

EXAMINING **FIVE SEVEN** PROMISING APPROACHES
FOR WORKING WITH CHILDREN
ON THE AUTISM SPECTRUM

Sioux Falls, SD

June 10, 2010

PRESENTED BY

Stephen Shore, Ed.D.

Tumbalaika@AOL.COM

www.AutismAsperger.net

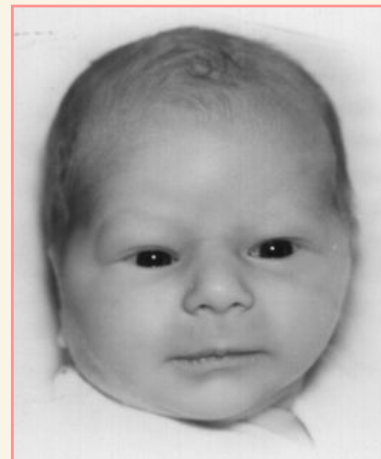


Introduction

A little bit about my life
and experiences...

A LITTLE BIT ABOUT ME

Introduction



The Autism Bomb — NOT



Where oh where
did this Autism
come from?

Oh where oh where
can it be?

With mysteries cut
long and eye
contact cut short?

Oh where oh where
can it be from?



Rapin, I. (1997). Classification and causal issues in autism. In J. Cohen and F. Volkmar (eds.) *Handbook of autism and pervasive developmental disorders*, (2nd ed). P. New York: John Wiley.

5

DIAGNOSTIC AND
STATISTICAL
MANUAL
OF MENTAL DISORDERS
IV-TR

American

Psychiatric

2000

Association

DIAGNOSTIC AND **S**TATISTICAL
MANUAL OF
MENTAL DISORDERS
FOURTH EDITION

TEXT REVISION

DSM-IV-TR™

Reframe

- **Communication**
- **Socialization**
- **Restricted Interests**

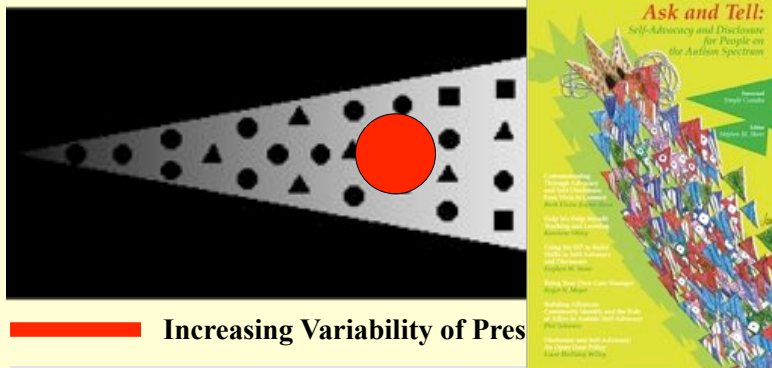
6

THE AUTISM SPECTRUM

Severe

Moderate

Light



Increasing Variability of Pres

Kanner's

PDD-NOS

HFA/AS

Rosenn, D. (1997). "Rosenn wedge". From *Aspergers: What we have learned in the '90s conference* in Westboro, MA. Used with permission

Twice Exceptionality

7

SUCCESS WITH AUTISM

Acceptance

The mother did it

Biology did it

Today

Mysterious disorder

Specific disease entity

Many clues but no specifics

Response to "extreme situations" in infancy

Complex response to genetic and/or biological events

Autistic culture

Mothers withhold affection from their children causing mortal fear

Mothers have nothing whatsoever to do with causing autism

A different way of being.

Psychological problem

Syndrome of biology and genetics

Appropriate educational and biological intervention

Recovery in a therapeutic milieu

Autism is a lifelong disorder

C U R E

DIFFERENCE

8

COMPARATIVE APPROACHES

A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — ADULT

Finished a doctoral dissertation in comparative education for engendering success with autism and Asperger Syndrome

Sheltered Workshop for People with Asperger Syndrome

9

SETTING THE CONTEXT

Three Areas of Intervention

Stephen Edelson, personal communication, December, 2004

Educational/Behav	Sensory
<ul style="list-style-type: none"> • DTT/ABA • Daily Life Therapy • TEACCH • Miller Method • DIR (Floortime) • RDI • SCERTS 	<p>Occupational Therapy to Treat Imbalances of the Outer and Inner Senses</p> <ul style="list-style-type: none"> • Sight • Touch • Taste • Smell • Hearing • Vestibular • Proprioception

Biomedical

Treating chemical imbalances caused by internal and external factors

- Digestion
- Nutrition
- Chelation
- GFCF Diet
- Vaccines
- Dysbiosis
- Immunology
- Feingold Diet
- Mercury and other heavy metal toxicities [metallothionein & glutathione]

10

SETTING THE CONTEXT

Three Areas of Intervention

Stephen Edelson, personal communication, December, 2004

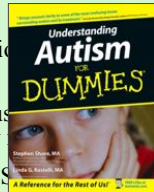
11

Navigating the sea of interventions

• Educational •

SOME PROMISING INTERVENTIONS

Lovaas (ABA): http://www.youtube.com/watch?v=ivCx-QLzqJw	Watson, Skinner, Operant conditioning, Shaping behaviors, Antecedent-behavior-consequence
TEACCH: http://www.youtube.com/watch?v=edGLJ2r1ow	Employs approaches based on the needs of a person's needs and emerging capabilities (Trehin, 1999).
Daily Life Therapy: http://www.youtube.com/watch?v=Fv884qZS710	Kito Kitihara, Platonic, Order of the physical, emotional and intellectual.
Miller Method: http://www.youtube.com/watch?v=AUBeFlvY61Q	Miller, Developmental-Cognitive Systems, Elevation, Piaget, Vygotsky, Luria, Werner, Bertalanffy.
DIR (Floortime):	Greenspan, Developmental-Affective, Circles of communication.
Relational Development Intervention:	Gutstein, Experience sharing rather than instrumental relationships.
SCERTS:	Prizant, Social-Communication, Emotion, Transactional Support.
Biomedical:	Medical-Chemical, Diet (GFCF), Adjusted imbalances, Persistent measles, Heavy metals.
Other:	Sensory integration, PECS, Inclusion, Schedules, Power cards, CCT



3

ABA (applied behavior analysis) Therapy

www.behavior.org/autism

14

SOME PROMISING INTERVENTIONS

Applied Behavioral Analysis — Discrete Trial Training

Task analysis of buttering a piece of bread

1. Open cabinet
2. Remove small plate and put on counter
3. Open breadbox
4. Remove piece of bread and place on plate
5. Open refrigerator
6. Take out butter and place on counter
7. Take top off of butter dish and place on counter
8. Open silverware drawer
9. Pick up butter knife and hold in right hand
10. Use butter knife and slice off 1/8th inch of butter
11. Hold the bread on the plate by the edges with the left hand
12. With the butter facing downwards wipe knife across the surface of the bread using long strokes while pressing lightly.
13. Use another 1/8 slice of butter as per step 9 if needed.
14. Continue steps 9 through 12 until the surface of the bread is covered with butter.



www.behavior.org/autism

15

Functional Behavioral Assessment

16

FUNCTIONAL BEHAVIORAL ASSESSMENT

Introduction

A problem-solving process for addressing challenging behaviors

- Identify purposes of specific behaviors
- Select interventions to resolve behavioral issues
- Integrate throughout all stages of the IEP
 - Development
 - Reviewing
 - Revising

Adapted from the Center for Effective Collaboration and Practice <http://cecp.air.org/fba/default.asp>

17

FUNCTIONAL BEHAVIORAL ASSESSMENT

Conducting the FBA

Looks beyond the specific behavior by focusing on identifying...

- Social
- Affective
- Cognitive
- Environmental

Factors associated with occurrence or non-occurrence of the specific behavior



Adapted from the Center for Effective Collaboration and Practice <http://cecp.air.org/fba/default.asp>

18

FUNCTIONAL BEHAVIORAL ASSESSMENT

How to Conduct the FBA

1. Describe and verify the seriousness of the problem.
2. Refine the definition of the problem behavior.
3. Collect information on possible functions of the problem behavior.
4. Analyze information using triangulation and/or problem pathway analysis.
5. Generate a hypothesis statement regarding probable function of problem behavior.
6. Test the hypothesis statement regarding the function of the problem behavior.

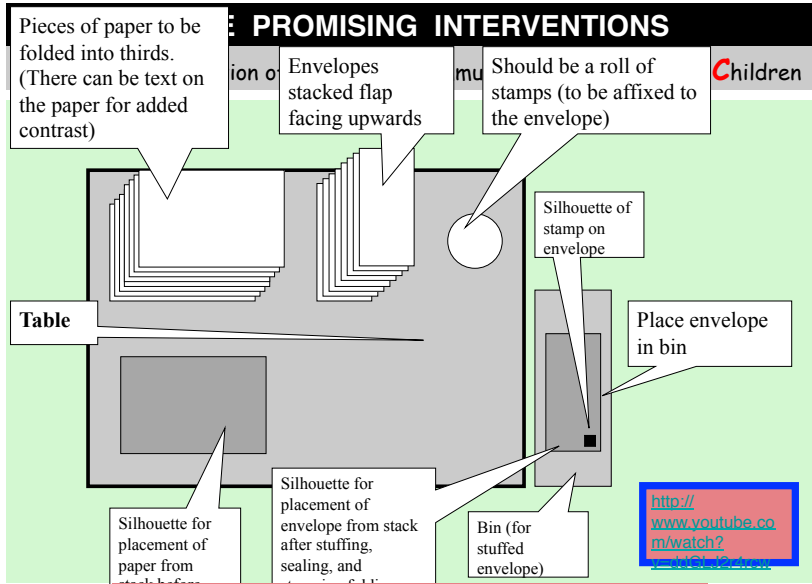
Adapted from the Center for Effective Collaboration and Practice <http://cecp.air.org/fba/default.asp>

19

TEACCH
(Treatment & Education
of Autistic & Related
Communication-handicapped
Children)

www.teacch.com

20



www.teacch.com

21



www.bostonhigashi.org

22

SOME PROMISING INTERVENTIONS

Miller Method

S Y S T

...an organized unit of behavior around an

Miller, A. (2000). Chapter 15. The Miller Method®: A Cognitive-Developmental Systems Approach to Children with Body Organization, Social and Communication Disorders. In Guide to the Miller Method, Arnold Miller, Ed. (pp. 15-18). New York: The Miller Method.

Miller, A. & Eller-Miller, E. (1989). From ritual to repertoire: A cognitive-developmental systems approach with behavior-disordered children. New York: Wiley-Interscience.

23

the
Miller Method

www.millermethod.org

24

SOME PROMISING INTERVENTIONS

Developmental Individual Difference Relation-Based Intervention

The Six Milestones of Development

Use of existing therapies and developing their own approaches to encourage children to pass through the six hierarchal functional developmental skill milestones below:

1. Self-regulation and interest in the world
2. Intimacy
3. Two-way communication
4. Complex communication
5. Emotional ideas
6. Emotional thinking

www.ICDL.com

25

SOME PROMISING INTERVENTIONS

Relational Development Intervention

Development of Dynamic Intelligence

Through enhancing functioning in the following areas

1. Emotional Referencing
2. Social Coordination
3. Declarative Language
4. Flexible thinking
5. Relational Information Processing
6. Foresight and Hindsight

Moving from *instrumental* to *experience* sharing relationships through *co-regulation*

www.rdiconnect.com

26

SOME PROMISING INTERVENTIONS

Social Communication Emotional Regulation Transactional Support

Use of existing approaches to best match a child's needs to enhancing functioning in...

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Social Communication<ul style="list-style-type: none">• Joint attention• Symbol use2. Emotional Regulation<ul style="list-style-type: none">• Mutual regulation• Self-regulation• Recovery from extreme dysregulation | <ol style="list-style-type: none">3. Transactional Supports<ul style="list-style-type: none">• Interpersonal• Formal educational and incidental• Generalization between education, community and home• Professionals and other service providers |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

www.barryprizant.com

27

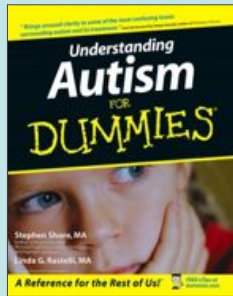
HATCHING
ACCOMMODATIONS

28

COLLABORATION MODEL FOR SOCIAL INCLUSION IN THE UNITED STATES

Nine Educational Domains of Accommodation

1. Size
2. Time
3. Level of Support
4. Input
5. Difficulty
6. Output
7. Participation
8. Alternate
9. Substitute Curriculum



Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

29

COLLABORATION MODEL FOR SOCIAL INCLUSION IN THE UNITED STATES

Nine Educational Domains of Accommodation

Size

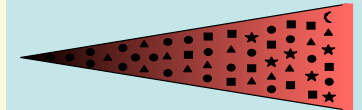
Adapt the number of items that the learner is expected to learn or complete.

Example

Reduce the number of **social studies**, or **science** terms, or **words to spell** a learner must learn at any one time.

Common Goal

Meaningful involvement of the person with a disability in school, in the community, and in their residences.



Inclusion is a Spectrum

How can instruction be engineered to benefit the entire class?

Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

30

THE HIDDEN CURRICULUM - COMMUNITY

Peter Gerhardt (personal communication, April 2004)



THE HIDDEN CURRICULUM

Practical Solutions for Understanding Unstated Rules in Social Situations

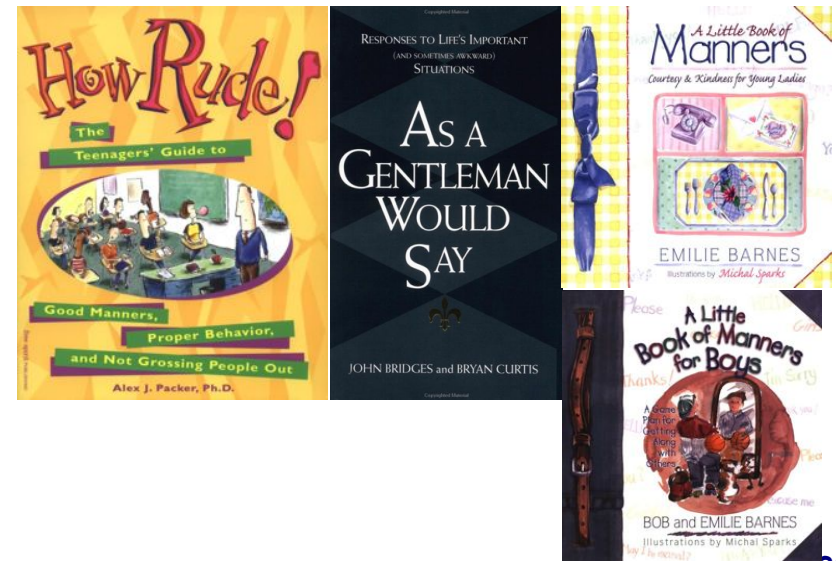
Brenda Myles
Melissa Trautman
Ronda Schelvan

Autism Asperger Publishing Company

Sam arrives after **Bob**. What two rules did he break?

31

INCIDENTAL HIDDEN CURRICULUM BOOKS



32