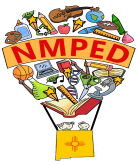


## AODD Preschool Webinar Series #3: The Early Years, age 3-5

### Behavioral and Instructional Interventions in the Early Years

<b>Evidence-Based Practices: EBPs</b>	<p>A set of practices that have clear evidence of positive effects with children and youth with Autism Spectrum Disorder (ASD)</p> <ul style="list-style-type: none"><li>● 28 interventions have been identified in 2020 based on scientific research. (NCAEP, 2020)</li><li>● Some EBPs often seen in preschool/PreK classrooms:<ul style="list-style-type: none"><li>○ Antecedent-Based Interventions (ABI), Direct Instruction (DI), Prompting (PP), Task Analysis (TA), Visual Supports (VS), Naturalistic Intervention (NI)</li></ul></li><li>● Two approaches to teaching preschool children with ASD that are often combined in Direct Instruction and arrangement of the environment:<ul style="list-style-type: none"><li>○ Avoidant: (Such as, antecedent strategies in Pyramid Model Tier 1 Environmental Cues &amp; Visual Supports)</li><li>○ Evocative: (Such as, Hanley's Preschool Life Skills; evoking the teachable moment)</li></ul></li></ul>
<b>Environmental Supports</b>	<p>Antecedent-based interventions and reminders in the learning environment that help children as they move through their day. Supports can include visuals to show:</p> <ul style="list-style-type: none"><li>● Personal space - where to stand or sit; where to keep belongings, where materials can be stored, schedules, first/then boards/task analysis</li></ul> <p>Auditory supports</p> <ul style="list-style-type: none"><li>● Bells, songs, timer/buzzer, chimes</li></ul>
<b>Teacher Supports</b>	<p>Teachers are central to the learning environment. Teacher supports can include:</p> <ul style="list-style-type: none"><li>● Prompting (tactile/kinesthetic, auditory or visual)<ul style="list-style-type: none"><li>○ Response prompts are verbal, modeling or physical prompts seeking a response from the learner (i.e.: teacher says "line up" to prompt the student to line up. See least to most prompting on slide 14 of powerpoint)</li><li>○ Stimulus prompts are changing materials in a way that helps the learner know what is expected (i.e.: coloring a button red to encourage a student to push that button)</li><li>○ Begin fading prompts as soon as possible - remember the goal is independence for the student</li></ul></li><li>● Direct instruction - shaping<ul style="list-style-type: none"><li>○ teacher reinforces after each approximation/smaller steps that are broken down from a larger task or behavior</li></ul></li><li>● Direct instruction - chaining<ul style="list-style-type: none"><li>○ The "doing part" of task analysis: Step 2 is dependant on Step 1 (i.e.: First clean up, then get in line)</li></ul></li></ul>



	<ul style="list-style-type: none"> <li>● Reinforcement - can be verbal, “Good job getting soap on hands”; naturalistic, “Good job washing hands, now you get to eat!”; or tactile, where the reinforcement would be the child gets a favored object or item (i.e.: playdough).</li> <li>● Teacher supports are usually combined with visual &amp; auditory cues.</li> </ul>
<b>Visual Supports &amp; Strategies</b>	<p>Concrete cues such as realistic pictures, line drawings, cartoons, photos or tangible items such as:</p> <ul style="list-style-type: none"> <li>● Visual schedules -include images and text - convey the main idea activities throughout the day</li> <li>● First/then boards - used to communicate a sequence of events OR to reinforce completion of a non-preferred activity</li> <li>● Routine activity sequence boards - display a visual task analysis where subtasks are depicted visually i.e.: Hand washing task analysis sign</li> <li>● Picture cards - show materials found in certain areas of the classroom, show children choices they can make or what is expected, such as a picture of a stop sign which shows the students that we STOP here while we wait for the bus.</li> </ul>
<b>Auditory Supports</b>	<p>Concrete sensory cues that can be paired or used in place of a verbal cue. Auditory supports signal:</p> <ul style="list-style-type: none"> <li>● Time passed, time left to work, transitions, warnings of an impending change, etc in the form of:</li> <li>● Verbal, songs, chimes, gongs, rain sticks, etc.</li> </ul>
<b>Preschool Life Skills</b>	<p>Hanley, et al.’s (2007) approach seeks to balance the advantages of proactive environmental design with intentional and gradual introduction of conditions that may evoke problematic behavior in order to teach socially acceptable responses to challenging classroom situations in the following areas: Friendship, tolerance, functional communication, instruction following Hanley’s Preschool Life Skills Curriculum</p> <ul style="list-style-type: none"> <li>● <a href="https://practicalfunctionalassessment.files.wordpress.com/2015/06/pls-for-teachers_07_08-post.pdf">https://practicalfunctionalassessment.files.wordpress.com/2015/06/pls-for-teachers_07_08-post.pdf</a></li> </ul>
<b>Naturalistic Interventions (NI)</b>	<p>Behavior Perspective focusing on:</p> <ul style="list-style-type: none"> <li>● Operant conditioning, environment shaping the behavior, Applied Behavior Analysis (Frost, 2020)</li> </ul> <p>Also focusing on:</p> <ul style="list-style-type: none"> <li>● Naturalistic settings, natural reinforcement, caregiver involvement (Frost, 2020)</li> </ul>

References:

Frost, K. (2020). Naturalistic developmental behavioral interventions: Integrating developmental and behavioral treatment techniques to support young children with ASD. Imagination Conference 2020. UNM CDD.

Hanley G. P., Heal, N. A., Ingvarsson, E. T., & Tiger, J. H. (2007). Evaluation of a class wide teaching program for developing preschool life skills. Journal of Applied Behavior Analysis, 40, 277-300.

NCAEP (2020). Evidence-based practices for children, youth, and young adults with autism. National Clearinghouse on Autism Evidence & Practice, Frank Porter Graham Child Development Institute.