

# How to Make Your Practice More ASD Friendly

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# Today's Agenda

- Diagnosis of Autism Spectrum Disorder (ASD)
- How Symptoms of ASD Present in the Medical Setting
- Strategies for Creating an Autism Friendly Environment

# NCH CASD Services

- Serving individuals with Autism Spectrum Disorder ages 2-18 (or through high school graduation)
- Services offered:
  - Parent Training
  - Early Intensive Behavioral Intervention
  - School Consultation
  - **Complex Behavior Program**
  - Individual Counseling and Social Skills Groups
  - Functional and Transitional Programming
  - Community Education

# Characteristics of Individuals with Autism Spectrum Disorder



# Myths about ASD

- An Individual with ASD ...
  - Will have poor eye contact
  - Will hand flap
  - Will not liked to be touched
  - Will not have a sense of humor
  - Will have Savant skills
  - Is Intellectually Impaired
  - Will be in Special Education
  - Will not be able to have a job
  - Will not be able to live on their own
  - Can not feel emotions
  - Is unaware of their social skills deficit
  - Will display problem behavior or be violent
  - Will grow out of their symptoms
  - Can be cured
  - Was caused by Vaccines
  - Was caused by a Refrigerator Mother or bad parenting

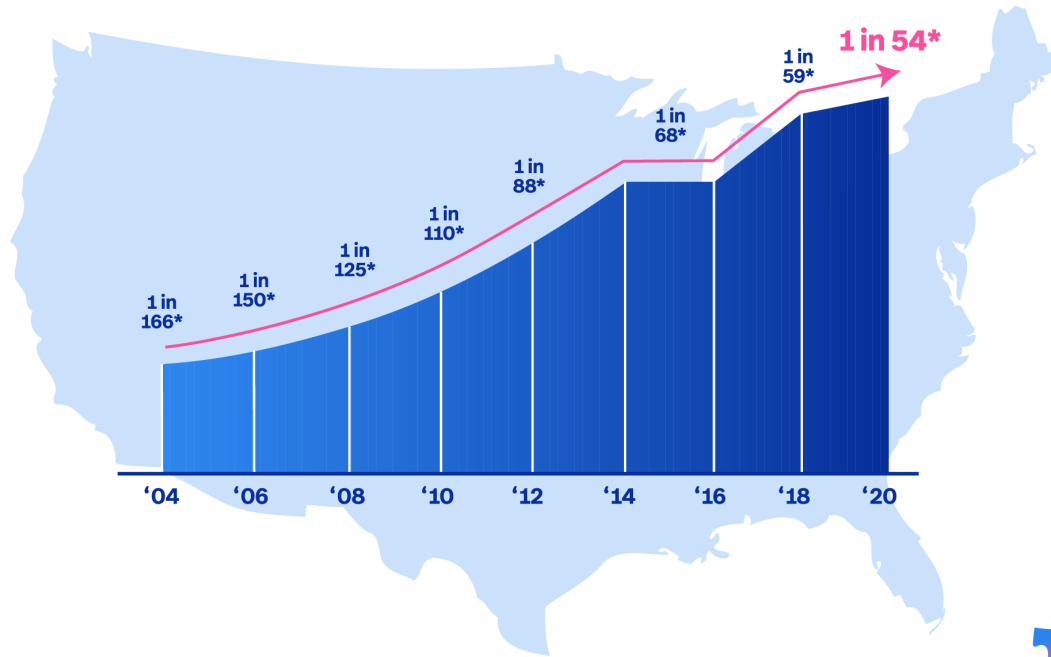
# What is Autism Spectrum Disorder?

*ASD is a lifelong neurodevelopmental disorder present from early childhood and characterized by deficits in daily functioning, repetitive or restrictive behavior, and social communication and interaction.*

- Prevalence rates are increasing 10-15% annually
- Recent estimates are 1/59 children
- Effects more boys than girls (4-5:1)
- Usually lifelong, although long-term outcome is variable
- Without significant early intervention, prognosis is poor
- Autism likely does not have a single cause – likely many different causes
- Genetics: susceptibility plus environmental factors
- Etiology - physiological not emotional

# Prevalence of ASD

## Estimated Autism Prevalence 2020



\* Centers for Disease Control and Prevention (CDC) prevalence estimates are for 4 years prior to the report date (e.g. 2020 figures are from 2016)

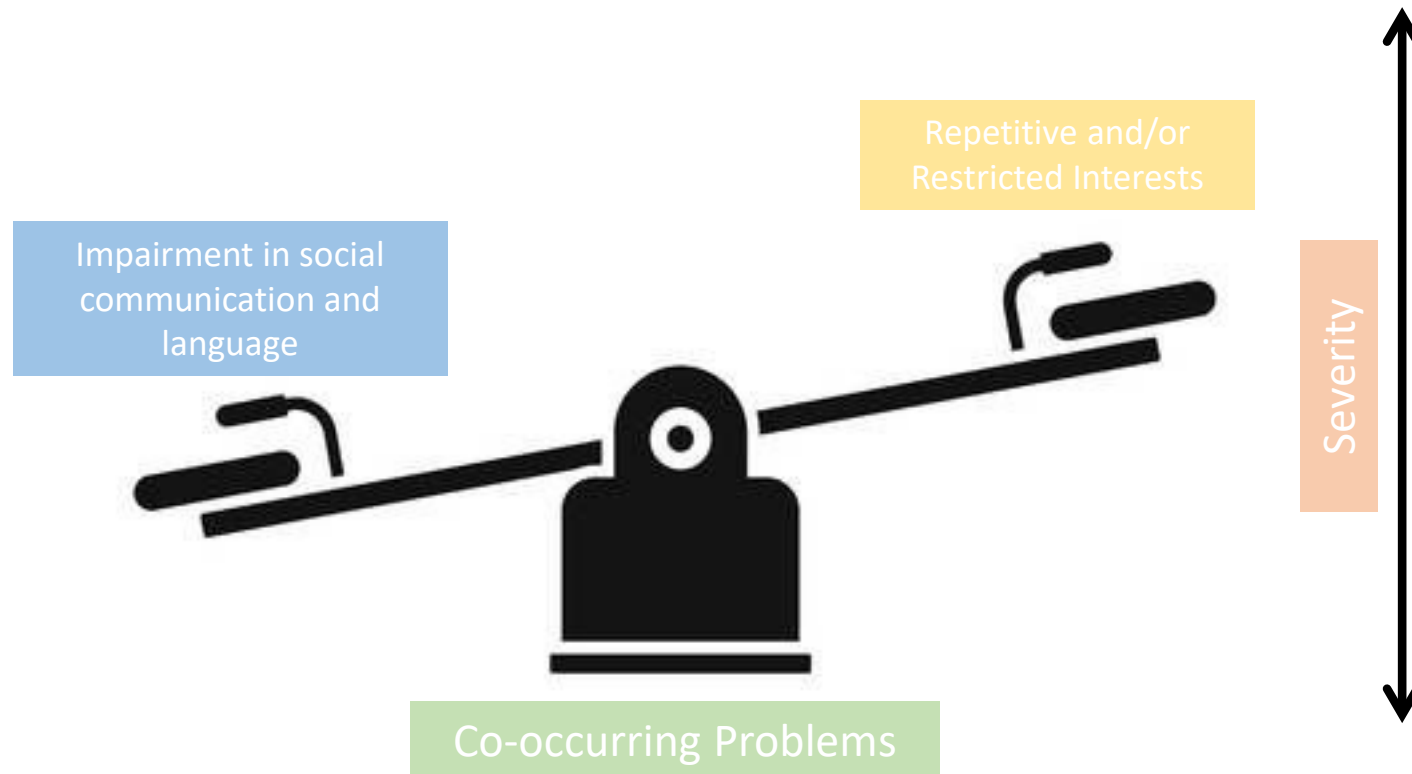


# Diagnosing Autism Spectrum Disorder

- Diagnosed by deficits:
  - Impairment of social communication and interaction
  - Restricted, repetitive patterns of behaviors
  - Impairment in language, nonverbal communication
- Symptoms must be present in early development
- Diagnosis may include intellectual impairment, association with another known medical condition, or severity level
- A spectrum disorder (If you know 1 person with autism...)
- Previously, a diagnostic category



# Interaction of Symptoms



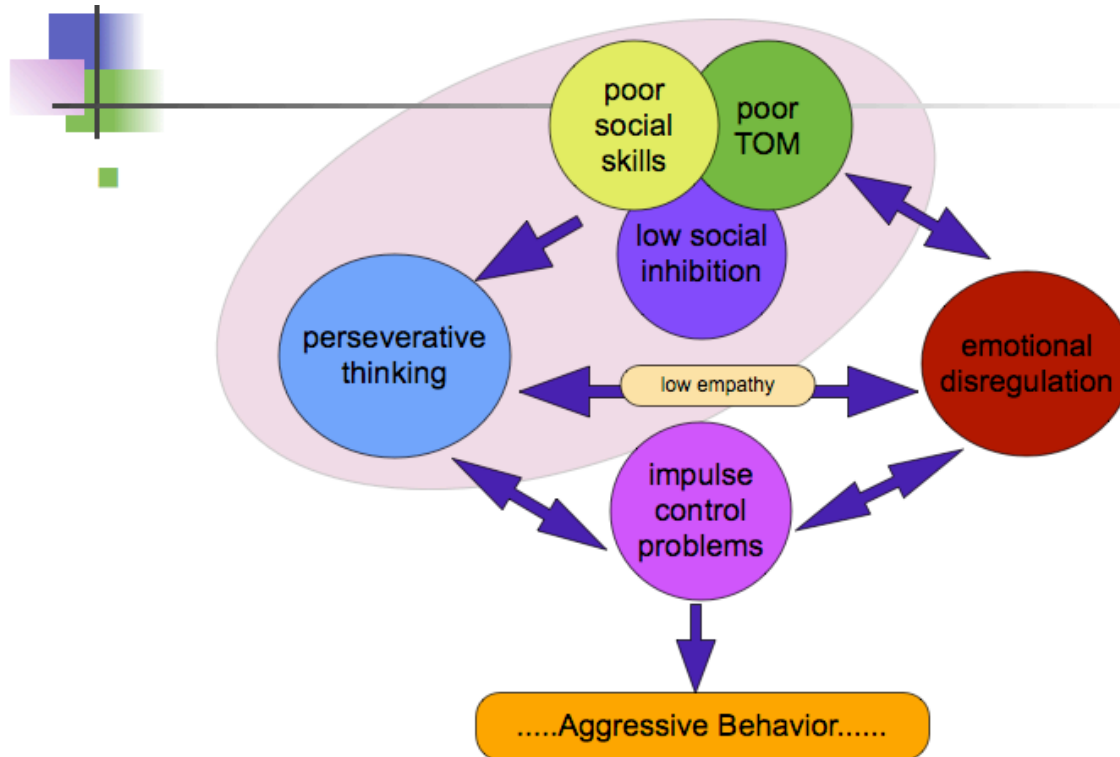


# How Symptoms of ASD Present in the Medical Setting

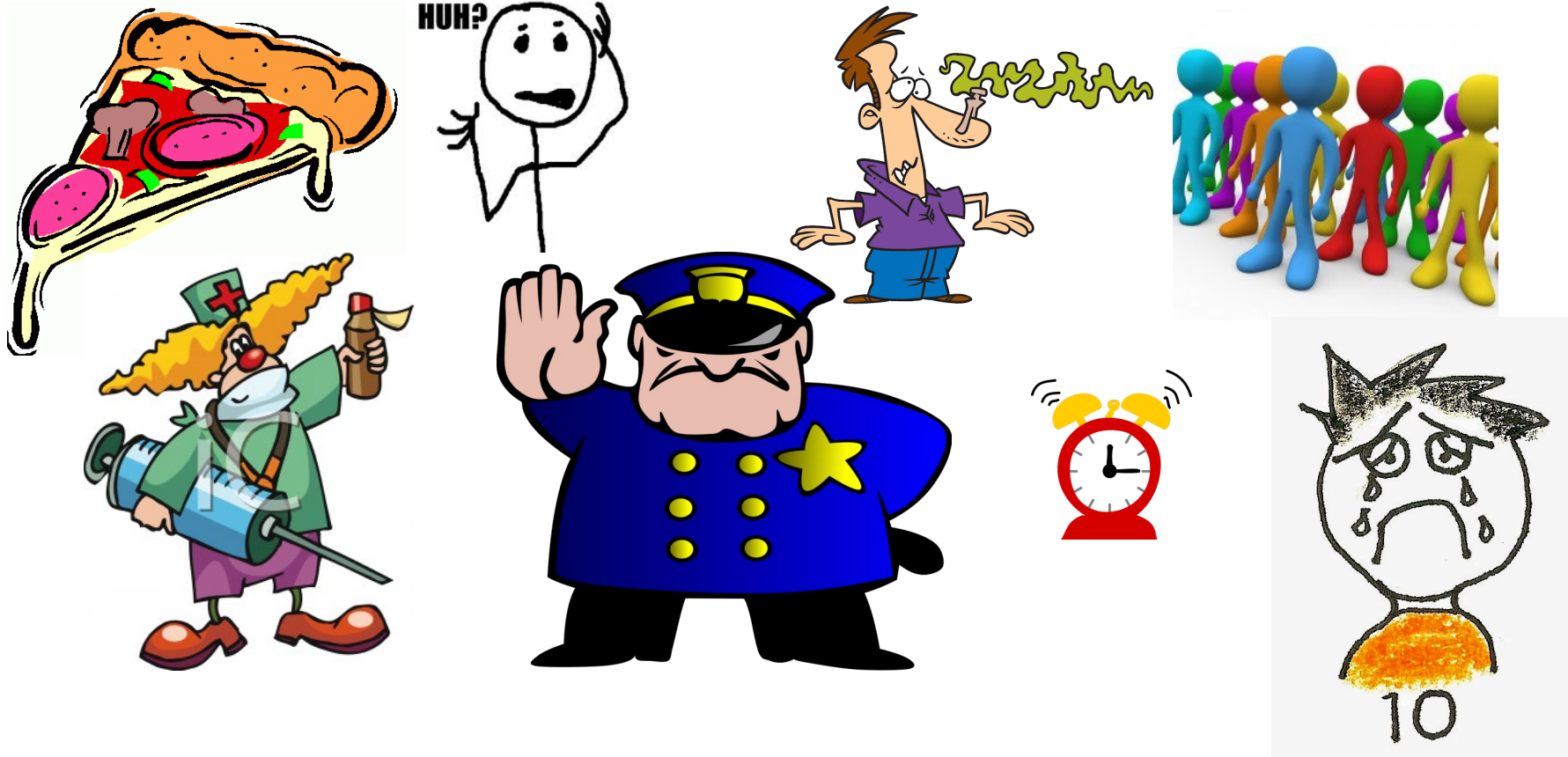
# Other Deficits Associated with Autism

- Medical concerns
  - Seizure Disorders, Sleep Disorders, GI Concerns
- Uneven skill profile
- Delayed adaptive behavior skills
- Disturbances in arousal levels (high distractibility/impulsivity)
- Possible increased levels of tantrums / aggression
- Deficits in generalization
- Sensory/ perceptual disturbances

# Path to Aggression in ASD



# Challenges to Consider





Column: A man with autism, behaving violently, winds up in the ER. The officers on duty respond – by singing and dancing.





# Parent Engagement

- Good strategies for communicating with parents:
  - Prepare them for parts of the appointment that might be hard
  - Ask them about things their child needs that might help
  - Be upfront about possible coaching in the appointment.
    - “I may give some suggestions here or there if we see some problem behavior.”
  - Ask details about service history in LOTS of ways. Families with children on the spectrum often have engaged in lots of services, with lots of providers. They may not recognize or report utilizing a service because they don’t know the organization name, they just know their provider as “Emily.”
  - If problem behavior is happening or you need to seek help, normalize the situation for the family.

# Get to Know the Individual with ASD

Many problems can be avoided if you know certain things about your patient:

- Past reasons for any challenging behavior, and what it looks like
- Things that are calming to the child
- Things the child likes (potential reinforcers – remember these might not be what you expect!)
- Sensory aversions / sensory preferences
- Daily routines
- Child's verbal abilities and modalities of communication

# How to Interact with Kids with ASD

- **Regardless of diagnosis or functioning level:**
  - Address the patient by name
  - Say “Hello!”
  - Find out what he or she likes
  - Be positive and friendly
- Ask the parents/caregivers how the patient prefers to communicate
- Talk to your patient **REGARDLESS!** (but not too much, because: Less is more, right?)

**Kids are kids!**



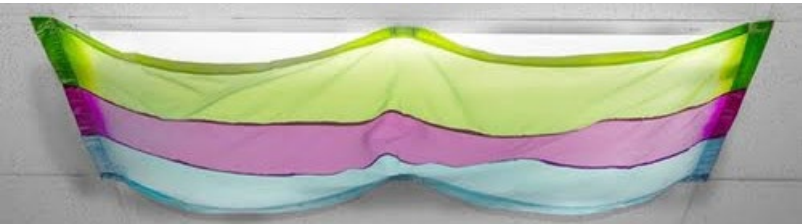
# Strategies for Creating an Autism Friendly Environment

# Sensory Overload



<https://www.youtube.com/watch?v=K2P4Ed6G3gw>





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# Useful Proactive Strategies

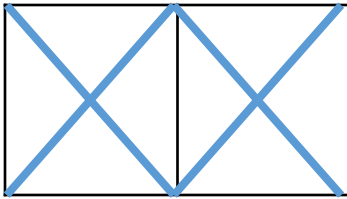
- Timers
- Visual Supports/Schedules
- Verbal Supports (If/Then language)
- Choosing a Different Environment
- Language Used/ Type of Demand Placed
- Modifying Timing or Order of Requests
- Non-Contingent Rewards
- Access to Distraction or Fidgets



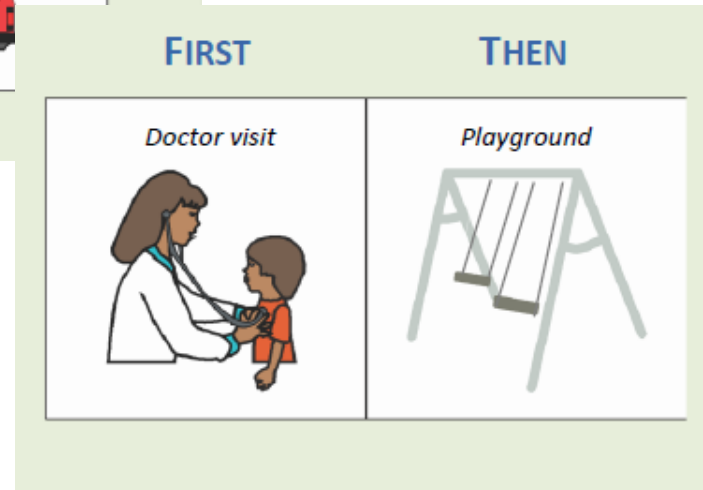
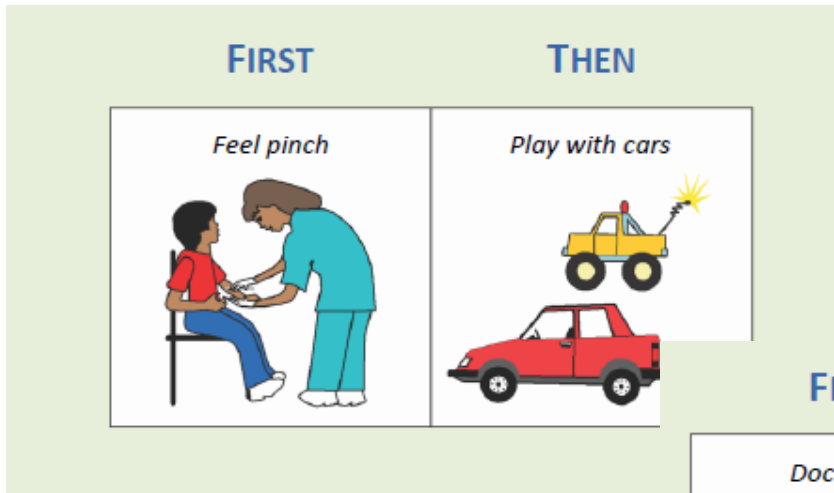
# Transition Strategies

- Give warnings before transitions
- Use timers
- Provide warnings before changes in routine

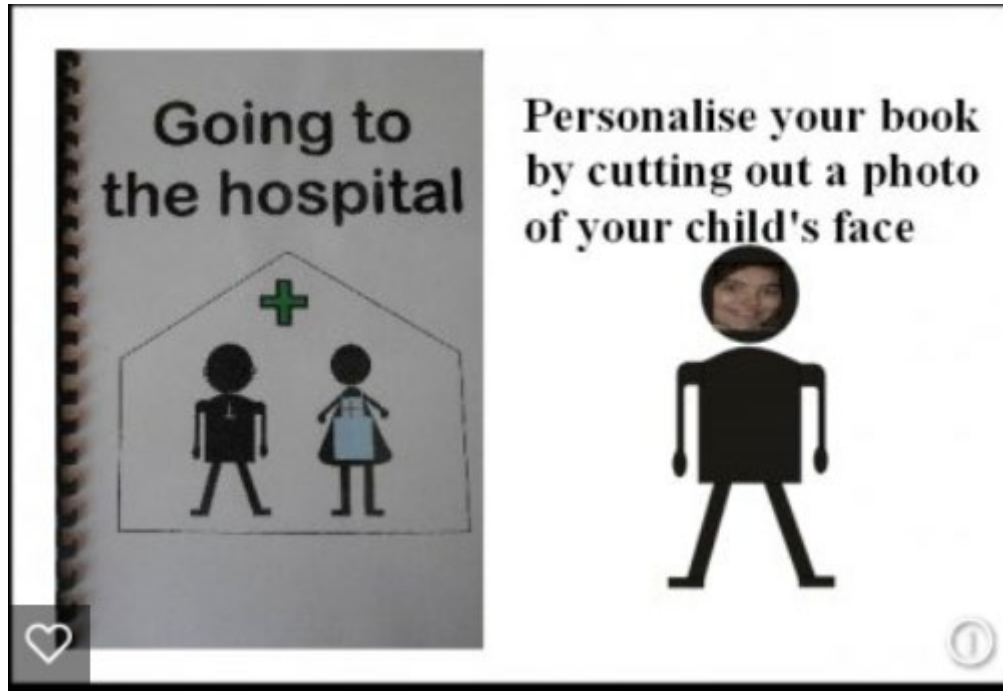


									
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# Visual Supports: First/Then Charts



# “Social Stories”



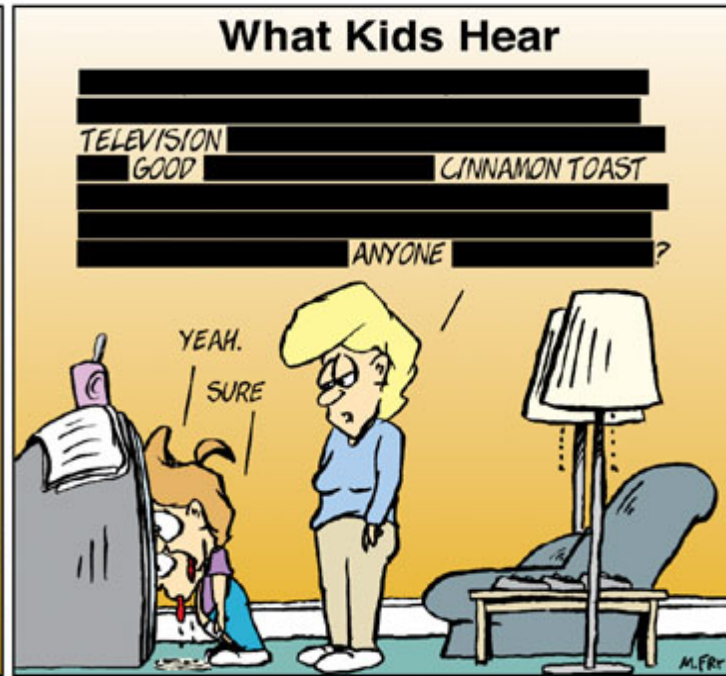
# Giving Good Commands

- Direct
- Positively Stated
- One
- Specific
- Developmentally Appropriate
- Polite/Neutral
- Choices (when possible)

# Keep Instructions Simple

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# Reinforcement Not Bribery

"Behavior goes where reinforcement flows".



som<sup>ee</sup>cards  
user card



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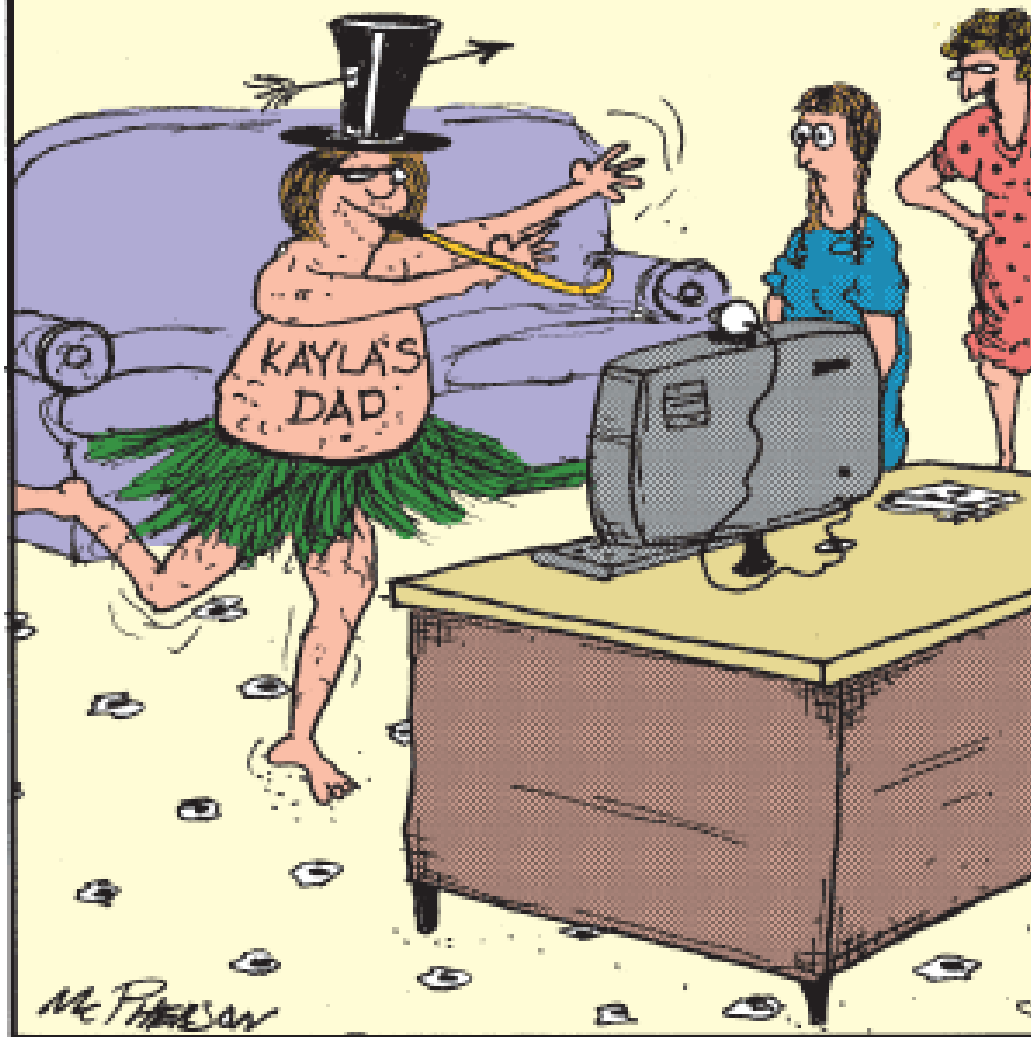
# 101 Ways to Praise a Child

WOW \* WAY TO GO \* SUPER \* YOU'RE SPECIAL \* OUTSTANDING \* EXCELLENT \* GREAT \* GOOD \* NEAT \* WELL DONE \* REMARKABLE \* I KNEW YOU COULD DO IT \* I'M PROUD OF YOU \* FANTASTIC \* SUPERSTAR \* NICE WORK \* LOOKING GOOD \* YOU'RE ON TOP OF IT \* BEAUTIFUL \* NOW YOU'RE FLYING \* YOU'RE CATCHING ON \* NOW YOU'VE GOT IT \* YOU'RE INCREDIBLE \* BRAVO \* YOU'RE FANTASTIC \* HURRAY FOR YOU \* YOU'RE ON TARGET \* YOU'RE ON YOUR WAY \* HOW NICE \* HOW SMART \* GOOD JOB \* THAT'S INCREDIBLE \* HOT DOG \* DYNAMITE \* YOU'RE BEAUTIFUL \* YOU'RE UNIQUE \* NOTHING CAN STOP YOU NOW \* GOOD FOR YOU \* I LIKE YOU \* YOU'RE DARLING \* YOU'RE A WINNER \* REMARKABLE JOB \* BEAUTIFUL WORK \* SPECTACULAR \* YOU'RE SPECTACULAR \* YOU'RE PRECIOUS \* GREAT DISCOVERY \* YOU'VE DISCOVERED THE SECRET \* YOU FIGURED IT OUT \* FABULOUS \* HIP, HIP HURRAY \* BINGO \* MAGNIFICENT \* MARVELOUS \* TERRIFIC \* I APPRECIATE YOU \* PHENOMENAL \* YOU'RE SENSATIONAL \* SUPER WORK \* CREATIVE JOB \* SUPER JOB \* FANTASTIC JOB \* EXCEPTIONAL PERFORMANCE \* YOU'RE A REAL TROOPER \* YOU ARE RESPONSIBLE \* YOU ARE EXCITING \* YOU LEARNED IT RIGHT \* WHAT AN IMAGINATION \* WHAT A GOOD LISTENER \* YOU ARE FUN \* YOU'RE GROWING UP \* YOU TRIED HARD \* YOU CARE \* BEAUTIFUL SHARING \* OUTSTANDING PERFORMANCE \* YOU'RE A GOOD FRIEND \* I TRUST YOU \* YOU ARE IMPORTANT \* YOU MEAN A LOT TO ME \* YOU MAKE ME HAPPY \* YOU BELONG \* YOU'VE GOT A FRIEND \* YOU MAKE ME LAUGH \* YOU BRIGHTEN MY DAY \* I RESPECT YOU \* YOU MEAN THE WORLD TO ME \* THAT'S CORRECT \* YOU'RE A JOY \* YOU'RE A TREASURE \* YOU'RE WONDERFUL \* YOU'RE PERFECT \* YOU'RE AWESOME \* A+ JOB \* YOU'RE A-OK \* MY BUDDY \* YOU MADE MY DAY \* THAT'S THE BEST \* A BIG HUG \*



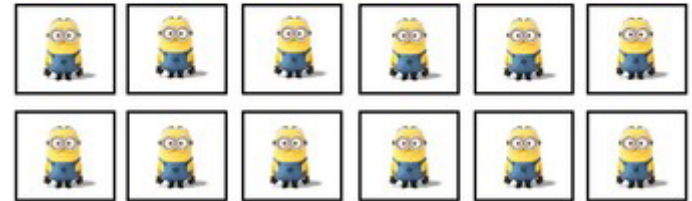
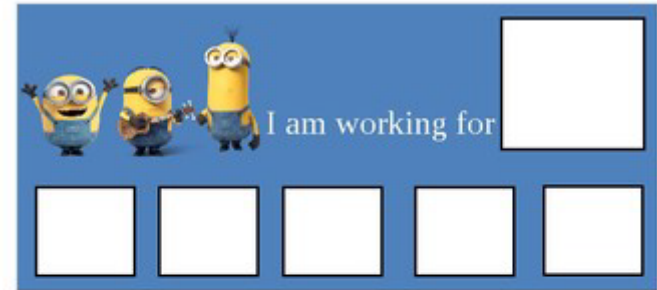
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"So, for every day that your math grade stays below a B, your father will post a video of himself on YouTube."

# Reward Charts



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# Mary Poppins' Bag



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# Strategies During an Escalation

# Awareness of Environment

- Elements of the environment to consider:
  - Where you are in relation to the door
  - Where the individual is in relation to you
  - Objects that can be picked up or thrown
  - Lots of extra furniture
  - Objects you might feel the need to protect
  - Swing of the door
  - Anything on your body that could lead to injury

# Why “When Less is More” Can be Helpful...

- As helping professionals, it often feels wrong if we are not trying to “do” something
  - Sometimes, that is not the best strategy!
- Children with IDD (and typical kids!) struggle to reason and absorb when they are escalated
  - “Adding” things to a situation can make things worse
  - Problem behavior can actually occur more in the future as a result of responses in the moment

# COMMITTED

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## What Parents Say

IF I'VE TOLD YOU ONCE, I'VE TOLD YOU A MORE THAN A MILLION TIMES TO SIT BACK FROM THE TELEVISION BEFORE YOUR BRAINS TURN TO MUSH. NOT GOOD AND TOASTY APPLE CINNAMON TOAST OATMEAL MUSH. BUT NASTY DAVID COPPERFIELD GREY INEDIBLE MUSH. WITH TUNA CHUNKS. AND ASPARAGAS TIPS. IS ANYONE LISTENING TO ME?



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## What Kids Hear

TELEVISION  
GOOD CINNAMON TOAST  
ANYONE?



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# Check Yourself First!

**FACE** the situation:

- **Feeling**
  - Physical sensation (heart rate, temperature, etc.)
  - Emotions
- **Attitude**
  - Tone of voice
  - Power struggle
- **Cognitive**
  - Thoughts
  - Personalization/Defensiveness
- **Expression**
  - Body posture and language





# Questions and Answers



# Contact Information

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