rote memory tasks and music
- Problems with language and abstract reasoning
- Some individuals can read, but are not able to speak, don't make assumptions

Implications for Treatment

- Individual approach
- Must assess full range of skills and strategies
- Can not assume skills in one area based on another.

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Restricted Repertoire of Behaviors, Focus on Sameness and Ritualistic Behaviors

Symptoms

- Upset easily by change in environment, holidays, new clothes, new foods, moving, staff changes
- Free time difficult
- Memorizes the world
- Easily upset and confused
- Elaborate rituals

Implications for Treatment

- Work is easier than leisure, downtime, breaks
- Needs predictability
- Routines that are developed
- Can learn in a positive manner using these deficits to the individual's benefit

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Sensory and Perception Problems

Symptoms

- Inconsistent response to sounds
- Distractible
- Over or under reactive
- Stares at lights
- No or low pain response
- Licks and smells things

Implications for Treatment

- Minimize distractions
- Highlight important elements of environment
- Structure sensory diet strategies throughout the daily schedule

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Moving From Assessment to Intervention Design

- **Assessment Tools**
 - Underlying Characteristics Checklist (UCC)
 - Individual Strengths and Skills Inventory (ISSI)
 - ABC-Iceberg (ABC-I)
- **Comprehensive Intervention Planning**
 - Addresses underlying needs identified with the UCC
 - Includes three points of intervention (A-B-C)
- **Implementation**
 - Implement intervention
 - Evaluate outcomes

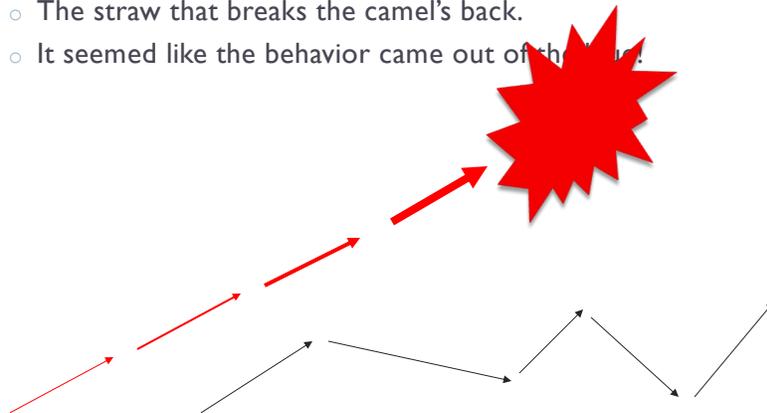
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Cumulative Anxiety Affect

- ▶ Over exposure to stressful situations without a way to de-escalate.
 - The straw that breaks the camel's back.
 - It seemed like the behavior came out of the blue!



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De-Escalation Strategies

- ▶ How do you know when a learner is stress?
- ▶ What are stressful events for the learner?
- ▶ Understand the learner's de-escalation supports
- ▶ Infuse supports throughout the learner's day
- ▶ Give more supports when the learner is having a stressful day

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The ABC-Iceberg (The ABC-I)

- ▶ **Behavior is communication**
 - ▶ Incorporates the relationship between the characteristics of autism spectrum disorders and behavior

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Iceberg Analogy

- Way of describing critical aspects of objects or circumstances that are not apparent without careful observation.
- TEACCH applied this analogy to aid in the understanding of behaviors observed in individuals with an ASD.
- Interventions based on the iceberg concept are designed to address underlying deficits or characteristics associated with autism.

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ABC-I Model Applied to Social Isolation

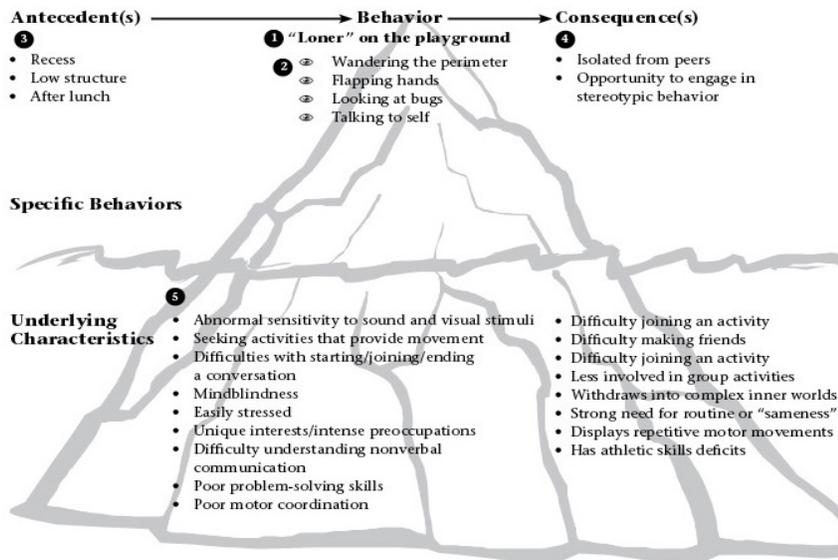
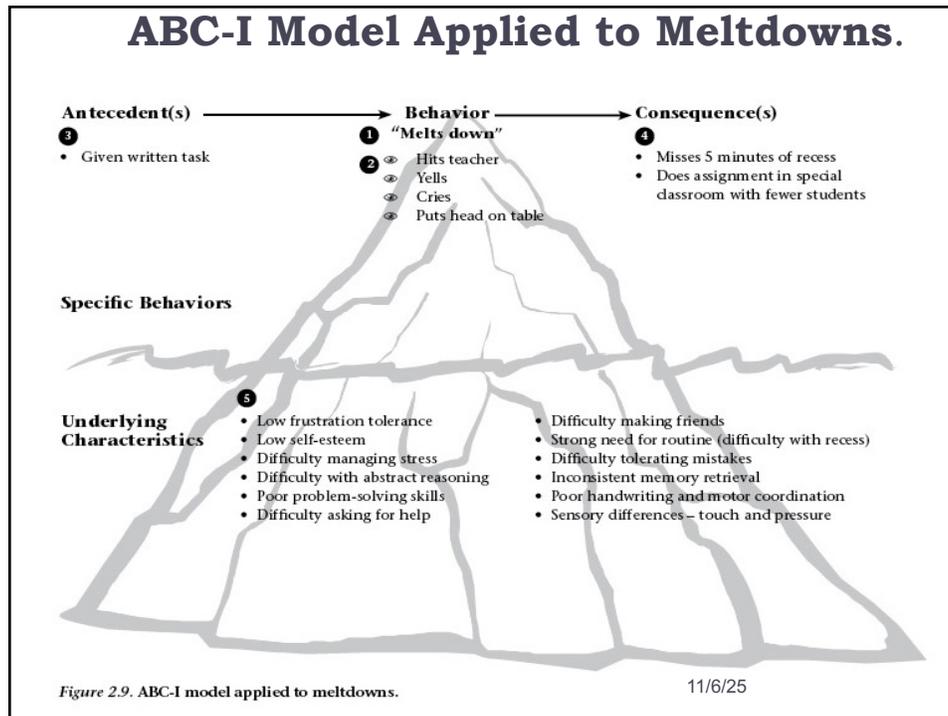


Figure 2.8. ABC-I model applied to social isolation.

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Begin with the End in Mind

- ▶ **Assets of CAPS**
 - ▶ Ensures the Individual's needs are met throughout the Employment day
 - ▶ Recognizes the complex needs of Individuals/individuals with ASD
 - ▶ Individualized
 - ▶ Systematic, yet flexible
 - ▶ Facilitates transition from one grade to the next
 - ▶ Facilitates professional development

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Components

- ▶ Time, Activity, Targeted Skills to Teach
- ▶ Structure/Modifications
- ▶ Reinforcement
- ▶ Sensory Strategies
- ▶ Communication Social Skills
- ▶ Data Collection
- ▶ Generalization Plan

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Ziggurat and the CAPS

- ▶ Begins with the completion of the UCC.
- ▶ Information obtained is incorporated into the CAPS to ensure that the Individual's needs and interventions are addressed throughout the day with data collection and a plan for generalization built in.

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Using CAPS

- ▶ Designed to provide an overview of a Individual's daily schedule by;
 - ▶ Time
 - ▶ Activity
 - ▶ Targeted skills to Teach
 - ▶ Structure/Modification
 - ▶ Reinforcement
 - ▶ Sensory Strategies
 - ▶ Communication/Social Skills
 - ▶ Data Collection
 - ▶ Generalization Plan

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Generalizing Across Settings

- ▶ Prepares the Individual for Adult Life;
 - ▶ Community Access
 - ▶ Work
 - ▶ Recreation
 - ▶ Leisure
 - ▶ Residential

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UCC and CAPS

- ▶ **Identify and plan for Antecedent-Based Interventions**
 - ▶ Incorporates the relationship between the characteristics of autism spectrum disorders and behavior
 - ▶ Identification of skill deficits and goals
 - ▶ Evidence based strategies
 - ▶ Progress
 - ▶ Transition aspects across the lifespan

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TEACCH

- ▶ **Treatment and education of autistic and communication- related handicapped children**
- ▶ **Builds the fact that individuals with autism often visual learners**

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TEACCH

- ▶ Brings visual clarity to the learning process in order to build receptiveness, understanding, organization and independence.
- ▶ Highly structured environment which may include physical organization, clearly delineated activity areas, picture-based schedules and work systems, and instructional clarity.

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TEACCH-Visual strategies, routines, work systems, visual clarity - Organizational

- University of North Carolina at Chapel Hill
- Dates back to the 1960's Dr. Eric Schopler, R.J. Reichler and Ms Margaret Lansing were working with children with autism
- Constructed a means to gain control of the teaching setup so that independence could be fostered in the child

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Antecedent-Based Interventions

- ▶ Enriching the environment so that the person with ASD can have access to sensory stimuli that serve the same function as the interfering behavior
- ▶ Implementing pre-activity interventions (e.g., issuing a warning about the next activity, providing information about schedule changes).

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Antecedent-Based Interventions

- ▶ Environment; changing the schedule/routine;
- ▶ Structuring time;
- ▶ Highly preferred activities/items to increase interest level;
- ▶ Offering choices;
- ▶ Altering the manner in which instruction is provided;

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Four Essential Steps for Antecedent Based Interventions

- ▶ These include:
 - ▶ Identifying the interfering behavior
 - ▶ Collecting baseline data
 - ▶ Implementing the appropriate antecedent-based intervention
 - ▶ Monitoring progress.

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Answers the following questions when trying to identify preferences and interests.

- ▶ What makes the learner smile and laugh?
- ▶ What makes the learner happy and feel good?
- ▶ What kinds of things get the learner excited?
- ▶ What are the learner's favorite things to do?
- ▶ What does the learner work especially hard at doing?
- ▶ What gets and keeps the learner's attention?
- ▶ What gets the learner to try new things?

(Dunst et al., 2000).

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Just remember...



...sequence does make a difference!

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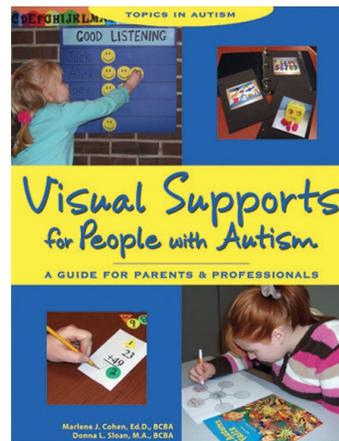
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Visual Supports

***"If I can see it, then I can understand."* - Linda A. Hodgdon**

► Why?

- To capitalize on the Individual's strongest learning style
- So that the information is static (it doesn't disappear like spoken language)
- To clarify what is relevant



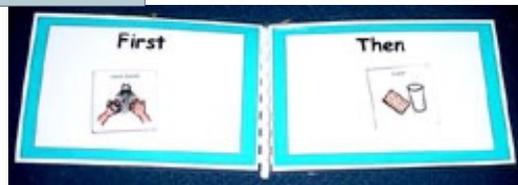
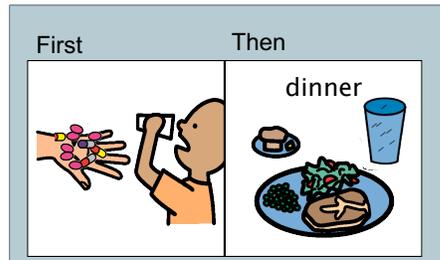
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Contingency plans/reward systems

▶ First/then...



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Reminders on a Ring

- ▶ Staff can have this with them
- ▶ Use to remind kids of expected behavior
- ▶ Use to accompany your verbal praise (makes it “stick” better)
- ▶ This one can be purchased, but you can easily make one to suit your individual needs



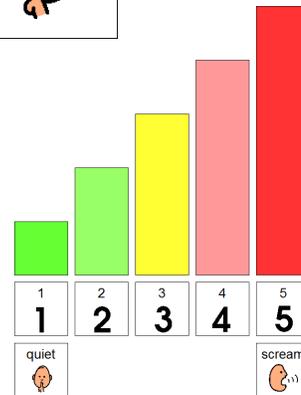
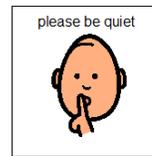
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Visual concepts Signs Around the Work Environment

- ▶ Don't overload the environment
- ▶ Just post the relevant signs in the relevant locations



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Picture Exchange Communication System (PECS)

- ▶ PECS is a type of augmentative and alternative communication technique where individuals with little or no verbal ability learn to communicate using picture cards.
- ▶ Children use these pictures to “vocalize” a desire, observation, or feeling

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Visuals for Communication



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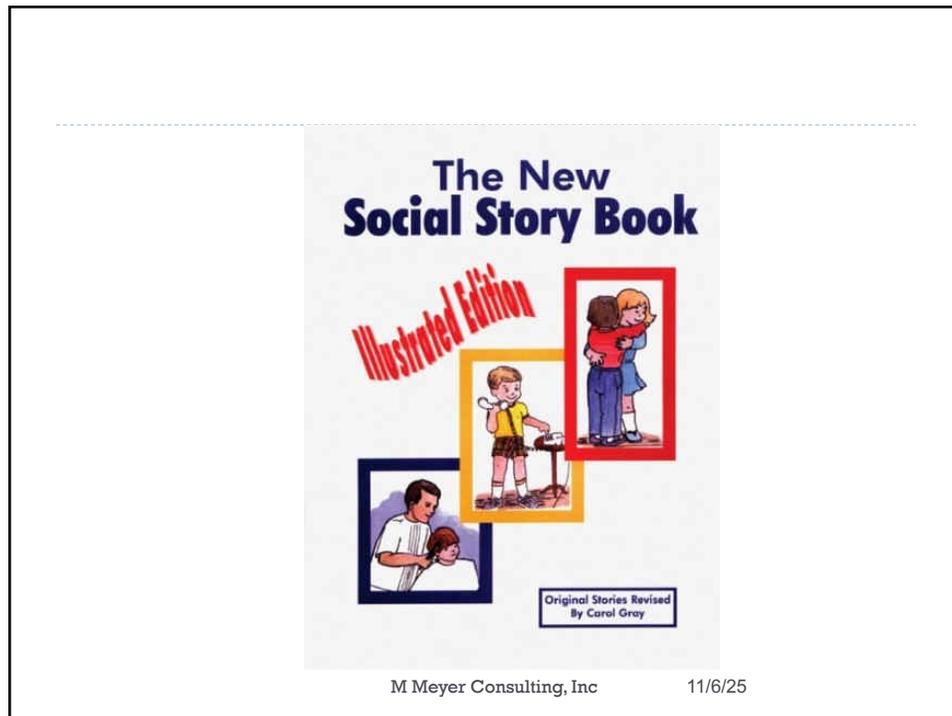
Social Stories™

- ▶ Carol Gray-curriculum to develop social skills
- ▶ A Social Story™ describes in a specifically defined style and format
 - ▶ Descriptive
 - ▶ Perspective
 - ▶ Directive
 - ▶ May be supplemented with additional, optional types of sentences: Affirmative, Control, Cooperative

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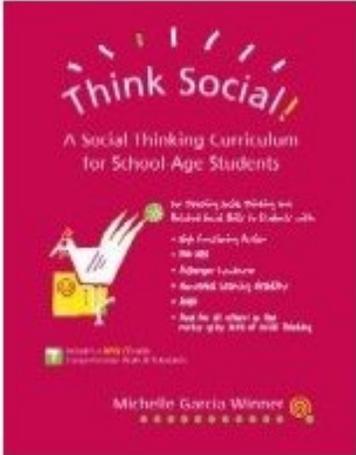
Social Thinking™

- ▶ Michelle Garcia-Winner, SLP, CCC
- ▶ Framework of social cognition to better understand the multiple skills/concepts that need to be processed and reacted to in order to succeed at personal problem solving and social interaction.

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Think Social!
A Social Thinking Curriculum
for School-Age Students

For thinking skills, thinking and related social skills in children with:

- High-functioning Autism
- ASD
- Attention Deficit Disorder
- Asperger Syndrome
- Emotional Learning Disability
- and more

Winner of 2014 Choice
Outstanding Academic Title

Michelle Garcia Winner

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Some Published Curriculum Resources

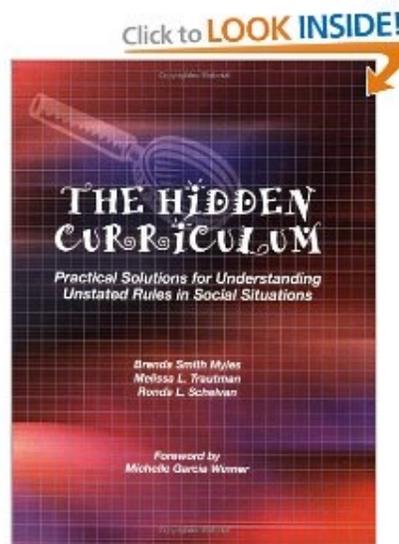
- ▶ *Being a Social Detective*
- ▶ *Flexible Thinking with Superflex*
- ▶ *We Can make It Better*
- ▶ *The Incredible 5-point Scale*
- ▶ *The Social Times*
- ▶ *Curiously Social and Socially Curious*
- ▶ *A Five is Against the Law*
- ▶ *Hidden Curriculum*
- ▶ *Social Stories™*



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The Hidden Curriculum

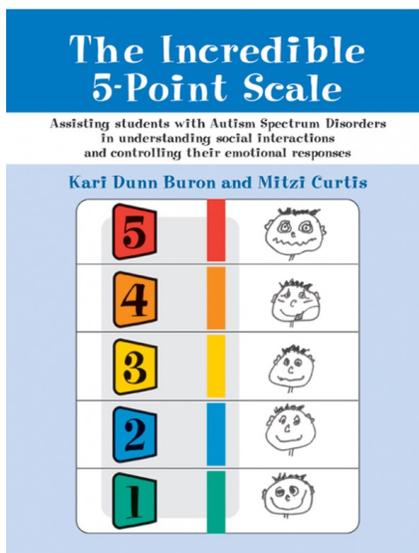


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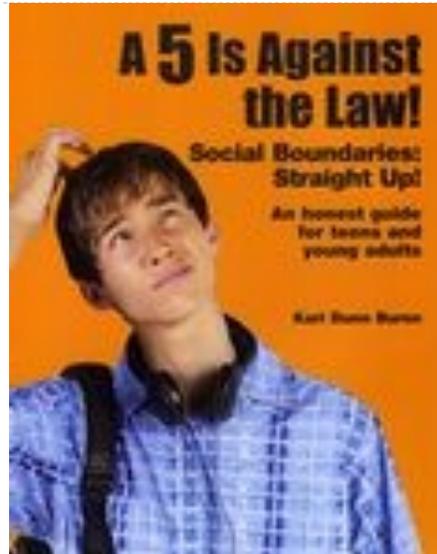
Incredible Five Point Scale



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A 5 is Against the Law!



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Sensory Interventions

- A. Jane Ayres (1979) - Sensory
- Accounts for the relationship between sensory processing and behavioral deficits.

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Teach Self-Regulation Strategies

- ▶ Consider the use of:
 - ▶ 5 Point Scale
 - ▶ How Does Your Engine Run
 - ▶ The Hidden Curriculum
- ▶ Engage Learner in the development of strategy when ever possible
- ▶ Tool Reference

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Incredible Five Point Scale

The Incredible 5-Point Scale

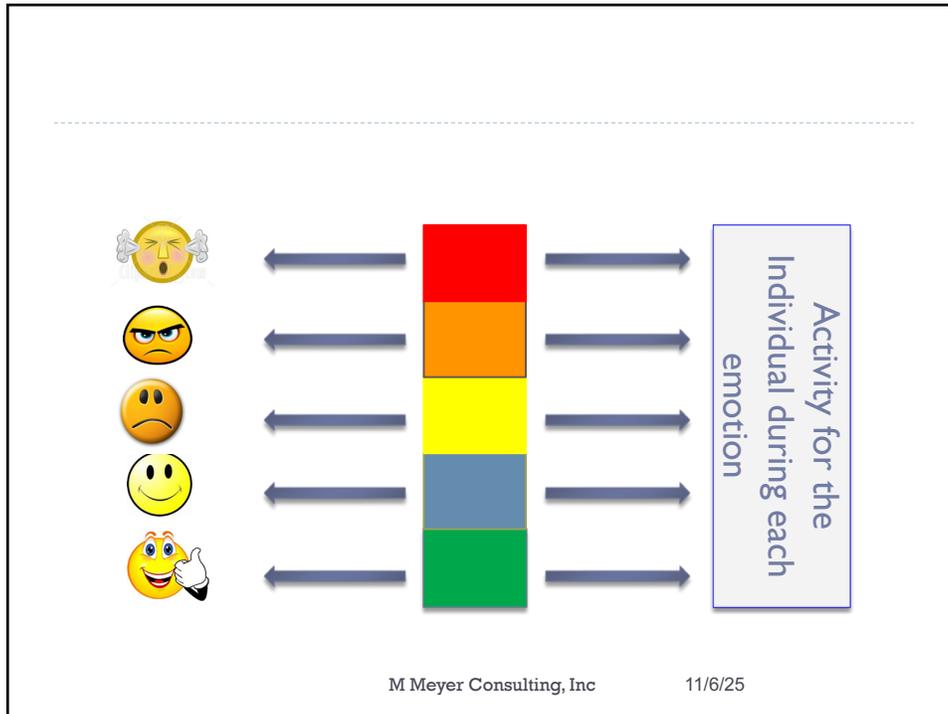
Assisting students with Autism Spectrum Disorders
in understanding social interactions
and controlling their emotional responses

Kari Dunn Buron and Mitzi Curtis



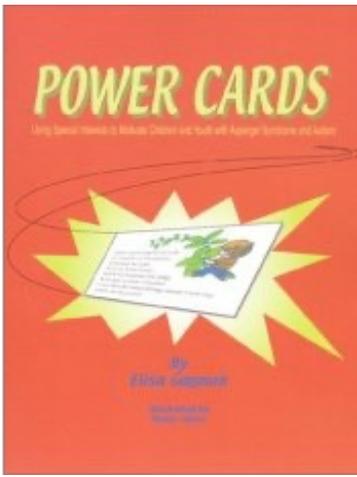
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Social Judgment and Problem Solving



Power Cards

Using Special Interests to Motivate Children and Youth with Aspergers Syndrome and Autism

By Elise Gagnon

Autism Asperger Publishing

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 <p>When my bus doesn't show up. When I miss the bus if I get off at the wrong bus stop</p>	<p>In my opinion, we don't devote nearly enough scientific research to finding a cure for <u>bus schedules</u>.</p> <ol style="list-style-type: none"> 1. Use my cell phone and call my brother or Dad. 2. Stay at the bus stop until my brother or Dad can pick me up. 3. Some days even my lucky rocketship underpants don't help. 	 <p>CALM DOWN <small>BEFORE MAKING THE CHOICE</small></p> <p>I lost my cell phone!</p> <p>Calvin: You can't just turn on creativity like a faucet. You have to be in the right mood. Hobbes: What mood is that? Calvin: Last-minute panic, I have lost my cell phone!</p> <ol style="list-style-type: none"> 1. If you are waiting for the bus, continue waiting, you don't want to miss the bus too. When you get home, let your brother know what happened. 2. If I need to use a phone, go to a store or gas station; let them know what has happened and that you need to call your brother at this phone number _____.
 <p>Remember to set up my bus schedule!</p>	<p>"I'm learning real skills that I can apply throughout the rest of my life ... Procrastinating and rationalizing."</p> <ol style="list-style-type: none"> 1. I need to be responsible for my own transportation. 2. I need to develop an e-group with Kitsap Access, Pathway to Employment, my brother and myself as his reminder that I did do it. 3. Some days even my lucky rocketship underpants don't help. 	 <p>Sometimes I don't want to go to work!</p> <p>"There aren't very many heroes these days. Who is out there to inspire us with a personal example of virtue and self-sacrifice in the name of a higher good?"</p> <p>Who can we look up to? Business Leaders, Sports Figures, Politicians, Celebrities? Heck, we're lucky if they don't end up in prison!</p> <p>As usual, the hero business is up to me, I must be off to work!"</p>