

BECOMING AN AUTISM BEHAVIORAL DETECTIVE

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ASERT PA autism.org

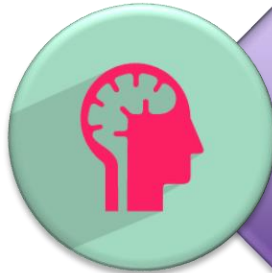
INTRODUCTION



IN THIS TRAINING, WE WILL EXPLORE:



Who We Are



Autism 101



Autism Resources for the Community

Role and Purpose of ASERT



Bring together local, regional, and statewide resources



Support (not replace) existing community efforts and activities



Develop innovative projects based on data, community need, and commonwealth priorities

How Does ASERT Support the Community?



Support and resource navigation through the ASERT Resource Center



Free, catered trainings



Maps of support groups and other community resources



Catered data analysis to support advocacy and community activities



Resources, infographics, social stories, and newsletters

TELL US ABOUT YOU!

How long have
been supporting
individuals with
ASD?

How do you
support individuals
with ASD?

1 thing you are
hoping to take
away today?

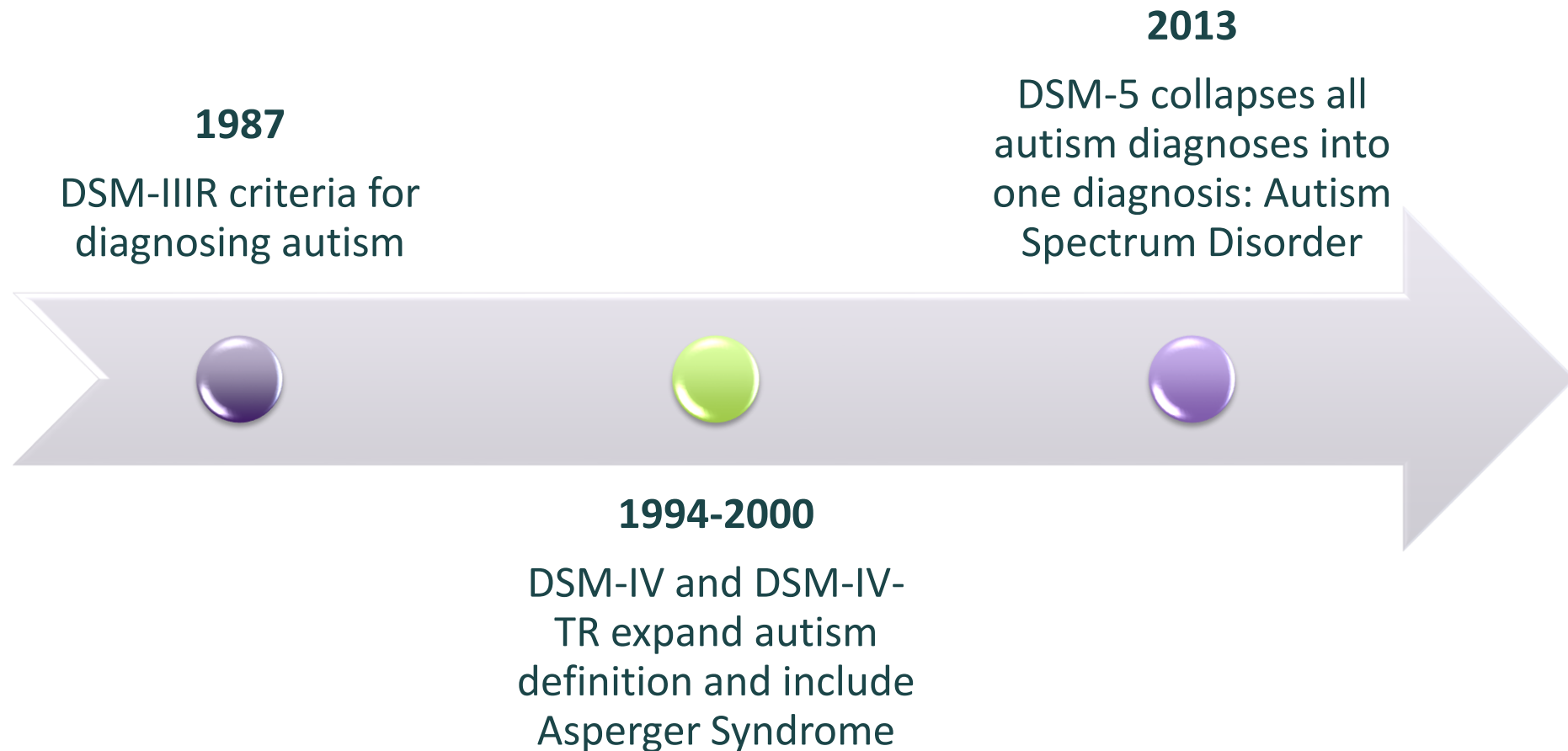
AUTISM 101



WHAT IS AUTISM?

- **Autism is a developmental disability that affects social interaction, communication, and other behaviors.**
- **Autism is a lifelong diagnosis, and can usually be diagnosed in early childhood (as early as 18 months).**
- **Autism is a broad disorder, and people with autism have a wide range of skills, needs, and challenges.**

History of Autism: DSM Classification



Autism Has No Physical Characteristics



Autism is a Complex Spectrum Disorder



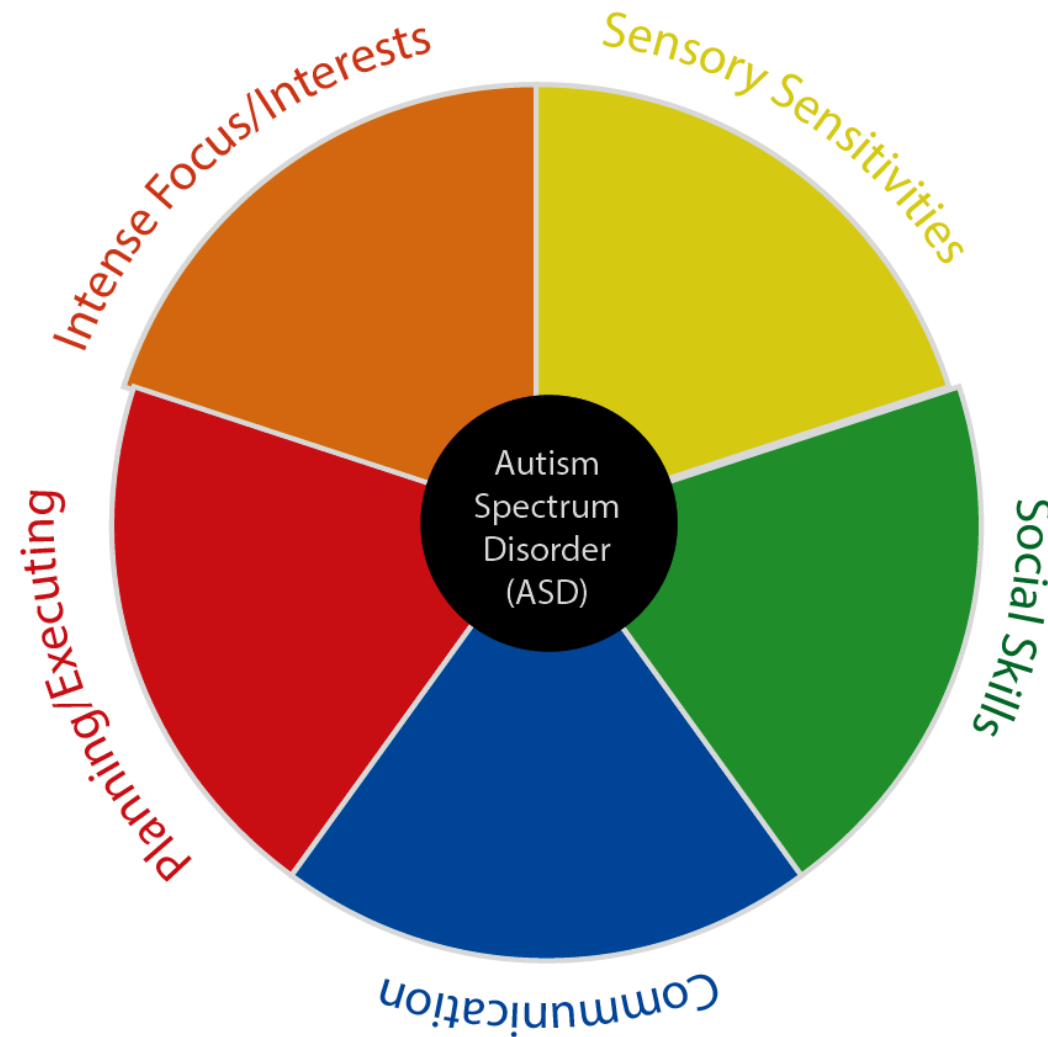
Explaining the Spectrum



Explaining the Spectrum

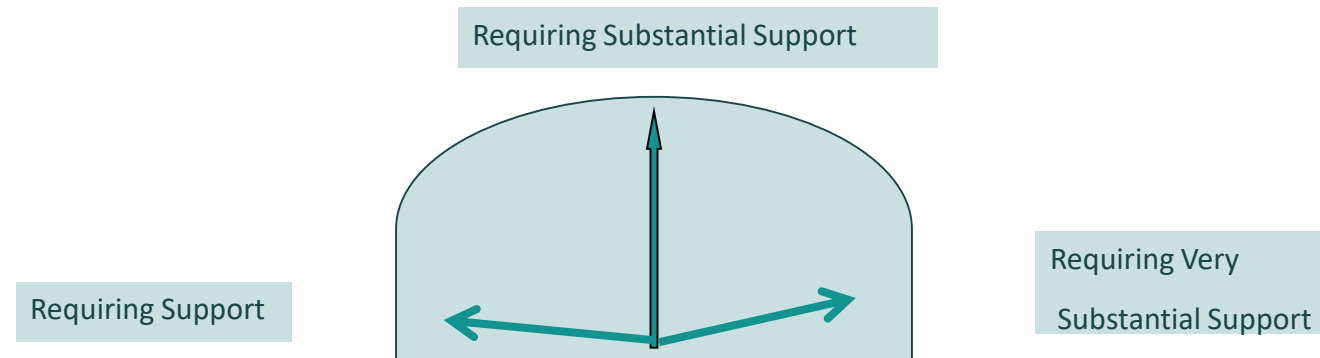


The Autism Spectrum: Reconceptualized



Levels of Severity

Individuals with ASD require varying degrees of support



CHARACTERISTICS RANGE FROM MILD TO SEVERE

An Individual with Autism May . . .

An Individual with Autism May:

Act deaf, not respond to your commands or his/her name

Have an impaired sense of danger

Have a heightened flight or fight response

Avoid eye contact

Have heightened sensory perception

Not tell you if they are hurt

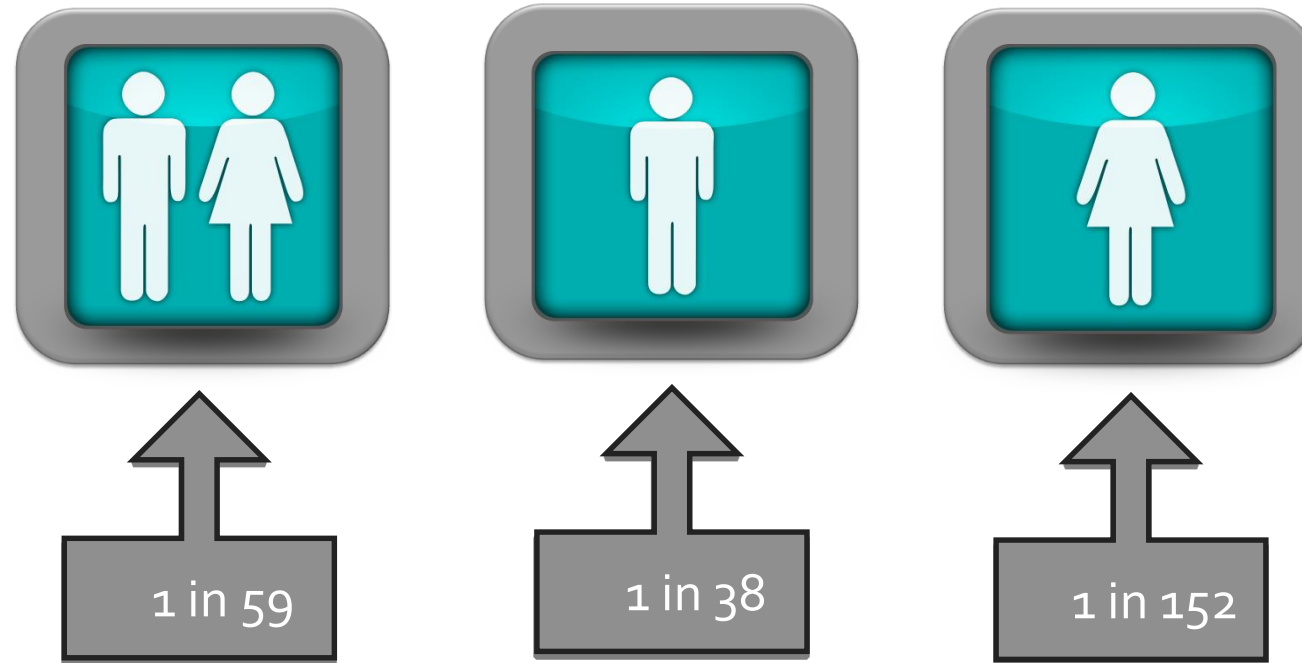
Be drawn to water

Engage in repetitive behavior

Try to touch your badge, handcuffs, etc.

- Source: Debbaudt, Dennis. Autism Safety Education & Training: aset911.com

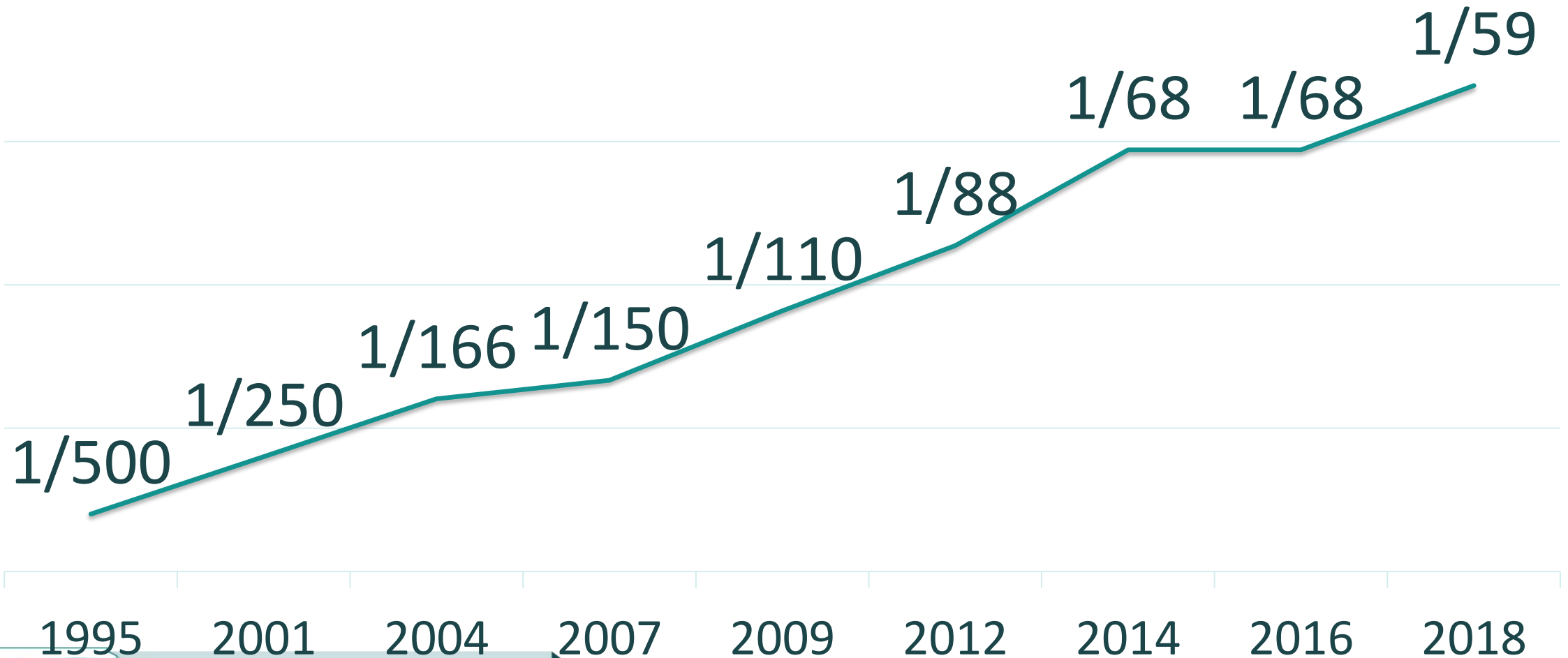
Male vs. Female Prevalence



Autism Presentation in Males vs. Females

Domain	Characteristics More Often Present in Females Than in Males
Social Interaction	Greater awareness of the need for social interaction
	Desire to interact with others
	Passivity (a "loner"), often perceived as "just being shy"
	Tendency to imitate others (copy, mimic, or mask) in social interactions, which may be exhausting
	One or few close friendships
	Tendency to be "mothered" in a peer group in primary school but often bullied in secondary school
Communication	Better linguistic abilities developmentally
	Better imagination (fantasies and escapes into fiction, and pretend play, but is prone to being nonreciprocal, scripted, and overly controlled)
Restricted, repetitive patterns of behavior, interests or activities	Restricted interests tend to involve people/animals rather than objects/things (e.g., animals, soap operas, celebrities, pop music, fashion, horses, pets, and literature), which may be less recognized as related to autism
Other	Tendency to be perfectionistic, very determined
	Tendency to be controlling (in play with peers)
	Avoid instructions (passively)
	Tendency to have episodes of eating problems

INCREASING AUTISM PREVALENCE

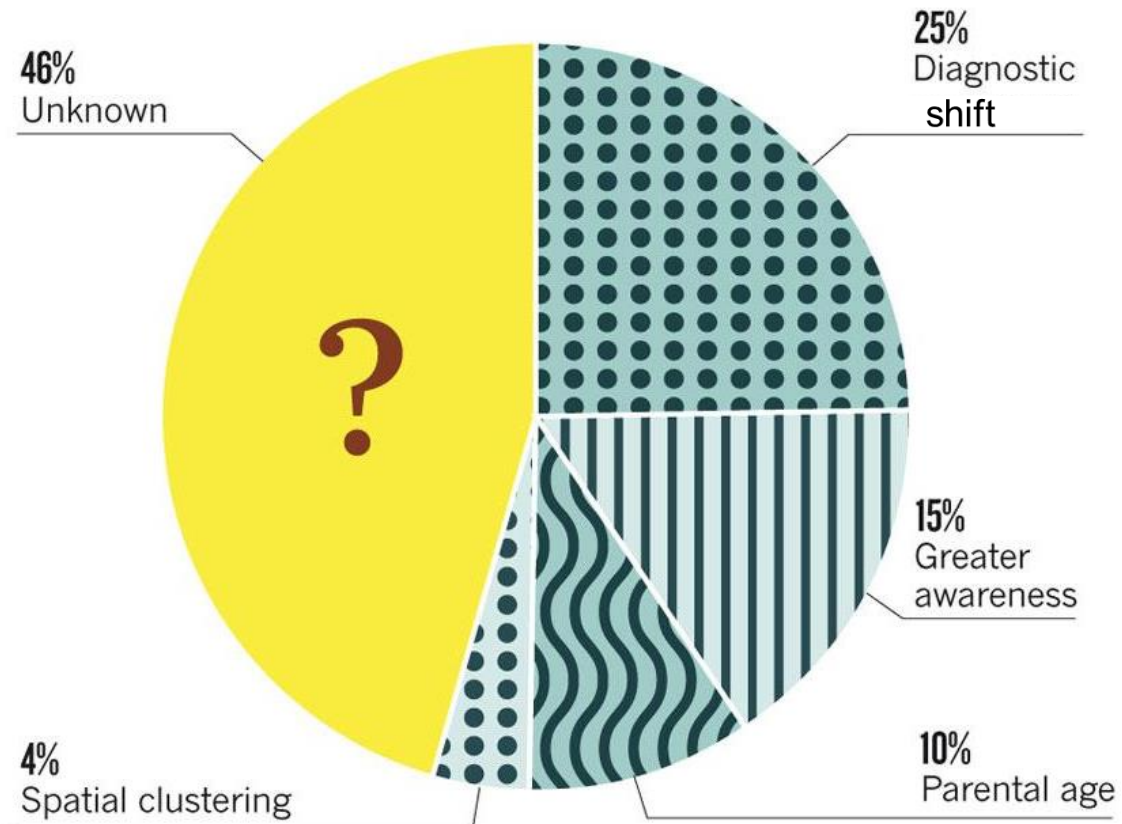


TRUE or FALSE:
The rise in autism prevalence is likely due to multiple factors, not a singular cause.

TRUE

Why is the Prevalence Increasing?

Reasons: unclear



Source: nature.com

Autism is a Lifespan Disorder



Autism is not a childhood disorder and does not go away in adulthood, though the symptoms and presentation may change.

Service Systems Access by Age



Symptom Domain #1: Social Interaction

- Tools/Strategies for Little/No Eye Contact



Does not mean they are not listening

Wait for their response first

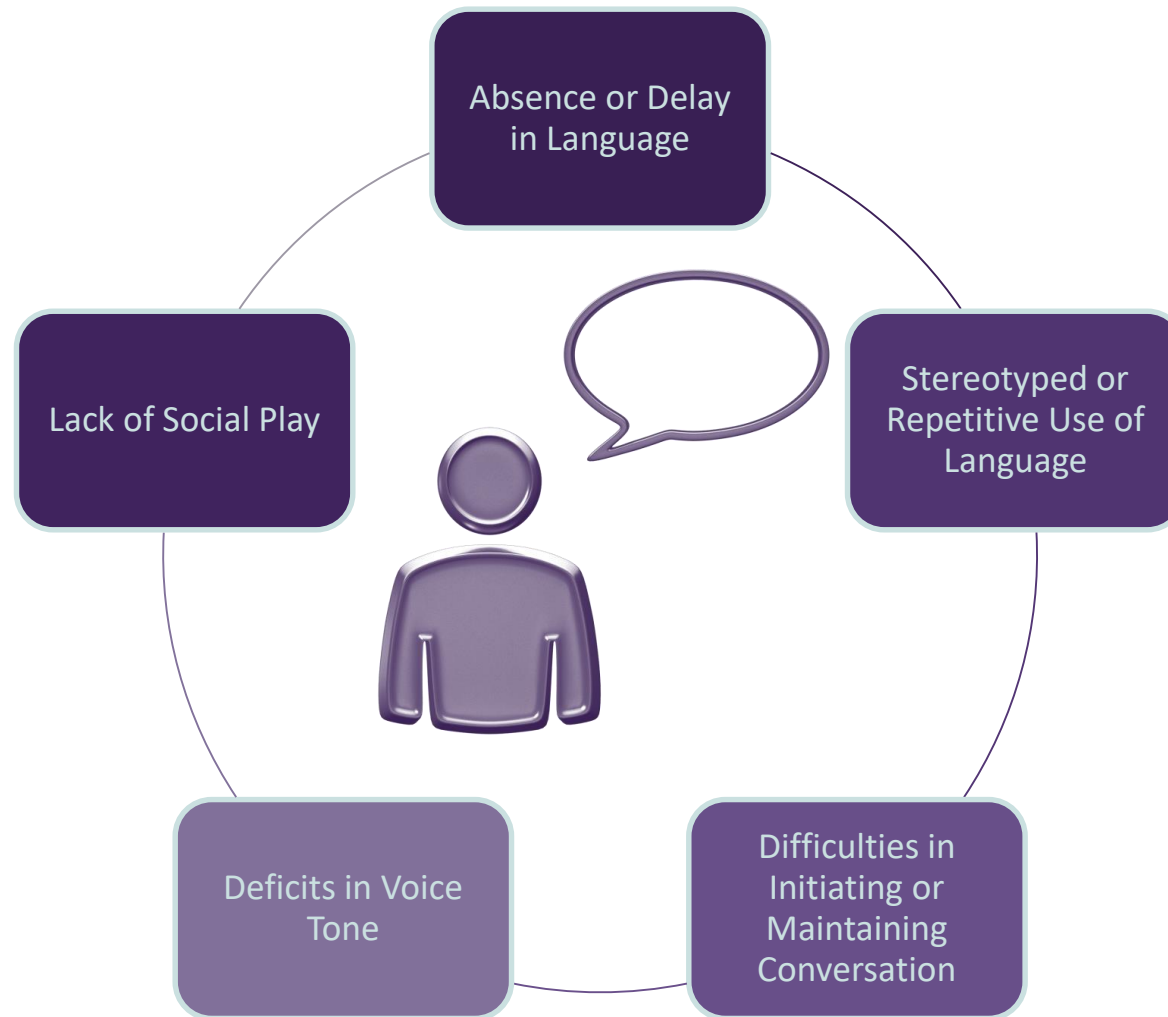
Smile and engage

Try to capture attention, but do not force it

TIME TO SHARE

- Share one Social Deficit you have observed in an individual with ASD

Symptom Domain #2: Communication Difficulties



Language

Speak clearly
and concisely

Speak in a
calm, quiet
voice

One
command at a
time

Ask if they
understand

No slang or
abstract
language

Give them
time to
respond

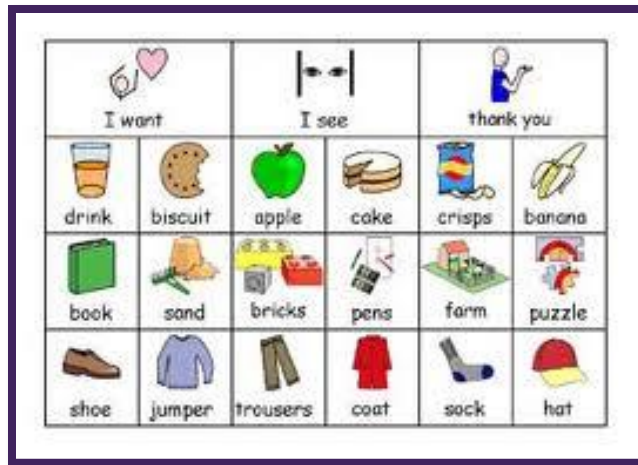
Repeat or
rephrase

One person
talks at a time



Symptom Domain #2: Communication Difficulties

- Tools/Strategies for Lack of/Delayed Language



Picture exchange communication system (PECS)

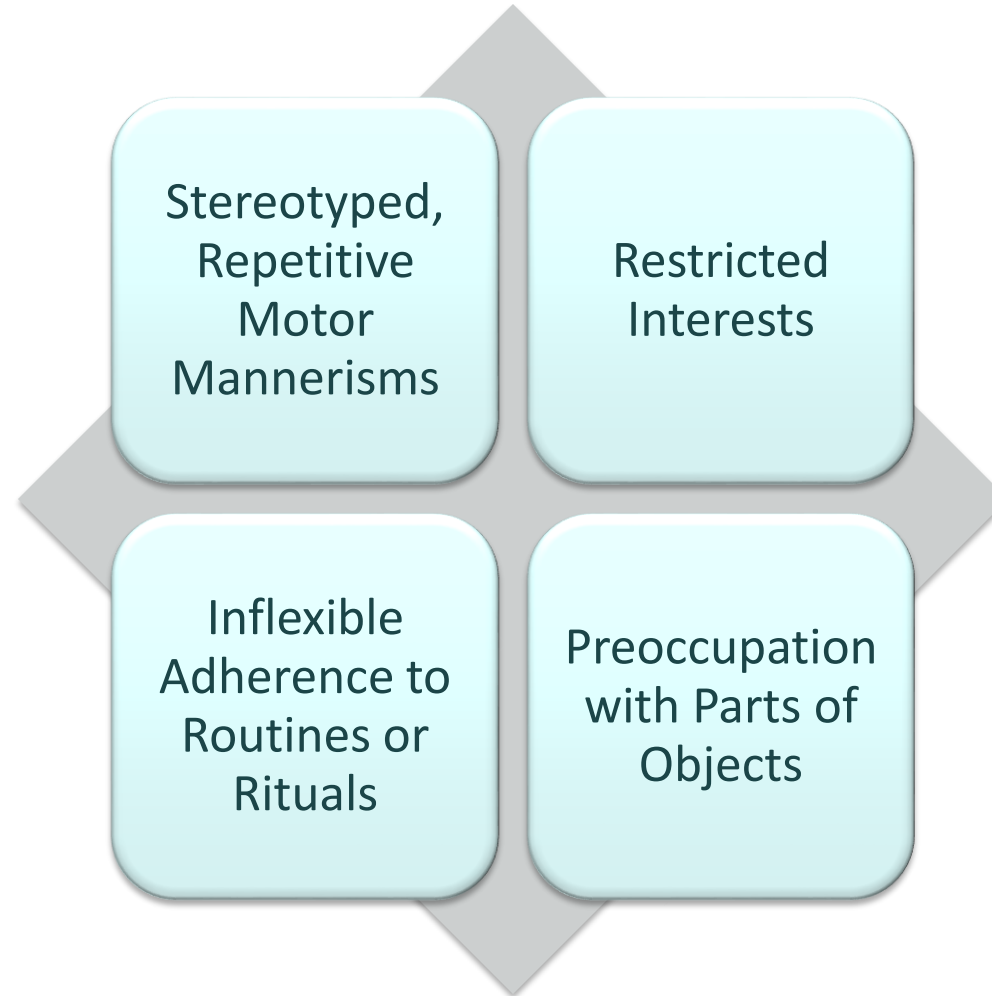
Alternative Communication



TIME TO SHARE

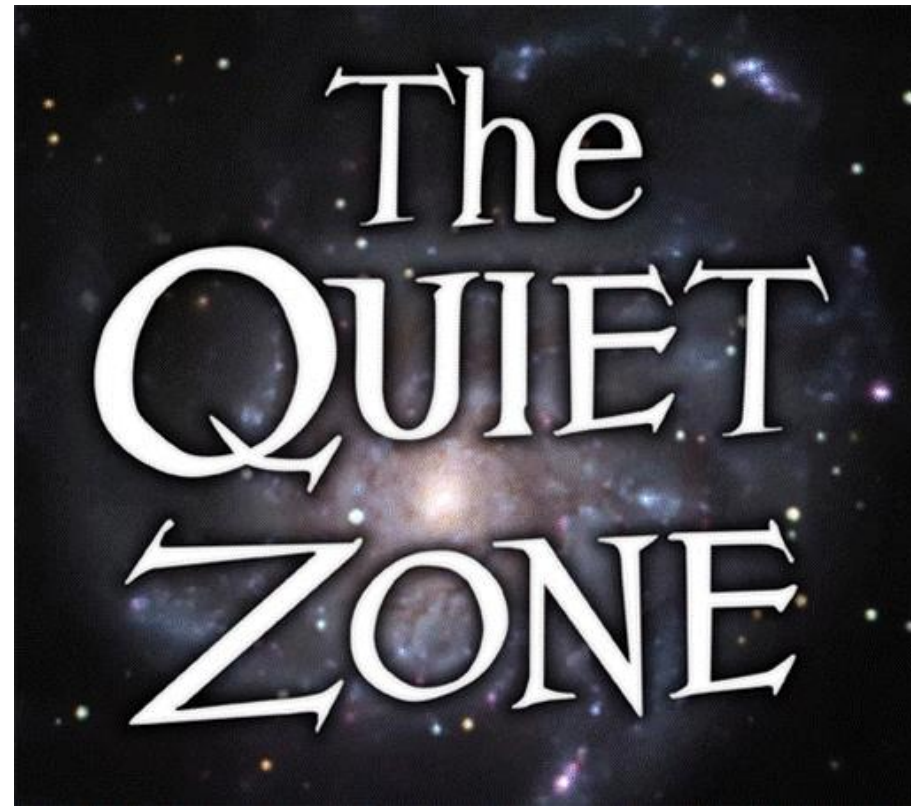
- Share one Communication Deficit you have observed in an individual with ASD

Symptom Domain #3: Restricted or Repetitive Behavior



Symptom Domain #3: Restricted or Repetitive Behavior

- Tools/Strategies for Repetitive Behaviors



TIME TO SHARE

- Share one Behavioral Deficit you have observed in an individual with ASD

SENSORY SENSITIVITIES & SUPPORTS

Sensory Sensitivities

- Temperature
- Lighting
- Noise levels
- Physical boundaries
- Smells
- Tastes

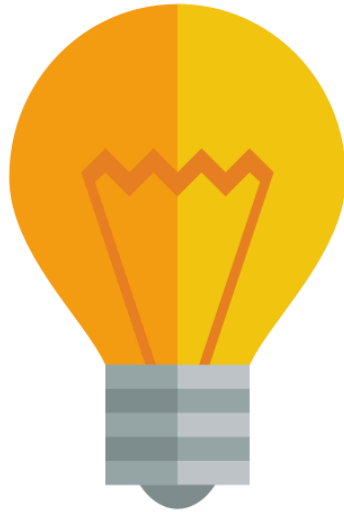


Sensory Interests

- May seek out certain textures, smells, tastes

SENSORY SENSITIVITIES

Sensitivity to
Light



Sensitivity to
Touch



Sensitivity to
Sound



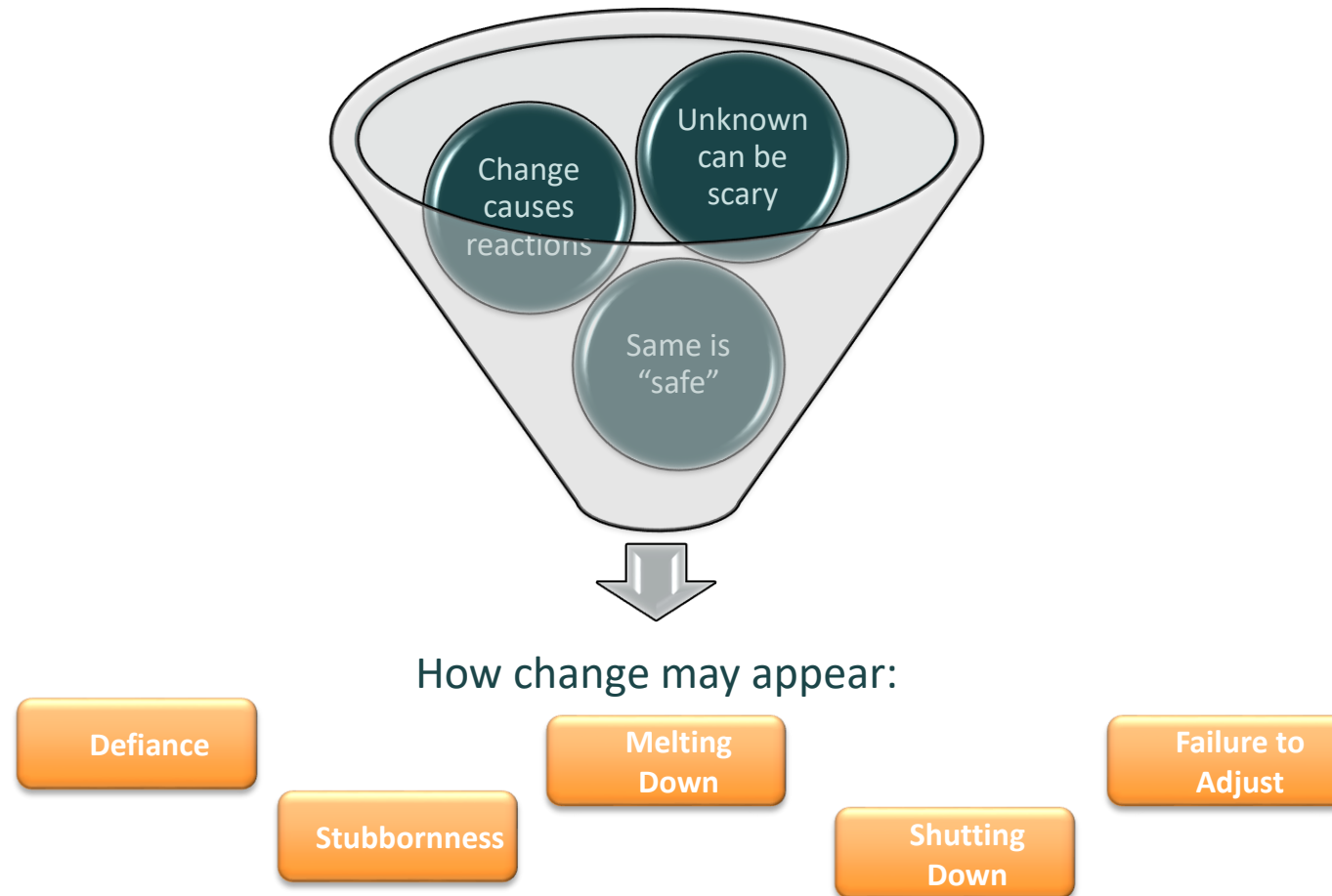
TIME TO SHARE

- Share one Sensory Issue that you have

Characteristics Associated with Autism



Change is a Challenge



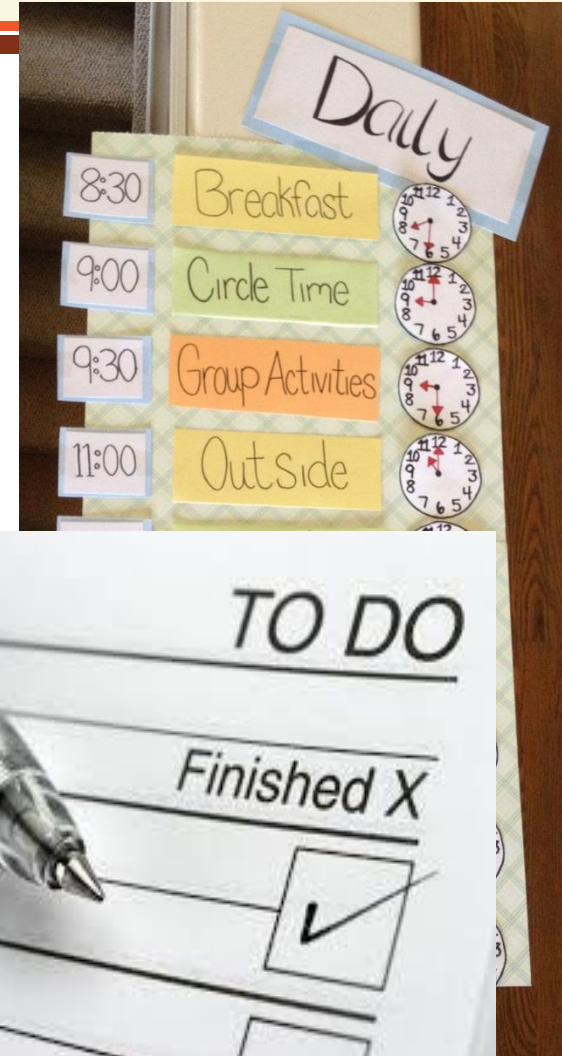
Preparing for Change



USING VISUAL SCHEDULES

- A visual schedule is a visual representation of planned activities in the order in which they will occur.
- A visual schedule can use pictures, words, or symbols, depending on the reading level of the child.
- Visual schedules can:
 1. **make transitions from one activity to another smoother,**
 2. **help individuals to be more independent, and**
 3. **give individuals a predictable routine.**

**– WE ALL USE
SCHEDULES**



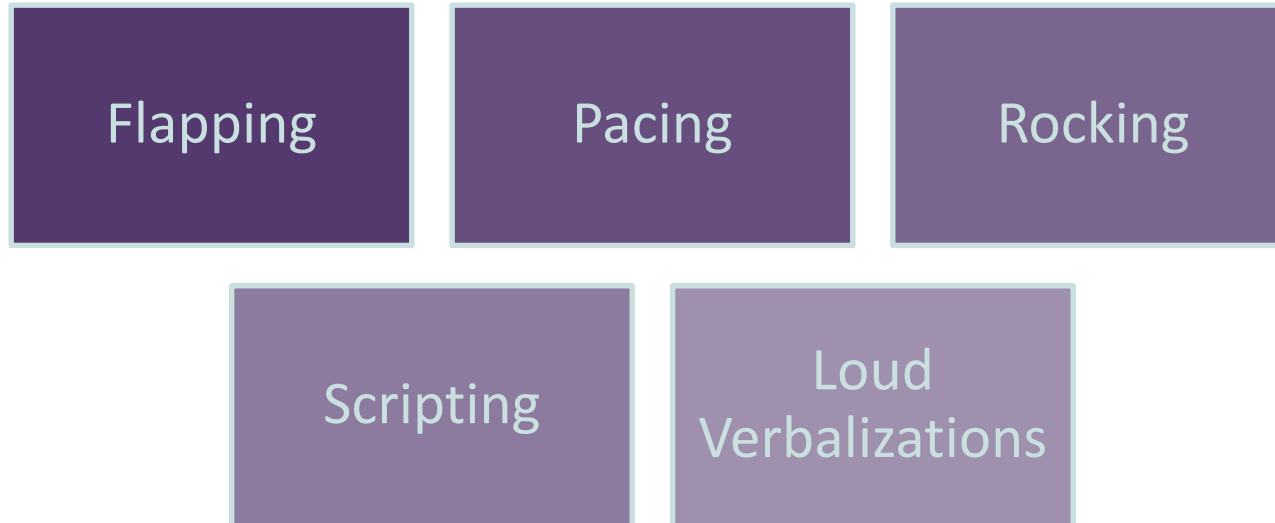
TIPS & TRICKS

- Use visual schedules
- Have a quiet room/space
- Use a motivational system
- Have communication strategy in place
- Be mindful of triggers and escalating behaviors
- Give alternative, replacement activities

TIPS AND TRICKS CONTINUED

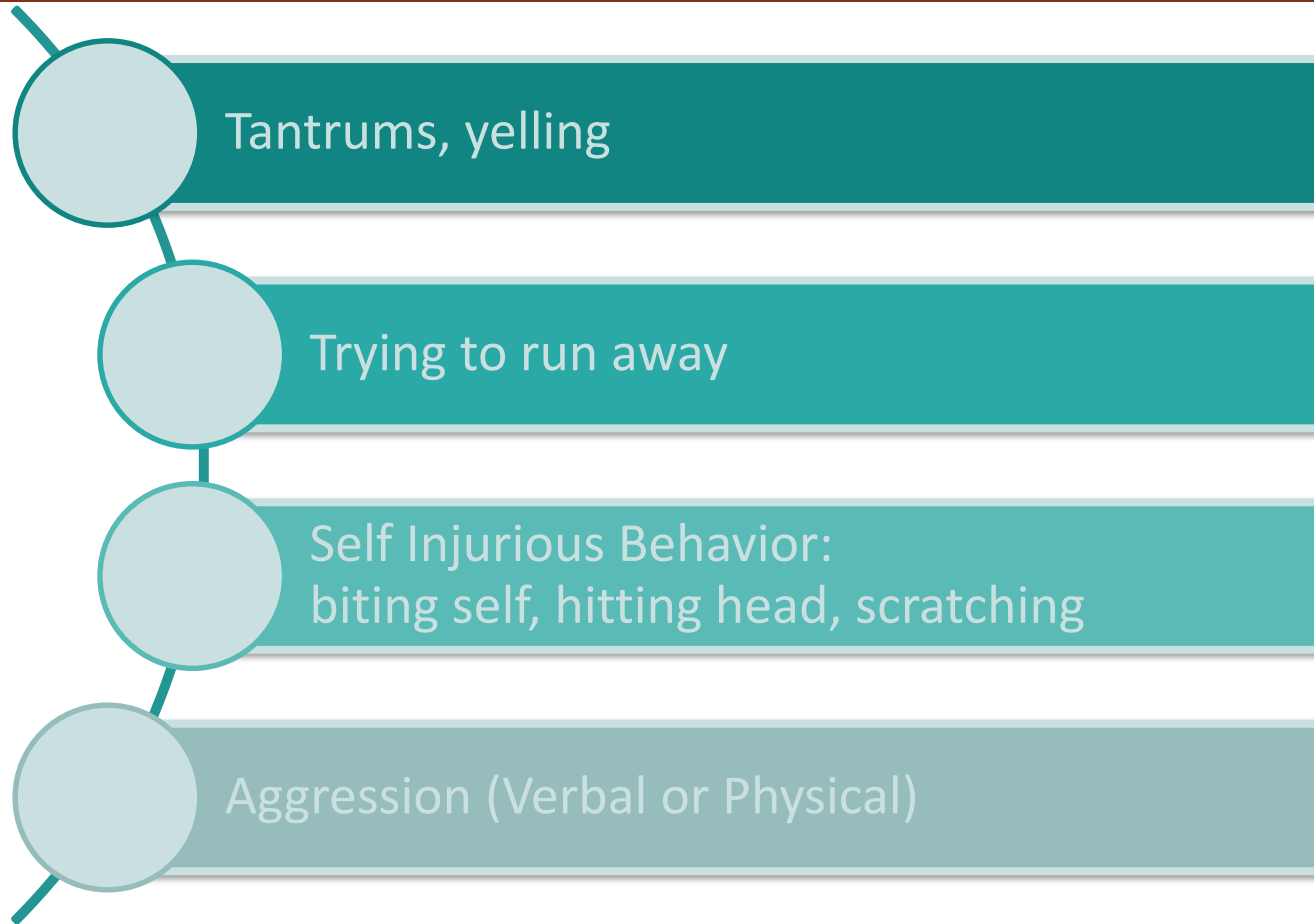
- Replace inappropriate behaviors with more socially appropriate ones
- Lack of eye contact doesn't mean they aren't listening
- Pay attention to socially isolated individuals and engage them!
- Prepare individuals for transitions and schedule changes
- Do individuals understand what you're asking them? Give choices
- Give clear instructions and set clear boundaries/expectations

STRATEGIES PEOPLE WITH AUTISM USE TO COPE...



- These are all normal ways that children with autism may calm themselves. But, it is important to pay attention to these behaviors, because they can also be a sign of overstimulation. Sometimes, these behaviors can escalate.

OVERSTIMULATION CAN ESCALATE AND LEAD To...



TOOLS/STRATEGIES

The QUIET ZONE





LET'S BE A DETECTIVE

EVIDENCE BASED PRACTICES, TOOLS, TIPS & TRICKS

WHAT ARE EVIDENCE-BASED PRACTICES FOR AUTISM?

Established

- Antecedent Package
- Behavioral Package
- Comprehensive Behavioral Treatment for Young Children
- Modeling
- Joint Attention Intervention
- Naturalistic Teaching Strategies
- Peer Training Package
- Schedules
- Self-Management
- Story-based Intervention Package

WHAT ARE EVIDENCE-BASED PRACTICES FOR AUTISM? (CONT.)

Emerging

- Aug. and Altern. Communication Device
- Cog. Behavioral Intervention
- Exercise
- Exposure Package
- Imitation-based package
- Initiation training
- Language Training
- Massage/Touch Therapy
- Multi-Component Package

WHAT ARE EVIDENCE-BASED PRACTICES FOR AUTISM? (CONT.)

Unestablished

- Academic Interventions
- Auditory Integration Training
- Facilitated Communication
- GF/CF Diet
- Sensory Integration Package

Harmful/Ineffective

- None noted at this time in the research**

Source: National Standards Project, Phase 2

PRINCIPLES OF BEHAVIOR

All Behavior is Learned

- Through association learning (classical conditioning – Pavlov)
- Through operant conditioning (Skinner)

All Behavior Serves a Purpose

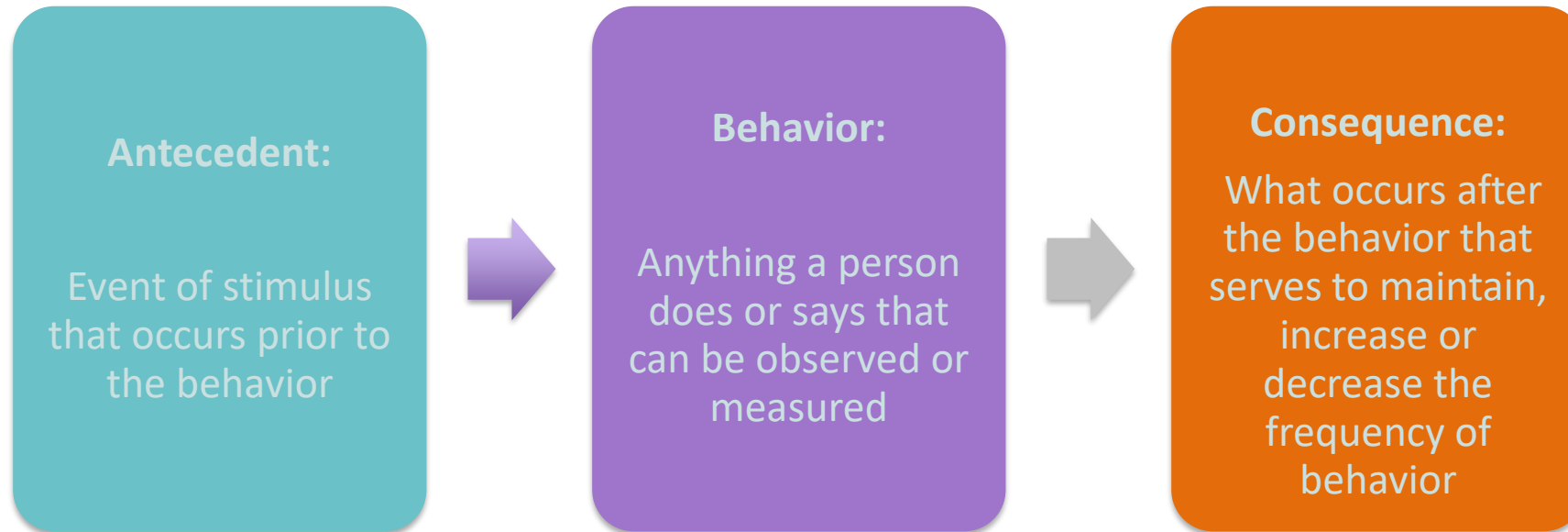
- Functions vary from person to person and behavior to behavior
- Functions may include:
 - Escape/avoidance
 - Attention
 - Obtain a tangible or preferred activity
 - Self-stimulation/automatic reinforcement

All Behavior is Contextual

- Behavior is influenced by the environment in which it occurs; sometimes referred to as the trigger for behavior
- Antecedent events in the immediate environment or setting events that have previously happened

(Boutot & Myles, 2011)

THE ABCs OF ABA: THREE TERM CONTINGENCY



FOUR BASIC PRINCIPLES OF HUMAN BEHAVIOR

1. Behavior is largely a product of its immediate environment
 2. Behavior is shaped by consequences
 3. Behavior is ultimately shaped better by reinforcement than by punishment
 4. Past behavior is the best predictor of future behavior
- *Glenn Latham, 1999*

Access to...

Tangibles

Sensory stimulation

Activities

Attention

Escape from/
avoidance of...

Tasks

Environments

Demands

People

FUNCTIONS OF BEHAVIOR CHEAT SHEET

.SEAT

- Sensory/Self-stimulatory /automatic reinforcement
- Escape
- Attention
- Tangible

FUNCTION: SENSORY

- Why?
 - To get sensory experience - it feels good
- When?
 - Anytime, even when alone
- How to Help?
 - Find an activity that provides the same sensory experience

FUNCTION: SENSORY

- Example:
 - An individual is humming loudly to hear his own voice, offer him headphones that play music
- Non-example:
 - An individual is humming loudly to hear his own voice and you give him a light up stick

FUNCTION: SENSORY

- What to do Proactively?

FUNCTION: SENSORY

- What to do Proactively?
- Have available access to sensory items through the day

FUNCTION: ESCAPE

- Why?
 - To get out of unwanted activities or interactions
- When?
 - Something is hard, boring, not fun
- How to Help?
 - Break the task down into a smaller step
 - Teach to ask for a break
 - Praise, Praise Praise

FUNCTION: ESCAPE

- Example:
 - An individual is asked to clean up and they start to become combative, ask them to pick up 1 item and put it away, then praise, help with the rest
- Non-example:
 - An individual has been asked to clean up and they become combative, you tell them they don't have to clean up anymore

FUNCTION: ESCAPE

- What to do Proactively?

FUNCTION: ESCAPE

- What to do Proactively?
 - Keep tasks small to begin with and provide frequent breaks initially contingent on small amounts of work and build in fun activities with boring activities
 - Every time you fold a towel say a character from the Simpsons

FUNCTION: ATTENTION

- Why?
 - To get access to people or interactions
- When?
 - Not getting enough attention or reaction
- How to Help?
 - Provide tons of praise for appropriate requests for attention
 - Teach and practice asking for attention appropriately

FUNCTION: ATTENTION

- Example:
 - If the individual is screaming while two adults are speaking to each other, let the individual know when you are done talking you can speak with them. When they are quiet praise and provide attention
- Non-example:
 - An individual is screaming while two adults are speaking to each other, you stop your conversation and give your attention to the individuals

FUNCTION: ATTENTION

- What to do Proactively?

FUNCTION: ATTENTION

- What to do Proactively?
 - Let the person know you have to speak with someone else at the moment but if they need you to tap your shoulder and provide attention for the appropriate interruption
 - Teach and practice how to interrupt appropriately

FUNCTION: TANGIBLE

- Why?
 - To get gain access to items/activities
- When?
 - Something wanted is not available
- How to Help?
 - Offer an alternative
 - "You can't have this but you can have this or this"
 - "First this, then that"

FUNCTION: TANGIBLE

- Example:
 - If the individual is becoming upset because the job they usually do is being done by someone else. Set a timer and say when the timer is finished then it will be your turn to do the job. Offer something else to do in the mean time that is preferred.
- Non-example:
 - If the individual is becoming upset because the job they usually do is being done by someone else. You give them a different un-preferred job

FUNCTION: TANGIBLE

- What to do Proactively?

FUNCTION: TANGIBLE

- What to do Proactively?
 - Use First/Then Statements
 - Prep them that there will be a change in the schedule
 - Provide an alternative activity that is preferred
 - Use a timer
 - Teach waiting proactively

RESOURCE SPOTLIGHTS

SUPPORT GROUP MAP

Are you looking for support groups for siblings, participants and families or self-advocacy groups ?

Support Groups

Like 20 Tweet Plus Email Share 1

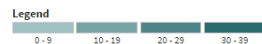
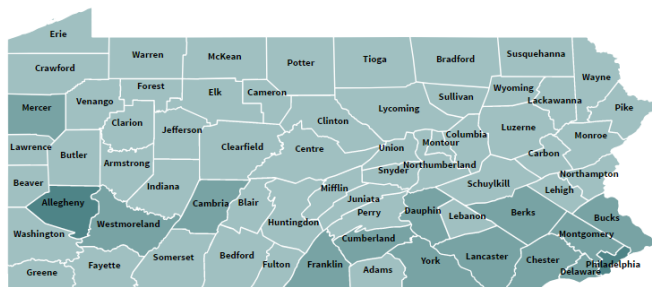
Support and self-advocacy groups are one way for individuals and families to stay connected to each other, and ASERT is pleased to provide information to help you locate an active group in your region. There are many different types of groups for individuals, parents, and siblings currently operating in Pennsylvania. Use the mapdropdown below to find the in-person and online groups, organized by county.

Click county below to view the county support groups

OR

Select county

Select county



paautism.org/supportgroups

Clickable map by county

Online groups

In-person groups

APPLIED BEHAVIOR ANALYSIS (ABA) RESOURCE COLLECTION

Are you looking for resources about ABA?



What is ABA?

Finding, Evaluating, and Accessing ABA

VISUAL SCHEDULE RESOURCES

Are you looking for resources about using visual schedules?



paautism.org/visual

How to Create Visual Schedules

Other Resources

SOCIAL STORY RESOURCE COLLECTION

paautism.org/socialstories

At The Library Part 1: What is the library?

We are going to the library.



LIBRARY

The library is a place where I can look at, read, or borrow books.



This is also where I return books I borrowed. It is important to return books so that other people can use them.



They also have magazines, videos, and music.



My library may be closed on holidays and at other times.



I can call my library to find out if they are open.



ASERT PAautism.org
Philadelphia's leading source of autism-related resources and information.
877-231-4244

Philadelphia AUTISM PROJECT

www.phillyautismproject.org
phillyap@drexel.edu
[f/PhillyAutism](https://www.facebook.com/PhillyAutism) [t/PhillyAutism](https://twitter.com/PhillyAutism)

ASERT Social Stories


How to make your own social story

Other Social Stories


Social Stories for Adults

Going to the Doctor Pt. 1

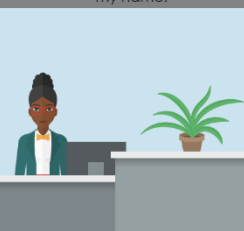
Sometimes, I might have to go to the doctor.



The doctor is going to check my body to make sure I am healthy and strong.



When we get to the front desk at the doctor's office, we will tell them my name.



JUSTICE RESOURCE COLLECTION

Are you looking for resources about autism and justice system?



paautism.org/justice

Background Information

ASERT Justice Trainings

Social Stories

Resources for Professionals

PLAN

Are you looking for information about engaging with law enforcement agencies?

PLAN Prepare, Learn, Advise, and Notify

When confronted with an emergency situation, an individual with autism can become overwhelmed and frightened which may cause them to react to the situation in a way others cannot understand. ASERT has come up with a PLAN that will help the autistic individuals, their family and emergency responders stay safe in an emergency if they Prepare, Learn, Advise and Notify. Visit paautism.org/PLAN for more details.

P



- Develop a PLAN in case of an emergency.
- Make sure the individual with autism has some type of identification on them at all times.
- Create a document of information as noted below regarding your child and place it in your home where it will be easily found by emergency service personnel.
- Practice various emergency situations with the individual with autism to help them be prepared in case of an emergency.
- Practice various scripts an individual with autism may use in certain emergency situations.

L



- Find out where your local emergency services personnel are located.
- Learn what you need to do to ensure all local emergency services personnel know there is an autistic individual residing in your home.
- Inquire about which hospital your child or adult with autism would go in case of an emergency in your home and take your child there so they are familiar with the location and understand the people are trying to help them.
- Learn the proper language used by emergency personnel and familiarize your child with this language.

A



- Advise your child to not put their hands in their pockets.
- Advise emergency service personnel if the individual with autism is verbal and/or will respond to his or her name being called.
- Advise emergency service personnel of any aversions or aversions they may have, such as strangers, bugs, dogs, etc.
- Advise emergency service personnel of any sensory sensitivities they may have such as loud noises, smells, being touched, etc.
- Advise emergency service personnel of any interests or special objects the individual with autism may have that could help them relate and/or motivate them.
- Advise if there are repetitive behaviors the individual may resort to in times of stress or as a way to calm themselves.
- Advise if there are any particular methods that help calm the individual when stressed or overwhelmed.

N



- Notify police and all emergency personnel that you have an individual with autism living at your residence and include the address along with any other home addresses they frequent with regularity.
- Notify neighbors, family, and friends of your PLAN in case you are not present in an emergency.
- Notify emergency service personnel if your child has a favorite hiding place or spot they go when they are nervous or overwhelmed.
- Notify emergency service personnel about any communication devices that may be necessary such as iPads, PECS, etc.
- Notify emergency service personnel if the individual with autism has any type of tracking device.
- Notify emergency service personnel and neighbors if wandering/elopement is a concern.
- Make sure that a trusted adult stay with the individual throughout the entire emergency.

paautism.org/PLAN

Prepare

Learn

Advise

Notify

TRANSITION TOOLKIT COLLECTION

Are you looking for transition resources throughout the lifespan?

Newly Diagnosed

Ages 0-5

Ages 5-11

Ages 11-21

Ages 18-26

Older Adults

Lifespan



paautism.org/transitiontoolkit

Newly Diagnosed

Ages 0-5

Ages 5-11

Ages 11-21

Ages 18-26

Older Adults

Lifespan

ACT 62 RESOURCES

Are you looking for resources about payment for autism services?



What is the Autism Insurance Mandate?

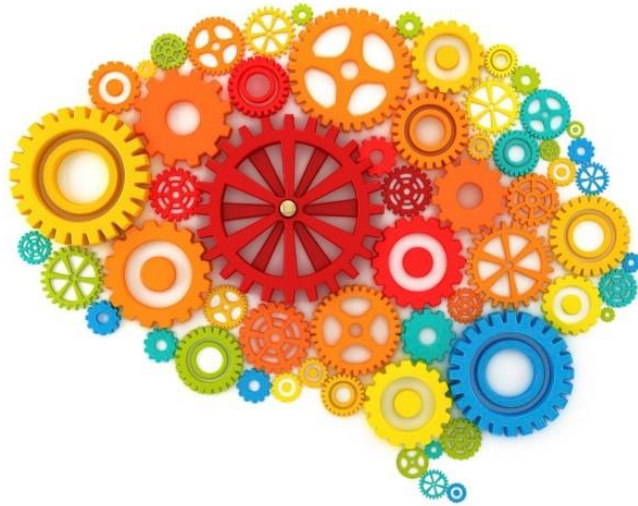
Act 62 General Information for Families

What are the Difference Between Private Insurance and Medicaid?

paautism.org/act62

MENTAL HEALTH RESOURCE BUNDLE

Are you looking for resources about mental health and autism?



paautism.org/mentalhealth

Overview

Anxiety

Depression

Behavior

Services and Assessment

Psychopharm

Crisis Intervention

LGBTQI RESOURCE PAGE

Are you looking for resources and information about the LGBTQI community for participants or families?



paautism.org/LGBTQI

Background Information

Resources for Parents and Families

Resources for Individuals

Resources for Policymakers and Providers

PSYCHOPHARMACOLOGY INFORMATION SHEETS

Are you looking for information about medications and autism?

Psychopharmacology Information Sheets

 Like 0  Tweet  *Pint*  email  Share

These information sheets developed by the ASERT Collaborative, provide information on psychopharmacology and answer common questions about the use of medication to treat autism.

General Information

[Common Side Effects of Medication](#)

[How Long Will I Need to Take Medication](#)

[Medications and Behavioral Treatments](#)

[Medications for Individuals with Autism](#)

[Preparing for a Medication Check](#)

[Treatment Approaches](#)

paautism.org/pharminfo

Are you wondering what's next?

#ASDNext is designed to connect Pennsylvania teens and adults with autism to the most helpful resources, information and others in their community.



WRAP UP

Additional Resources

ASERT

www.paautism.org

ASAT Online

www.asatonline.org

CDC

www.cdc.gov

PaTTAN (education)

www.pattan.net

Autism Society

<http://www.autism-society.org/>

CAR Autism Roadmap

<https://www.carautismroadmap.org/>

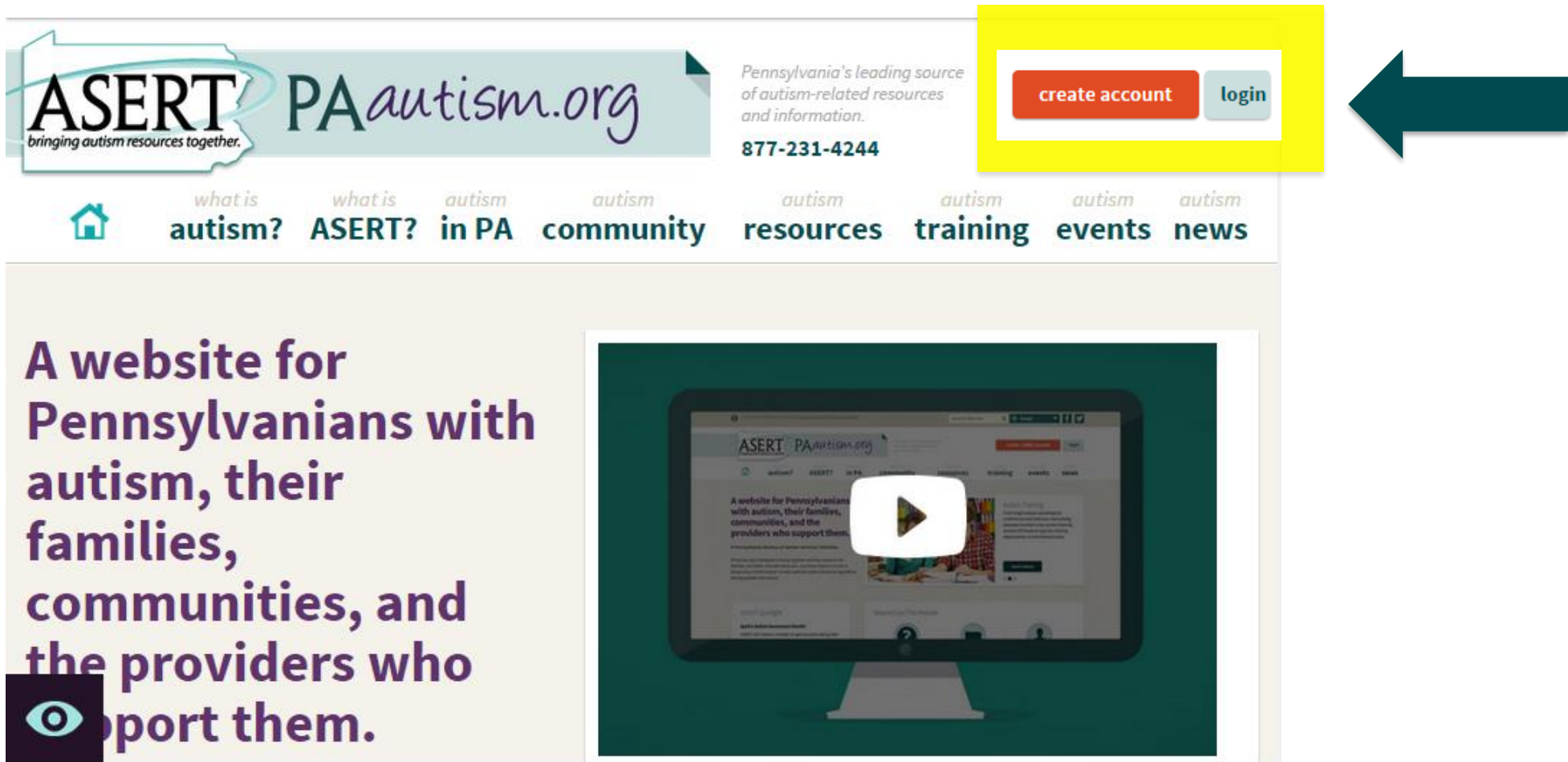
NIMH

<https://www.nimh.nih.gov/>

Autism Speaks

www.autismspeaks.org

Creating a Paautism.org Account




ASERT PA *autism.org*
bringing autism resources together.

Pennsylvania's leading source of autism-related resources and information.
877-231-4244

[home](#) [what is autism?](#) [what is ASERT?](#) [autism in PA](#) [autism community](#) [autism resources](#) [autism training](#) [autism events](#) [autism news](#)

A website for Pennsylvanians with autism, their families, communities, and the providers who support them.



Follow-Up Training



EMAIL US!
ASERT@drexel.edu



CALL US!
215-571-3181 or
215-571-3449



PAautism.org

*Pennsylvania's leading source of
autism-related resources and information.*

877-231-4244

Website: www.PAautism.org | Email: info@PAautism.org

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PA Department of Human Services