Next Steps
What To Do While Waiting For A Diagnosis...
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Autism Spectrum Disorder (ASD)

Neurodevelopmental disorder
Persistent deficits in social communication and social interaction across multiple contexts, e.g., home, school, work, etc.

Symptoms present in early development (may be historical)

Clinically significant impairment (current)
Level 1: “Requiring support”
Level 2: “Requiring substantial support”
Level 3: “Requiring very substantial support”
Neurodevelopmental Disorders

- Intellectual Disabilities
  - Intellectual Disability (Intellectual Development Disorder)
- Communication Disorders
  - Language Disorder
  - Speech Sound Disorder
  - Child-Onset Fluency Disorder (Stuttering)
  - Social (Pragmatic) Communication Disorder
- Autism Spectrum Disorder (ASD)
- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Specific Learning Disorder
- Motor Disorders
  - Developmental Coordination Disorder
  - Stereotypic Movement Disorder
  - Tic Disorders

Autism Spectrum Disorder (ASD)

- Social Communication/Interaction
  - Deficits in social-emotional reciprocity
  - Deficits in nonverbal communicative behaviors
  - Deficits in developing, maintaining, and understanding relationships
- Restricted/Repetitive Behaviors
  - Stereotyped or repetitive motor movements, use of objects, or speech
  - Insistence on sameness, rigidity, or ritualized patterns of speech or behavior
  - Highly restricted, fixated interests
  - Hyper- or hypo-reactivity to sensory input or unusual sensory interest

The ABC’s of Behavior Management

- Antecedents
- Behaviors
- Consequences
- Teach parents to change antecedents and consequences to increase positive and decrease negative behaviors
- Presenting the program to parents
What’s the Evidence?

• For aggression, conduct problems, and ADHD
  - Most effective for improving compliance and decreasing defiance/aggression rather than treating core sx of ADHD
  - Medium to large effect sizes (.5-.7)
• Specific programs
  - Parent Child Interaction Therapy (PCIT)
  - Brief Behavioral Intervention (BBI)
  - Barkley’s Defiant Children
  - The Kazdin Method
  - The Incredible Years

The ABC’s of Behavior Management

Antecedents Behaviors Consequences

Nothing is more important to your child than your ATTENTION

• Children will do whatever works to get your attention
• Young children do not differentiate between good attention and bad attention—so far as they are concerned any attention is good attention
• It is up to adults to do the differentiating for them through frequent praise and active ignoring
Praise...

- FREQUENTLY
- SPECIFICALLY
- IMMEDIATELY

Ignore...

- ACTIVELY
- CONSISTENTLY
- IMMEDIATELY

Special Time is Positive Attention on Steroids
Rules for Special Time

**CHILD**
- Play appropriately
- Clean up toy/activity before doing something else

**PARENT**
- Give undivided attention to a single child for 10-15 minutes every day
- Observe and describe
- NO questions and NO commands!
- Praise, praise, praise!
- Use differential attention
- Special time is guaranteed (not used as a reward/punishment)

Suggested Toys and Activities
- Legos, blocks, Tinker toys, etc.
- Cars, trucks, trains, etc.
- Dolls, action figures, animals, etc.
- Arts and crafts (crayons, Play-Doh)

**AVOID**
- Physical, rough, or aggressive activities (bats, balls, guns)
- Games with preset rules (board/card games)
- Activities that require limited setting (paint, scissors)
- Screen time
- Outdoor activities

The ABC’s of Behavior Management

- Antecedents
- Behaviors
- Consequences
Step 2: Managing the Antecedents

- Praise
- Anticipate and prevent
- Giving effective commands

Giving effective commands

- Get attention
- Use transitional warnings
- Use effective language
- Developmentally appropriate expectations
- 3 strikes rule
The ABC’s of Behavior Management

Antecedents Behaviors Consequences

Step 3: Managing the Consequences
- Praise
- Token economy
  - Or “Making Life Like a Video Game”
- Shaping
- Removing attention for negative behavior
  - The extinction burst
- Time out

Time Out

What is time out?
- “Time out from positive reinforcement”
- Time out will not function if the activity is not a positive reinforcer
- Gives a child a place and time to calm down after he or she has become angry

What merits time out?
- Intentional aggression
- Intentional destruction of property
- Repeated noncompliance
The Key: Consistency

• If-then parenting: parents have to be predictable
• Consistency across caregivers is ideal but not absolutely necessary.
• Communication
  • Between parents
  • Between parent and child
• The behavior plan has to be simple enough for parents to follow through!

Social Skills and Emotion Regulation

• Praise
  • effort, use of skills, flexibility
• Identify and appropriately express emotions
• Model
  • Role play
  • Practice, practice, practice

Questions?