EBP’s for Transitioning: Implementing with Individuals with Autism

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Objectives

✓ Understanding how/why transitions may be difficult
✓ Understand reinforcement strategies
✓ Look into EBP’s to help with transitioning
What is Autism?

Autism is a complex developmental disability that has a neurological basis that causes impairments in social interactions, communication, and the presence of unusual behaviors and interests.
A. Persistent deficits in social communication and social interaction across multiple contexts, not accounted for by general developmental delays, and manifest by all 3 of the following:

• Deficits in social-emotional reciprocity
• Deficits in nonverbal communicative behaviors used for social interaction
• Deficits in developing, maintaining, and understanding relationships
B. Restricted, repetitive patterns of behavior, interests, or activities as manifested by at least 2 of the following:

- Stereotyped or repetitive motor movements, use of objects, or speech
- Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior
- Highly restricted, fixated interests that are abnormal in intensity or focus
- Hyper-or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment
Transitions can be difficult because...

They are unpredictable

Child doesn’t know when reinforcement is returning

May not be clear

May have difficulty requesting more details
Strategies
Evidence-Based Practice (EBP)

- A practice that is supported by multiple high-quality research studies

Why are EBPs important?

- Ensure we have the sharpest tools at our disposal
- We have a rationale for selecting intervention
- We can avoid the pitfalls of fad interventions
The NPDC has identified 27 Evidence-Based Practices

• Evidence-Based Practice Briefs
  • http://autismmpdc.fpg.unc.edu/content/briefs
• AIM – Autism Internet Modules
  • www.autisminternetmodules.org
Types of Visual Supports

- Pictures
- Maps
- Objects
- Scripts
- Timelines
- Schedules
- Written Words
- Labels
- Organizational Systems
- Environmental Arrangement
Why are visual supports important?

• Make life predictable

• Gives a framework for talking about change
Visual Schedules

• Easy way to provide students with consistent cues about their daily lives

• Help child anticipate what will happen next
Introduce Schedule to the child

1st – Model the act of checking schedule, moving to activity, completing activity, checking schedule
✓ Remember – Model the steps EXACTLY as you want the child to do it
✓ Limit verbal directions – purpose of schedule is to facilitate independence

2nd - Guide child through schedule – assist/prompt as needed through steps, including taking schedule, object, or picture with them if needed
✓ Limit verbal directions – you do not want child to become dependent on your prompts!!!!!
Introduce Schedule to the child

✓ Provide prompts and support student through schedule – be there every step of the way to ensure they learn how to do it correctly the first time – ENSURE SUCCESS!!!

✓ Reinforce! You want the student to know that the schedule is a good thing!!!

3\textsuperscript{rd} – step back and allow the student to do schedule independently

✓ Be there to support if needed – ENSURE SUCCESS!!!!

✓ Reinforce!!!
Picture Schedule
(Icon Level)
Part day schedule – this is nice because the other pictures are stored inside, making this very portable – increasing probability of consistent and frequent use!!!
Slide and Follow Schedule
A good option for an older student – very age appropriate and facilitates independence
Routine/Activity Schedule

MY MORNING SCHEDULE

- Today is Thursday
- I am staying home
- Wake up
- Breakfast
- Medicine
- Rest in bed
Individual Daily Schedule

Christi's Schedule
1. language arts
2. calculus
3. world history
4. lunch
5. resource

To Do Schedule – Mini/Activity Schedule

Christi's To Do
1. unpack
2. math worksheet
3. language arts
4. group work
5. Take a break
   Choices:
   - listen to music
   - read a book
   - computer
Within Activity Schedule

Brushing Teeth

1. Wet toothbrush
2. Toothpaste on brush
3. Brush teeth
4. Spit in sink
5. Rinse toothbrush
Within Activity Schedule

Washing my hands:
1. Turn on water.
2. Wet hands.
3. Use soap.
4. Rub and wash hands.
5. Rinse hands.
6. Turn off water.
7. Dry hands.

Brushing my teeth:
1. Get toothbrush and toothpaste.
2. Wet toothbrush.
3. Put toothpaste on toothbrush.
4. Brush teeth.
5. Rinse toothbrush.
6. Put away toothbrush and toothpaste.
Transition Cards

table

circle time

centers

outside

snack

go home

PE

music

library

get backpack

get folder

put coat on
First/Then

Visual form that provides high motivation for the student to work through one activity to get to a preferred activity.

This can be a powerful strategy in maintaining appropriate behavior throughout transitions.
First/Then

STEPS for TEACHING:
1) Identify preferred items through preference assessment
2) 1st Preferred-Then Preferred several opportunities over several days
3) Gradually introduce non-preferred tasks as the “First” expectation
4) Make sure that “Then” is still a highly preferred item
First/Then

It is crucial that the First/Then board is introduced to the student as previously discussed!!!!

• Initially, the board will not have any meaning – this has to be learned/taught

• You want the student/child to like the first/then board – it means good things are on the way!!!

• Moving away to quickly from “First” being highly preferred item may result in board becoming aversive and possibly negative behaviors
  – If this happens – step back and again pair 2 highly preferred items and very gradually move to less preferred items/activities as “First”
First

2 + 4 = 6
magnetic numbers

Then

ball bounce
First
Tidy up

Then
Outside
Compliance Training
Transitions from preferred to non-preferred items/activities may be difficult

How can our physical structure of the classroom or help to facilitate transitions?

- Placing arrows on the floor to indicate the path students should follow
- Teaching when and how they can access reinforcers
- Tape may indicate students designated area (i.e., where to sit or stand)
Increasing Compliance

- When a student or child is engaged with preferred reinforcers, it becomes difficult to transition them to other activities/demands.
- We may need to teach the student or child that reinforcers are going away, but will come back quickly

Let’s take a look at a sample plan
• Child will be seated at a location where reinforcement and demands can take place.
• When he is engaged in reinforcement, teacher will approach with an item that can quickly cover or move the reinforcer (i.e., a manila folder that can cover the laptop)
• Use as little vocal responses as possible.
• After the reinforcer is covered or moved, quickly place a demand that is already in child’s repertoire (i.e., pick up the pencil, give me a five)
After child complies with the demand quickly move reinforcement back in front of him, while using behavior specific praise. For example, “I like the way you gave me that pencil.”

- Continue with this process for several trials.
- If he is successful for five trials, then increase the demands to two, while making sure they are still in child’s repertoire.
- Continue to gradually increase the number of demands.
Things to remember with compliance training

- The reinforcer used should be highly reinforcing.
- Make sure the demand is a mastered skill.
- Have materials ready, so the demand can be placed quickly, and child quickly contacts reinforcement.
- Do not increase the number of demands to quickly, this will make the reinforcer less motivating.
Enhance Transitions

Areas outlined for specific actions
Communicating
No or not available
Visuals can be placed on top of activity materials, within academic tasks, and a variety of other ways to communicate “no”
How to prepare for change
Manipulating the environment

✧ Location of instruction (is the table an aversive?)
✧ Providing preferred items in instructional area prior to demands

Priming

✧ Prepare the child/student for the transition

Offering choice

✧ Reinforcers
✧ Materials
✧ Order of instructional tasks
✧ Partners/Peers
✧ Locations
Manage the Environment

STRATEGY: PREPARE FOR CHANGE

- Avoid sudden changes
- If can’t, tell the child about the change as soon as possible
  - Use “Change Card”
  - Use verbal cues
Remember Reinforcement is the key.....
Positive Reinforcement

Something provided contingent on demonstration of a target behavior that increases the likelihood that the target behavior will occur again.

*Example:*
When student raises hand, to be called on, without talking, the teacher provides him with behavior specific praise (“Nice job raising your hand” OR “You raised your hand so quietly”) and a small piece of candy. Next large group student quietly raises his hand again.
Reinforcer reminders.....

Use preferences to reinforce appropriate transitions

Allow child to make choices

Make reinforcement contingent upon appropriate transition behavior

Reinforcement procedures strengthen behaviors, so make sure you have effective reinforcers
References:


Thank you so much for attending!!

Questions??
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