



(Some) Educational methods for ASD patients



Intellectual disability, autism, psychiatric diseases

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Some informations about

- TEACCH : Treatment and Education of Autistic Communication and related handicapped CHildren
- ABA : *Applied Behavior Analysis*
- Alternative and Augmentative Communication : PECS, *Picture Exchange Communication System*, TLA (*ALT? Assisted language table*)
- PBS : *Positive Behavior Support*

Needs of persons with ASD

Difficulties of integration of external stimulations

- Live in a structured environment

Anxiety in changes

- Anticipate the events

Difficulties of comprehension

- Trust on visual cues

To learn more efficiently



- **Teacch** and the concept of **Structure** : organization of the environment: space, time, activities...

ABA (Applied Behavior Analysis) :
« Behavior is learned »

Alternative and/or Augmentative Communication :
« Communicate is not just talking »

- **Positive Behavior Support** : how to manage behavior problems or challenging behaviors

• **WORKING WITH THE PARENTS.**



1. TEACCH

- The main question
- « Am I sure that the person has understood? »
- WE (Teachers, educators, parents,...) have to do our very best to facilitate comprehension.
- We have to offer people with autism a more structured and clear environment
- Using less words and more visual cues
- The very importance of **Individualization**





We need to adapt the environment

Clarify space : *to know what is expected* : each space has a specific and clear function (work, play, eat,...)

Clarify time : *to improve previsibility* : Individual schedule of activities with visual cues

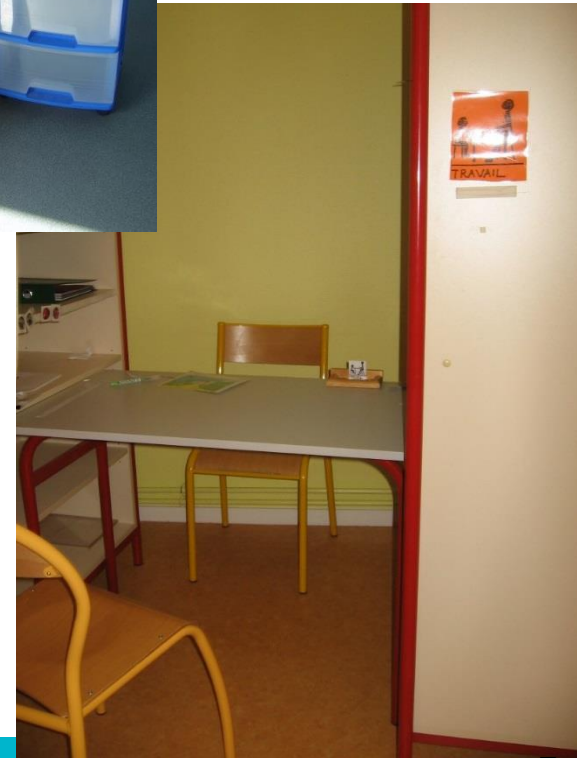
Clarify activities : *to help independence, to directly understand what he has to do*

Clarify rules : *to understand rapidly what is to be respected*

SOME EXAMPLES

Physical Environment

Different spaces : space for learning



Differents spaces : space for playing



Temporal Environment : Schedules with objects



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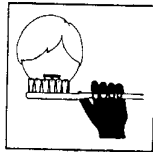
Pictures, pictograms, words



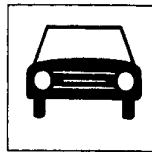
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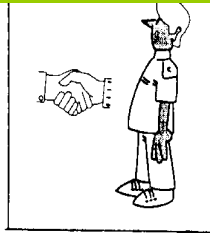
Aller chez le dentiste



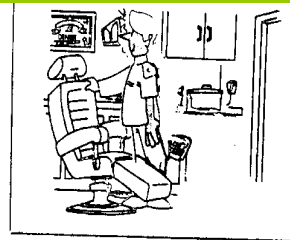
Se brosser les dents



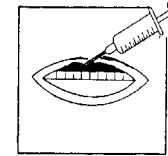
Partir en voiture



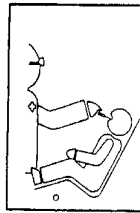
Saluer le dentiste



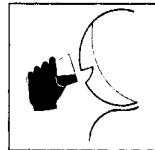
S'asseoir dans le fauteuil



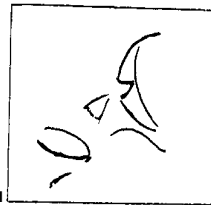
Piqûre



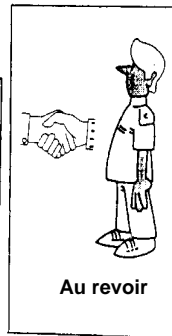
Le dentiste me soigne



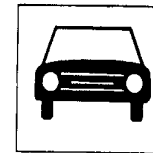
Prendre de l'eau dans la bouche



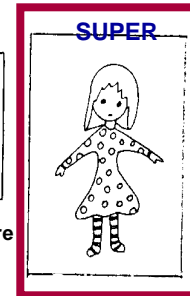
Recracher



Au revoir



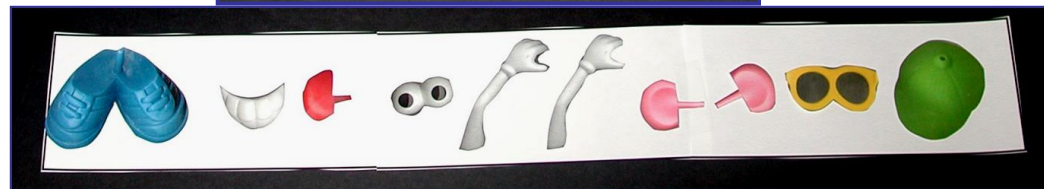
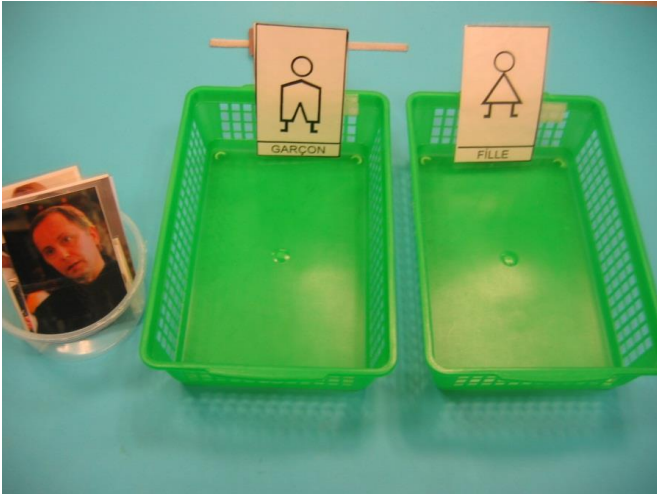
AUTO
Partir en voiture



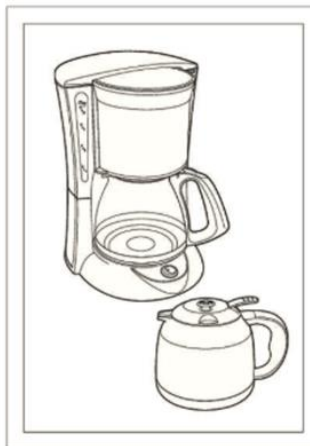
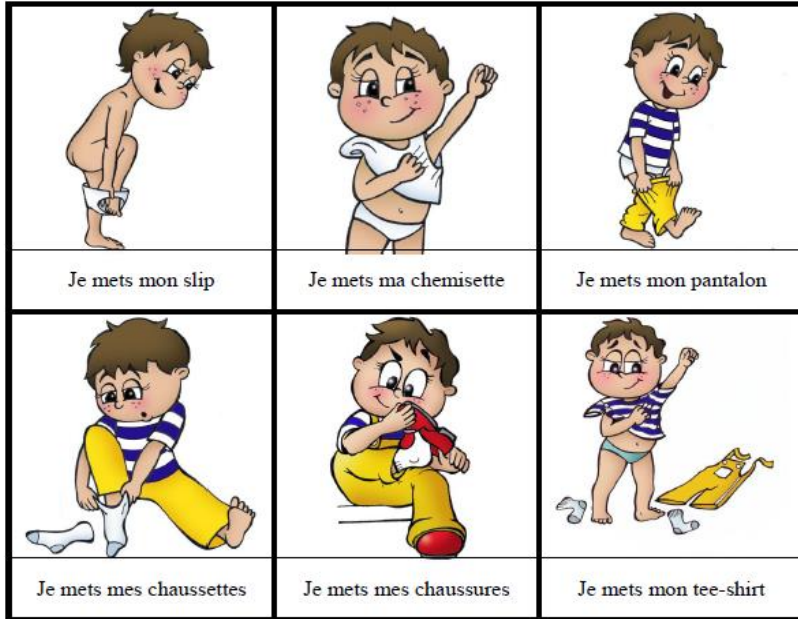
To make time concrete



Organization of the activities

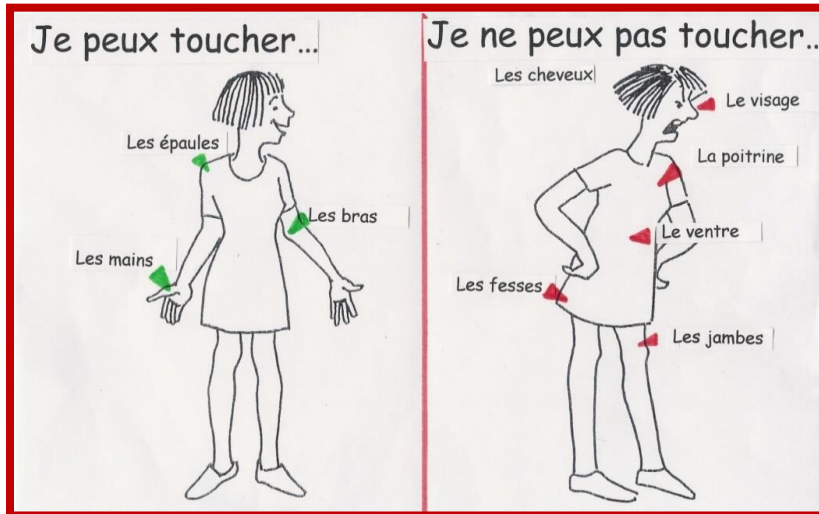


Examples

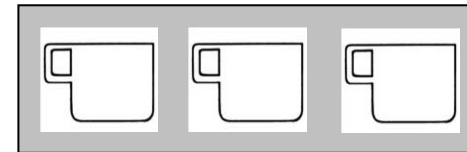


Clarify rules

Visual cues are permanent!



« You can drink 3 cups today; more make you too nervous »



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2. Applied Behavior Analysis

- It gives us information about « how all of us learn ».
- We are all dependent on the laws of learning
- This is not a method only for the treatment of autism.
- But 1987 : LOVAAS : early intensive behavioral intervention in autism : « Brings Hope ».

A-B-C Model

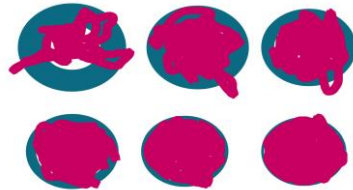
- Antecedent-Behavior-Consequence

A person will develop better if she understands the demands of the environment and if she gets positive consequences to what she does (concept of **positive reinforcement** » or **MOTIVATION**).

- We have to find « things » that will motivate people to make some efforts to learn new competences (*reinforcers*).
- So, we are working on antecedents contexts and on reinforcers (what comes after).

We use different teaching strategies :

- Positive reinforcement (Persons with ASD need to be reinforced, motivated, valued, rewarded... to learn new behaviors)
- Shaping
- Chaining
- Imitation
- Discrete trials : repetition, many exercises
- ...
- So that people makes durable progress in appropriate contexts



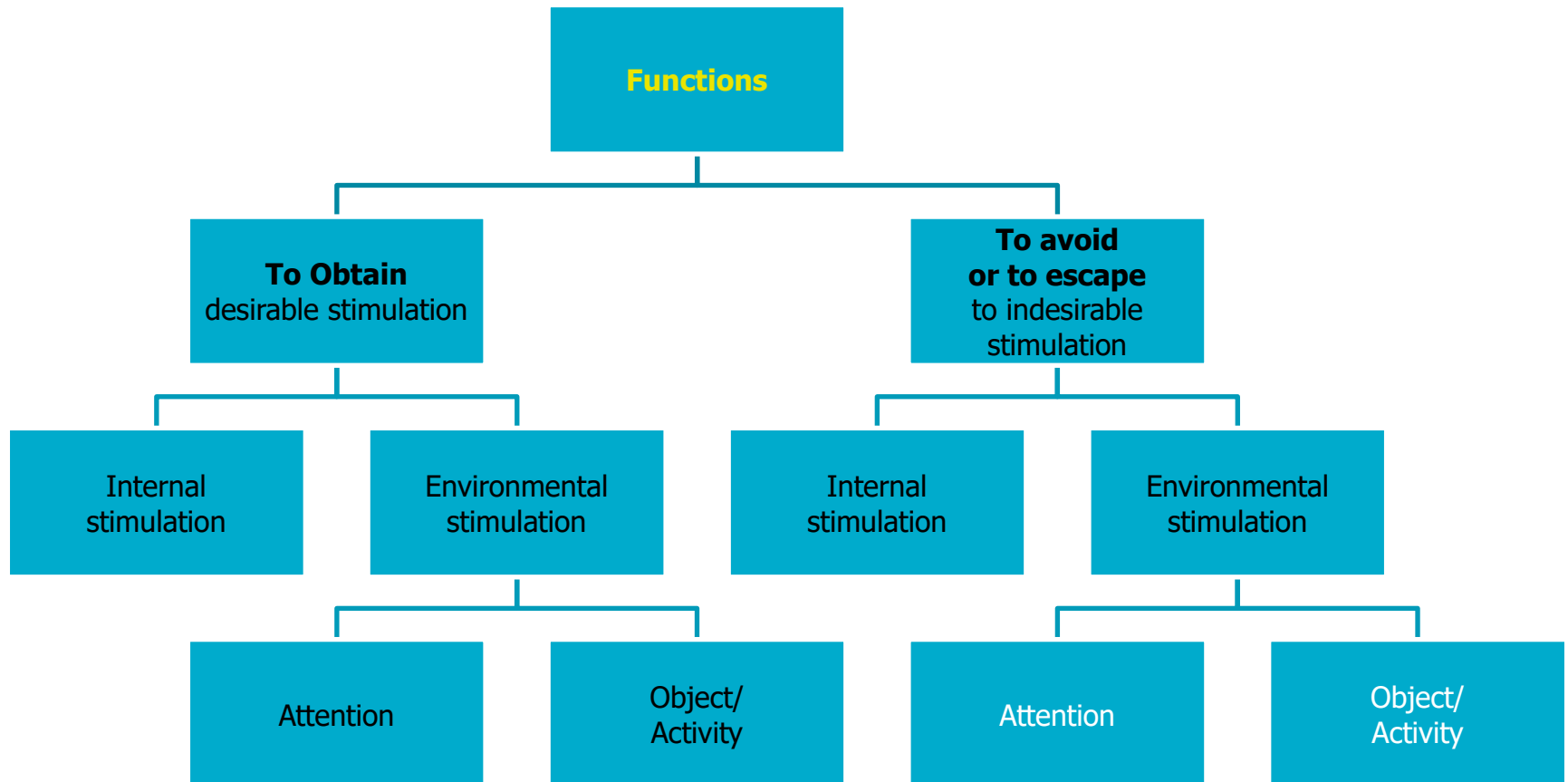
3. Positive Behavior Support

(this is ABA...)

- First of all, to manage challenging behavior : understand why (the reason, the function) the person needs this specific behavior. Behavior is not present just by hazard. There is a good reason for the person, even if it is an inappropriate behavior.
- «Functional behavioral assessment is a systematic process for understanding problem behavior and the factors that contribute to its occurrence and maintenance »
- Find the function of the behavior = central aspect for intervention

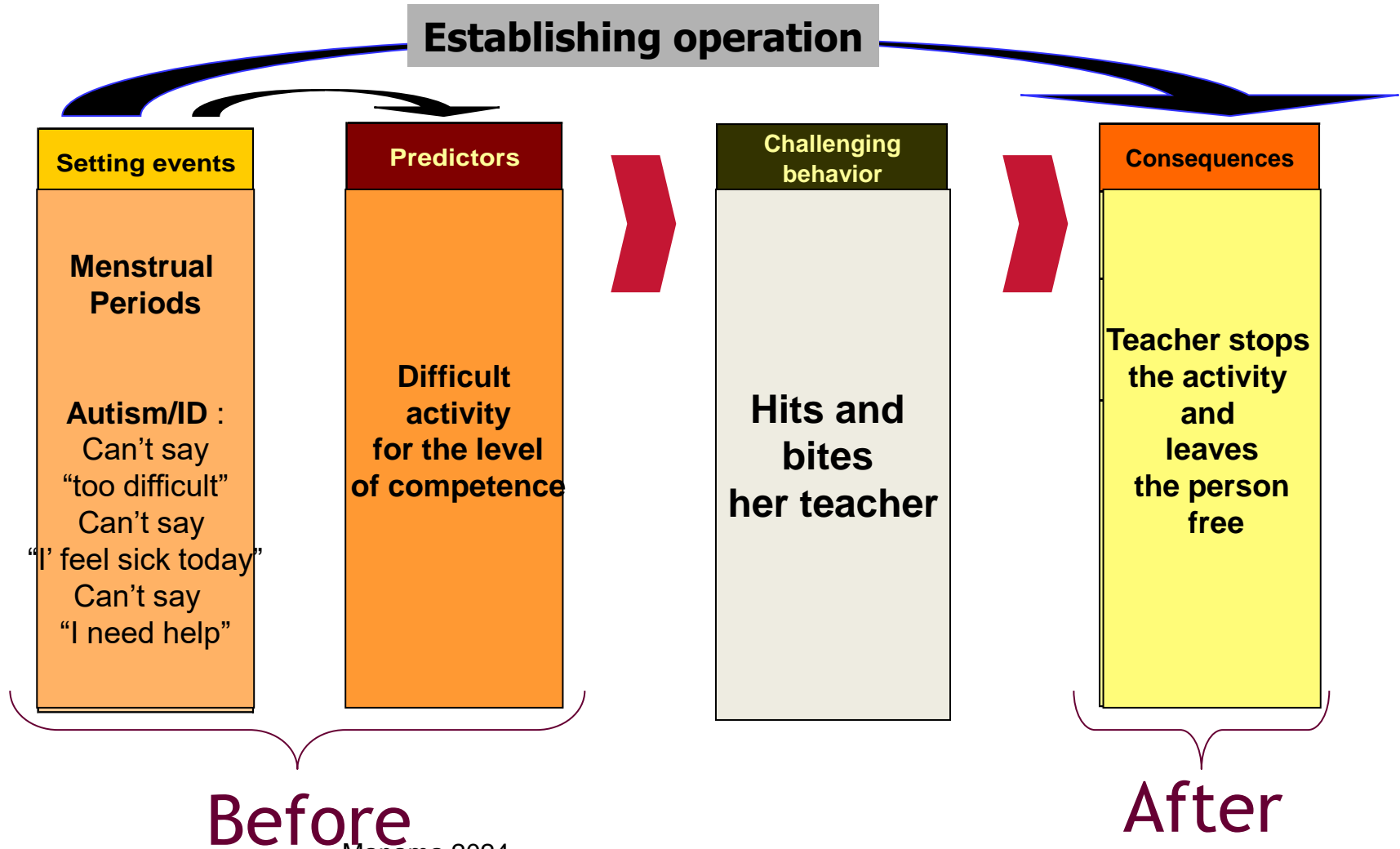
Classes of functions

O'Neill et al, 1990 & 1997



Functionnal model

(adapted from *Horner et al. , 1996*)



PBS is less a process of selecting ONE strategie than a construction of a SET OF PROCEDURES

- ***Making the challenging behavior irrelevant.*** Decrease or eliminate the need to engage in the behavior (in the example, give her easier activities when she is sick)
- ***Making the challenging behavior inefficient.*** Provide the person with a replacement behaviour that serves the same function as the inappropriate behaviour (in the example, teach her to give a card when it is too difficult or to ask for a pause)
- ***Making the challenging behavior ineffective.*** Do not allow the person to obtain what he or she wants through inappropriate behaviour (in the example, give her help rapidly but finish the activity).

Conclusion

- In conclusion : people with ASD need to understand our world; they need also to be understood and so to have means (more appropriate means) to communicate with us.
- Thanks for your attention !

