Early Intervention, Inclusion, & ABA: Transforming from Professional to Parent

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Hold on to the Wheel!
Sometimes you don’t know what you don’t know...

• A word to my professional colleagues
  – I thought I “got it”
  – I had no idea

• Professional training and experience are necessary, but understanding the impact on the family and all elements of the life is key
WHY?

• With effective treatment the life-time costs can be reduced by 65% (Jarbrink & Knapp, 2001).
• Despite the fact that strong research exists identifying a prevailing treatment method for improving outcomes for this population (Applied Behavior Analysis)...
• Quality effective research-validated early intervention treatment is still largely inaccessible to families in our region.
• Research supporting Applied Behavior Analysis (ABA) intervention for Autism (New York State Guidelines for Early Intervention, Missouri Autism Guidelines, Maine Administrators report (MADSEC), National Autism Center has commissioned a National Standards Project (Wilcynski & Christian, 2008).
What Interventions are Effective?

- Interventions grounded in the principles of Applied Behavior Analysis.
- Programmatic services and educational supports that accurately and effectively implement the most strongly research validated interventions are hard to find.
- Parent education and understanding of core elements of effective instruction is vital. Without parent advocacy access to these services is not likely to occur in many situations.
Early Intervention Supports

• 0-3 in-home county supports
• 3-5 developmental/eclectic special education pre-schools
• Wrap around providers
• EIBI programs
• Private ABA providers
• Inclusive pre-school options
Assessment/Measurement

- Individualized based on child need
- Include acquisition of particular skill and potentially percentage data (percentage data alone is not sufficient)
- Includes frequent assessment and reporting to families
- Should always include quantitative measures with structured skill sequences
Teaching Across Contexts using an ABA Approach

• The specific strategies for social communication and behavior interventions will depend to a huge degree on the skills the child has (HFA vs. children with more significant language and social attention deficits).

• The instructional formats and behavior protocols presented are generally effective across a wide variety of learner profiles.
Instructional Considerations

• Mand training
• Intensive instruction
• Natural environment teaching
• Teaching of self-care and daily living/toileting
• Tackling problem behavior
• Teaching social behavior
Motivation is Key to Developing Communication

• Access to a child’s most preferred items should be delivered through interacting with others.
• Allowing children to access highly preferred items without interacting with people does not help children to develop social and communication skills.
• When items and activities are always available they lose value.
• If the best things are accessed through interacting with people then children will interact more with people.
Why is Requesting Important?

- Requesting is thought to be over 50% of adult communication
- Requesting allows us to control the environment.
- A technical term for a request is mand.
- Requesting is a regular part of instruction.

Jeff Sign Manding Spring 2018
Jeff Manding Summer 2019
Requesting Effects All Areas

• Requesting effects learning other language skills, social interactions, problem behavior, and the development of other academic skills.

• Ways to communication (response forms);
  – Vocal: I speak using my voice
  – Selection Based: I use a picture or icon selected on a device
  – Sign Language: I do some type of movement that correlates to words.
Signals a Child Needs Help Requesting

- They point to things when they want them.
- They use general type request for everything (help, please, more).
- They just take things when they want them from others.
- They show problem behavior when they want something.
Parent Training

• Gaining access to effective parent support and training is necessary.

• Mand Training Parents
Natural Environment Teaching

• Natural Environment Teaching (NET): “NET involves focusing on the child's immediate interests and activities as a guide for language instruction” (Sundberg & Partington, 1998, p. 257)

• Can be used to generalize or teach new targets
  – At home
  – In classroom/clinic
  – At the park
  – Instruction is driven by MOTIVATION
NATURAL ENVIROMENT TEACHING

• **Embeds teaching procedures and data collection systems into reinforcing activities.**

• **Mand training** in the natural environment is often an incredibly helpful way to improve social communication and decrease problem behavior.
Natural Environment Teaching as Parents and Care Givers

• Opportunities to teach in the natural environment are always available.
  – It can be overwhelming to think about teaching all the time, but picking even just one skill can be incredibly rewarding.

• Great skills to work on in the natural environment.
  – Manding, “come here,” “give”
  – Motor imitation with objects or gross motor when playing with toys.
  – Contextually controlled listener responses with toys.
  – Responding as a listener when looking at books.

• It is crucial to know what skills the child can perform without assistance and what skills will need support when selecting what to work on in the natural environment. Some type of verbal behavior assessment must be conducted.
Moving from the Natural Environment to Intensive Instruction

• Naturalistic teaching has many benefits, but in some situations it can be difficult to provide enough opportunities to practice vital skills when capturing naturalistic opportunities.

• Many learners with autism often need multiple exposures to specific skills before a skill is mastered.

• Teaching only in the natural environment can limit the number of repetitions available which ultimately can make some skill development slower.
Discrete Trial Instruction
Intensive Teaching

• Discrete trial instruction is heavily supported in the literature as a research validated intervention for teaching individuals with autism.

• Discrete Trial Instruction Core Components:
  – Fast-paced, analyzes what comes immediately before and after each response, has set error correction procedure, embeds data collection of some type, and utilizes explicit delivery of reinforcement.

• Intensive teaching is one form of discrete trial instruction that has specific qualities.
  – Mixed and varied instructional demand presentation
  – Set errorless teaching and error correction procedures
  – Use of a variable ratio schedule of reinforcement
  – Embeds both easy and difficult skills
Direct Instruction
Discrete Trial Training

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• LK Video of IT July 2019
• Early IT
Intensive Teaching

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  – Embeds both easy and difficult skills
HOW DO WE GET FROM HERE TO THERE?
Addressing Behaviors: Home/School/Community

• Consider a sequencing activities that embed transitions from highly preferred to slightly less preferred as opposed to not preferred.

• Frequent positive attention for appropriate responding.

• Avoid use of questions... give directions

• Keep directions to as few words as possible.

• Focus directions on what you want the child to do not what you want them not to do.
Structuring for Success

• Keep transitions short (make sure you are ready to move)
• Practice transitions and reward kiddos when transitions are achieved.
• Break multiple-step, long, or effortful transitions into smaller, more achievable steps.
• Teach skills errorless and fade prompts rather than hoping student can do it alone.
Teaching Individual Skills

- Ready hands
- Teaching sitting in chair
- Teach come here
- Teaching giving up preferred items
- Teach interrupting skills and transitions
- Teach that problem behavior does not access desired outcomes
- Teach missing language skills
TEACHING READY HANDS
Teaching Incompatible Behaviors

• Teaching young children a well-practiced incompatible behavior for many things can be a very effective strategy.

• Teaching hands folded or “ready hands” can be used to disrupt a variety of problem behaviors.

• The key is to teach the response when no behavior is occurring, practice it regularly, and give rewards heavily for following the direction.
TEACHING
SIT IN CHAIR

Drop box
Teaching Sitting in the Chair

• When teaching the skill, all good things must be delivered to the child when they are in the chair.
• When they are out of the chair, good things are removed.
• If they follow a cue to sit in the chair a reward should be delivered.
• If they go and get something when they are supposed to be in the chair, access to the item should be denied and that item that the child sought should not be provided immediately after returning to the chair... the child can access that item later for following the expectation to sit in chair.
• The amt of time required to respond to gain access to items will get longer and longer.
COME HERE

Drop box
Teaching Come Here

• **Start with manageable skill.**
• Provide prompts initially to guarantee success.
• Provide immediate reinforcement for coming.
• **Fade reinforcement quickly.**
• Increase response effort as the child performs consistently well.
• Practice often.
• Remind yourself of the child’s skill level.
GIVING UP

Drop box
Giving Up Preferred Items

• Teach systematically... Don’t start with the big kahoonia!
• Set up a clear contract for giving up that results in improved outcomes for the child.
• Provide prompts and fade prompts as quickly as possible.
• Error correct on instances when gives are weak or when problem behavior is observed.
INTERRUPTION- TRANSITION

Drop box
• Work to identify transition skill baseline.
• Often children will need work on moving just one foot before they are ready to be interrupted from a preferred activity and asked to go somewhere to do something else.
• You will provide prompts on the targeted skills and fade prompts quickly.
• You will need to practice target and known transitions regularly throughout the day.
• BUT what about the times when you know you are approaching a transition that the child has not mastered?
INTERRUPTION-TRANSITION

Drop box
Avoid Rewarding Problem Behavior

Drop box
You mean your kids don’t listen to you all the time?

• Take the time that is needed to address problem behavior, if done correctly you will lose less learning and quality time for the whole family by taking it on proactively rather than reactively.

• It is ideal to address problem behavior by the function when we know what the function is.

• Make sure if you make a demand, the child can do it without help.

• If you have to change a demand get back to the original demand as quickly as possible and make sure to practice it.
INCLUSION
Considerations

• What skills does my child need to be able to participate meaningfully in instruction?
Communicating Effectively with Administrators

Initial Goals:

1. Jeff enjoys his time at program.
2. Program staff/kids adapt to having Jeff in the program.
3. Jeff feels the love of Christ through participation in a faith-based Christian community.
Distal Goals

1. Jeff participates in schedule that mimics peer's schedules.
2. Jeff actively participates in the same activities and his peers.
3. Jeff shows minimal problem behavior throughout instructional activities and play schedules.
4. Jeff shares play space in parallel play.
5. Jeff meaningfully interacts with his peers.
Requested Modifications

1. Use of individual instructional space outside of the room to proactively adjust to individual needs (office/library area).
2. Use of chair or modified seating for group (parent provided-cube chair)
3. Use of subtle delivery of rewards for appropriate behavior (edibles in compliance with the program food policies, small car or animal to hold in his hand), maintained in apron of the Registered Behavior Technician.
4. Shadowing and support of a Registered Behavior Technician to provide prompts and supports to promote individual engagement and to support behavioral needs.
5. Aligned team support in behavior interventions.
Communicating Support Available

- The team supporting Jeff at Pittsburgh Behavioral Services is working on the following tasks to help get things ready for participation in your program.

1. Writing out the basic behavioral interventions in place for him.

2. Prepping materials in the event that alternative instructional materials are needed (file folder activities, instructional materials to work on language and communication skills).

3. Developing a schedule for pull out activities so that he might not disrupt or interrupt the interaction of the other learners if the skills being addressed are currently above his instructional/social participation level.
Making ALL Moments Teachable

• Align goals and teaching strategies with the instructional level of the child.
• See sample schedule for child included in typical early childhood program.
<table>
<thead>
<tr>
<th>Time</th>
<th>Class Schedule</th>
<th>JK Schedule</th>
<th>Alternate Activity</th>
<th>Skills Taught/ Monitored PBS TEAM</th>
<th>Data System PBS TEAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:05</td>
<td>Arrival</td>
<td>Arrival</td>
<td>Independent Work as needed</td>
<td>• Independent Skill Functional Self-Care</td>
<td>• Task Analysis of Morning Routine</td>
</tr>
<tr>
<td>9:05-9:30</td>
<td>Learning Centers</td>
<td>Learning Centers</td>
<td>Substitute Centers w/...  1. Alternative center in room  2. File folders  3. Cold Probe/ NET pre-school in classroom targets  4. Puzzles</td>
<td>• Teach independent play across a variety of items.  • Manding  • Target accepting Sr+ from peers  • Target giving Sr+ to peers  • Clean up independent participation and sorting toys into appropriate categories</td>
<td>• Target one skill at a time for learning centers. Use task analysis to guide prompts/prompt fading, add data on next learning center activity once initial has been completed.  • Manding data  • Peer social data sheet  • Independent clean up data sheet  • Sorting into various categories</td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>Welcome Circle</td>
<td>Welcome Circle</td>
<td>Substitute Activities  1. CP/IT Language instruction</td>
<td>• Motor Imitation in songs.  • Responding to name when called upon.  • Participation in group for entire interval.</td>
<td>• Frequency and variability of spontaneous motor imitation.  • Independently responds to name on percent of opportunities presented.  • Duration in group</td>
</tr>
<tr>
<td>9:45-9:50</td>
<td>Clean up/restrooms/diaper checks</td>
<td>Diaper Check/ Self-Care Skills</td>
<td>Substitute Activities  1. NET Language of items Teaching in classroom.</td>
<td>• Teach “wait” for progressively increased intervals.  • Teach pull up diaper  • Teach pull up pants  • Teach wash hands  • Teach dry hands  • Teach wipe face</td>
<td>• Wait program data  • Task analyses on relevant self-care skills</td>
</tr>
<tr>
<td>9:55-10:15</td>
<td>Gym/playground</td>
<td>Gym/ Playground</td>
<td>N/a</td>
<td>• Teach independent coat on/off/up.  • Teaching line up.  • Support in learning on play structures/ various activities through chaining/prompt fading.  • Social interactions targeted.</td>
<td>• Task analysis for coat on/zipped.  • Line up data on trial-by-trial data.  • Target one play skill activity at a time using TA.  • Peer social data sheet.</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td>Substitute Activities</td>
<td>Additional Notes</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>10:20-10:45</td>
<td>Snack</td>
<td>Eats individual snack based on limited food interests after group snack has been offered.</td>
<td>Following snack is released from table to complete alternate assignment.</td>
<td>Ind. Drinking from open cup, Sitting at table while eating, Responding to mands from peers, Passed items when requested</td>
<td>Duration of time at table, Spill data of drink, Peer mand/social data</td>
</tr>
<tr>
<td>10:45-10:55</td>
<td>Bathroom/diapers/ reading center</td>
<td>Diaper and Reading Center/ Individual Instruction</td>
<td>Substitute Activities 1. IT Language instruction</td>
<td>Teach &quot;wait&quot; for progressively, Teach NET in Books</td>
<td>Wait program data, Net book frequency or CP data</td>
</tr>
<tr>
<td>10:55-11:10</td>
<td>Circle time</td>
<td>Circle time • Participate initially in first 2 songs and build up from there.</td>
<td>Substitute Activities • NET book • IT Language instruction</td>
<td>Motor imitation in songs, Responding to name when called upon, Participation in group for entire interval.</td>
<td>Frequency and variability of spontaneous motor imitation, Independently responds to name on percent of opportunities presented, Duration in group.</td>
</tr>
<tr>
<td>11:10-11:30</td>
<td>Creative Arts and Craft</td>
<td>Creative Arts and Craft • Do all activity during set up and following completion if faster than other kids.</td>
<td>Reduced effort art related activities. • Free color • Dauber worksheet Pull out • IT language instruction Manding/request training</td>
<td>Appropriate grip on writing instrument, Use of variety of writing instruments, Increased participation in activity, Duration in group.</td>
<td>Percent of correct grip postures out of total opportunities, Variability of writing instruments, Duration in activity, Manding frequency/CP.</td>
</tr>
<tr>
<td>11:30-11:40</td>
<td>Music/Movement</td>
<td>Music/ Movement Not yet observed may need to be modified based off of additional information</td>
<td>N/a</td>
<td>Motor imitation in songs/activities, Responding to name when called upon, Participation in group for entire interval.</td>
<td>Frequency and variability of spontaneous motor imitation, Independently responds to name on percent of opportunities presented, Duration in group.</td>
</tr>
<tr>
<td>11:40-11:45</td>
<td>Pack up and dismissal</td>
<td>Pack up and dismissal</td>
<td>N/a</td>
<td>Independent Skill Functional Self-Care</td>
<td>Task Analysis of Dismissal Routine</td>
</tr>
</tbody>
</table>

* Participation in the activities that are the same as the typical peers is always preferred. However, it is likely better to fill time with proactive positive engagement than allowing for problem behavior to creep in. Alternative activities are outlined for this purpose.
Meaningful Inclusion

• What elements are important to consider?
  – Communicative/instructional levels
  – Frequency and intensity of problem behavior
  – Motivation for social behavior

• What supports are available to support this?
Activities of Daily Living & Potty Training

• Teeth brushing, nail clipping, hair cuts... OH MY!

• Finding a team with skilled training in working with the principles of ABA is key.

• Working with teams to identify the appropriate protocols and approaches to solving real-life problems in the home is key!

• You did it!
Celebrate

• Incredible outcomes are possible!
• Effective interventions grounded in the principles of Applied Behavior Analysis are research validated and can significantly improve outcomes for young children.
• Systematically embedding principles of ABA is critical for the delivery of effective early intervention.
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