

# Ask the Doctor

**Stretch  
Bend or  
Break**



**January, 2012**

# Course of Events

- **I'll Outline Topic**



# You'll Talk



## **Describe Your Cases**

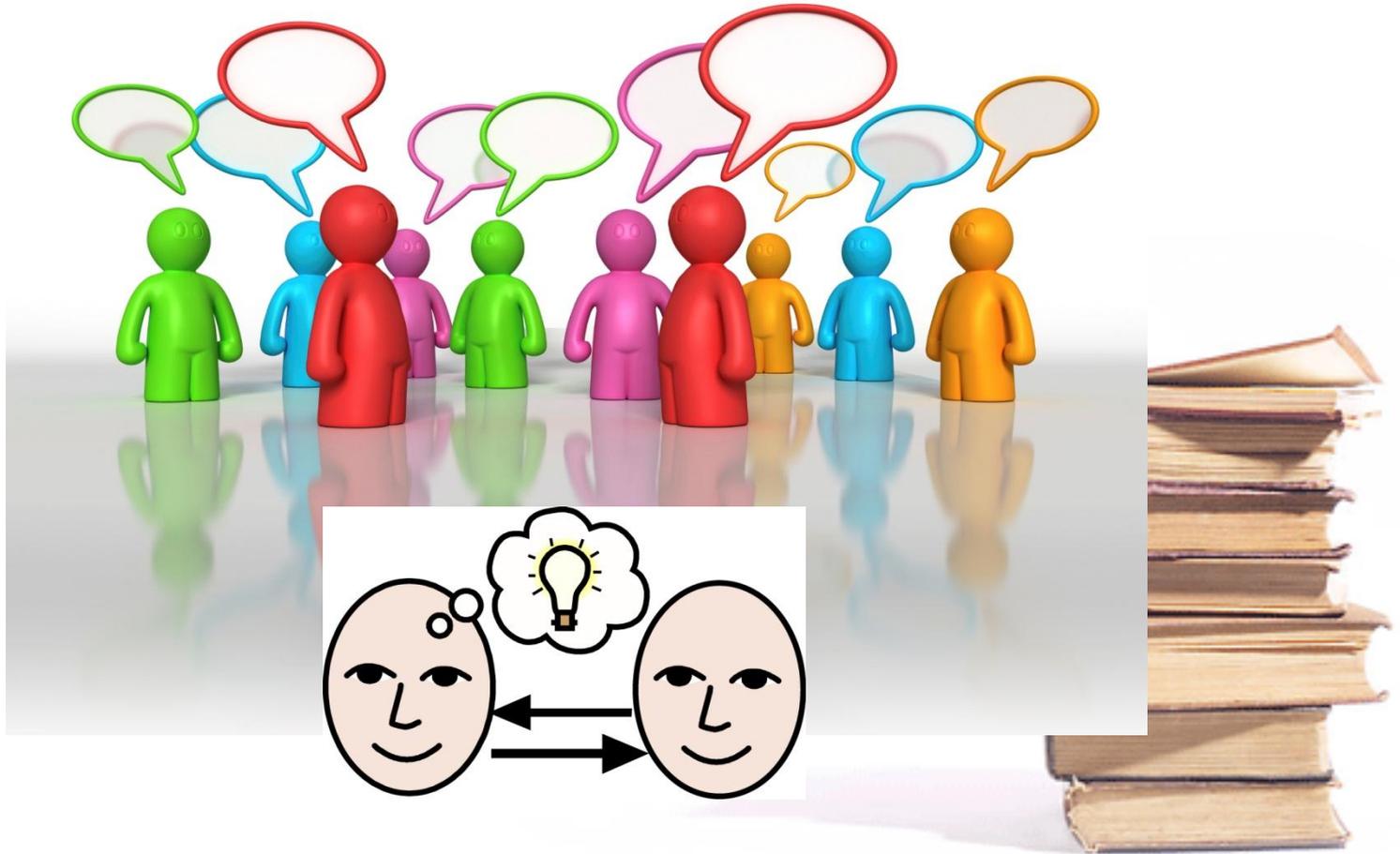
# I'll Share Some Research



F0011212 [RF] © www.visualphotos.com



# Then We'll Discuss Some Real Life Applications



# Autism



- *Qualitative Impairments  
in*
  1. *Social Interaction...*
  2. *Communication...*

*AND*



# AUTISM-The Big 3<sup>rd</sup> Category:

- *Restricted Patterns of Behavior,*

**Obsessive Interest**

**Inflexible Routines or Rituals**

**Stereotyped, Repetitive**

**Preoccupation with Parts**

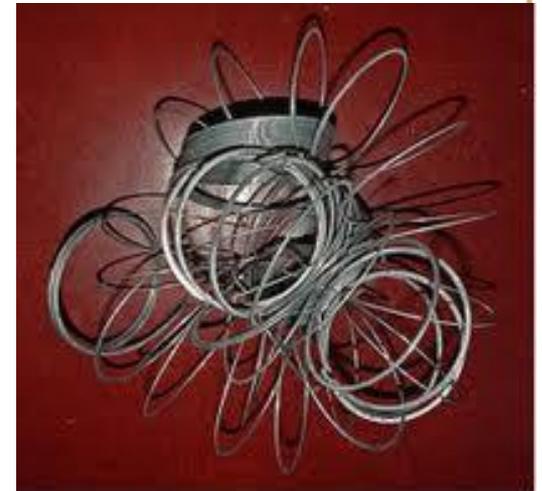
**Insistence On Sameness: Resistance to Change**

We Acknowledge and USE The Comfort  
of Sameness and Love of Order

**And Then, Sometimes we need to  
confront the monster**



# Stretch, Bend, But Don't Break

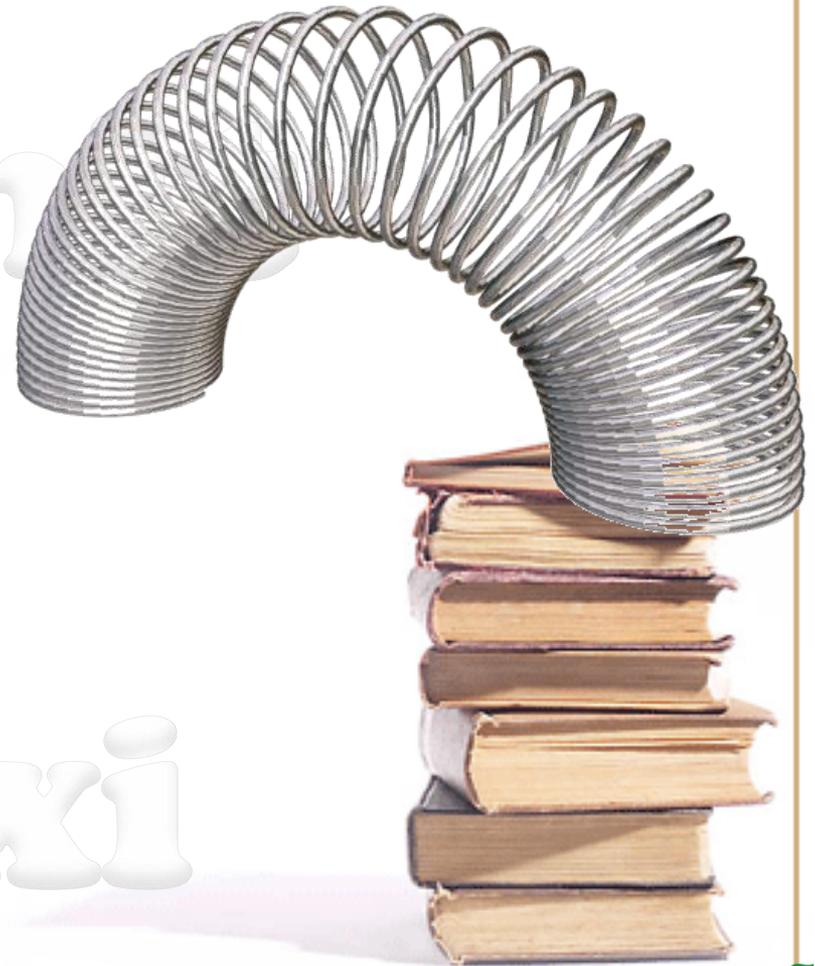


# Examples of

• Cognitive

ive

Inflexi



# Stereotyped Restricted Interest

- *“Conversation”*

*(Eric and Garbage Days)*

- *Attachment Object(s)*



*(Donnie and his Bathing Suit,  
Steve with Vacuum Cleaners)*



# Insistence on Sameness

• *Key*



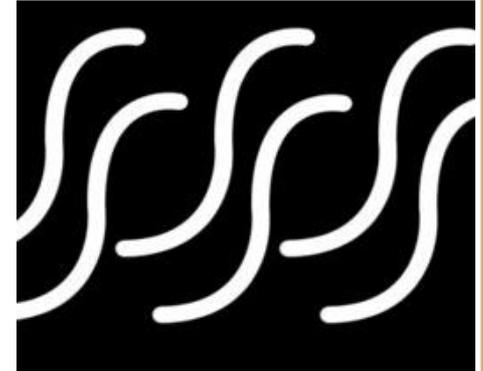
- You may not know what it is that must be the same, but you know when it isn't the same.

- *Carpet*



# Routines and Rituals

- *Lining Things Up :  
Straightening  
Kuhn(2009)*



- *Throwing to Watch  
it Fall*

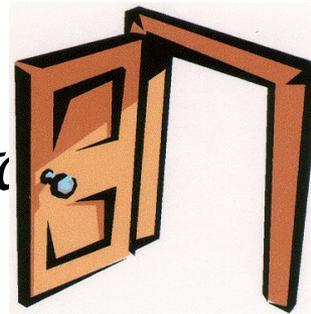
- *Videos or Video  
Segments-Over and  
Over*



# Routines and Rituals (Cont)

- *Routine Change*  
*:Furniture Move*

Robert



- 
- *Need to Finish*
- *Preoccupation with a*  
*Part*



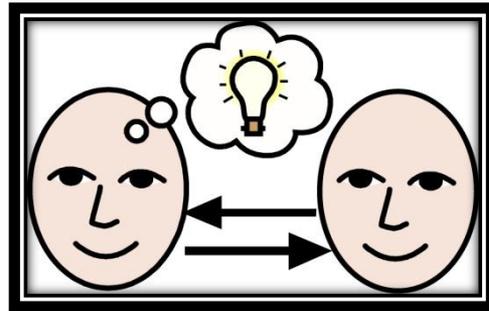
# Verbal Repetitions



- *Calendar Repetitions, Commercials*
- *Single Word, or Whistle, or Yell*
- *Favorite Name, Commercial, Delayed, non-meaningful echolalia*



# Know Anybody Like That??



- As a table, generate some examples you have known
- Any solutions?





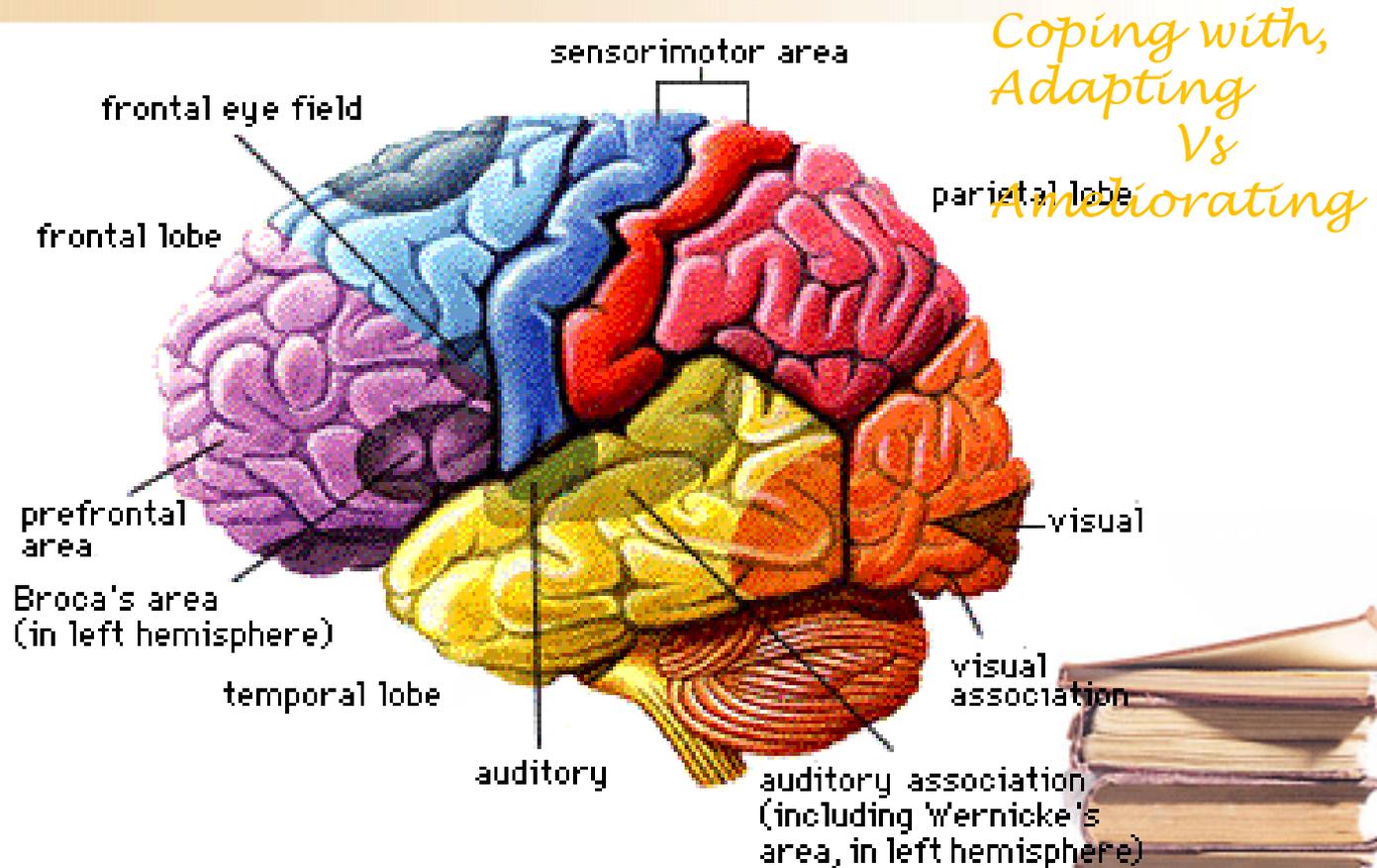
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Homes  
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# What Does the Research Say??

# Quality of Evidence





## Neurobiological Mechanisms

*H5RT Depletion in the Frontal Lobe  
Other Neurobiological and Hereditary  
Implications*

# Pharmacological TX



# Form and Nature Over Time

**Simple Motor  
and Sensory**

**More Complex  
Verbal and  
Motor  
Behavior**

**Debilitating  
Rituals**

## **Transition**

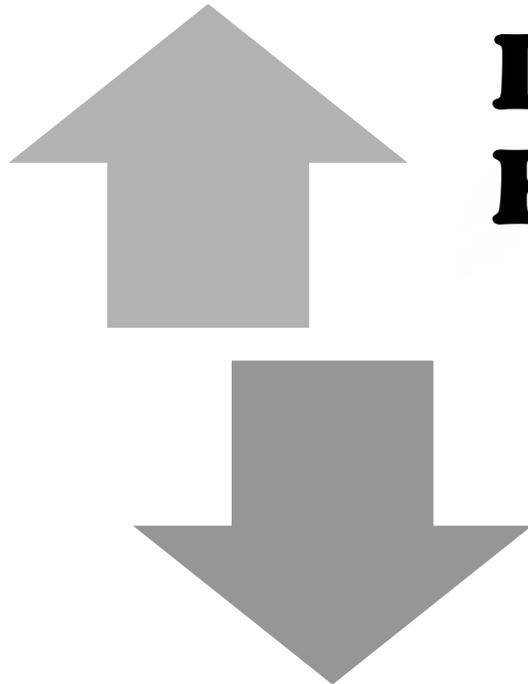


**Systematic  
Review**

# Function Based Intervention Practices for SRB's

- **Stereotypic and Repetitive Behaviors**

**Systematic  
Review**



**Desirable  
Behaviors**

**SRB's**



# Start Early. Between 2-4



**Systematic  
Review**

# Review of Best Outcomes For Seterotypic and Repetitive:

## Function Determined

- Maintaining Consequences Manipulated
- Adaptive Behavior Increased
- i.e., Comprehensive Treatment Plan



**Systematic  
Review**

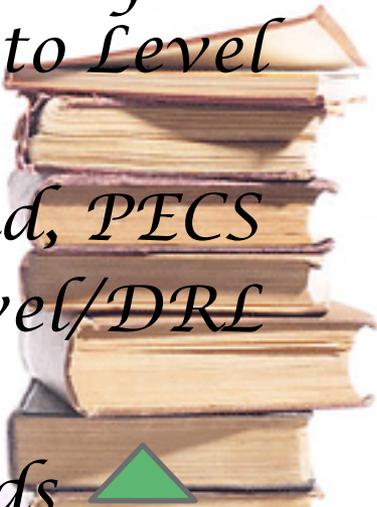
# H<sub>0</sub> Function Matches

## *Function*

- *Sensory Overload*
- *Sensory Deprivation*
- *Attention*
- *Escape Demands*
- *Avoid or Escape Situations (Neg. S<sup>r+</sup>)*

## *Option*

- *Reduce Stim/Screen*
- *Match Sensory Stim S<sup>r+</sup>/ Adjust to Level*
- *Raise Hand, PECS*
- *Adjust Level/DRL*
- *Break Cards*



**Controlled Studies**

# TX Choices

*NCR, paired with:*

- *Response Interruption*
- *Matched Stimulation*
- *Response Blocking , +S<sup>r+</sup> thinning*
- *DRL*
- *Functional Communication*



**Systematic  
Review**

# Top Ten

*(NCR alone insufficient)*

## *NCR with Response Interruption*

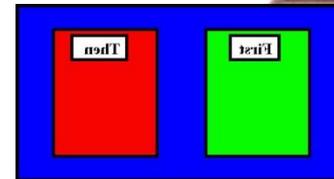
- *Child ran in circles, book flipping, hand flapping*
  - *Increased Appropriate Play*
  - *Criticism: Floor Effect of Intervention skews data*



**Systematic  
Review  
Cicero, 2007**

# 3 Studies

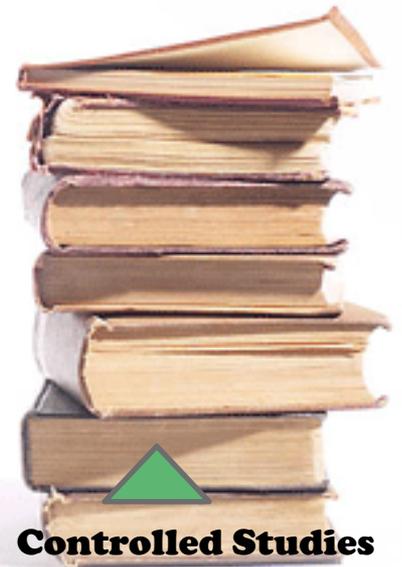
- *Antecedent Based Intervention*
  - *Visual Cue Cards*
  - *Plus Additional Contingencies*



**Controlled Studies**

# Undifferentiated

- *Behavior appears to be maintained by*
  1. *attention,*
  2. *escape, and*
  3. *avoidance*



**Controlled Studies**

# What To Do?

## Functional Communication Training

**Attention:**

**Teach to Raise His Hand**

**Demand Avoidance:**

**Teach to Sign "Break"**

**Tangible:**

**Teach to Sign "More"**

**Add: Response Interruption, extinction, partial physical prompting for Functional Communication**



**Controlled Studies**

**Carr & Durrand, (1985)**

# *More Complex Verbal and Motor Behavior*

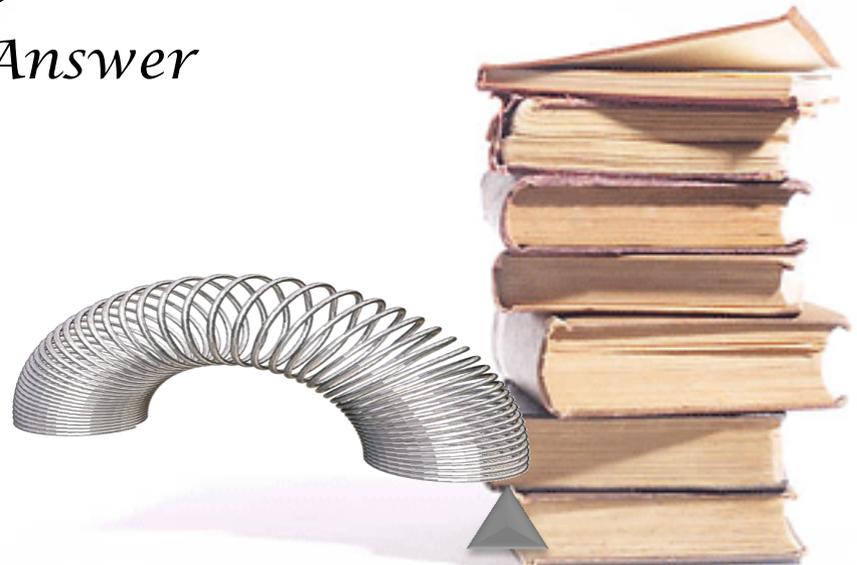


**WHY**



# *More Complex Verbal and Motor Behavior*

- *Intrusive thought or behavior*
  - *Block noxious stimuli*
  - *Calm themselves*
  - *Underwhelmed*
  - *Substitute for Answer*



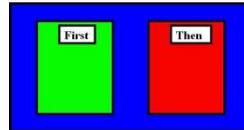
**Ideas & Opinions**

# More Complex Verbal and Motor Behavior

- (AIM Examples)
- Robert—3 yr old -smelling- HAIR.



- Georgia 8 yr old Asperger—Hx of Motorcycles research and interest



- Set up Structure, Time Limits, Aids, and Accommodations to Meet Needs

- Ex: Spin tops 15 min. at home

- Computer 20 minutes to research submarines
- Headphones for music, magazines -during break only

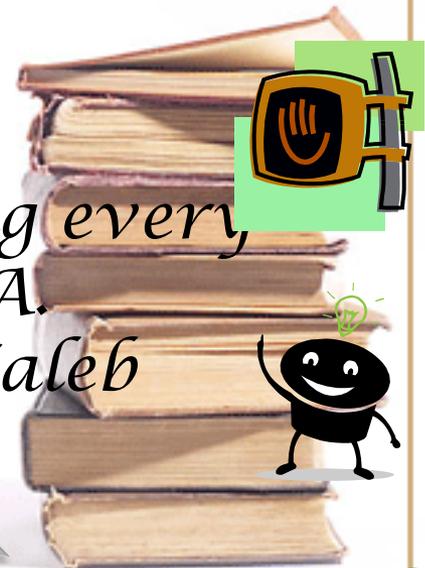


# Routines and Rituals

*(Aim Examples) /*

[http://www.autisminternetmodules.org/mod\\_view.php?nav\\_id=404](http://www.autisminternetmodules.org/mod_view.php?nav_id=404)

- *Phil -Must Drop Objects and Listen- IWS*
- *Ginger (13 yrs)-Morning Schedule—bus doesn't come—starts to rock and whine*
- *Kaleb- (4 yrs) Down the hall, opening every door. Blocking induces tantrum. I.A. mentions reinforcer next (lunch), Kaleb reluctantly regroups*



Case Reports

# Routines and Rituals

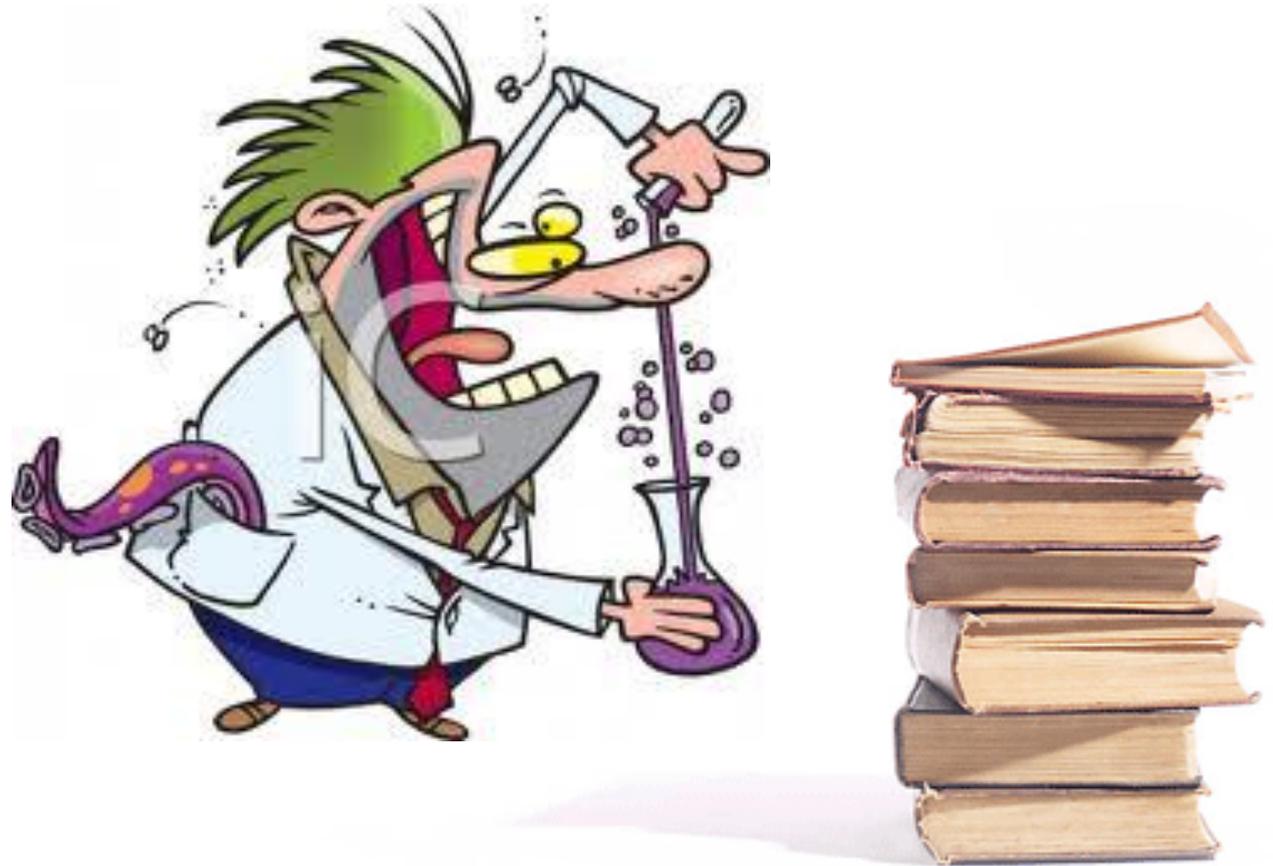
*Lee (18 yr)—Special Olympic practice for the one-mile race, but here comes the bus*



Case Reports



# Quazi-experimental Interventions



# We Buy In to Sameness, Order, Repetitive Routines

- Visual Structures
- Discrete Trial Regularity
- Pivotal Response Routines
- Order, Graduated Enlargement of Cues/ Menus for Reinforcers after Sampling



**Ideas & Opinions**

# How To Prepare

- **New Situations**
- **New Schedule Additions**
- **New Experiences**
  
- **Sometimes Routines**
- **Choice Menus**
- **Wait Choices**



**Ideas & Opinions**

# Visual Schedules ...

## Build Flexibility

### **A Way To Stretch**



### **Avoid the BREAK**

**TOY  
STORY**

SLINKY



# THANK YOU

[://www.youtube.com/watch?feature=player\\_detailpage&v=tteyBFW4fRo](https://www.youtube.com/watch?feature=player_detailpage&v=tteyBFW4fRo)



# Flexibility



**you suck at this**