

Riverbend Community Church-Foundations Training

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Autism Spectrum Disorder

- ▶ A developmental difference which could lead to alternative forms for social communication and interactions, and an increased possibility of restricted and repetitive behaviors.
- ▶ Different ways of learning, moving in their environments, paying attention or communicating may be observed
- ▶ It can be diagnosed at any age
- ▶ Differences are typically noted in the first 2 years of life
- ▶ It is called a spectrum due to the wide variety of presentation of abilities, and presentations.
 - ▶ “When you meet one person with Autism, you’ve met one person with Autism:-Dr. Stephen shore

ADHD

- ▶ Persistent pattern of inattention and/or hyperactivity/impulsivity
- ▶ Symptoms do need to be present before the age of 12, be evident for at least 6 months, and be present in more than one setting
- ▶ **Inattention**
- ▶ Wondering off, lacking persistence, having difficulty sustaining focus, disorganized.(unable to finish work, daydreaming, messy desks)
- ▶ **Hyperactivity**
- ▶ Increased motor activity , or increased fidgeting, tapping, or talkativeness.
- ▶ **Impulsivity**
- ▶ Hasty actions that occur in the moment without forethought and that have high potential of harm to the individual.
- ▶ There is a desire for immediate rewards with the inability for delayed gratification(follow the dopamine)

Sensory

- ▶ Hypostimulation-an under-sensitive reaction to sensory stimulation
 - ▶ Is evident during times when someone feels underwhelmed, extreme sensory seeking maybe observed.
 - ▶ Can be characterized by clumsiness, excessive fidgeting and trouble respecting personal space.
 - ▶ Can tire easily from reading/school work, may focus more on details or patterns, could have trouble locating objects in their environment.
 - ▶ May seek out loud sounds, out ears up against speakers
 - ▶ Prefer stronger tasteing foods, may mouth or lick inedible objects
 - ▶ Hugging hard, crashing into people, need extreme touch for them to feel it
 - ▶ Swing or spin for extended periods of time

Sensory (cont.)

- ▶ Hypertimulation-occurs when senses are overwhelmed by the environment, the brain is receiving more information than it can process.
- ▶ May feel irritable, anxious, or emotional, distressed
 - ▶ One response that maybe seen is self-stim behaviors-they serve a purpose
 - ▶ Maybe seen more often when a person is tired or overwhelmed.
 - ▶ Kids can be seem clumsy or have a low/high pain tolerance

Sensory (cont.)

- ▶ Planned sensory breaks-swings, trampolines, kinetic sand, putty/slime
- ▶ “Heavy Work”-walks, carrying back packs, pushing carts/chairs
- ▶ Regular exercise-swimming, outdoor play
- ▶ Meditation/Self-calming-deep breathing, yoga, guided imagery, grounding

Transitions

- ▶ Moving from one place to another, or from one activity to another
 - ▶ Timers can help grown ups to be more aware of times we have given -visual timers, auditory timers, vibrating timers
 - ▶ Picture or written schedules
 - ▶ Priming/warnings
 - ▶ Premack principal or “grandma’s law”
 - ▶ Making break times short
 - ▶ Keeping up momentum

Antecedents and Antecedent Strategies

- ▶ Something that happens directly before a behavior occurs that are an indication that reinforcement will be available
 - ▶ Could be another person's behavior, a variable in the environment, or even the presence of a specific person.

Strategies

- ▶ Strategies that work to stop a behavior occurring.
 - ▶ Functional communication, visual cues, reminders, token systems
 - ▶ Setting up classrooms in ways that block or promote certain behaviors
 - ▶ Modeling
 - ▶ Planned sensory breaks- learn cues and clues to prompt breaks before they ask for one by communicating through their behaviors.
 - ▶ Give choices when they are available, and don't when they are not

Encouraging Participation and Focus

- ▶ We may not always see the usual ways people attend to an instructor but attending or focus is still happening.
- ▶ Non-verbal cues-light touch on a hand on shoulder-kids with ADHD need this in order to know its time to focus
- ▶ Don't stress over eye contact-it can be physically painful, and sensory overstimulating for some
- ▶ Give positive specific praise for the thing you want to see even if they are little.
- ▶ You can use group contingencies; group members will help everyone to succeed.
- ▶ Provide specific praise to others who are exhibiting behaviors you want to see
- ▶ Give close proximity to peer models

Training Resources

- ▶ Autism partnership foundation- Free 40 hour RBT training
- ▶ Myodp.org- over 90 hours of free ABA training under the Behavior Specialist requirements- including trainings on Functional Behavior Assessments, co-occurring disorder, reinforcement procedures, working with families
- ▶ Autism Focused Intervention Resource and Models- 50 free different trainings
www.affirm.fpg.unc.edu/affirm-modules
- ▶ Verbal beginnings- free monthly 2 hour trainings on various ABA topics, as well as an on-demand library (may have a small fee)
- ▶ www.interventioncentral.org
- ▶ The inventories of good learner AND good teacher reperitiores

Questions???

References

- ▶ Applied Behavior Analysis 3rd edition (2020)-Cooper, Heron, And Heward
- ▶ Hyposensitivity Among Autistic Individuals- autismparentingmagazine.com/hyposensitivity-among-autistic-individuals/
- ▶ Sensory Overload:symptoms, causes, and treatments- verwellhealth.com/autism-and-sensory-overload-259892
- ▶ Diagnostic and Statistical Manual of mental Disorders, 5th edition