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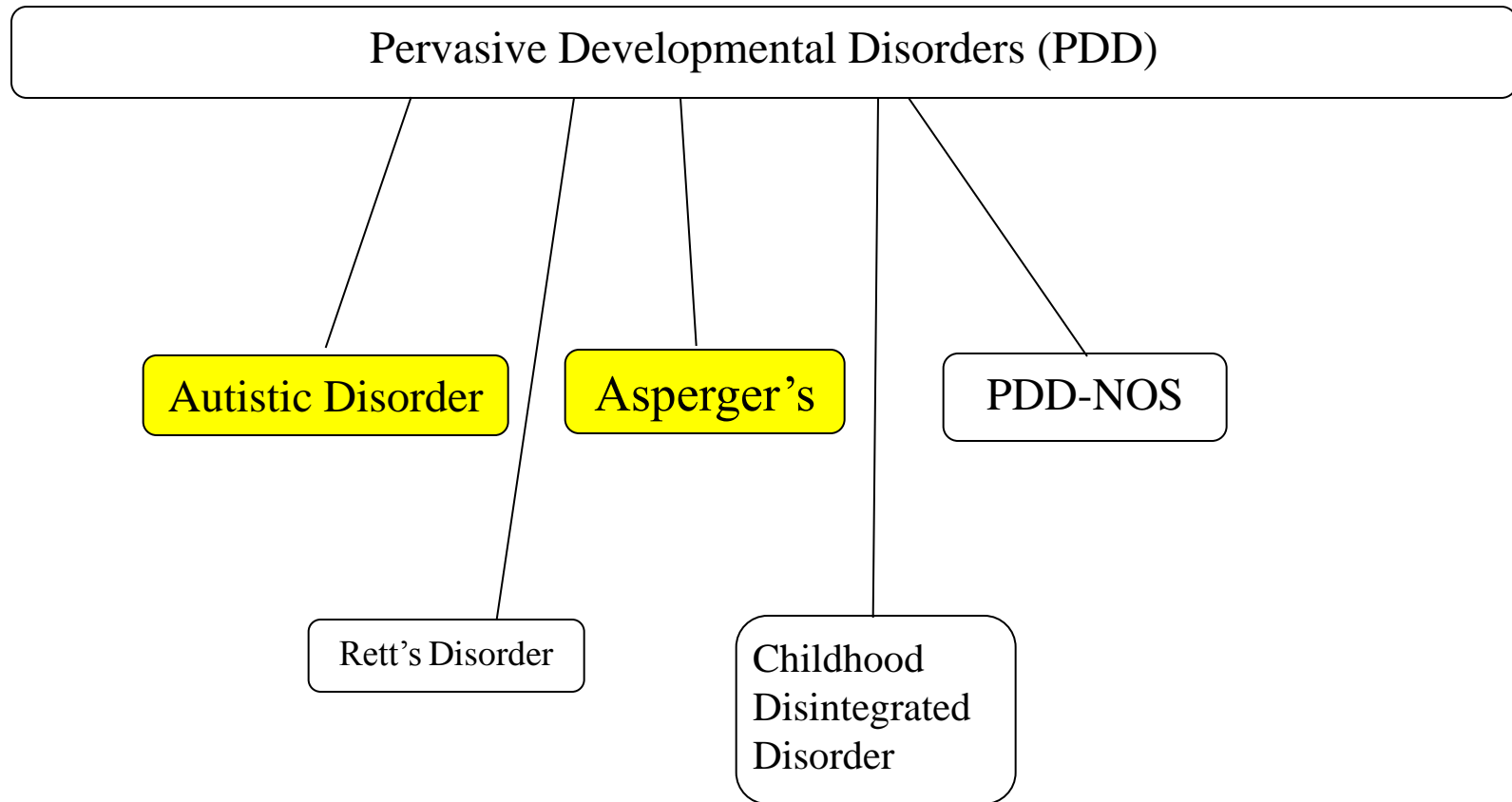
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KENTUCKY AUTISM  
TRAINING CENTER 

## Environmental Arrangement Strategies

Laura Ferguson, M.Ed, BCBA

# DSM-IV Criteria



# 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

- **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

Pictures

Maps

Objects

Scripts

Written Words

Timelines

Schedules

**LABELS**

Environmental

Organizational

Systems

Arrangement

# Environment & Visual Supports

Consider ways to.....

- Ensure student safety
- Reduce distractions
- Promote independent transitions
- Facilitate task completion
- Facilitate interactions

# PHYSICAL STRUCTURE

- 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.....

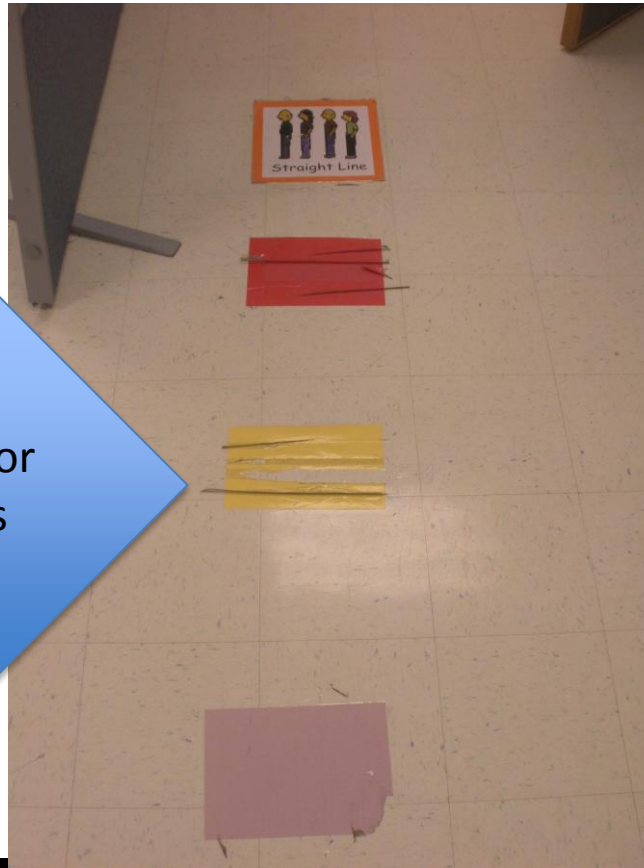
- PHYSICAL BOUNDARIES
- VISUAL AND AUDITORY DISTRACTIONS
- MATERIAL ORGANIZATION
- CURRICULUM AREA ORGANIZATION

# Enhance Transitions

- 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

# SCHEDULES



## Visual Schedules








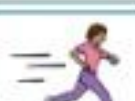


- Easy way to provide students with consistent cues about their daily lives
- Help child anticipate what will happen next


# 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

 art	 science	1	<input type="text"/>	<input type="checkbox"/>
 music group	 lunch	2	<input type="text"/>	<input type="checkbox"/>
 break	 English	3	<input type="text"/>	<input type="checkbox"/>
 geography	 gym	4	<input type="text"/>	<input type="checkbox"/>
 swimming	 multimedia class	5	<input type="text"/>	<input type="checkbox"/>

  
Start over

  
Clear checks

  
Review

# Routine/Activity Schedule

**MY MORNING SCHEDULE**

Today is **Thursday**

I am **staying home**

wake up 	breakfast 	medicine 	rest in bed 	

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The Picture Communication Symbols© 1981-2007 Mayer-Johnson, Inc.  
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# Activity Schedule

 **Jake's Morning Schedule**

1	 wake up	 get out of bed	 put on robe	 put on slippers
2	 use bathroom	 go to toilet	 wash hands	 dry hands
3	 get dressed	 put on pants	 put on shirt	 put on shoes
4	 take shower	 put in drawer	 make bed	 sing for breakfast

# Within Activity Schedule



## Brushing Teeth

1

wet toothbrush



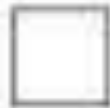
2

toothpaste on brush



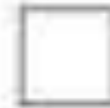
3

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.

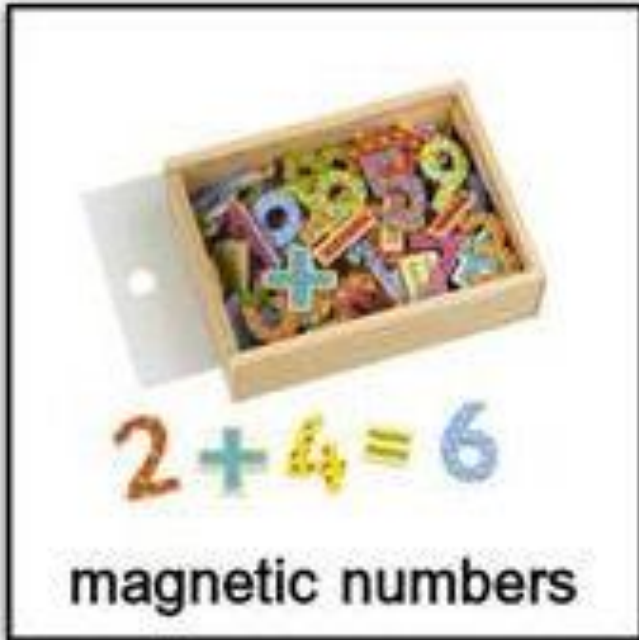
This can be a powerful strategy in maintaining appropriate behavior throughout transitions.

# First/Then

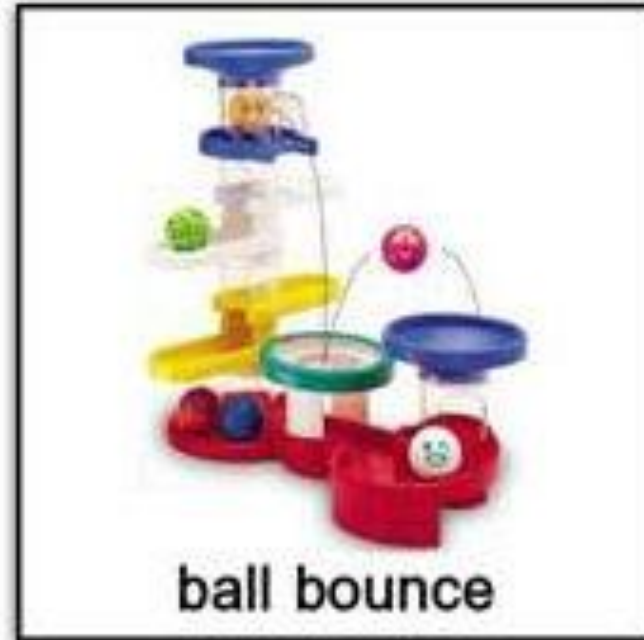
## STEPS for TEACHING:

- 1) Identify preferred items through preference assessment
- 2) 1<sup>st</sup> 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**



**First**

Tidy up



**Then**

Outside



# Communicating Time



# Communicating “No”

# Kentucky Autism Training Center



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??**

## Questions?

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