
AUTISM: USE YOUR WORDS

Presented by Paige Fuller and Catherine Henke

Catherine Henke



- Freshman
- Sister
- Athlete
- GT and Pre-AP
- A.C.T test

GOALS/MAIN TROUBLES

BEING IN PUBLIC	SCHOOL ISSUES	HOME/PERSONAL ISSUES
MAIN POINTS OF PROBLEMS WHILE IN A PUBLIC SETTING	PROBLEMS THAT ARRISE IN A SCHOOL SCENARIO	CONFLICTS DELT WITH IN A HOME ENVIRONMENT

Questions after each main section

BEING IN PUBLIC

	RESTAURANT	SHOPPING	FAMILY ACTIVITIES
EXAMPLE	Johnny Carinos	Shopping for clothes	Dodge City
How the sibling feels	Embarrassed, annoyed, and trapped	Mad, frustrated, not important enough	Embarrassed frustrated, center of attention
Solutions	Learn what sets off your sibling, your ways to cope	Bring another person, split time	Pick things that give enough breathing room for everyone

SCHOOL ISSUES

SCHOOL BACKGROUND	PERSONAL EXPERIENCES	SOLUTION
Tiny	Christmas Light Necklaces	Pay attention to what your sibling would want
Not informed	Coming into Classrooms	out of your control, but you can educate
Students	Screaming Down the Hallway	out of control, but you can inform educate
Teachers	Transition	Help by giving parents examples of things that would help

HOME/PERSONAL ISSUES

FIGHTS WITH PARENTS (MOTHER)

NO PLACE TO GO

FRIENDS

- LIMITS ON GROWING UP

RELATIONSHIPS

SOLUTIONS

BSIA PHILOSOPHY

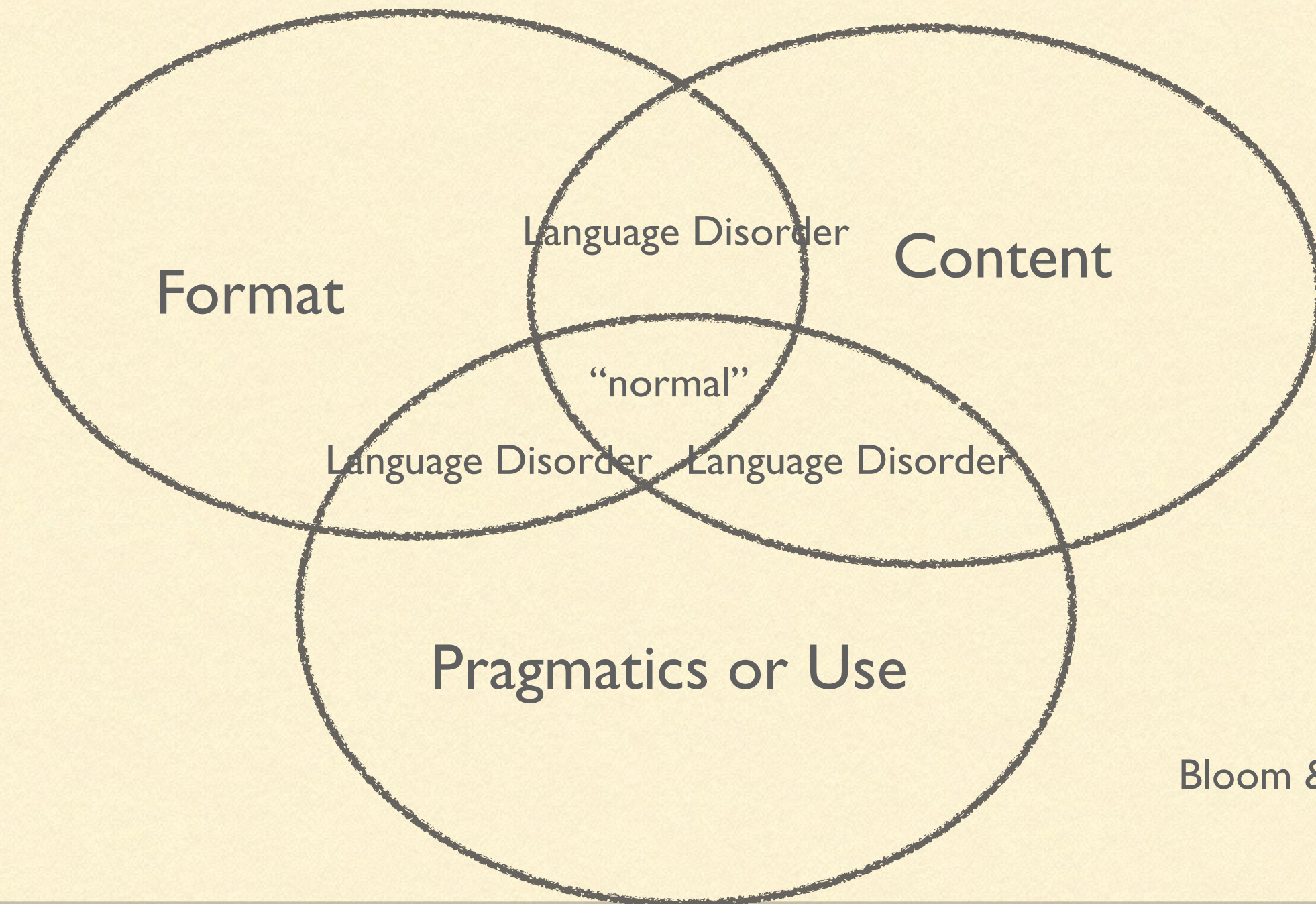
Historical perspective of BSIA

Based on a belief that the majority of aberrant behaviors displayed by a person with autism are due to their inability to comprehend language and/or effectively use communication social interaction skills.

Integrates ideas and principals from applied behavioral analysis approach with a social interaction communication development model.

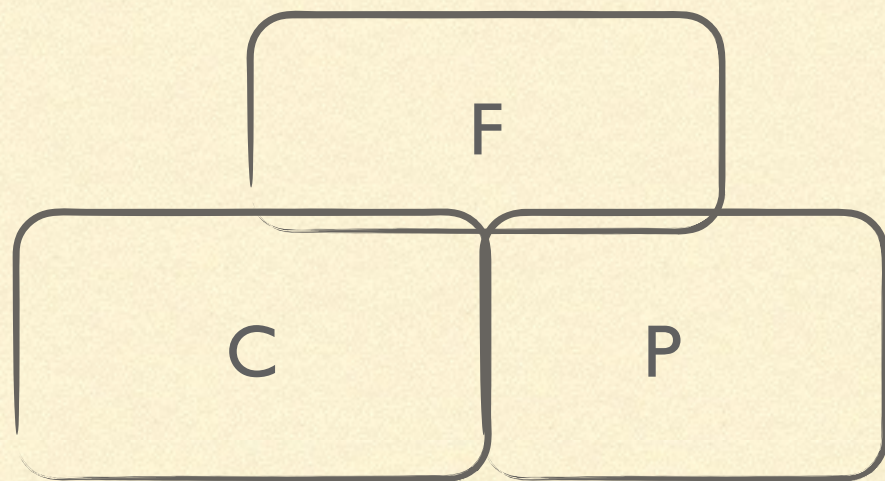
Engineer the learning environment and make it predictable, less confusing and minimize the behavior problems. Incorporate teaching communication and social interaction skills in all activities.

DEVELOPMENT OF LANGUAGE

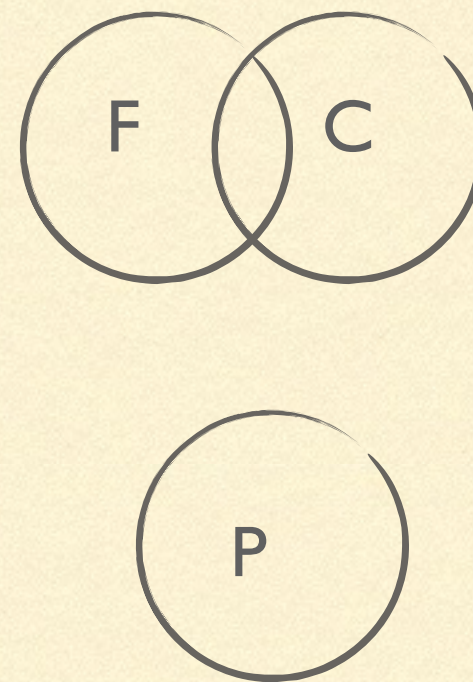


Bloom & Leahey

SOCIAL INTERACTION THEORY OF COMMUNICATION DEVELOPMENT



Distortion of Form, Content & Pragmatics



Disorder of Pragmatics

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BEHAVIORAL SOCIAL INTERACTION APPROACH

Proactive Strategies

Reactive Strategies

ENVIRONMENTAL
ENGINEERING

POSITIVE TEACHING

BEHAVIOR
INTERVENTION

Crisis Management

Physical Factors

Teach initiation of communication
& social interaction skills
Use of modeling

Positive reinforcement
of acceptable behaviors
Planned ignoring of
unacceptable behaviors

Approved Prevention and Crisis
Management Techniques

Interpersonal Factors

Teach Language Routines
Delay Technique
Gaze Technique

Extinction
Redirection
Shaping

Cooling out environment- break time
process

Pragmatic Factors
Language Routines

Incidental Teaching
Use of non-verbal cues
Use of an array of visual strategies

Proximity control
If-then contingency
management

Functional Curriculum
&
Environment

Use of social stories
Use of important book or
calendar
Use of augmentative devices

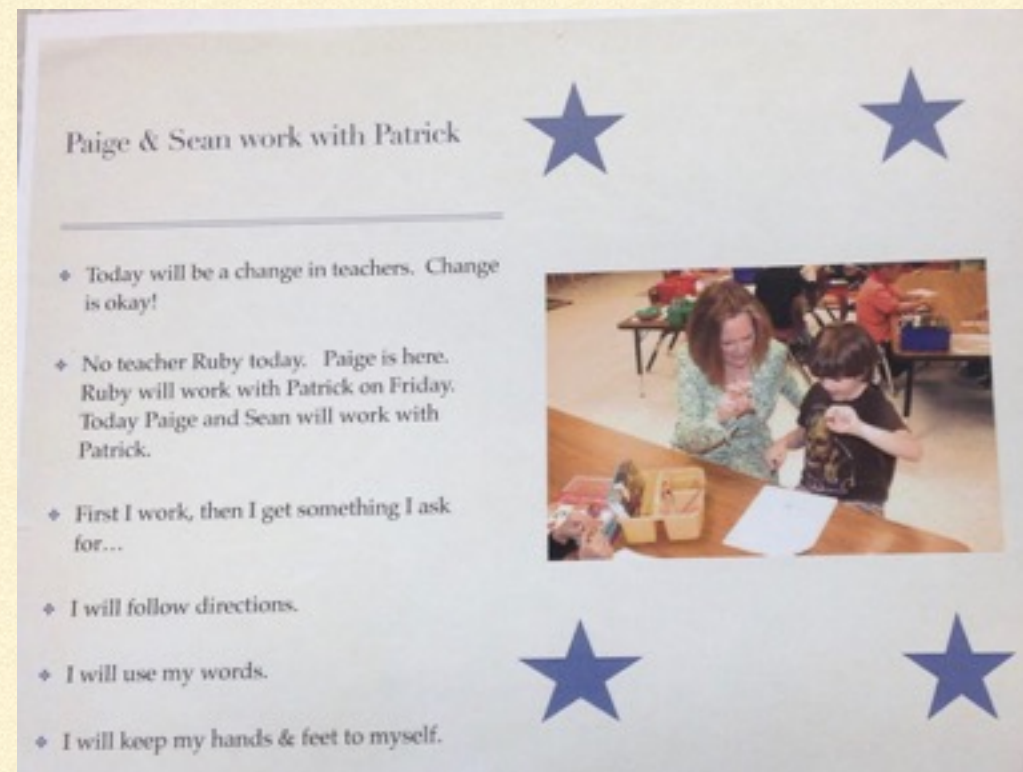
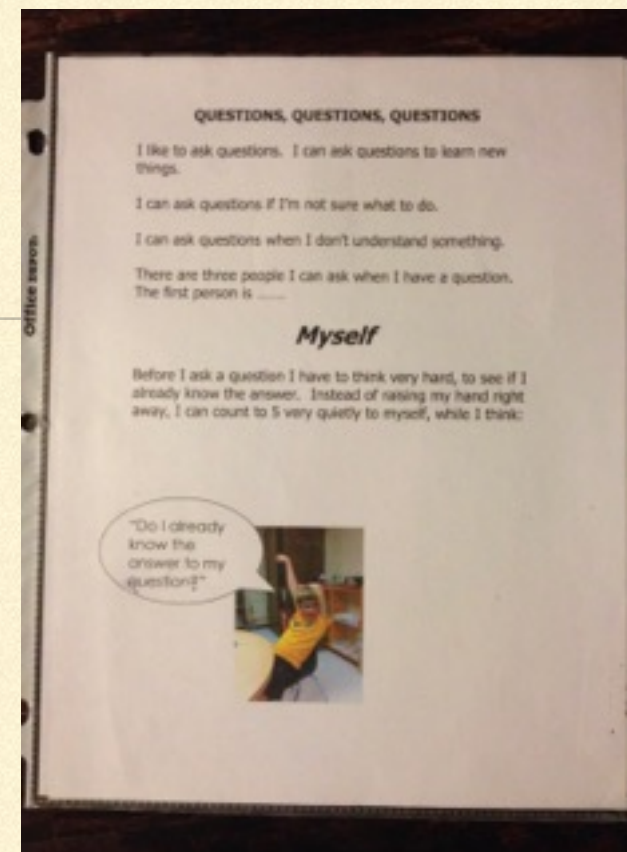
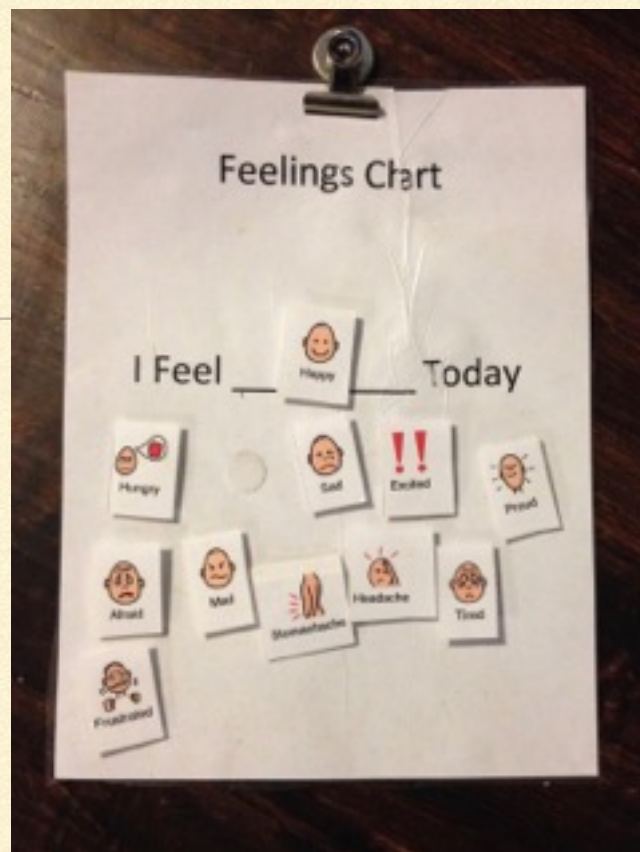
Use of a checklist
Provide choices - use
your words or take a
break

Errorless Learning

Discrete Trail teaching
Backward chaining
Use of video modeling

Cognitive processing
straggles

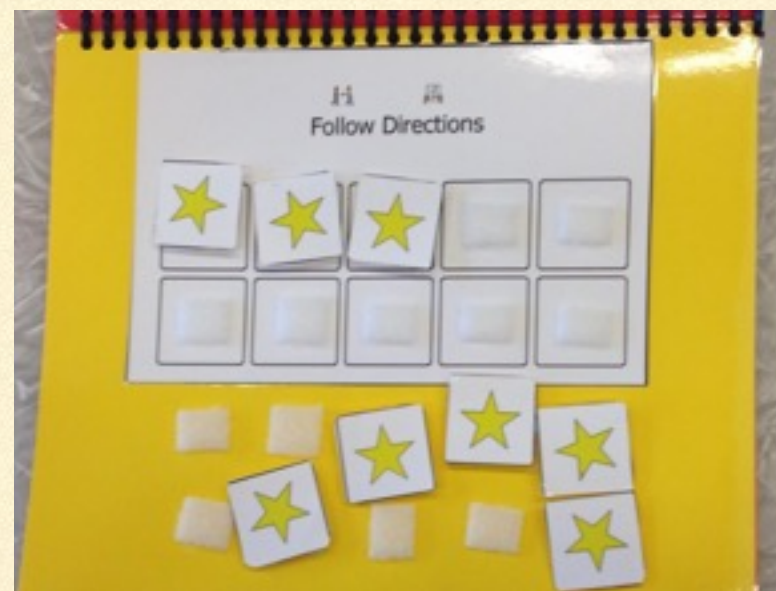
EXAMPLES OF VISUAL TOOLS



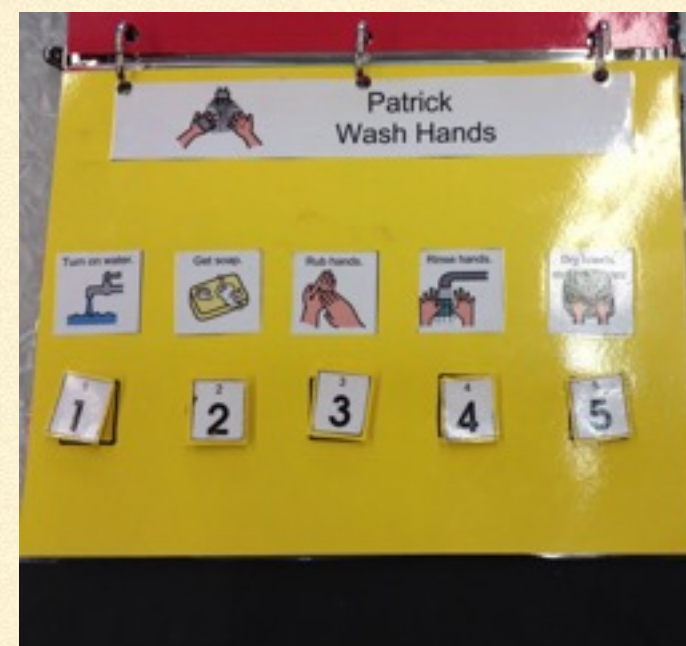
EXAMPLES OF VISUAL STRATEGIES



EXAMPLES OF VISUAL TOOLS



AN ARRAY OF VISUAL TOOLS



DISCRETE TRAIL TEACHING

- Stimulus your instruction
(D)iscriminative
- Prompt simultaneous & given as meaning taught to language
- Response student's response
- Consequence positive or negative it maintains the response
- Data collection

FOUR STEPS TO TEACH COMMUNICATION ROUTINES

1. Know the person's behavior and set the person up for success.
2. Teach the language routine.
3. Teach initiation of language.
4. Teach Generalization



I. Know the person's behavior & set the person up for success.

Understand the communicative function of the aberrant behavior. Engineering the environment so there is a desire for the person to communicate. As the precursors occur and before the aberrant behavior occurs , intervene with a language script.

want cheese...i am standing
in the kitchen looking at
refrigerator???



2. Teach the Language Routine

Begin by teaching the social interaction skill, communication skill, and or problem solving skill by modeling the verbal language routine or verbal script. Remember to use visual strategies with the language routine or verbal script.

For people who are non-verbal and using low tech or high tech tools physically guide the individual with the tool through the routine .



3. TEACH INITIATION OF LANGUAGE ROUTINE OR SCRIPT

Continue by teaching the individual how to initiate the learned language routine or verbal script.

First Engineer the learning environment and create the motivating environment for the use the learned communication or social interaction skill.

After the individual initiates the language routine or verbal script, reinforce the person for initiating the language. Use the teaching techniques of delay, gaze, incidental teaching, and the use of non-verbal cues to facilitate initiation

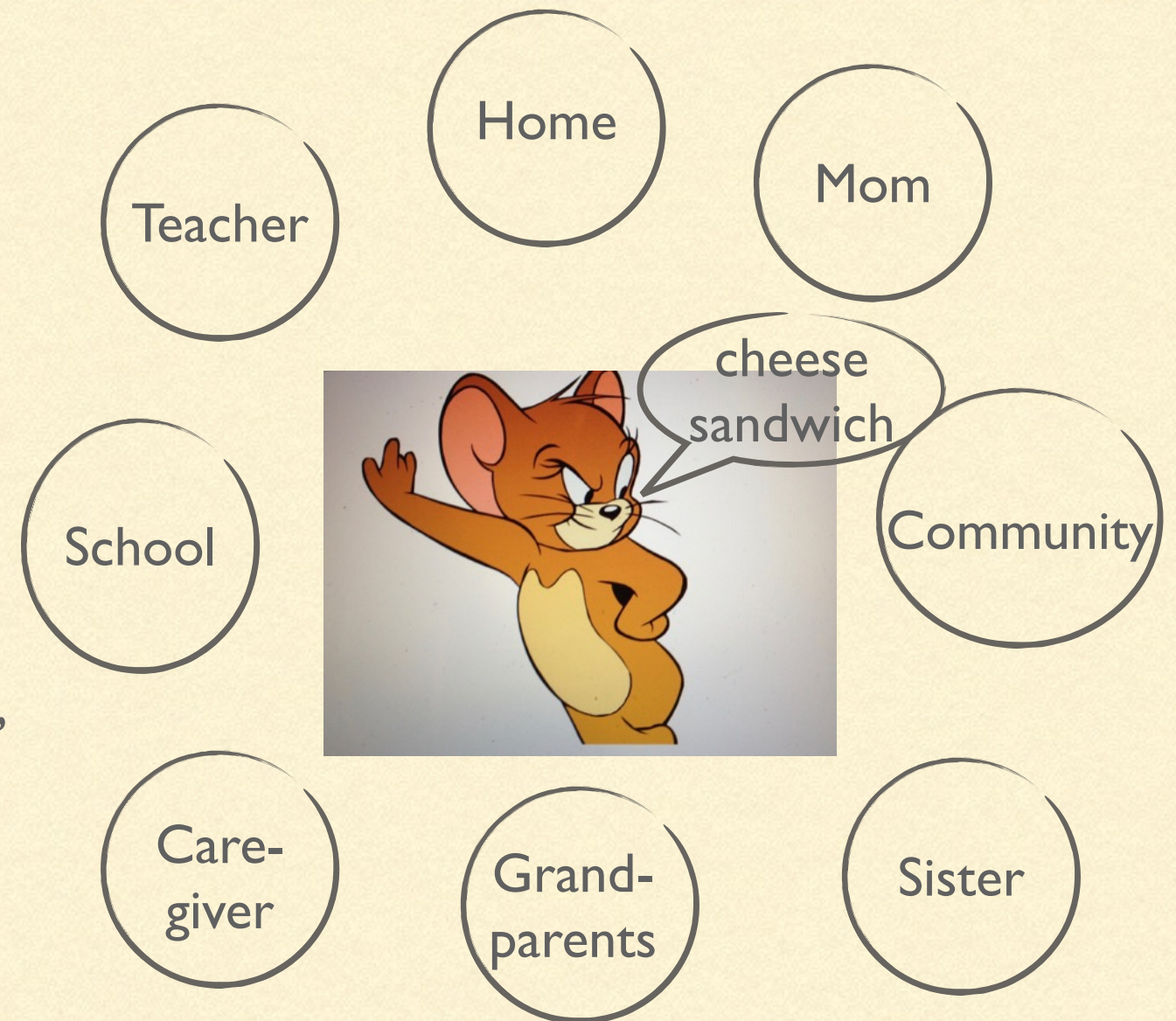


4. TEACH GENERALIZATION OF THE LANGUAGE ROUTINE OR SCRIPT

After the individual has learned the language skill in a specific environment , transfer the skill to different environments.

Engineer the learning environment so that the individual has the need and motivation to use the routine with a variety of people.

Again use the teaching techniques of delay, gaze, incidental teaching and the use of non-verbal cues.



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a special thank you to Joseph who taught us about
ourselves

