The behavioral and visual aspects of Autism and Language Delays in Children ages 2-5

Presented by Larissa Haring and Sarah Hough
Objectives

- Participants will use the intervention of ABC to gain insight to a child's behavior and create motivating and developmentally appropriate consequences to shape behavior.

- Participants will effectively use visual prompting and labeling to increase language development and decrease behavioral concerns.
Autism is a complex neurobehavioral disorder that includes impairments in social interaction and developmental language and communication skills combined with rigid, repetitive behaviors. The disorder covers a large spectrum of symptoms, skills, and levels of impairment.
A → B → C
(Antecedent) → (Behaviour) → (Consequence)
ABC’s

- When challenging behavior is framed within the context of the purpose it serves, it is often easier to find a solution. That is, after determining the function of a problem behavior, one can search out socially appropriate alternatives or adjust the environment.

**Applied Examples of Potential Three-Term Contingencies**

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joey works alone for 15 minutes</td>
<td>Joey bangs his forehead against his desk</td>
<td>Adult asks him to stop (Joey receives attention)</td>
</tr>
<tr>
<td>Ronald is asked to sit down during reading group</td>
<td>Ronald urinates on himself (through his clothing) during reading group</td>
<td>Gets to leave reading group (Ronald escapes the reading group)</td>
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<tr>
<td>Juan pulls “work time” card from schedule</td>
<td>Juan spits in the face of the paraprofessional</td>
<td>Paraprofessional leaves briefly to wash her face, resulting in a delay of the task (Juan escapes the task)</td>
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ABC Activity – Part 1
Video Example
Visual Supports

• Individuals with autism spectrum disorders (ASD) learn in a variety of different ways, but research has shown that they demonstrate strength in visual learning.

• Visual supports help make auditory information visual.
Defining Visual Supports

- Do you have a **calendar** that you write things on to help organize your life?
- Do you have a **list** of things to do on your desk or refrigerator?
- Did you ever make a **checklist** of errands that you need to run and cross them off as you completed them?
- Have you ever pointed to a **picture** in an advertisement or a menu to show someone what you want?
- Do you make up a shopping **list** before you go to the store?
- Do you ever read a **sign** to tell you what line to stand in or what door to exit from?
- Have you ever followed a **recipe** in a cookbook to create some delicious dinner or entrée? Did you go back to that recipe each time you wanted to cook that item?
- Do you ever write **notes** to your family members reminding them to do things?
- Do you scan the **menu** to evaluate your choices before ordering in a restaurant?
- Have you ever made a **checklist** for your children to help them remember to brush their teeth?
- Did you ever attach a **note** to your bathroom mirror to remind you to do something?
- Have you had the experience of assembling a new bicycle by following the "**easy to follow-step by step**" **instructions**? *(Adapted from Hodgdon, 1996, p. 12)*
Research has shown that when individuals with ASD are given the opportunity to learn with visual supports or cues they:

- Complete more tasks by themselves therefore increasing their independence
- Learn more rapidly
- Demonstrate decreased levels of frustration, anxiety, and aggression related to task completion
- Adjust more readily to changes in their environments (Koyama & Wang, 2011; Savner & Myles, 2000).
Show Me Five

Dina’s School Rules
“Show Me Five”

The Incredible Years
Keep in mind that the more stressful the situation, or the higher the anxiety level, the more need for visual supports. When under stress and anxiety, we all go down one level in communication. Supporting an individual with ASD with visual supports is especially important in times of stress and anxiety. Using visuals allows the parent, professional, and individual with ASD to more effectively communicate without adding to their level of stress.
Visual Boundaries
Labels

- Much of our world is already chock-full of visual supports - like signs and labels - to help make the right choices and to interact appropriately in the world around us.

- Labels are used to identify important features in the environment. For an individual with ASD, labels assist in organizing environments.
Sample Visual Prompting

Look for an opportunity to present choice in every teaching routine.

Make choices visual...with pictures, words or the objects themselves.
Picture Sequence Cue Cards

Suggested activities for getting ready for school
1. Put cards in order to show the steps in getting ready for school.
2. Copy cards and make a visual reminder of the steps.
3. Copy the cards and have the student paste them in order.
4. Copy the cards and have student make their own book and write about getting ready for school.
ABC Activity – Part 2

AUTISM

AUTISM

AUTISM

AUTISM
Social Stories

- Social stories with pictures can help a child learn social skills.
- [www.csefel.vanderbilt.edu](http://www.csefel.vanderbilt.edu) for free social stories and more social emotional resources
Visual Support Resources

- Do2learn.org
- Boardmaker
- Tablet apps
- Csefel.vanderbilt.edu
- Incredible Years
- Conscious discipline
- And more.....
In Conclusion...

ABC data collection allow us to use a best practice intervention to gain insight to a child's behavior and create motivating and developmentally appropriate consequences to shape behavior.

Visual prompting and labeling allows us to increase and use a child’s first language to decrease behavioral concerns.
Questions
Resources