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Communicative Alternatives to Challenging Behavior

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Disclosures

Financial:
— Honorarium for presentation
— Owner/director of Technology & Language Center, PC., where she provides AAC services and workshops.
— SMoRRES® is a registered trademark of Technology & Language Center, PC
— The Chat with Me series is a commercial product which requires fee for purchase

Nonfinancial:
— None

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Disclosures

Financial:
— Honorarium for presentation
— Owns clinic where he provides AAC services and workshops.

Nonfinancial:
— None

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TODAY'S AGENDA

1. Activating & Engaging
2. Introduction & Overview
3. Strategies to Support Behavior by Improving Comprehension
4. Strategies to Support Behavior by Improving Expression
5. Controlled Practice
6. Reflection, Q & A

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Learner Outcomes

| List 4 functions of Behavior. | Identify 3 visual supports that can reduce behaviors | Describe how AAC can be used to replace behaviors. |

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A Note About Language

- Sometimes we use "person with autism" and other times use "autistic" reflecting the diversity in preferences in the autistic community.

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Introduction

- Prevalence of behavior ranges from 35.8% to 64.3%
- Most individuals have more than one behavior
- Children with autism with severe speech impairments may use behavior as a form of expressive communication (Chiang, 2008).
- However, behaviors can also occur when children have difficulty with language comprehension (i.e., understanding).

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Strategies to Support Comprehension

- **Visual supports** are aids such as objects, photographs, line drawings, or print, that help children process information. Although a child might occasionally point to an item to share information, the primary purpose of visual supports is to enhance comprehension (i.e., understanding).
- Visual supports give children information in a form that they can quickly and easily interpret, clarify verbal information, and provide a structure to understand and accept change (Hodgon, 1995).
- Research Suggests that Visual Supports:
  - support transitions between activities or locations (Dettmer et al., 2016)
  - increase independence and reduce the need for prompting (Cohen & Demchak, 2018)
  - *reduce challenging behaviors at home, school, and in the community* (Armstrong et al., 2014; Watkins et al., 2019)

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Strategies to Support Comprehension

- **Visual Schedules** contain pictures depicting the order and sequence of events or activities that will occur during the day (or portion of the day). Visual schedules typically illustrate what activity is taking place, what will occur next, and indicate completion of an activity (e.g., moving icon from green to red, putting an icon in an "all done" envelope).

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Strategies to Support Comprehension

- *Calendars* also contain pictures illustrating the order and sequence of events but in a larger period of time (e.g., month or year). Calendars can be helpful to illustrate special events or changes to regular schedules like vacation plans, holidays, or parent work travel.

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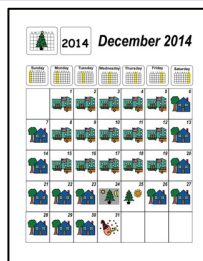
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Strategies to Support Comprehension

- *Mini schedules* (or activity/task schedules) break down routines or tasks into smaller components so that children can perform tasks (e.g., washing hands) with decreased assistance from parents or school staff. These tools can be posted in environments where children will need them (e.g., in the bathroom).

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Strategies to Support Comprehension

- *Task strips* and timers and can help a child understand how much time is left in a task or how many more tasks they must complete.

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Strategies to Support Comprehension

- *Labels* can also be used to structure the environment. These visuals can be used to organize the home or classroom.

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Free Visual Supports to Get Started

First	Then

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Strategies to Support Comprehension

- **High-Tech Visual Support**
- There are child-friendly apps for providing visual support, however if the child uses an iPad for communication, this may need to be on another device to ensure that they always have access to their words. Here are just a few:
- Time Timer is a free app that provides an on-screen visual timer.
- Choiceworks provides several types of supports including schedule, waiting timer, and feelings scale.
- Choiceworks Calendar provides picture-based day-to-day, week-to-week, and month-to-month calendars.
- First Then Visual Schedule provides schedules and first-then supports.

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Strategies to Support Expression

Reichle & Wacker (1993, p. 207) note that "establishing, maintaining, and generalizing a set of conditionally used communication skills that are functionally equivalent and equally or more efficient than existing repertoires of challenging behavior" is an important element in reducing behavior.

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What is AAC?

"Augmentative and alternative communication (AAC) is an area of clinical practice that addresses the needs of individuals with significant and complex communication disorders characterized by impairments in speech-language production and/or comprehension, including spoken and written modes of communication" (ASHA, n.d.)

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What Is AAC?

"Augmentative Communication ... may be used to refer to an approach that is clearly an addition to natural speech and/or handwriting. ... Alternative Communication ... may be used to refer to an approach that is clearly a substitute for (or alternative to) natural speech and/or handwriting..." (Lloyd & Blischak, 1992)

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What is AAC?
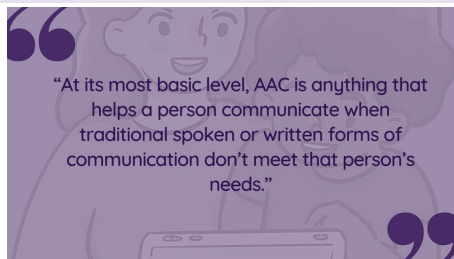
"At its most basic level, AAC is anything that helps a person communicate when traditional spoken or written forms of communication don't meet that person's needs."

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Strategies to Support Expression

- **Functional Communication Training**
  - Assessment of the function of the behavior and the teaching of a more appropriate form that serves the same function (Durand, 1990).
  - The child is taught to initiate communication using carefully selected words or phrases to replace behaviors that presumably serve the same function.
  - For children with complex communication needs, this is done through AAC.

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Strategies to Support Expression

Functional Communication Training
- Rejecting Response - An utterance produced to escape or avoid a person, object or activity.
  - *No, Don't, Stop, Finished/Done, Bad*
- Requesting Break
- Request for Assistance - An utterance produced to gain help with a task. May be access or escape-motivated.
  - *Help, Help me, Help please, I need help*
- Request for Attention - An utterance produced to obtain social closeness.
  - *Come here, Look*

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4 Key Components

1. AAC behavior must be at least as successful as the behavior.
2. Others must be able to easily recognize the AAC behavior
3. Others must find the AAC behavior acceptable.
4. Must be at least as easy to produce and efficient as the behavior.

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Strategies to Support Expression

- We can't expect a child to spontaneously begin using an AAC system from the first day (s)he receives it.
- Simply giving a child a board or device does not make him/her a communicator!
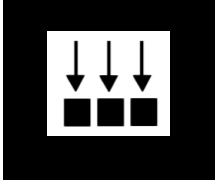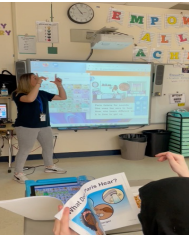- We have the benefit of being able to read the words on a child's board. Look at the symbol to the left- Do you know what this means?

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What is Partner-Augmented Input?

"Augmented input can be broadly defined as an umbrella term for systematic modeling input from two or more modalities, one of which must include the learner's AAC system."

Allen, Schlosser, Brock, & Shane, 2017

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How is it Provided?

- Communication partners (e.g., school staff, parents, peers) select one or more keywords from their spoken message on a child's communication system immediately before, during, or immediately after saying the message in the context of naturalistic interactions (e.g., play, routines, etc.).

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How is it Provided?

- The SMoRRES® mnemonic stands for slow rate, model, repeat, respect and reflect, expand, stop.
- SMoRRES® is how we operationally define modeling using various intervention components.

SLOW RATE
MODEL
RESPECT AND REFLECT
REPEAT
EXPAND
STOP

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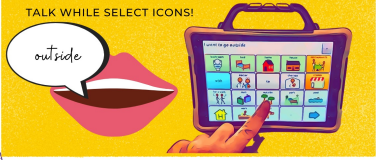
Slow rate

SPEAK IN A SLOW, CLEARLY ARTICULATED MANNER.

TALK WHILE SELECT ICONS!

outside
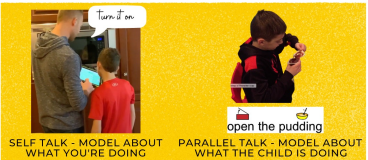
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Model

MODEL KEY WORDS, PHRASES OR SENTENCES TO PROVIDE THE CHILD WITH A COLOR COMMENTARY OF HIS OR HER ONGOING ACTIVITIES.

Turn it on

open the pudding

SELF TALK - MODEL ABOUT WHAT YOU'RE DOING   PARALLEL TALK - MODEL ABOUT WHAT THE CHILD IS DOING

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Respect & Reflect

IF A CHILD COMMUNICATES THROUGH ANOTHER MODALITY, *RESPECT, HONOR THE COMMUNICATION, AND *REFLECT, MODEL A WORD, PHRASE OR SENTENCE TO COMMUNICATE THE SAME IDEA.

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Repeat

PROVIDE MULTIPLE MODELS OF TARGETED WORDS IN A VARIETY OF CONTEXTS (I.E., PROVIDE FOCUSED STIMULATION).

Help me. Help me. I need help.

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Expand

BUILD ON THE CHILD'S COMMUNICATION, ADDING 1-2 WORDS AND FIXING ANY ERRORS

Me red car.

Me red car

I have a red car.

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Why Partner-Augmented Input

Child Outcomes
a) increases vocabulary comprehension(Dada & Alant, 2009);
b) increases symbol comprehension and production (Drager et al. 2006, Harris & Reichle, 2004);
c) increases production of multi-symbol messages (Binger & Light, 2007)
d) increases use of morphemes such as past tense –ed and plural –s (Binger et al., 2011); and
e) increases utterance length and complexity (Bruno & Trembath, 2006).

Overall, use of PAI is associated with gains in pragmatics, semantics, syntax, and morphology, and is effective in individuals of varying ages, disabilities, and language skills (Biggs et al., 2018; O'Neil et al., 2018; Sennot et al., 2016). A recent review suggests that PAI meets the criteria to be considered evidence based (Lynch & Smith, 2018).

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SMoRRES® at Home

Senner, J. E., Post, K. A., Baud, M. R., Patterson, B., Bolin, B., Lopez, J. & Williams, E. (2019). Effects of parent instruction in partner-augmented input on parent and child speech generating device use. Technology and Disability, 31, 27-38. DOI: 10.3233/TAD-190228

http://bit.ly/ParentPAI

- All parents demonstrated the ability to perform all of the components of successful PAI (slow rate, model, respect and reflect, repeat, expand, stop) as determined by review of an observation checklist completed during coaching sessions.
- Parents significantly increased percentage of utterances modeled on their children's SGDs between pretest and post-test measures.
- The percentage of unique words modeled (i.e., type-token ratios) by each parent suggests variety in models at post-test.
- Three of four child participants demonstrated increases in unique words used following parent instruction.

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SMoRRES® at School

- The SMoRRES® instruction model was used to train a self-contained classroom teacher, speech-language pathologist and two instructional assistants in partner-augmented input.
- All staff increased modeling on students' speech-generating devices between pre- and post-test measures across activities.
- The student increased frequency of communication and independence.

- Senner, J. E. & Baud, M. R. (2017). The use of an 8-Step instructional model to train school staff in partner-augmented input. Communication Disorders Quarterly, 38(2), 89-95. DOI:10.1177/1525740116651251

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Intervention Strategies

- Partner-augmented input can and should be provided in the natural environment to model when and how to use targeted replacement messages.
- However, direct intervention may also be necessary.

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Strategies to Support Expression

Direct Intervention

- **Social stories** are individualized short stories written from a child's perspective that explain challenging social situations through visual supports and text (Gray & Garand, 1993).
- Social stories have been found to increase appropriate behavior and decrease inappropriate behavior for preschoolers with autism (Crozier & Tincani, 2007).

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Social Story Demo – Asking for Help

When something is hard, I can try to use a message from my talker like, "I need help" or "help me."

HELP!

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Video Models

- Research has shown modeling, learning by imitation, is an effective technique with children and adolescents.
- "Video modeling interventions involve a child watching videotapes of positive examples of adults, peers, or him- or herself engaging in a behavior that is being taught" (Delano, 2007).
- In a review of research done over a 20 year period, video modeling interventions have been found to be effective in teaching a variety of social-communicative skills to children with autism (Delano, 2007). Most research has focused on improving social-communicative skills.

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Scripts

- Script training may be used to teach a variety of social interactions (Terpstra, Higgins & Pierce, 2002).
- Scripts include roles for all who will participate.
- Scripts should include statements or questions related to the activities.
- Scripts can be an audiotape, written word, phrase, or sentence that enables the individual to start and continue conversations (Krantz & McClannahan, 1998; Stevenson, Krantz & McClannahan, 2000).
- Script "fading" can be done in which visual supports are gradually reduced.
- Research has demonstrated that during script training, target behaviors increase and unrelated behaviors decrease.

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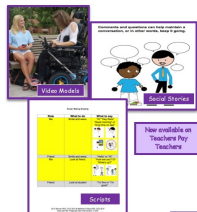FREE!
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Chat With Me

Chat with Me: Pragmatic Skill Intervention in AAC Instructional Resources

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Video Models

Social Stories

Now available on Teachers Pay Teachers

Scripts

https://www.teacherspayteachers.com/Store/Technology-And-Language-Center

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Reflection
- Stoplight

After attending this session what will you:

🔴 **stop doing**

🟡 **refine**

🟢 **start doing**

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