

STRATEGIES TO HELP INDIVIDUALS WITH ASD DEVELOP INDEPENDENCE AND ADAPTABILITY

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MEGHAN BARLOW
AND ASSOCIATES

IT'S ELEMENTARY

Interventions to Promote School Age
Success

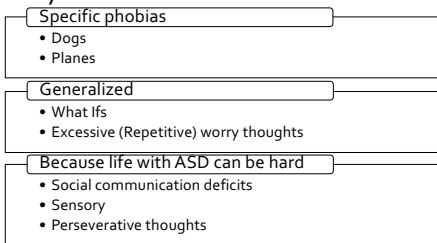
ZOOMING IN AND ZOOMING OUT



Common Areas of Focus

- Anxiety
- Attention
- Self-Regulation
- Impulsivity
- Social Skills

Anxiety



Aspie Trainer's Blog, ADW

- "In the past I've had therapy (a combination of CBT alongside other acronyms I've forgotten) to try and mitigate my mental health difficulties, and there appears to be two schools of thought in relation to this: one which says that CBT can be adapted for autistic individuals; and the second, which I fall into, that find it unnecessarily confusing/unhelpful, and hence a source of anxiety. Finding a therapist who has sufficient knowledge about autism is still quite tough. The fact that I had 8 months of therapy without being identified as an Aspie/autistic serves to illustrate this point."

But, wait...CBT is perfect

- CBT very linear
- Many strategies are basically self-talk social narratives (or can be turned into them)
- Can make strategies concrete and visual
- And, actually, here's what ADW goes on to suggest...

CBT for Anxiety

- Educate and Explain
 - Click on a new video
 - Index card stacks
- Teach tools to relax and calm body
- Teach alternative actions

When you're anxious because you're unaware or too aware

- Ask for help
- Teach phrases to "save face"/get out of a tricky situation
- Teach about confused feelings and clarification
- Acceptance and a healthy perspective

Attention

- Understand distractions, teach a plan
- Developmentally appropriate
- Use special interests, if possible
- Make it visual and concrete
- Change the environment

Interventions for attention

- Help from others
- Physical proximity
- Physical prompts, cues
- Checklists
- Timers
- Use of fidgets/OT interventions
- Fidget vs. Distraction



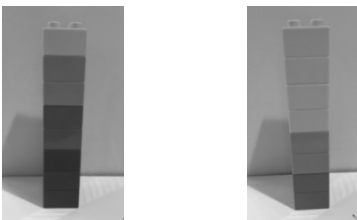
Interventions for organization

- Visual schedules
- First, then
- Visual cues – photographs, labeling, separating space with tape, color-coding
- Process and routines



Making homework less work

- Support from school, teachers
- Routine
- Chunk homework
- Build in breaks (if needed, effective) and a reward (i.e., preferred activity)
- Estimated time, actual time
- Make the complaining/whining/procrastinating time visual



Red=complaining/whining/procrastinating
Green = homework
Orange = dinner
Yellow = free time

Self-Regulation

Individual	Others
<ul style="list-style-type: none"> • Understand • Identify levels or changes (5 point scale) • Stop and Slow Down/Pause and Break • Follow plan 	<ul style="list-style-type: none"> • Understanding • Hold up your end of the bargain • Stop talking • Make expected behavior clear and put supports in place to <i>shape</i>

Name: David My Self-Regulation Scale

Rating	Looks/Sounds like	Feels like	Self people can help/ can try to
5	I am going to respond to people as something.	I am going to respond to people as something.	I will have no choice to help me think, feel.
4	I forget what I am doing.	People are talking to me and I am not listening.	Could not work and think, could not think for a while.
3	You can't tell I'm happy, you can't.	I often think.	Write or draw about it. Could not think.
2	I still can't hear.	My thoughts are all over the place.	Use my thinking. Tell yourself what you're doing.
1	Normal - you can't tell I'm angry or not.	I don't think.	Just do it!

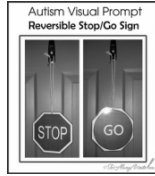
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Ask for Help (with words, cards, or codes)

- Ask for a minute (pause)
- Ask to slow down
- Ask for a break
- Ask for clarification
- Ask for guidance

Interventions for Impulsivity

- Teach waiting
- Put visuals in place, find obstacles
- Set up rules
- Physical cues – a hand up, something to hold, fidget on wrist



Skills to Target

- | | | |
|----------------------|--------------------------|--|
| • Facial expressions | • Giving compliments | • Teamwork |
| • Body language | • Telling jokes | • Self-control |
| • Personal space | • Tattling vs. reporting | • Bullying vs teasing vs ? |
| • Listening | • Small talk | • Following someone else's plan |
| • Social filter | • Coping with problems | • Not everyone says what they mean, not everyone means what they say |
| • Appropriate topics | • Joining a group | |
| • Staying on topic | • Perspective taking | |
| • Interrupting | • Sharing/turn-taking | |

Approaches

- Social narratives
- Social thinking skills and Michelle Garcia Winner guru stuff
- Hidden curriculum
- Comic Strips

SOCIAL THINKING SKILLS

Basic Tenets

- Thinking About You, Thinking About Me – Michelle Garcia Winner
- Expected/Unexpected Behaviors
- Perspective Taking
- Body and Brain in the Group
- Social Behavior Maps

Teaching Perspective Taking

- I think about you; you think about me
- I think about your intentions; you think about my intentions
- I realize you are having thoughts about me and I think about what you might be thinking about me; you do the same
- I regulate my behavior to keep you thinking about me the way I want you to think about me; you do the same

Michelle Garcia Winner, 2007

THE HIDDEN CURRICULUM

Brenda Smith Myles, Ph.D.
Judy Endow MSW

It's Common Sense

- Social information that is not directly taught
- Social information we assume everybody knows
- Unstated rules or customs that
- Can cause confusion, anxiety, loneliness, and negativity for those with ASD who are not neurologically wired to automatically "get it"

About the Social Rules

- They change based on age
- They can be different based on gender
- They can change based on your environment
- They can change depending on who is around

Teaching the Hidden Curriculum

- The ECLIPSE Model (Moyer, 2009)
 - includes sample IEP goals along with "pick up and use" lesson plans
- The Social Times (Burton, 2010)
 - Newsletter written directly to students in their "voice"
- One A Day hidden curriculum calendars (Trautman & Wragge, 2010)
 - Geared towards kids and older adolescents
- Teach about the hidden curriculum, clarification, and social repairs

AND THERE'S AN APP FOR THAT

Technology

- As communication device
- Apps for self-monitoring, teaching skills
 - Autism Apps – search apps by category, price, and device by skill; links to reviews by parents, specialists, users
 - i.AM Search – create a profile and appropriate apps are recommended
 - Smart apps for Special Needs
 - Apps and Autism
 - Autism Apps
 - Mobile Learning 4 Special Needs

As With Any Intervention

- Be intentional about the use of technology
- Be mindful of the balance
- Has it lead to any "new" problems to address
- Put it in your toolbox

THE SOCIAL NAVIGATOR

Technology

- To model
- To demonstrate
- To prepare
- To reinforce
- To vary
- To capture interest

Video modeling

- Everyday Speech channel on You Tube
- Model Me videos, app
- Your own phone

If You're More Inclined to Use a Pencil...

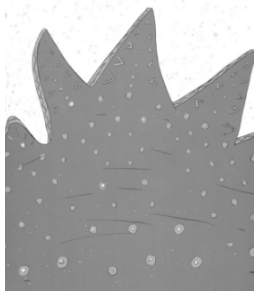
- Draw it out
- Draw out thoughts and feelings and actions
- Draw alternatives

Generalizing to Real Life

- In the moment coaching, signals
- Hidden curriculum, social rules
- Teach "time, place, audience"
- Plan for respectful way to give in the moment feedback

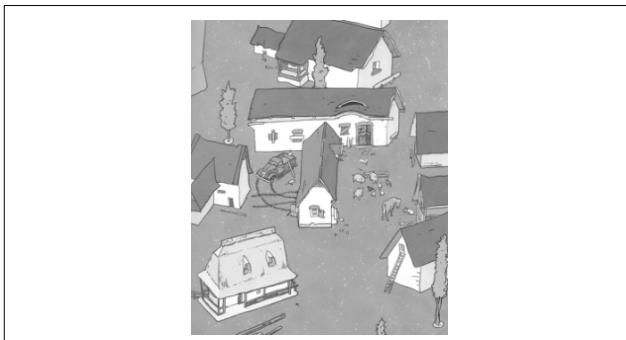
ZOOM

Istvan Banyai











Process

- Identify strengths in patients and family and "what speaks to" the patient and family
- Identify deficits and "hot spots" within the patient and family
- Ask yourself: "what can we put in place?"
- Ask yourself: "what can we take away?"
- Consider all settings and areas of functioning
- Consider other providers: SLP, OT, education team, psychiatrist, PCP, medical specialists
- Zoom in and zoom out
- Prioritize a plan

+	-
Bright Good sense of humor Likes sports	Poor self-regulation skills Difficulty with handwriting High level of anxiety
	
Tools for asking for help, taking breaks Anxiety management strategies Improve adults' understanding	Demands for writing Talking to him when he is escalating

But, Most of All

- Be flexible and individualized
- Find a connection and use it
- Offer concrete strategies and tools
- Evaluate and modify
