

Teaching Ten Important Lifetime Goals
to People with Autism Spectrum
Disorders
of All Ages

Presented by
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Ten Essential Skills

- Individualized prioritizing of goals vs. following a predetermined curriculum
- To select these ten skills: we looked at lifetime outcomes for people with special needs who did not have these skills
- Could there be more than ten essential skills and goals?

#1 Eliminate Behaviors that are Dangerous



Identify Dangerous and Potentially Dangerous Behaviors

- Dangerous to self or others now
- Potentially dangerous behaviors (do not cause harm now, but could in the future)
- Dangerous situations that we now *control* that present risk as if the controls are not present

Use Only Safe Behaviors

- Eliminate behaviors that are a danger to self or endanger others
- Eliminate behaviors that can become or be misinterpreted as criminal
- Eliminate behaviors that could cause the person to be victimized

Books to help teams address problematic behavior

Explosive/Noncompliant Children and Adults Implementing collaborative Problem Solving (CPS) and The Explosive Child, ISBN 006-093-1027
Both by Ross W. Greene, Ph.D.

Contain very good ideas about prioritizing behaviors to be changed and effective ways to deal with explosive, problematic behavior. Helps teams prioritize behaviors to be addressed.

More information at the Center for Collaborative Problem Solving www.explosivechild.com

Books and Resources to help teams address problematic behavior

Progress without Punishment, by Donnellan, LaVigna, Negri-Shoultz and Fassbender, 1988, ISBN# 0-8077-2911-6, a *must have* manual for everyone, teaches how to use behavioral interventions, analysis of behavior, how to use reinforcement, and many other useful topics

Institute for Applied Behavior Analysis

www.iaba.com

Books to help teams address problematic behavior

Visual Strategies for Improving Communication by Linda Hodgdon, M.ED. CCC-SLP.

Solving Behavior Problems in Autism: Improving Communication with Visual Strategies by Linda Hodgdon, M.ED. CCC-SLP. (Applies to people with special needs who learn visually.)

QuirkRoberts Publishing, PO Box 71, Troy, Michigan

Phone 248-879-2598,
FAX 248-879-2599

Books to help teams address problematic behavior

Perfect Targets Asperger Syndrome and Bullying. Practical Solutions for Surviving the Social World by Rebekah Heinrichs, 2003 ISBN# 1-9311282-18-8

An excellent book for parents and professionals working with any person who is at risk of victimization (not just Asperger Syndrome)

Books to help teams address problematic behavior

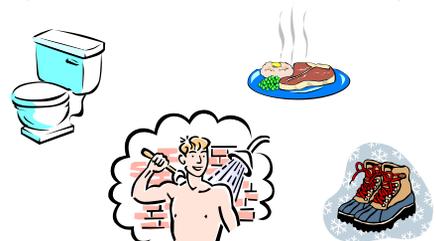
Autism, Advocates, and Law Enforcement Professionals: Recognizing and Reducing Risk Situations for People with Autism Spectrum Disorders by Dennis Debbaudt, Jessica Kingsley Publishers ISBN 1853029807, September, 2001.

A book for law enforcement personnel. Has an accompanying video. Good for teachers and parents to use to find out what skills to teach to behave safely and appropriately with law enforcement professionals.

Visit the C.L.E.A.R. Website
www.CLEARscv.org

- Community and Law Enforcement Aware Response: education and awareness to prevent crime and improve outcomes in problem or criminal situations
- Help first responders recognize ASD and other "invisible" disabilities and respond effectively
- Help individuals with disabilities avoid criminal involvement including victimization
- Help people participate calmly in an arrest or other emergency situation

#2 Take Care of His or Her Own Body (to the Maximum Extent Possible)



Work Toward the Greatest Independence Possible to:

- Use the toilet and care for self
- Be clean, neat and smell good
- Pick appropriate clothing for an event and the weather
- Obey rules of privacy for self and others
- Be independent in all self-care (reduces risk of abuse)

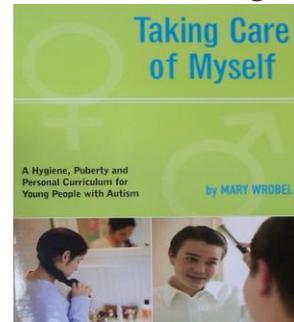
Tips for Teaching Self-Care

- Decide how you will teach the task.
- Practice to be sure your prompts will work: result in doing it right. (Be careful what you teach, someone might learn it!)
- Use rote learning and establish routines.
- Write out the steps of the Task List as you will teach it. Share the list with others providing support in all environments.

Tips for Teaching Self-care

- Avoid extra socialization when teaching self care skills (reduces verbal prompt dependence.) Talking \neq Teaching
- Do the whole toileting or bathing routine as you want to see it done, start to finish. *Teach* some steps while continuing to *support* others
- Use backward or forward chaining
- You have my **Visual Strategies** **handout**

A Resource for teaching self care

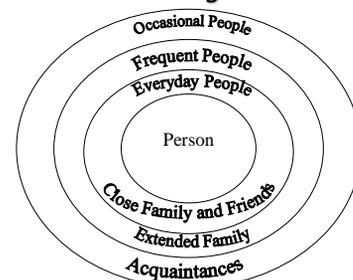


ISBN
1-885477-94-5

#3 Know Who He or She Can
Access, Hug, Touch,
Continue to Talk to or Follow



Use the Circle of Friends Format
to Teach About Relationship and the
affections that go with them



Giving and Receiving Affection

- Teach rules for different people on the circle of friends
- Teach to look for signs if attention is welcome or unwelcome
- Teach how to take “no” for an answer (many forms) and go away
- Teach how to “say NO and GO”
- Describe behavior **objectively**

Teach What to Do if You are NOT SURE:

- If someone should touch you
- If you should touch them
- How to tell someone if inappropriate or uncomfortable touching takes place
- Use drawings, charts, dolls, paper dolls
- Create rules
- Use role play with supportive adults and same aged “informed” peers

Be sure to teach:

- The real name for the “private parts” of the body,
- What is privacy for self and others
- How to tell a trusted adult if someone is violating your privacy
- How to tell a trusted adult if inappropriate or uncomfortable touching takes place
- What to do if you are not sure

Be sure to teach:

- Refer to my handouts: Social Sexual Safety Behavioral Checklist and Safety In Society Checklist
- Use these handouts to assess and plan to teach specific skills
- For these and all skills: accurately describe the skill, select the responsible “teacher” teach, create time lines, select effective teaching strategies and design motivation systems.

Safe Beginnings: Protecting Our Children from Sexual Abuse by Orieda Horn Anderson and Shirley Pacey, ISBN# 1-931568-20-2

Has wonderful resources and practical ideas for people with developmental disabilities and others

Available from:
Blue Tower Training Center,
PO Box 2760
Decatur, Illinois, 62524-2760
Phone 866-258-8266
Fax 217-875-8899

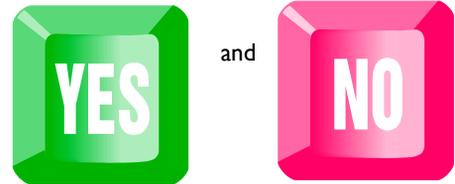
#4 Know how to access the property of others



Learn the Limits of Touching or Using the Property of Others

- The difference between mine and not mine
- The difference between ok to touch and not ok to touch
- Who and how to ask to access property of others
- Practice in all environments with many different practice partners

#5 Know Two Different Responses For



Take “No” for an Answer
and
handle it *safely*
if that is not
the *desired* response
(involves knowing what to DO
NEXT more than what to
think or feel)

Teach Two Different Responses For Yes and No

- To help with decision making, use charts, social stories, choice cards, “What if” games
- Teach appropriate words to use to express frustration or other emotions
- Teach physical, portable coping skills to help cope with an undesired answer, such as walking away, calm breathing, stretching, counting, seeking help, engaging in a liked activity...

#6 Know to Ask for Help Who, When and How to Ask



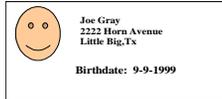
Skills in Asking for Help: Self Advocacy

- Learn to realize when help is needed
- Recognize your own “signs” that show you need help
- Have a way to ask (does not have to be verbal)
- Identify helpers in many environments

Everyone Needs to Know

•HOW and WHEN TO CALL 911

•NAME, ADDRESS AND PHONE NUMBER



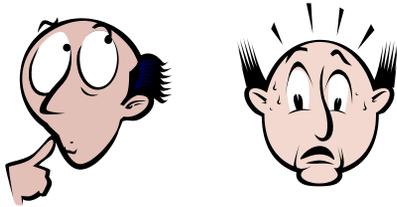
•CARRY ID CARD ALL THE TIME

•OFFER TO SHOW CARD OR WAIT UNTIL ASKED

Teach in Many Situations and Settings

- Efficient and effective ways to get adult help in private and public settings
- Create rules for asking, such as asking a person in a store wearing a nametag
- Practice in all community settings starting early in life

#7 Learn to Identify Internal States



Name and Express Feelings and Sensations

- Understand own level of arousal
- ID and avoid bothersome stimuli
- Use coping strategies that work
- Tell feelings and sensations to others
- Use emotion words to name feelings as they occur

Create an Emotions Word Wall

- Helps people remain calm and “cognitive”
- Suggests what to do/say when feeling certain emotions or physical states
- Teaches to communicate with others and ask for help as needed
- More than “happy, sad, and mad”
- Impulse control comes from the thought you have after the impulse/emotion and before your reaction/response

Identify and Communicate About Internal states

- Use your “best guess” . Model what to do or say in many situations
- Have a sign, gesture, card and words to tell when something hurts somewhere, especially inside
- Have “safe places” in all environments, accessed without asking, while informing
- Teach how to safely **move away** from upsetting or unliked stimuli

#8 Learning Empathy Understanding the Feelings of Others



Expressing Empathy

- Helps us react and respond appropriately
- Helps us be socially competent as:
 - ✓ a good co-worker
 - ✓ a good team member
 - ✓ a good friend, especially as a teen
 - ✓ a good family member

Fine-tuning Empathy, Teach:

- “Danger signs” when someone’s emotions are becoming explosive
- *Showing* empathy, like offering a tissue to a person who is crying, quietly listening,...
- Boundaries and rules of expression of feelings: what can be shared with whom
- Use Experience Books to teach empathy and videos to recognize physical signs of emotions in others

#9 Giving Negative Feedback

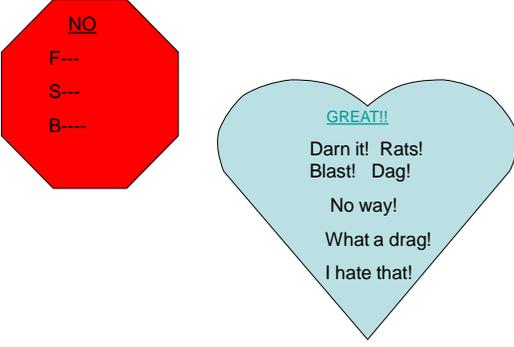


Use language that does not offend

- Model and teach the person to choose words such as:
 - ❖ I don’t want to...
 - ❖ I don’t like...
 - ❖ I disagree with you
 - ❖ I think you may be mistaken.
 - ❖ In my opinion...
 - ❖ I prefer to...

Zero Tolerance for Threatening Language and Behavior

- Know threatening words and behavior
- Separate movie talk from real world talk
- Select from a list of other words and behaviors that are not threatening
- Self monitor or be monitored and **HIGHLY** rewarded for these good choices
- Practice with a group of supportive adults and same age peers. Use role play.
- Put this on the IEP!



NO
F---
S---
B----

GREAT!!
Damn it! Rats!
Blast! Dag!
No way!
What a drag!
I hate that!

5 points for a good choice

#10 Making Plan B: Repair Strategies



There will always be unexpected occurrences

- Some people have great difficulty changing plans, routines or their minds
- These skills must systematically be taught
- They need to know that they are still OK when they need to choose another option
- They need to know what to DO rather than what to think or feel
- They need to know without being **told**

Anticipate and Plan for The “UNEXPECTED”

- Invent options in advance
- STOP- THINK-REMEMBER-CHOOSE-DO
- Identify what is unexpected when it is not upsetting
- Talk about your internal changes and thought process when the unexpected occurs
- Use daily visual, printed schedules to record changes in what happened and share with others. Teach how to report about changes.

Some additional important skills:

- Don't give away your money
- Don't buy something from someone who wants to take your money first
- Don't go into someone's house uninvited or if they are not home
- Know who to let into your house
- Don't give advice to people who have not asked for it
- Medical: Take a deep breath and expel it through the mouth
- Medical: Take your oral or rectal temperature, or allow it to be taken (sometimes necessary)

Teaching Ten Essential Skills For A Successful Life

- What does your child, student or adult need to learn? Take a look at your handout.
- Prioritize and select goals; include them in IEPs and other personal plans for services
- Teach in all settings: take advantage of “teachable moments”
- It is never too early or too late to start teaching... Start today!

Thank you for all you do!

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www.asdatoz.com