

United States | Canada | United Kingdom | Australia | Hong Kong | Korea | Singapore | Philippines

**Presented By:**  
Autism Partnership, Singapore

March 20, 2016

**Navigating The Maze Of ASD:  
Maximizing Children's Progress**

**Autism Partnership Foundation**

**A WORK IN PROGRESS**

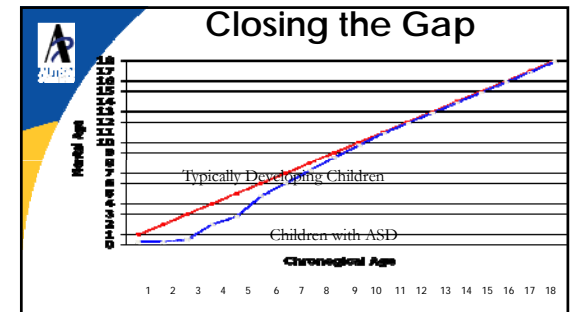
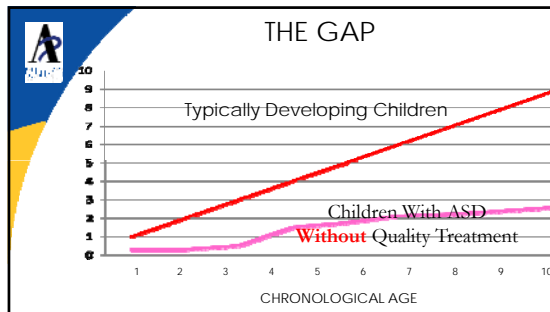
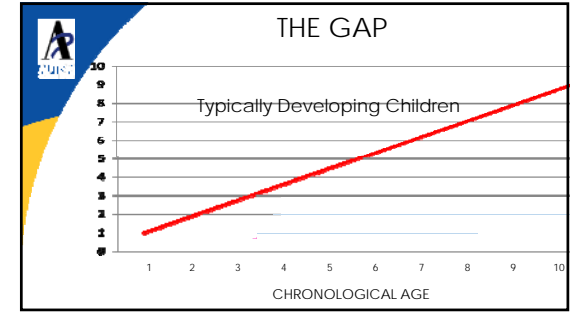
**IT'S TIME FOR SCHOOL!**

**IT'S TIME FOR SCHOOL!**  
Maximize Quality, 2016 Educational Programs for Treatment, Early Assessment, & Screenings

**Some are Hindered by the Behavioral Treatment of Autism: IT HAS TO BE SAID**

**A WORK IN PROGRESS VIDEO SERIES**

**CRAFTING CONNECTIONS**





**AP** **EDUCATION & TREATMENT OF CHILDREN** Vol. 34, No. 2, 2011

- **64 Children Diagnosed with ASD**
- **Age at Intake: 1.1 to 8.0 Years**
- **Average Hours of Weekly Treatment: 21.7**
- **Average Years of Treatment: 3.4**

**AP** **OUTCOME RESULTS**

*"Best Outcome"*

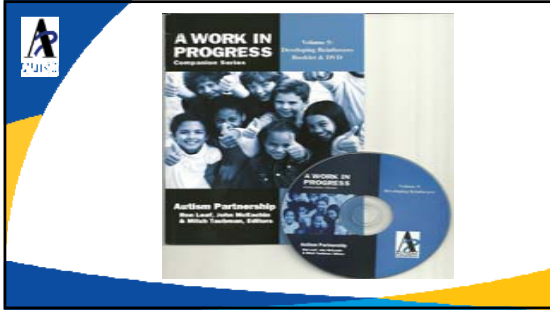
- **IQ's in the Normal Range**
- **In General Education**
- **No Longer Presents with the Characteristics or Behaviors of ASD**

	# of CHILDREN	OUTCOME
Australia	7	5 (71%)
Hong Kong	19	13 (68%)
UK	5	3 (60%)
US	33	24 (73%)
<b>TOTALS</b>	<b>64</b>	<b>45 (70%)</b>

**AP** **AUTISM PARTNERSHIP'S MODEL**

- **Developing Children's Motivation**

**AP** **REINFORCEMENT IS LIKE**



### DEVELOPING REINFORCERS

- Exposure to Potential Reinforcers

### EXPOSURE

 Three small images are displayed side-by-side: a baby crawling on a sandy beach, a large white pyramid structure, and a plate of sushi rolls.

### DEVELOPING REINFORCERS

- Exposure to Potential Reinforcers
- Selling the Reinforcer

### SELLING THE REINFORCER


 Three images are shown: a man in a top hat and suit holding a cane, a baby sitting on the floor with a large pink gift box, and a stack of silver plates.

### DEVELOPING REINFORCERS

- Exposure to Potential Reinforcers
- Selling the Reinforcer
- Novelty and Anticipation




YOU NEVER KNOW????




DEVELOPING REINFORCERS

- Exposure to Potential Reinforcers
- Selling the Reinforcer
- Novelty and Anticipation
- Sessions Devoted to Reinforcement Development




REINFORCEMENT GUIDELINES

- Reinforcers Should Be Reinforcing




REINFORCEMENT GUIDELINES

- Reinforcers Should Be Reinforcing
- Reinforcement Should Be Earned



REINFORCEMENT GUIDELINES

- Reinforcers Should Be Reinforcing
- Reinforcement Should Be Earned
- Pair Tangible Reinforcers with Social
- Initially, Reinforcement Should Occur Immediately



REINFORCEMENT GUIDELINES

- Reinforcers Should Be Reinforcing
- Reinforcement Should Be Earned
- Pair Tangible Reinforcers with Social
- Initially, Reinforcement Should Occur Immediately
- Reduce Frequency of Reinforcement ASAP

### THINNING THE SCHEDULE

### REINFORCEMENT GUIDELINES

- Reinforcers Should Be Reinforcing
- Reinforcement Should Be Earned
- Pair Tangible Reinforcers with Social
- Initially, Reinforcement Should Occur Immediately
- Reduce Frequency of Reinforcement ASAP
- Label the Behaviors Being Reinforced
- Use a Variety of Reinforcers
- Utilize Differential Reinforcement
- **Steer Clear** of Bribery or “Bribery-land”

<h4>Bribery</h4> <p>Student IS OFFERED Incentive <b>PRIOR TO</b> “Right” Behavior</p> <ul style="list-style-type: none"> <li>• Often Works Instantly</li> <li>• Impossible To Fade</li> <li>• Creates Dependency</li> <li>• Incites Negotiating</li> <li>• Student Controls Earning Opportunity</li> <li>• Encourages Disruptive Behavior</li> </ul>	<h4>Reinforcement</h4> <p>Student IS REINFORCED For “Right” Behavior <b>AFTER</b> The Fact</p> <ul style="list-style-type: none"> <li>• Behavior Change Is Slow</li> <li>• Demands More Time/Work</li> <li>• Child May Reject “Earning”</li> <li>• Learn To Work Within A System</li> <li>• Adult Determines Earning Opportunities</li> <li>• Promotes Sustainable Behavior Change</li> </ul>
--	---

### AUTISM PARTNERSHIP’S MODEL

- Developing Children’s Motivation
- Reducing Interfering Behaviors

### HOW SUCCESSFUL WOULD YOU BE AS A TEACHER?


### 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




### AUTISM PARTNERSHIP'S MODEL

- Developing Children's Motivation
- Reducing Interfering Behaviors
- Teach Appropriate Alternative Behaviors



### PROACTIVE PLAN

- Select Replacement Behavior Based Upon Functional Behavior Assessment



### PROACTIVE PLAN

- Select Replacement Behavior Based Upon Functional Behavior Assessment
- Concentrated & Systematic Teaching
- Provide "A" Reinforcer Every \_\_\_\_ Times for the Presence of Appropriate Behavior





### AUTISM PARTNERSHIP'S MODEL

- Developing Children's Motivation
- Reducing Interfering Behaviors
- Teach Appropriate Alternative Behaviors
- Teach "Learning How to Learn" Skills



### AUTISM PARTNERSHIP'S MODEL

- Developing Children's Motivation
- Reducing Interfering Behaviors
- Teach Appropriate Alternative Behaviors
- Teach "Learning How to Learn" Skills



### 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

### Emotional Regulation

- Triggers: Identify & Categorize
  - Consider Respondent Components
  - Shape "Calm" Behavior: Label & Reinforce
- Emotion Meter: Identify Calm, Stress & Excitement
- Strategies & Techniques: For Coping Skills
  - Systematic Exposure: Tolerance & Inoculation
  - Relaxation, Imagery, Cog Lists
  - Local Breaks: Protocol & Permutations
    - Stop, Regroup & Resume (Not Avoid)



### ATTENTION PROGRAMS

- Reinforcing Attention
- Slap Jack
- Secret Word
- What's Missing
- Shell Game
- Two Step Instructions
- Obstacle Course
- Quiet Time
- Memory Game

### AUTISM PARTNERSHIP'S MODEL

- Developing Children's Motivation
- Reducing Interfering Behaviors
- Teach Appropriate Alternative Behaviors
- Teach "Learning How to Learn" Skills
- Clinic Based Model

### ADVANTAGES OF A CLINIC BASED MODEL

- Reduces Staff Isolation
- Provides Ongoing Training for Staff
- Provides Ongoing Program Development for Child
- Simulates School
- Provides Continuous Opportunity for Group
- Facilitates Development of Meaningful Friendships

### AUTISM PARTNERSHIP'S MODEL

- Developing Children's Motivation
- Reducing Interfering Behaviors
- Teach Appropriate Alternative Behaviors
- Teach "Learning How to Learn" Skills
- Clinic Based Model
- Working in Groups

