Co-morbidity of ASD & ADHD: Evidence Based Interventions

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Connecting the circles/research

ADHD

ASD

Executive Functioning
Evidence Based Practices for Both Populations.....PBIS & consistency

- Support for behavior interventions,
- Comprehensive child/family treatment plan,
- Trained educational settings in effective behavior strategies,
- Use of effective command strategies & praise/rewards
- Consistently used token/reward system.
- Home/school interventions [i.e. daily behavior report]
- Parent behavior training,
- Child-focused affective skills training [i.e., replacement behaviors]
- Supported academic plan [i.e., supported homework time]
Cycle of Academic and Behavior Failure: Aggressive Response
(McIntosh, 2008)

Teacher presents student with grade level academic task

Student engages in problem behavior

Teacher removes academic task or removes student

Student escapes academic task

Student’s academic skills do not improve
11 “established” treatments “ [NAC, 2009]

1. Antecedent Package
2. Behavioral Package
3. Comprehensive Behavioral Treatment for Young Children
4. Joint Attention Intervention
5. Modeling
6. Naturalistic Teaching Strategies
7. Peer Training Package
8. Pivotal response Treatment
9. Schedules
10. Self-management
11. Story-based Intervention Package

- conversations to help students think about, reflect on & even problem solve around a specific experience or issue.

- designed to enhance student's social-emotional, thinking, learning & behavior skill.
Interventions Which Support Applied Learning: [ASD/ADHD/EF]

- authentic, personally meaningful activities
- formative assessments and feedback,
- facts move from rote memory to become part of the memory bank.
Concept (such as kindness, empathy, dignity, respect, attention, self-regulation, impulse control, etc.).

Actions: (what it looks like or how it is applied in our thoughts, words, & actions) **Positive self talk**

what we can do to enhance it (the how to’s, think this, say this, do this....).
Skills that Need Explicitly Taught: HOW TO: [ALL 3]

**SKILLS**
- Learn
- Study
- Organize
- Prioritize
- Review
- Class participation

**STRATEGIES**
- Walk through
- Video Modeling
- Shadow for a day
- To do lists
- Photo prompts
- Coloring Coding
- Modeling/Coaching/Debrief
Activities to Support Network Development

- Compare & Contrast,
- Give new examples of a concept,
- Spiraled curriculum,
- Group collaboration,
- Open-ended discussions.
- Learned Skills embedded across full day.
Aspects of Executive Functioning:

- Organization
- Planning
- Problem solving
- Working memory
- Initiation of tasks
- Impulse control
- The ability to monitor the effectiveness of one’s work
Authentic, student-centered activities, projects, and discussions will give students the opportunity to do the following:

- Make predictions
- Solve a variety of types of problems
- Pursue inquiries
- Analyze what information they need
- Develop their own skill plans
- Self Advocacy
What about the girls...Consider some adaptations?

- Talk it over—communication skills are usually more advanced
- Focus on feelings—helping put words to her feelings
- Shift to perception—explicit teaching of Theory of mind
- Use delayed gratification—target future benefits
- Awareness of cyberbullying—awareness of outside influences
Assistance for classroom teams...

- Brainstorming behaviors & locations to tease out strategies
- Detailed FBA’s
- Detailed BIP’s [escalation charts or curves]
- Affective Education
- Participating in staff debrief sessions.
- Participating in conversations with administrators regarding behaviors.
- Provide training on impulsivity
Jack's Escalation Curve & Staff Response Plan

**Prevent:** Verbal prompts for transitions. Notifying him of changes with his daily schedule. Social Stories, give calm directions, avoid using questions for directions, allow time to process the directions. Follow BIP. Utilize the Check in check out system to remind Jack what he is working for each period.

**Function:** Avoidance of work or consequences

**Teach:** Utilize ULS scripts, give scripts to interact with staff and peers. Teaching movement breaks as option to help refocus. Areas identified through the Skillstreaming pre-assessment include: listening, greetings, turn taking in conversations.

**Reinforce:** Following directions, staying in the classroom, using his words to talk about problems/feelings [asking for help], on-task behaviors

1 **Staff:**
   - Calm & in control, following
   - Less engaged, hard time focusing
   - Looks like: Getting up from his seat or moving away from activity

2 **Staff:**
   - Staff will give feedback and redirect, ex: “You need to make a good choice by sitting.” “quiet hands/body”. Remind him of movement breaks are available.
   - Frustrated, refusing, not on task
   - Looks like: Ignoring redirections, Jack stops talking or responding to questions, running around the room
   - Running from adults, hitting & kicking people & objects, throwing things, destroying property, yelling
   - Physical aggression has stopped, not talking, trying to please
   - Sulking, not talking, standing still, may start cleaning up but not taking responsibility for behaviors

3 **Staff:**
   - Staff gets closer in proximity, use calm voice with minimal language. Prompt Jack to stop/calm and complete, if he refuses call for support from classroom staff. Document elopement.
   - Noncompliant, not talking, refusing to move or eloping, kicking/hitting people/objects, pulling clothes, hair
   - Sitting in chair, starting to comply with simple directions
   - Physical aggression has stopped, not talking, trying to please
   - Sulking, not talking, standing still, may start cleaning up but not taking responsibility for behaviors

4 **Staff:**
   - Be near and use as little physical contact as possible, calm & supportive nonverbal body language
   - Be near and block access to running, don’t overreact. Support staff can attempt to guide him into the corridor to de-escalate. Keep him in eye sight if he elopes. Complete referral form for all aggression that Jack does not respond to redirection. Parents are notified.
   - Running from adults, hitting & kicking people & objects, throwing things, destroying property, yelling
   - Noncompliant, not talking, refusing to move or eloping, kicking/hitting people/objects, pulling clothes, hair
   - Sitting in chair, starting to comply with simple directions

5 **Staff:**
   - Least amount of interaction, do not overreact, classroom clear, ask for help, if NCI trained, follow NCI protocol as outlined for all students in the staff handbook. Parents are notified. If Jack is unable to recover from this level, his parents will be notified and he will be sent home.
   - Physical aggression has stopped, not talking, trying to please
   - Sulking, not talking, standing still, may start cleaning up but not taking responsibility for behaviors
   - Noncompliant, not talking, refusing to move or eloping, kicking/hitting people/objects, pulling clothes, hair
   - Sitting in chair, starting to comply with simple directions

**5-4 Staff:**
- Be near and use as little physical contact as possible, calm & supportive nonverbal body language.
- Be near and block access to running, use calm and supportive nonverbal body language, begin to reinforce any attempts at calming.
- Physical aggression has stopped, not talking, trying to please.
- Sulking, not talking, standing still, may start cleaning up but not taking responsibility for behaviors.
- Noncompliant, not talking, refusing to move or eloping, kicking/hitting people/objects, pulling clothes, hair.
- Sitting in chair, starting to comply with simple directions.

**4-3 Staff:**
- Reinforce any calming attempts, continues to support with calm body language, restate directions.
- Physical aggression has stopped, not talking, trying to please.
- Sulking, not talking, standing still, may start cleaning up but not taking responsibility for behaviors.
- Noncompliant, not talking, refusing to move or eloping, kicking/hitting people/objects, pulling clothes, hair.
- Sitting in chair, starting to comply with simple directions.

**3 Staff:**
- Reinforce any calming attempts, continues to support with calm body language, restate directions.
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- Sitting in chair, starting to comply with simple directions.

**2 Staff:**
- Give lots of reinforcement for on-task behaviors, Process through “do overs” steps: Make a plan, clean up, make apologies.
- Fully recovered, following directions and receiving reinforcement.

**1 Staff:**
- Resume schedule and give reinforcement.
- Sitting in chair, starting to comply with simple directions.
- Physical aggression has stopped, not talking, trying to please.
- Sulking, not talking, standing still, may start cleaning up but not taking responsibility for behaviors.
- Noncompliant, not talking, refusing to move or eloping, kicking/hitting people/objects, pulling clothes, hair.
- Sitting in chair, starting to comply with simple directions.

**2-1 Staff:**
- Give lots of reinforcement for on-task behaviors, Process through “do overs” steps: Make a plan, clean up, make apologies.
- Fully recovered, following directions and receiving reinforcement.
- Sitting in chair, starting to comply with simple directions.
- Physical aggression has stopped, not talking, trying to please.
- Sulking, not talking, standing still, may start cleaning up but not taking responsibility for behaviors.
- Noncompliant, not talking, refusing to move or eloping, kicking/hitting people/objects, pulling clothes, hair.
- Sitting in chair, starting to comply with simple directions.
Research:


Questions?

Honey please, just calm down. Let me explain....