UofL\_Stripe

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Using Cognitive Behavior Therapy Techniques with

Individuals with Autism Spectrum Disorders

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Objectives

Participants will understand the definition of Cognitive Behavioral Intervention (CBI).

Participants will understand the strengths and limitations of using these strategies.

Participants will be given several examples of CBI strategies designed for individuals with autism.

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What is Cognitive Behavior Intervention?

(CBI)

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Cognitive behavioral intervention (CBI) is one of the 27 evidence-based practices (2014) identified by the National Professional Development Center on Autism Spectrum Disorders.

It is based on the belief that behavior is mediated by cognitive processes.

Learners are taught to examine their own thoughts and emotions, recognize when negative thoughts and emotions are escalating in intensity, and then use strategies to change their thinking and behavior.

Tend to be used with learners who display problem behavior related to specific emotions or feelings, such as anger or anxiety

Are often used in conjunction with other evidence-based practices including social narratives, reinforcement, and parent-implemented interventions

Brock, M. E. (2013). Cognitive behavioral intervention (CBI) fact sheet. Chapel Hill: The University of North Carolina,

Frank Porter Graham Child Development Institute, The National Professional Development Center on Autism

Spectrum Disorders.

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Age Range:

According to the evidence-based studies, this intervention has been effective for elementary school-age learners (6-11 years) to high school-age learners (15-18 years) with ASD.

Outcomes:

CBI can be used effectively to address social, communication, behavior, cognitive, adaptive, and mental health outcomes.

Brock, M. E. (2013). Cognitive behavioral intervention (CBI) fact sheet. Chapel Hill: The University of North Carolina,

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Cognitive Behavior Therapy

Typically used for people with anxiety, depression, anger management issues

Research also supports its use with mood disorders, anxiety disorders, personality disorders, eating disorders, substance abuse disorders, sleep disorders and psychotic disorders

Examines the relationships between thoughts, feelings and behaviors.

Considered to be an “Active” intervention because individuals must work and practice outside of therapy sessions

National Association of Cognitive-Behavioral Therapists (2014)

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How will this work for individuals with Autism?

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Consider what we know about individuals with Autism:

Very literal and concrete

Detail-oriented

Visual Learners

Difficulty with comprehension

Difficulty with problem solving

Difficulty with generalization

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Strengths of CBT

Very instructive

Shorter-term

Structured

Can be researched

Can be adapted

National Association of Cognitive-Behavioral Therapists (2014)

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Limitations

Need to commit yourself to the process.

(A therapist can help and advise, but cannot make problems go

away without co-operation)

Have to attend regular CBT sessions and carry out any extra work between sessions

As CBT can involve confronting emotions and anxieties, one may experience initial periods where they may be more anxious or emotionally uncomfortable.

CBT focuses on the individual’s capacity to change themselves (their thoughts, feelings and behaviors), and does not address wider problems in systems or families that often have a significant impact on an individual’s health and well-being.

National Association of Cognitive-Behavioral Therapists (2014)

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Considerations:

Functioning level

Comprehension abilities

Age/Developmental level

Willingness to change behavior

Motivation

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Examples of CBI for Individuals with Autism Spectrum Disorders

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Social Narratives

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What is a Social Narrative?

Short stories that define a social situation

Uses child-friendly vocabulary

Presents situations to the child that can be

more easily understood.

Suggests a more appropriate response than the current inappropriate behavior being

exhibited by the child

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Carol Gray coined and marketed the term

“Social Story”

Gray describes Social Stories as:

“a process that results in a product.”

“Process” = a better social understanding and consideration of the child’s perspective

“Product” = the Social Story that defines situations, concepts, or social skills

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Picture the Goal

Purpose is to share relevant social

information

Use visual or concrete references to explain

abstract concepts

Remember:

The goal is to change the response of the child to a more appropriate response

Share meaningful information in a way that he/she can comprehend

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Autism Teaching Strategies.com

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Using Visual Supports

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What is the

Incredible

5-Point

Scale?

Buron, Kari Dunn (2012). The Incredible 5-Point Scale. Shawnee

Mission, KS: AAPC Publishing.

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Where did this come from?

The Incredible 5-Point Scale was introduced in 2003 as a method of teaching social understanding to students with Autism Spectrum Disorders and similar challenges.

Since that time they have learned a lot more about why the scale works and how to use them in a variety of situations and environments.

A primary goal of the scale is to help students notice and respond to their own and others’ social behaviors.

Buron, Kari Dunn (2012). The Incredible 5-Point Scale. Shawnee

Mission, KS: AAPC Publishing.

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The objective of this scale is to teach social and emotional information in a concrete, systematic, and non-judging way.

It can also be used to teach self regulation skills and perspective taking.

So ultimately it teaches INDEPENDENCE!!!!

People with Autism Spectrum Disorders appear to learn most effectively through predictable, visual systems.

\*\*The 5-Point Scale is a predictable visual system\*\*

Buron, Kari Dunn (2012). The Incredible 5-Point Scale. Shawnee

Mission, KS: AAPC Publishing.

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With this scale, parents have a simple, yet effective way to teach social rules and expectations and to problem-solve behavioral responses of others, troubleshoot past and future social scenarios, and create plans for self-management.

Buron, Kari Dunn (2012). The Incredible 5-Point Scale. Shawnee

Mission, KS: AAPC Publishing.

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STRENGTHS:

Once a scale is developed, situations can be addressed across settings and across peoples so there is common vocabulary for all.

GENERALIZATION INDEPENDENCE

This concept can be used with verbal AND non-verbal students.

This concept can also be used in different sized steps also based on the skill being taught.

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Incredible 5 Point Scale

Breaks down a concept / behavior into 5 concrete levels, 1 - 5, often differentiated by intensity.

There is mutual agreement to what each number represents.

Helps your child (& you) better understand what is being asked and how to adjust behavior accordingly

A 5 is

too Loud!

Threatening words

Angry words

Hurtful words

Just fine words

Sweet words

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Questions?