Gateway Learning Group

Behavior Management Techniques
for Supporting Young Adults with ASD

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Applied Behavior Analysis (ABA)

ABA is the **science** in which the principles of behavior are applied to change *socially significant behavior* to a meaningful degree that will improve the quality of life for an individual and others in that environment

ABA is a **science,** it is not one specific program or technique

The field of **ABA** includes a range of tactics that have been shown to be **effective across many different populations and settings**

Are We Ready to Meet the Needs of Teens and Adults with Autism?

Estimated Autism Prevalence 2018

50,000 teens per year

1 in 59*
1 in 68*
1 in 88*
1 in 110*
1 in 125*
1 in 150*
1 in 166*

'04 '06 '08 '10 '12 '14 '16 '18

AUTISM SPEAKS®

Agenda

- Positive Behavior Support Strategies

- Selecting Skills to Teach

- Planning for Transition to Adulthood

Adolescents and Adults: Do ABA Strategies Work?

YES!

The National Autism Center found:

Strategies used with children and adolescents appear to be effective with adults (2015)

Positive Behavior Support Strategies

- Self-Monitoring Tools

- Offering Choices

- Visual Schedules

- Token Reinforcement Systems

- Behavior Contracts

Self-Monitoring Tools

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Benefits of Self-Monitoring Tools

✓ Builds independence and accountability for own behavior

✓ Increases participation in designing own behavior management programs

✓ Promotes generalization of skills

Components of a Self-Monitoring System

- Identify target behavior to monitor

- Determine how often behavior will be monitored

- Gain buy-in from the child to implement plan

What Does a Self Monitoring Tool Look Like?

My Own Self-Monitoring Checklist

Create your own self-management checklist. Cut and paste 4 skills you want to monitor.

Hands to self.
Follow directions.
Quiet voice.
Inside voice.
Stay in my seat.
Keep my feet on the ground.
Do my work.
Use my words.

Look forward.
Work quietly.
Keep my pencil still.
Keep my hands in my work station.
Focus on my work.
Answer questions.
Participate in class.
Slow down and complete my work.

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Offering Choices

Benefits of Offering Choices

✓ Enhances a person's quality of life

✓ Serves as an intervention for decreasing problem behavior

✓ Increased compliance in completing tasks

Components of Offering Choices

1. Provide **limited number** of options and be flexible

2. Include the **procedures and priority** of what is taught

3. Make choices **clear and specific**
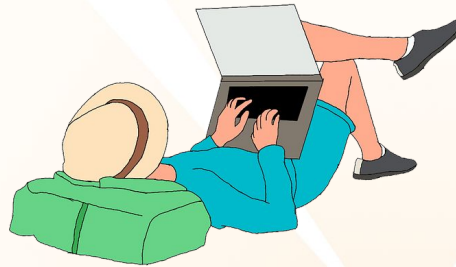
What Does Offering Choices Look Like?

Meal time

Getting dressed

Writing task

Transitions

Visual Schedules

Benefits of Visual Schedules

✓ Gain independence (transitions, work completion)

✓ Learn more quickly

✓ Prepare/adjust for changes

✓ Decrease frustration/anxiety

✓ Reduce aggressive and self-stimulatory behaviors

(Savner and Myles, 2000)

Visual Schedules Provide Important Information

- Following rules

- Understanding expectations

- Knowing what will happen during the day

- Understanding how to complete work or play activities

- Telling someone when work/play is finished

- Transitioning from one activity to another

- Making choices about what they want to do

(Savner and Myles, 2000)

What Does a Visual Schedule Look Like?

Cycle Day 3

Times	Activity/Location	(✓)Done	*Changes
12:45-1:00	Students arrive at school		
1:00-1:40	Opening (in classroom)		
1:45-2:15	Music (in music room)		
2:15-2:40	Circle time (in classroom)		
2:40-3:00	Reading (in classroom)		
3:00-3:30	Teaching (in classroom)		
3:30-3:45	Pack-up (in classroom)		
3:45-4:05	Announcements/Leave School		

*Any changes in schedule

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Token Reinforcement System

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Benefits of Token Reinforcement System

✓ Increased selection of reinforcers

✓ More natural reinforcement

✓ Increased teaching rate

✓ Lessened satiation

✓ Increased sense of time

✓ Increased ability to delay gratification

Features of a Token Reinforcement System

- A system in which an individual earns tokens for targeted behaviors

- Once he has collected a predetermined number of tokens he can trade them for an item or activity that he desires

What Does a Token Reinforcement System Look Like?

Behavior Contracts

Benefits of Behavior Contracts

✓ Provide clearly defined rules and consequences for behaviors

✓ Increases accountability to engage in appropriate behavior

✓ Allow parents, teachers and child to work towards mutual goal

Components of a Behavior Contract

- What are you working for?

- What do you AGREE to do?

- What are the privileges earned?

- What are the consequences for not following contract?

- Signatures

What Does a Behavior Contract Look Like?

Behavior Contract

Goal: _____ agrees to give 100% effort in

_____

_____

_____

When this goal is reached, he or she will earn _____
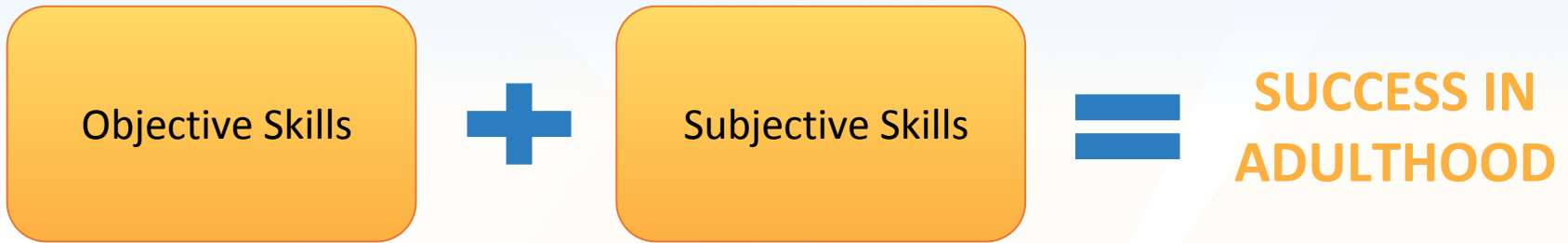
_____

_____

Signatures
Student _____ Date _____

Teacher/Parent _____ Date _____

Consequence _____

_____

Selecting Skills to Teach

How Do We Decide What to Teach? *Halpern (1993)*

Objective Skills **+** Subjective Skills **=** **SUCCESS IN ADULTHOOD**

When Should We Start? The Law vs. Better Practice

- **IDEA 2004 indicates:**

  – Transition planning must begin "not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team."

- **However, research shows:**

  – Planning preparation should begin before high school

  – Not one conversation, but a well thought out program

What Domains Should We Target?

✓ Independent living skills

✓ Community living

✓ Health

✓ Housing and residential

✓ Employment and other options

✓ Self advocacy

Who is Involved in Treatment Planning?

Individual with Autism

Parents/Caregivers

Adult Service Agency

Rehabilitation Counselor

Educational Case Manager

Vocational Teacher

Social Worker

OT/SLP

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What is the Family's Perspective? *Henninger, Taylor (2014)*

- Families are often responsible for:

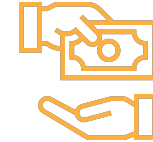| Finding	Coordinating	Financing

- Discuss the full range of goals that families have for their son or daughter's successful transition to adulthood

Planning the Transition to Adulthood

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Many Skills Can Be Considered "Transitional Skills"

Self Advocacy	Employment & Other Options	Housing & Residential
• Asks for help when needed	• Follows directions	• Cleans up after an activity
• Reports bullying to an adult or support staff	• Fills out job application	• Tolerates loud sounds of others (roommates)
• Engages in conversation about fair wage	• Completes complex job duties	• Maintains clean and safe household

Self Advocacy	Independent Living Skills	Community Living Skills	Employment & Other Options	Housing & Residential	Health
Asks for help when needed	Plays independently for 30 minutes	Sustains engagement with preferred items/activities	Follows directions	Cleans up after an activity	Tolerates wearing a bandaid
Reports bullying to an adult or support staff	Independently completes range of hygiene skills	Knows how to access community events	Fills out job application	Tolerates loud sounds of others (roommates)	Takes medication on a set schedule
Engages in conversation about fair wage	Plans for and prepares a meal	Takes the bus	Completes complex job duties	Maintains clean and safe household	Schedules routine medical visits

It's Never too Early to Start Planning for a Successful Transition!

Age/Grade	Independent Living Skills
K – 2nd	• Travel within and access to school facilities • Teach behaviors/expectations unique to each setting • Exposure to transportation systems and travel behaviors • Practice or teach, as needed, self-management activities as they relate to the natural requirements of the home and school environments • Increase independence in the performance of personal hygiene/grooming tasks • Increase student self-awareness of personal hygiene needs and routines

✔ *Success in adulthood should be measured by a person's maximum potential for independence.*