

Autism: Developing a Student Support Plan

Ecological Manipulations: First Change the Environment

Always Consider Sensory Issues

A) Language

- Communication Interpretation Dictionary: used by all in all environments
- Use of simple, direct, concrete language, positively phrased; time to process; gestures; voice factors

B) Physical Set-Up

- Environmental factors: Seating, Workspace, Access, Sound, Lighting
- Time factors: Scheduling, Premacking
- Materials: Labelling, Colour Coding, Organization, Accessibility, Motivating, Functional
- People: Speech and Language (See A above); Accessibility to Typical Peers, Number and Proximity of People, Health and Physiological Issues.

C) Visual supports and Enablers

- Picture Schedules (activities, transitions, breaks, movement, variety, interests)
- Theme Boards
- Graphic and Visual Organizers
- Symbol Shelves
- Choice Making Boards
- Visual Rules
- Problem Solving Cards
- Visual Scripts

D) Curriculum or Tasks

- Functional and Motivating: Ask yourself, "To what end is the child doing this?"
- Prepare for: Domestic Life, Community Life, Social Leisure Activities, Vocational/Academic Skills
- Task Analysis, Ecological Inventories and Analysis
- Basket/Bucket Work
- Adaptation: Size, Time, Output, Input, Level of Support, Modified Goal, Partial Participation.

Resources:

- Leisure Skills Assessment Checklist*
- Enabler's Checklist*
- Individual Environmental Checklist*

I Positive Programming: Second, Change the Instructional Program

A) Communication Training

- Augmentative Communication (Hi, Lo or No Tech)
- Communication Boards
- Picture Exchange Communication System (PECS)
- Scripted Routines

Resources:

- Checklist for Pragmatic Skills Deficits*
- Analysis of Communicative Behaviour*
- AAC Assessment Checklist*

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Autism: Developing a Student Support Plan (contd.)

PROACTIVE STRATEGIES

B) Social Skills Instruction

- Theory of Mind
- Integrated Play Groups; Levels of Play
- Social Stories and Comic Strip Conversations
- Integration Opportunities
- Direct Social Skills Instruction
 - Waiting, Taking Turns, Negotiating, Initiating, Transitioning, Finishing, Being Quiet, Being Flexible, Modulating Behaviour
 - Structured Conversation Cards, Feeling Cards, Remnant Books, Topic Cards, Zone Meter, Structured Conversation Groups, Social/Sexual Training, Joint Activity Routines; Cooperative Games
 - Materials: Circle of Friends; Life Horizons; Care Kit; Green Dot, Red Dot; The Ethics of Touch; Teach Me Language; Skill Streaming Series

Resources

- *Analysis of Social Behaviour Checklist*
- *Social Cues Questionnaire*
- *Checklists from Skillstreaming Program*

C) Coping and Relaxation Training

- Relaxation Training
- Desensitization
- Positive Visualization / Imagery Training
 - Covert Positive Reinforcement, Covert Modelling
 - Self Control Triad: Stop Thought; Relax; Create Pleasant Image

III Focused Intervention: Last of All, Change the Child

A) Reinforcement Theory

- Positive and Negative Reinforcement, Primary and Secondary Reinforcers, Shaping, Chaining, Premacking, Extinction, Time-Out, Token Economy, Contingency Management, Stimulus Change, Exchange Analysis, Discrete Trial Format, Modeling, Prompting, Errorless Learning

B) Applied Behavioural Analysis and Instructional Strategies

- Level I, II, and III Behaviours
- Data Recording: Baseline, Interventions, Graphing
- You can do 4 things during focused intervention:
 1. Teach a New Behaviour
 - Modelling, Prompting, Shaping, Chaining (Forward and Backward)
 2. Strengthen an Existing Behaviour
 - Positive / Negative Reinforcement, Token Economy
 3. Maintain a Behaviour
 - Continuous / Intermittent Reinforcement; Ratio and Interval Schedules of Reinforcement (Fixed or Variable)
 4. Reduce a Behaviour
 - Alt-R / DRI; Extinction; DRO / DRL, Time Out, Response Cost, Extinction, Punishment

(Always use #2 or #3 along with #4)

Resources

- *Functional Analysis of Behaviour*
- *ABC Chart*
- *Motivational Assessment Scale*
- *Preference Profile Sheet*