Checked Out & Disengaged?
Research-based Strategies for Increasing Attention and Engagement in Students with ASD

Part One

Objectives

- Participants will recall the research and theories regarding attention and engagement in students with ASD and how these attributes may differ from typically-developing students
- Participants will be able to describe antecedent and reinforcement-based strategies that can be used to increase attention and engagement
- Participants will be able to explain how to reinforce attention & engagement as well as develop strategies to move students toward greater self-management
Early Motivation Research

• “In general, autistic children appear very unmotivated.”

Motivating Autistic Children, Koegel & Egel, 1979

Today’s View of Motivation

• Not unmotivated, but differently motivated
  – Special interests
  – Lack of social motivation
  – Sensory differences
• Better understanding of attention in ASD
### Table 1. Willingness or different brain?

<table>
<thead>
<tr>
<th>What looks like “won’t”</th>
<th>May actually be “can’t”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opposition, stubbornness</td>
<td>Cognitive inflexibility, protective effort to avoid being overwhelmed</td>
</tr>
<tr>
<td>Lack of will (&quot;He can do it if he wants to.&quot;)</td>
<td>Difficulty in shifting</td>
</tr>
<tr>
<td>Self-centeredness</td>
<td>Impaired social cognition, theory of mind, or ability to take another’s perspective</td>
</tr>
<tr>
<td>Lack of effort (&quot;She doesn’t try.&quot;)</td>
<td>Poor initiation or impaired planning and generativity</td>
</tr>
<tr>
<td>Inability or refusal to put good ideas on paper</td>
<td>Poor fine motor skills, disorganization</td>
</tr>
<tr>
<td>Sloppy, erratic work</td>
<td>Poor self-monitoring, overload</td>
</tr>
<tr>
<td>Refusal to control outbursts</td>
<td>Overload, disinhibition</td>
</tr>
<tr>
<td>Preference for being alone</td>
<td>Impaired social problem-solving</td>
</tr>
<tr>
<td>Lack of sensitivity to others (&quot;He doesn’t care what others think.&quot;)</td>
<td>Impaired understanding and production of nonverbal social cues</td>
</tr>
</tbody>
</table>

From *Unstuck & On Target! An Executive Function Curriculum to Improve Flexibility for Children with Autism Spectrum Disorders* (Cannon et al., 2011)

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### The Stroop Effect
Motivation – Attention Connection

- If students with ASD are differently motivated and easily distracted you likely will see problems with engagement in academic activities and the ability to sustain attention.

Attention

- “The process of concentrating on selected items from the environment, to the exclusion of other, unattended stimuli.”

Ames et al., 2010, p.53
Breaking Down Attention

• Orienting – the initial physical adjustment toward a stimulus
• Sustaining – the ability to maintain attention to a stimulus
• Shifting - requires the individual to disengage from one stimulus and then shift and reorient to a new stimulus

( møn & Watson, 2011)

Attention Differences in ASD

• Young children with ASD have deficits in joint attention (Dawson et al., 2004)

• During play, toddlers with ASD focus more on background objects than on people’s activities (Shic et al., 2011)
Attention Differences in ASD

• Mixed results regarding sustained attention
  – Some studies have reported “overfocus,” or heightened sustained attention (Liss et al., 2006)
  
  – But others have reported deficits in sustained attention (Sinzig et al., 2014) and greater distractibility (Burack et al., 2015)

Why does attention matter?

• Impaired attention →
  – Distractibility
  – Impulsivity
  – Forgetfulness
  – Poor academic outcomes
  – Emotional & behavioral difficulties

(May et al., 2013)
What causes attention differences?

• ~30% of children with ASD also meet criteria for ADHD (Leyfer et al., 2006; Simonoff et al., 2008)

• Children with ASD and ADHD have more behavioral difficulties than children diagnosed with either alone (Jang et al., 2013)

Intervening to address attention difficulties

For Children with ADHD:
• Evidence for medication effectiveness along with evidence for behavioral intervention effectiveness

For Children with ASD & ADHD?
• Medication?
• Behavioral intervention?
• Clinical guidelines suggest behavioral interventions should be implemented first
Function of Behavior

• Behavioral intervention for students with attention difficulties should be focused on specific behavior concerns
  – What is inhibiting their ability to pay attention?
  – What is distracting them?

• Escape from instructional activities is a common maintaining variable for problem behavior.

• Antecedent and consequences of the behavior of concern need to be studied

• Antecedents will suggest environmental changes that set up the student for success or failure

• Analysis of consequences will identify those environmental contingencies that reinforce both desired and undesired behavior
Environmental Modifications = Optimal Outcomes

• Begins with knowing the unique needs of your student
• Involves changing physical environment as well as your interaction with student
• Can substantially impact success/independence in school environment when done properly

Getting to Know the Student

• Every evidence-based intervention begins here…
  – How does he/she learn?
  – How does he/she best communicate?
  – What are his/her special interests?
  – What are areas of challenge for him/her?
  – What has and has not worked for the student in the past? At home?
Using Formal and Informal Assessment Tools

- Student/parent interviews
- Discussion with last year’s team
- Observations
- Reinforcement Inventories
- Normed assessment tools
  - Social Skills Improvement System (SSIS)
  - Behavior Rating Inventory of Executive Function (BRIEF)
  - Educational testing

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<table>
<thead>
<tr>
<th>Communication/Language Skills</th>
<th>Social Interaction Skills</th>
<th>Behavior Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
<td>Strengths:</td>
<td>Strengths:</td>
</tr>
<tr>
<td>Difficulties:</td>
<td>Difficulties:</td>
<td>Difficulties:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intellectual Skills</th>
<th>Adaptive/Daily Living Skills</th>
<th>Motor Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
<td>Strengths:</td>
<td>Strengths:</td>
</tr>
<tr>
<td>Difficulties:</td>
<td>Difficulties:</td>
<td>Difficulties:</td>
</tr>
</tbody>
</table>

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Student: ___________________________  Form 1.1. ASD Characteristics: Student Profile  Date: ___________________________
Assess the Environment

- Environments should be clear, comprehensible, free of unnecessary distractions
  - Space should define tasks & activities
  - Minimize decorative clutter
  - Maximize functional visuals
  - Organized, labeled, and accessible if appropriate

Classroom Environment

- Neat & orderly…functional visuals used throughout
Assess the Program

• Consider using the Autism Program Quality Indicators (APQI)
• Self-assessment tool created by NYS to determine quality of educational programs for individuals with autism
• Available as download

Assess the Program

• Autism Program Quality Indicators (APQI)
  – A tool developed by NYS State Education Department that assists professionals in educational settings to critically examine their program structure and activities
  – Organized into 14 areas seven categories relating to the specific aspects of the educational process for students, and seven categories referring more broadly to program characteristics and supports
APQI Categories

- Individual Evaluation
- Development of IEP
- Curriculum
- Instructional Activities
- Instructional Methods
- Instructional Environments
- Review & Monitoring of progress and
- Family Involvement and Support
- Inclusion
- Planning the Move from One Setting to Another
- Challenging Behavior
- Community Collaboration
- Personnel
- Program Evaluation


Autism Program Environment Rating Scale (APERS)

- Product of the NPDC
- In development/piloted in several states and countries
- Training in using tool offered after July 2016
- Similar domains evaluated

## APERS Example

<table>
<thead>
<tr>
<th>ITEM</th>
<th>This is a challenge in our program</th>
<th>This element is consistently in place, but we still have work to do</th>
<th>This is a real strength in our program</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Team members often interact with students using a negative tone and do not appear respectful of students’ cultural or linguistic diversity</td>
<td>Most key team member-student interactions are positive, respectful, and warm (e.g. show respect for student’s feelings, listen attentively, make eye contact). These interactions appear respectful of students’ cultural diversity</td>
<td>All team members in the setting engage students in positive, respectful, and warm interactions. These interactions appear respectful of students’ cultural diversity</td>
</tr>
</tbody>
</table>

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### Modifying Interactions with Students

- Get the student’s attention
- Explicit, visual, concrete instructions
  - What does it mean to “be nice”?
  - What does it mean to “pay attention”?
  - What does it mean to “be ready to work”?
- Check for understanding
- Opportunities to practice
- Be prepared to explain changes or arbitrary rules
### Group Work Rules

1. Assign jobs.  
   "I'll do the first one, you do the next one."

2. Ask your partner's opinion.  
   "What do you think? Is this a good idea?"

3. Take turns answering.  
   "Your turn, you do this one."

4. Don't copy. Work together.  
   "It's both of us!"

5. If you have questions, ask.  
   "We don't understand this part."

### Group Rules

- Raise your hand to say something.
- Show respect to everyone.
- Stay on topic.
- Be responsible.
- Be serious.
- Confidentiality.

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### Chart

<table>
<thead>
<tr>
<th>Expected Behavior</th>
<th>How it makes others feel</th>
<th>How others treat you as a result</th>
<th>How that makes me feel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Good morning!

Look at the person who is talking.

Raise your hand.
<table>
<thead>
<tr>
<th>Skill Type</th>
<th>Skill Level</th>
<th>Sample Instruction at developmental level</th>
<th>Sample Instruction above developmental level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive communication</td>
<td>Gestural</td>
<td>Hold up bucket and point inside</td>
<td>Say &quot;roll&quot; or &quot;in&quot; Gesture may still be needed</td>
</tr>
<tr>
<td></td>
<td>Single words</td>
<td>Say &quot;ball&quot; with open-hand prompt</td>
<td>Say &quot;roll the ball&quot; or &quot;block goes in&quot;</td>
</tr>
<tr>
<td></td>
<td>Phrase speech</td>
<td>Say &quot;sit in the chair&quot;</td>
<td>Say &quot;push the green ball&quot;</td>
</tr>
<tr>
<td></td>
<td>Reciprocal communication</td>
<td>Say &quot;time to sit at your desk&quot;</td>
<td>Say &quot;get the puzzle and give it to Joe&quot;</td>
</tr>
<tr>
<td>Expressive communication</td>
<td>Preverbal</td>
<td>Hold up ball and model pointing to it</td>
<td>Hold up ball and model saying &quot;ball&quot;</td>
</tr>
<tr>
<td></td>
<td>Single words</td>
<td>Hold up ball and wait expectantly</td>
<td>Hold up ball and model saying &quot;throw the ball&quot;</td>
</tr>
<tr>
<td></td>
<td>Phrase speech</td>
<td>Hold up ball and model saying &quot;roll the ball&quot;</td>
<td>Hold up ball and say &quot;what do you want&quot; or &quot;I have the ball&quot;</td>
</tr>
<tr>
<td></td>
<td>Reciprocal communication</td>
<td>Hold up ball and say &quot;this red ball rolls fast&quot;</td>
<td>Hold up ball and prompt &quot;I'm going to toss the ball in the bucket&quot;</td>
</tr>
</tbody>
</table>


Modifying the Environment: The Role of the Classroom Support Team
Classroom Support & Communication

• Promote inclusion
• Encourage independence
• Encourage pro-social choices
• Promote self-esteem
• Prompt attending to visual support materials
• Remind of reinforcement plan & rewards
• Assist with organization of materials
• Learn and promote behavior or instructional support plans

http://www.highered.nysed.gov/tcert/career/tavsta.html

Classroom Support & Communication

• Be aware of student progress and accurately report to teacher as planned
• Assist with home-school communication
• Provide clerical support to teacher as needed
• Establish positive professional relationships with teachers, therapists, parents/guardians, students
• Use strategies, in liaison with teacher, to promote learning

http://www.highered.nysed.gov/tcert/career/tavsta.html
Fostering Communication
Teachers – TAs & Aides

Appendix 2.1

PTR Classroom Team Survey

School __________________________ Name ______________________

Directions: Complete this survey if the team meets regularly for planning purposes. Select the applicable number for each statement, then complete the questions that follow.

1. Our team meets for planning purposes. Rarely Never Monthly Bimonthly Weekly Daily
   0 □ 1 □ 2 □ 3 □ 4 □

2. Our team plans daily classroom activities collaboratively. Rarely Occasionally Frequently Usually Almost always
   0 □ 1 □ 2 □ 3 □ 4 □

3. Our team plans collaboratively around implementing individualized education program objectives and making adaptations and modifications for the students. Rarely Occasionally Frequently Usually Almost always
   0 □ 1 □ 2 □ 3 □ 4 □

from Prevent, Teach, Reinforce, Dunlop, et. al.

NYS

Appendix 2.2

PTR Teacher Work Style Survey

Directions: Select the number that indicates your level of agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ □ □ □ □</td>
<td>□ □ □ □</td>
</tr>
</tbody>
</table>

1. I like to supervise paraeducators closely. ................................................. 1 2 3 4 5 N/A
2. I prefer a flexible work schedule. ................................................................. 1 2 3 4 5 N/A
3. I let paraeducators know exactly what is expected. ....................................... 1 2 3 4 5 N/A
4. I provide (or at least determine) all the materials that will be used. ................. 1 2 3 4 5 N/A
5. I provide a written work schedule. ................................................................. 1 2 3 4 5 N/A
6. I expect the paraeducator to think ahead to the next task. ............................. 1 2 3 4 5 N/A

from Prevent, Teach, Reinforce, Dunlop, et. al.

NYS
### PTR Paraeducator Work Style Survey

**Directions:** Select the number that indicates your level of agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to be supervised closely.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>I like a flexible work schedule.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>I like to know exactly what is expected.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>I prefer to decide which materials to use.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>I like having a written work schedule.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>I need time to think ahead on the next task.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

(from Prevent, Teach, Reinforce, Dunlop, et. al.)

### PTR Work Style Score Comparison Sheet

**Directions:** Transfer scores from the PTR Teacher Work Style Survey (Appendix 2.2) and PTR Paraeducator Work Style Survey (Appendix 2.3) to this form. Look for areas of agreement and disagreement. However, there are no right or wrong responses. Determine areas of concern and solutions in light of the areas of agreement and disagreement.

<table>
<thead>
<tr>
<th>Paraeducator</th>
<th>Teacher</th>
<th>Item Content</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Closeness of supervision.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Flexibility of work schedule.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Preciseness of expectations.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Decisions on materials to use.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Written work schedule.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Time to think ahead.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Decisions on instructional methods.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

(from Prevent, Teach, Reinforce, Dunlop, et. al.)
Modifying through Interspersal

- Alternating between maintenance and acquisition tasks
  - Maintenance task is something the student has already learned and mastered
  - Acquisition task is something the student is working on or just learning
- Increase maintenance tasks in alternation with some acquisition tasks if student is stressed
Examples

Seraphina’s Promise
By Ann E. Burg
Book Review Worksheet

<table>
<thead>
<tr>
<th>Math Homework #7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 6 + 5 = _____</td>
</tr>
<tr>
<td>2. 12 - _____ = 4</td>
</tr>
<tr>
<td>3. 2 + 7 = _____</td>
</tr>
<tr>
<td>4. If there are 10 apples in a basket and Mackenzie takes 3 apples, Dylan takes 1 apple, and Ashley takes 4 apples but then puts 2 back, how many apples will be left in the basket?</td>
</tr>
</tbody>
</table>

Using Shared Control

- Teacher or adult is in charge of learning environment
  - Chooses materials, location, learning goals, etc.
- Choice highly correlated to motivation
- Sharing control or allowing student to direct some aspects of the activity increases likelihood of engagement and motivation

Ways to Share Control

• Follow student’s choice of materials
  – Can you teach addition using Legos, Star Wars figures, etc.?

• Follow the student’s lead
  – Let the student choose when to move to the next activity, allow them to ask for additional time with an activity

• Take turns

• However, maintain safety & appropriateness

Using Special Interests to Increase Engagement

• Many students with ASD have an area or areas of special interest

• SIAs can be used to increase engagement in academic participation and focus
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Special Interest Area (SIA)</th>
<th>Academic/Social Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>Weather</td>
<td>• Create a graph depicting temperature changes during the month</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write a story about a character surviving a harsh climate or storm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Report day’s weather at morning meeting</td>
</tr>
<tr>
<td>Middle School</td>
<td>Heating and Cooling Systems</td>
<td>• Using CAD, design simple system for home heating/cooling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write essay on historical development of indoor heating/plumbing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Calculate fuel cost for winter using a number of variables</td>
</tr>
<tr>
<td>High School</td>
<td>Reality game shows</td>
<td>• Act as moderator for class debate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write article or essay on psychological strategies used to win game shows</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Calculate odds of winning show based on a number of variables</td>
</tr>
</tbody>
</table>
Hannah Montana loves being in concerts and also loves being on the set of her TV show. She still, however, has to go to school. Sometimes it is hard for her to pay attention to her teachers when she is in class. As Miley Cyrus she is sometimes tempted to daydream about her other life as Hannah Montana. She has learned, however, that listening to her teachers and doing her schoolwork is as important as singing, dancing and acting. She has learned that she needs to pay attention in class and do her work, so that she has time to do what she loves to do. Just like Hannah Montana, it is important to pay attention in class. This would make Hannah Montana proud. Hannah would like all girls who love her to remember these three things.

1. Listen to your teacher when she is talking. Be ready to answer any questions that she might ask.
2. Do your school assignments and stay on task until the assignment is completed.
3. Always ask for help when needed.
Motivation

- Motivation is a key factor within all aspects of our lives
- Students with ASD are often labeled unmotivated or lacking motivation
- Motivation is a crucial component of skill-building; when it is lacking, learning may be impeded

Motivation

- Motivation is often thought of as a driving force of behavior
- It is common for motivation to be talked about as a “hidden force” inside of a person
- Is there a more concrete way to think about motivation?
Motivating Operations (M.O.’s)

• Refers to the internal processes or desires of an individual that change or improve the value of a certain stimulus
  – This change can improve the effectiveness or value of a reinforcer or it can reduce the value of a certain reinforcer

Motivating Operations

• Two M.O.’s that are important to consider when analyzing the effectiveness of a reinforcer are:
  – Deprivation
  – Satiation
Motivating Operations

Deprivation:
A child who has not been outside on the playground for some time may be more likely to engage in behaviors that have lead to playground access in the past. *This example assumes that using the playground functions as a reinforcer for the child.*

Motivating Operations

Satiation:
• Satiation can also serve as a M.O. during situations in which an individual has contacted a large amount of a reinforcer

• For example, a child who has just engaged in a long duration of playground time, may be less likely to engage in behaviors that have lead to playground time in the past
M.O.’s in the Classroom

• If a student is instructed to complete difficult math problems, the probability increases that the difficult math problems may evoke problem behaviors in order to escape the task.

• However, if the student is instructed to complete easy math problems you are less likely to see problem behaviors because escape from the task is not reinforcing.

Why is this important?

• Not considering the MO for a reinforcement system is to blame for many failed reward-based behavior management approaches.

• Motivation has effects on both the acquisition of new skills and the current frequency of already acquired skills. Increasing motivation will increase both learning and performance.
Remember...

1- We reinforce behaviors, not people

2- We need to be clear about which behavior(s) will receive reinforcement

3- The most effective reinforcement systems are those that are individualized to the learner.

4- Preferences and reinforcers are not necessarily the same (e.g. just because I like orange tic-tacs does not mean I would do the dishes for a pack of tic-tacs)

5- Reinforcement is not something someone likes, rather it is simply something that follows a behavior, which increases the likelihood that the behavior will occur again in the future.

Power of Reinforcement

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Preference Assessment

• Preference assessments are an incredibly important procedure in any behavior change program
• To effectively strengthen a behavior you must know which items or activities will act as the strongest reinforcers

Preference Assessment

• What is your student doing when they are not paying attention?
  – What makes them happy?
  – When do they smile?
  – When are they engaged?
Preference Assessment

- Caregiver report is not always the best indicator of actual preferences

- One study found a near zero correlation to what was chosen via a preference assessment and what was predicted by caregivers (Green et al., 1988)

- A study conducted with nine preschoolers with developmental disabilities found that systematic assessment identified more effective reinforcers than the teacher survey (Cote, Thompson, Hanley & McKerchar 2007)
Components of an Effective Reinforcement System

• Defining expectations
  – Consider what you defined as appropriate expectations for attention and indicators of attention for each student
  – Consider the expectation for a typically developing student of the same age
  – Consider that a student with ASD may be paying attention to you even if they are not looking directly at you

Possible Indicators of Attention

• Student is looking toward the teacher
• Student is looking toward the teaching materials
• Student’s body is oriented toward the teacher or materials
• Student is not engaged in self-stimulatory behavior
• Student is not actively engaged with another object
• Student is reaching for the teaching materials
Components of an Effective Reinforcement System

- Reinforcing Response Attempts
  - All attempts that are clear approximations of the targeted behavior are reinforced
  - This may mean starting to reinforce small approximations towards the behavior and attempts of the behavior depending on the student’s current repertoire and ability
Sammy’s Goal: 2/5 checks for speech group
2 checks = 10 minutes iPad

<table>
<thead>
<tr>
<th>I need to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eyes on the speaker</td>
</tr>
<tr>
<td>2. Quiet</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Components of an Effective Reinforcement System

• Reinforce Immediately Following Target Behavior
  – At first, reinforcement should be immediate
  – The sooner a consequence is delivered, the more effective it will be
  – An immediate consequence will make it clear to the student what behavior(s) result in reinforcement
Components of an Effective Reinforcement System

• Waiting too long may decrease the power of the reinforcer and may also inadvertently reinforce some unexpected or unwanted behavior exhibited some time after the desired behavior, but before you provided the reinforcement

Components of an Effective Reinforcement System

• Use Labeled or Specific Praise
  – Specifying the target behavior, providing the reason for its delivery, and should be paired with a sincere, enthusiastic tone of voice
    • Provides guidance for future behavior
    • Provides contingent reinforcement that places emphasis on behavior
    • Facilitates discrimination as to which behavior is effective
Components of an Effective Reinforcement System

Use Labeled or Specific Praise

“Nice job paying attention” VS. Example of specific praise

Components of an Effective Reinforcement System

• Pairing
  – The repeated delivery of reinforcement with the presence of a particular stimulus
  – When reinforcement occurs in the presence of another person, the student learns that the person is a source of reinforcement and the person becomes a conditioned reinforcer
Components of an Effective Reinforcement System

• Have all adults who work with the student pair themselves with reinforcement

• We want the student to correlate responding to any adult’s directions or questions with positive reinforcement

Reinforcement System Examples
1 2 3
First, Spiderman does his scheduled work.

Then, Spiderman earns time to play.

First, I do my scheduled work.

Then, I earn ________

I am glad I am working hard too!

To earn pieces I need:
Eyes on the board
Hands to myself
Complete my work

When I finish the puzzle I get: 15 minutes computer time

To earn pieces I need:
Eyes on the board
Hands to myself
Complete my work

When I finish the puzzle I get: 15 minutes computer time
Self-Management

• Typical behavioral management approaches require adults to arrange learning opportunities, prompt and encourage positive behaviors, and deliver appropriate consequences (reinforcement)

• Self-management transfers these responsibilities to the learner

Step 1: Select a behavior to self-monitor
Step 1. Set a Goal for Receiving Reinforcers

Ok, to get a reward, you need to meet your goal for being in your seat.

Step 2. Select a Reinforcer

Which one of these do you think you’d like?
Step 3. Determine Student Evaluation Procedures

4. Deliver Reinforcer

Ms. Torri, I've met my goal and now I'm going to use my extra computer time.
Why Self-Management?

• Increases students’ awareness of their own behavior

• Students become more independent, self-reliant, and responsible for their own behavior and less dependent on others

• Provides more immediate feedback to students than is possible when teachers evaluate the behavior

In Summary…

• Students with ASD and attention differences are a heterogeneous group. There is no one intervention (or set of interventions) that will improve the classroom functioning of all students with this disorder

• Classroom modifications should be tailored to the unique behavioral needs of each student

• Strategies should also be unique to each student and it is important to remember that in order for behavior change to occur, we must implement plans consistently
CARD Albany is now on Facebook
https://www.facebook.com/cardalbany

Required Coursework for Special Education Professionals now online – “Responding to the Needs of Students with ASD”
http://www.albany.edu/autism/nysed_autism_training.php

Online Distance Learning Training
http://www.albany.edu/autism/33452.php

New York State Regional Centers for Autism Spectrum Disorders
http://www.albany.edu/autism/nysrcasd.php
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