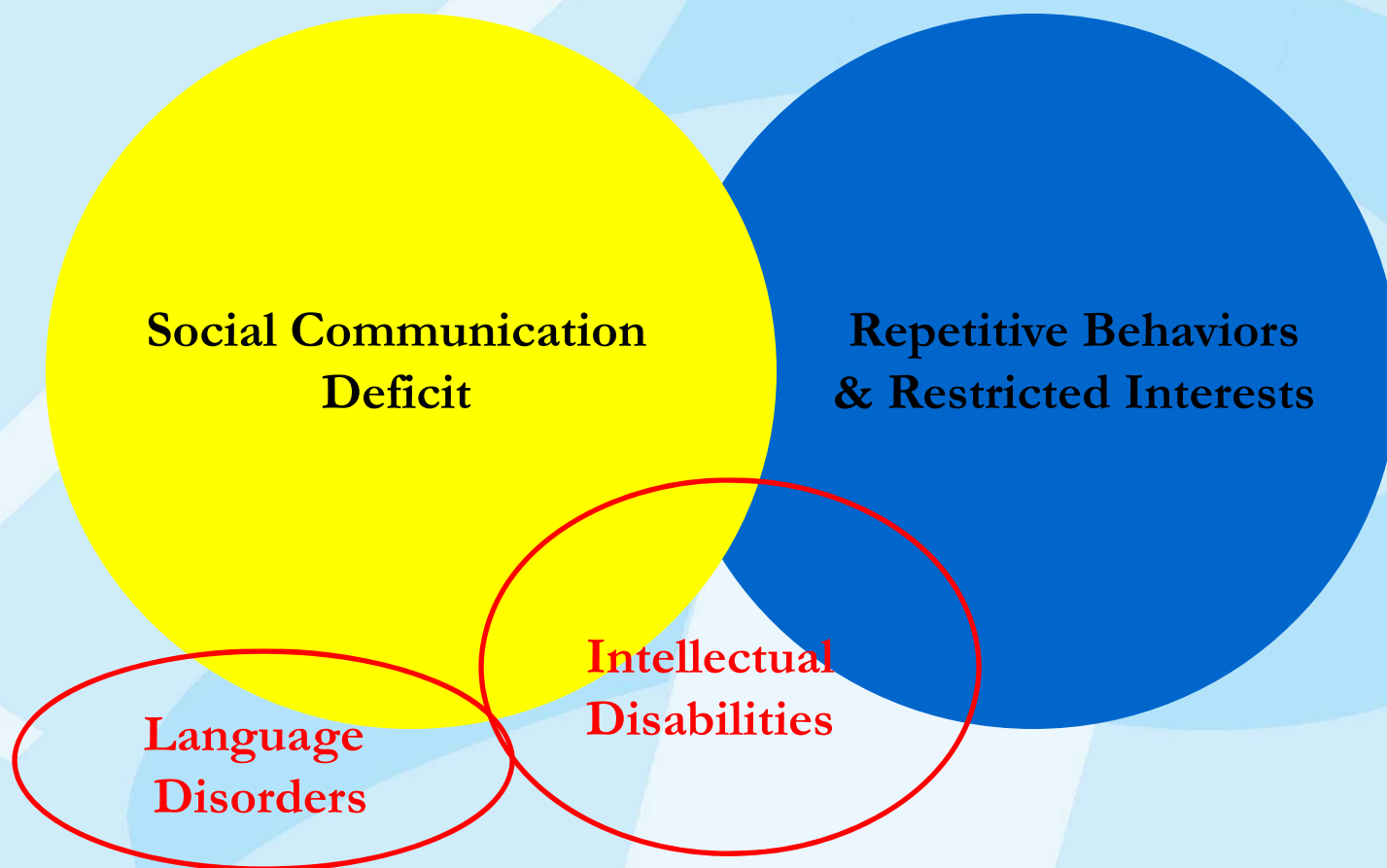


AUTISM SPECTRUM DISORDER



AUTISM SPECTRUM DISORDER

Persistent Deficits in Social Communication & Social Interaction

Deficits in Social-Emotional Reciprocity

Failure to Initiate
or Respond to
Social Interaction

Reduced Sharing of
Interests, Emotions
or Affect

Abnormal Social Approach
and Failure of Back &
Forth Conversations

Deficits in Non Verbal Communication for Social Interaction

Total Lack of Facial
Expressions & Non-
Verbal Communication

Abnormalities in Body
Language or Deficits in
Understanding Gestures

Poorly Integrated
Verbal & Non Verbal
Communication

Deficits in Developing, Maintaining & Understanding Relationships

Absence of
Interest in Peers

Difficulties in Sharing,
Imaginative Play or
in Making Friends

Difficulties Adjusting
Behavior to Suit
Social Context

Restricted, Repetitive Pattern of Behavior, Interests or Activities

Stereotyped or Repetitive Motor Movements, Use of Objects or Speech

- Simple Motor Stereotypies: Lining Up Toy or Flipping Objects
- Echolalia
- Idiosyncratic Phrases

Insistence on Sameness, Inflexible Adherence to Routines, or Ritualized Patterns of Verbal or Nonverbal Behavior

- Extreme Distress at Small Changes
- Difficulties with Transition
- Rigid Thinking Patterns
- Greeting Rituals
- Need to Take Same Route or Eat Same Foods Every Day

Highly Restricted, Fixed Interests: Abnormal in Intensity or Focus

- Strong Attachment to or Preoccupation with Unusual Objects
- Excessively Circumscribed or Perseverative Interests

Hyper or Hypo Reactivity to Sensory Input or Unusual Interest in Sensory Aspects of the Environment

- Apparent Indifference to Pain/Temperature
- Adverse Response to Specific Sounds or Textures
- Excessive Smelling or Touching of Objects
- Visual Fascination with Lights or Movements

AUTISM IS DIFFERENT!!!

- **Not Socially Motivated**
- **Not Intrinsically Motivated**
- **Not Motivated by Peer Approval**
- **Motivated by Negative Attention**



EXTERNAL REINFORCEMENT



AUTISM IS DIFFERENT!!!

- Don't Learn Through Experiences
- Aren't One Trial Learners
- Don't Learn Through Group Instructions
- Don't Learn Through Continuous Teaching
- Need Continuous Practice
- "Prompt Dependent"



**SYSTEMATIC &
INDIVIDUALIZED INSTRUCTION**

AUTISM IS DIFFERENT!!!

- Can Learn **WITHOUT** Accommodations
- Extremely Capable!
- Some Students Can Become Indistinguishable



HIGHER EXPECTATIONS



AUTISM IS DIFFERENT!!!

- **Learning is Uneven**
- **Is Able To Block Out All Input**
- **Primarily Utilizes One Input Modality**
- **Passive Behavior Problems**



AUTISM IS DIFFERENT!!!




CRITICAL THINKING



- **Children with ASD:**
 - Visual Learners
 - Need Predictability
 - Prompt Dependent
 - Crave Deep Pressure
 - Have Robotic Language
 - Aren't Socially Interested
- **Cause of Autism**
- **Increase in Prevalence**

COMPONENTS of EFFECTIVE EDUCATION

- Evidence Based Educational Practices  **ABA**
- High Expectations: Students **ARE** Capable!
- Accommodations **Only** as Necessary
- Individualization



WHAT'S ABA???

OUTSTANDING TEACHING



- High Expectations
- Powerful Motivator (Reinforcement)
- Gives Clear and Accurate Feedback
- Provides Assistance **AS NECESSARY**
- **OBSESSIVELY SYSTEMATIC!!!**
- Practice, Practice, Practice!
- Adjusts Teaching Strategies Based Upon the Learner

NOT ALL ABA IS ALIKE!

Rigid

- Eliminate Distractions
- Robotic Style
- Exclusively 1:1
- Discrete Trial Teaching
- Food Reinforcers

• **RIGID PROCTOLS**

Structured Flexibility

- Most Natural Setting Possible
- Natural Style
- 1:1, Small Group & Large Group
- DTT, TI's & Continuous Teaching
- Engagement, Activities, Toys

• **CLINICAL JUDGMENT**





CHILDREN WITH ASD



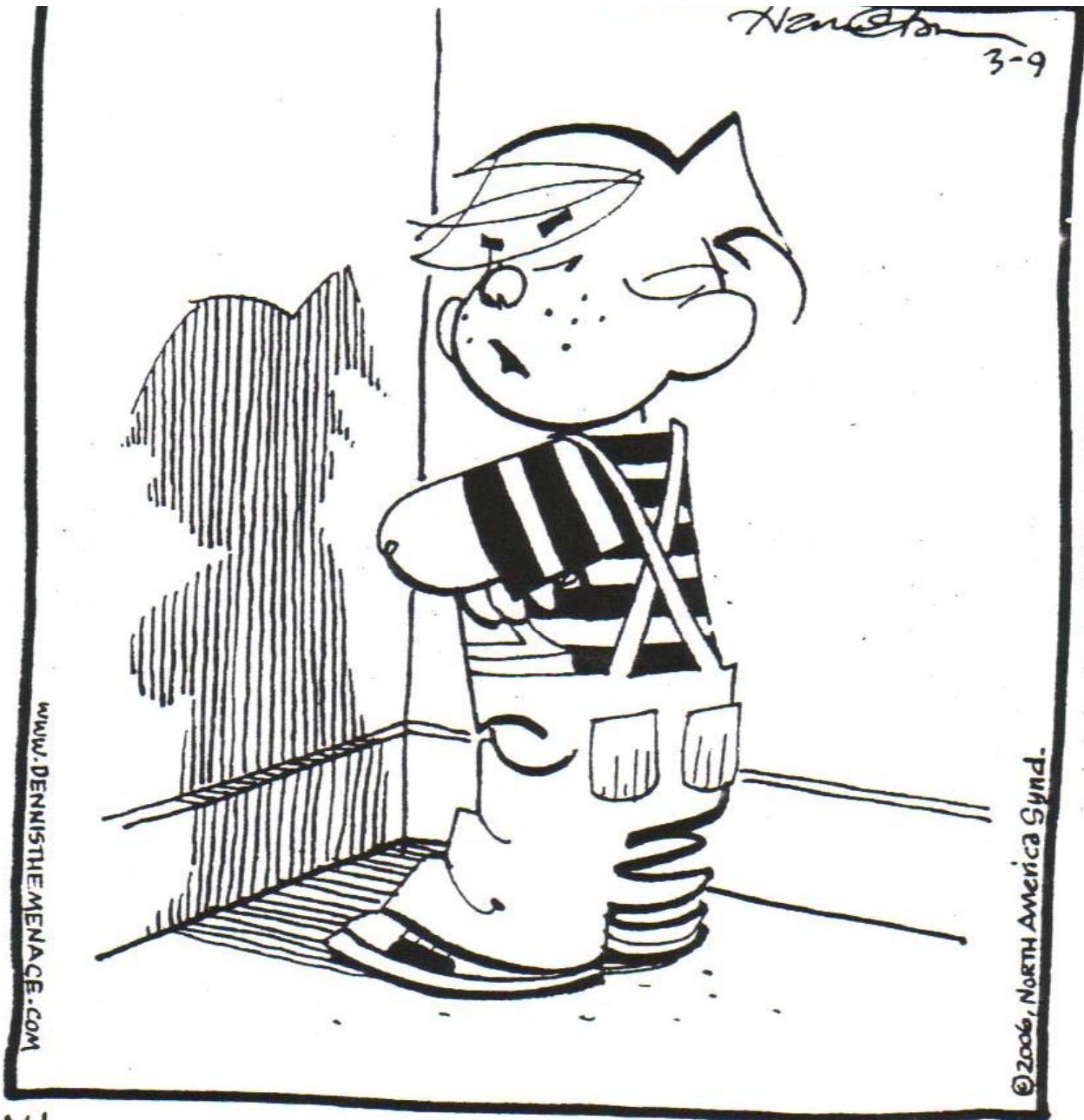
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COMPONENTS of EFFECTIVE EDUCATION

- **Catch Student's Doing the Right Thing!**
- **Functional Behavior Assessment**
- **Teach Replacement Skills**
- **Teach "Learning How to Learn" Skills**
- **Obsessively Systematic**

Henrietta 3-9



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"HOW COME I NEVER GET CAUGHT BEIN' GOOD?"

REACTIVE PLAN

- Provide “**C**” Reinforcer Every ____ Minutes for the **Absence of Disruptive** Behaviors
- Disruptive Behaviors Should Result in the Least Amount of Attention Necessary
- Disruptive Behaviors Result in the Loss of Opportunity for Reinforcement



BEHAVIORS ARE LEARNED



PAYOFFS



COSTS



BEHAVIORAL CONSEQUENCES

PAYOFFS

Attention (+/-)

Avoidance/Escape

Access

Self Stimulation

Anger Release

Control



COSTS ???

Reprimands

Instructions

Time Out

Ignoring

PROACTIVE PLAN

- Select Replacement Behavior Based Upon Functional Behavior Assessment
- Concentrated & Systematic Teaching
- Make Learning as Fun & Natural **AS POSSIBLE**
- Provide “**A**” Reinforcer Every _____ Times for the **Presence of Appropriate Behavior**



LEARNING

HOW TO LEARN

- **Sitting**
- **Giving Back Reinforcers**
- **Not Fidgeting or Grabbing**
- **Remaining Calm**
- **Paying Attention**
- **Joint Attention**
- **Following Directions**
- **Learning From Feedback**
- **Learning From Prompts**
- **Deductive/Inductive Reasoning**
- **Observational Learning**
- **Waiting**
- **Memory**



COMPONENTS of EFFECTIVE EDUCATION

- **Catch Student's Doing the Right Thing!**
- **Functional Behavior Assessment**
- **Teach Replacement Skills**
- **Teach "Learning How to Learn" Skills**
- **Obsessively Systematic**