Environmental Arrangement Strategies

Laura Ferguson, M.Ed, BCBA
DSM-IV Criteria

Pervasive Developmental Disorders (PDD)

- Autistic Disorder
- Asperger’s
- PDD-NOS

- Rett’s Disorder
- Childhood Disintegrated Disorder

Schwartz ppt., 2008
Autism: Diagnostic Criteria for Eligibility

**DSM-IV**

- Qualitative impairment in *SOCIAL INTERACTION*

- Qualitative impairments in *COMMUNICATION*

- *RESTRICTED and STEREOTYPED* behaviors, interests and activities
Evidence-Based Practices
Evidence-Based Practices

- Antecedent Based Intervention
- Computer-aided instruction
- Differential reinforcement
- Discrete trial training
- Extinction
- Functional behavior assessment
- Functional communication training
- Naturalistic interventions
- Parent-implemented intervention
- Peer-mediated instruction/intervention
- Picture Exchange Communication System™
- Pivotal response training

- Prompting
- Reinforcement
- Response interruption/redirection
- Self-management
- Social narratives
- Social skills training groups
- Speech generating devices
- Structured work systems
- Task analysis
- Time delay
- Video modeling
- Visual supports
Let’s Explore **Antecedent Based Interventions!!**
Antecedent Interventions

- **Setting clear behavioral expectations**
  - Consider the individualized needs of learners when delivering expectations

- **Placing specific demands**
  - Example: “Hang your coat on the hook next to the door” vs. “Hang your coat over there”

- **Manipulating the learning environment**
  - Pairing the learning environment with reinforcement
  - Providing visual supports in environment
  - Purposefully setting schedule structure
Manipulating the learning environment (cont.)

- Location of instruction (is the table an aversive?)
- Providing preferred items in area prior to demands
- Decreasing/altering the task demand

Offering choice

- Reinforcers
- Materials
- Order of instructional tasks
- Partners/Peers
- Locations
What are Visual Supports??

Things that we see that enhance the communication process.
Why use Visual Supports?

• Typically strong visual acuity and thought of as “visual learners”

• Visuals provide the concrete message that leaves little to doubt for our learners

• Visuals meet the learner where they are
Various Formats for Visual Supports

- Pictures
- Maps
- Written Words
- Scripts
- Objects
- Timelines
- Schedules
- Environmental Arrangement
- Labels
- Organizational Systems
Environment & Visual Supports

Consider ways to ........

- Ensure student safety
- Reduce distractions
- Promote independent transitions
- Facilitate task completion
- Facilitate interactions
• Physical structure should be considered in any environment the student with autism is going to be in, including: classrooms, hallways, lunch room, recess, locker/cubby areas.

• The furniture, desks, and carpet areas are arranged in a way that the student knows where an area begins and where it ends.
What to look for......

- PHYSICAL BOUNDARIES
- VISUAL AND AUDITORY DISTRACTIONS
- MATERIAL ORGANIZATION
- CURRICULUM AREA ORGANIZATION
Transitions are often difficult for individuals with autism.

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

- Placing arrows on the floor to indicate the path students should follow
- Tape may indicate students designated area (i.e., where to sit or stand)
Enhance Transitions

Areas outlined for specific actions
Environment & Visual Supports

- Schedules
- First-Then
- Token Systems
- Choice Boards
- Communicating Behavioral Expectations
- Communicating “Time”
- Work Systems
- Facilitating Social Interactions
Visual Schedules

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

• Help child anticipate what will happen next
Why are visual supports important?

- Give the student/child time to focus
- Time to work out meaning
- Child can refer back to visual
- Enable communication to be more specific
- Encourage consistency in procedures, expectations, and routines across all people involved with the child
Whole Day Schedule

Today's Schedule

1
2
3
4
5
Routine/Activity Schedule

MY MORNING SCHEDULE

Today is Thursday
I am staying home

- wake up
- breakfast
- medicine
- rest in bed
Activity Schedule

Jake’s Morning Schedule

1. Wake up
2. Get out of bed
3. Put on robe
4. Put on slippers
5. Use bathroom
6. Go to toilet
7. Wash hands
8. Dry hands
9. Put on pants
10. Put on shirt
11. Put on shoes
12. Fold pajamas
13. Put in drawer
14. Make bed
15. Sing for breakfast
Within Activity Schedule

Brushing Teeth

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

2 + 4 = 6
magnetic numbers

Then

ball bounce
First: Tidy up

Then: Outside
Communicating Time
Communicating “No”
Visuals can be placed on top of activity materials, within academic tasks, and a variety of other ways to communicate “no”
Video Modeling

A form of observational learning in which desired behaviors are learned by watching a video demonstration and then imitating the behavior of the model.
Video self-modeling

Individuals observe themselves performing a behavior successfully on video, then imitate the targeted behavior.
Other-as-model Video Modeling

Individuals observe someone else, preferably same gender and age as themselves, performing a behavior successfully on video, then imitate the targeted behavior.
Thank you so much for attending!!

Questions??
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Laura Ferguson, M.Ed, BCBA
laura.ferguson@louisville.edu

Center contact info:

Telephone: (502) 852-4631
Fax: (502) 852-7148  E-mail: ktc@louisville.edu
https://louisville.edu/education/kyautismtraining