

Next Steps

What To Do While Waiting For A Diagnosis...

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Disclosure

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Autism Spectrum Disorder (ASD)

Neurodevelopmental disorder

Persistent deficits in social communication and social interaction across multiple contexts; restricted, repetitive behaviors

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"

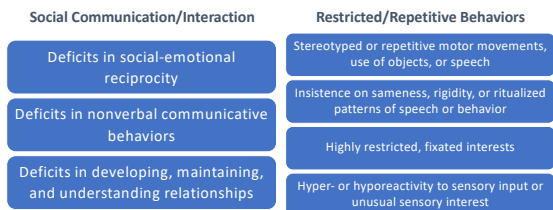
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Neurodevelopmental Disorders



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Autism Spectrum Disorder (ASD)



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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

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What's the Evidence?

- For aggression, conduct problems, and ADHD
 - Well validated (Bresten & Eyberg 1998, MTA 1999, 2004)
 - 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

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The ABC's of Behavior Management

Antecedents

Behaviors

Consequences



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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 – as 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**

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Praise...



FREQUENTLY SPECIFICALLY IMMEDIATELY

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Ignore...



ACTIVELY CONSISTENTLY IMMEDIATELY

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Special Time is
Positive Attention on
Steroids



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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)

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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 limit-setting (paint, scissors)
- Screen time
- Outdoor activities



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The ABC's of Behavior Management

Antecedents

Behaviors

Consequences

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Step 2: Managing the Antecedents

- Praise
- Anticipate and prevent
- Giving effective commands

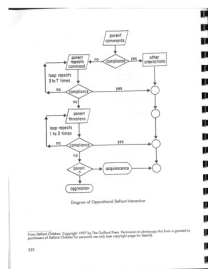
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Giving effective commands

- Get attention
- Use transitional warnings
- Use effective language
- Developmentally appropriate expectations
- 3 strikes rule

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The Coercive Cycle



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The ABC's of Behavior Management

Antecedents

Behaviors

Consequences

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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

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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

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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!

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Social Skills and Emotion Regulation

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

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Questions?

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