

Autism
Asperger's, PDD
Prompting

Universal Deficits of “Dynamic Thinking”

- ◆ “Experience Sharing” Communication
- ◆ Referencing
- ◆ Regulating
- ◆ Episodic Memory
- ◆ Flexible Problem Solving

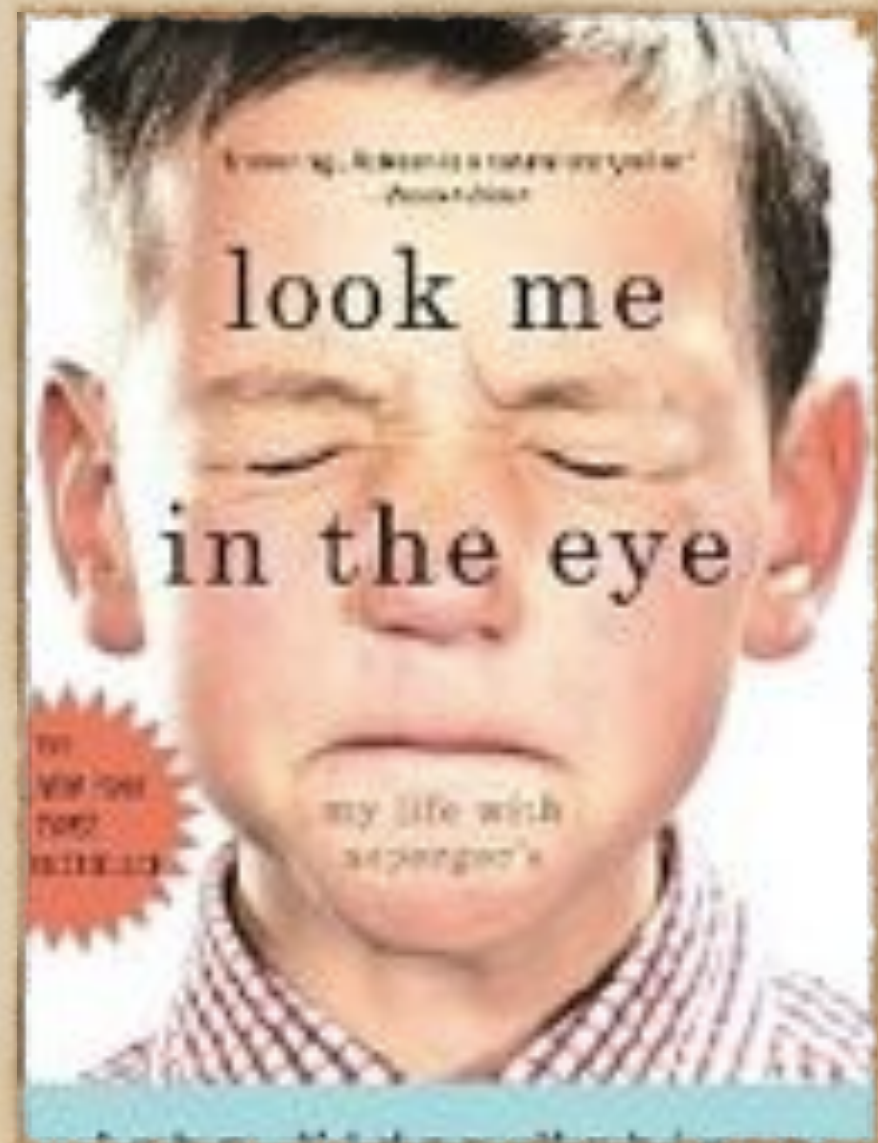
Experience Sharing Communication

- ◆ Children CAN- communicate wants and needs by:
 - ◆ Pointing, gesturing, labeling
- ◆ Talk at length about one topic
- ◆ BUT, they CANNOT:
 - ◆ Share experiences & feelings or appreciate your feelings



Referencing

- ◆ Kids with Autism & Aspergers are taught to look people in the eyes, but are they referencing????





This is referencíng

- ◆ Referencing means a child looks at you to borrow your perspective
- ◆ Referencing means a child looks at you to help solve moments of uncertainty
- ◆ Referencing means they understand what you are trying to convey and they can do something with that information

Regulating

- ◆ Difficulty understanding the reciprocity of interactions
- ◆ Examples...



Episodic Memory

- ◆ When you see this image, what do you think about?



- ◆ Many of our children have incredible memories for facts, but most memories do not conjure emotions



Flexible Problem Solving

- ◆ Children know the rules
- ◆ They appreciate anything in “black and white”
- ◆ But can they adjust to a changing situation?



- ◆ What are the Universal Deficits for children with Autism and Aspergers?
 - ◆ Experience Sharing, Referencing, Regulation, Episodic Memory, & Flexible Problem Solving
- ◆ Can you think of examples of children here at the program? Now...

- ◆ Begin to think about a behavior this child displays in a different way.
- ◆ See if you can take a difficult behavior and determine what deficit in dynamic thinking is causing it to occur.
- ◆ If behaviors are addressed without looking at and addressing the root of the problem, they may be extinguished, however the deficit will manifest itself in another way or another difficult behavior. If the deficit itself can be addressed, the behavior will truly be extinguished.

Prompting & Behaviors

- ◆ How can we teach our children to problem solve?
- ◆ They can be more active participants in their environment.
- ◆ One way: Use LESS verbal prompts.



What is this child thinking?



Situation: You want the child to get in
line

Verbal Directions

- ◆ Get in line. I said get in line. You need to stop what you're doing and get in line. Did you hear me? I asked you to get in line. Why aren't you getting in line?

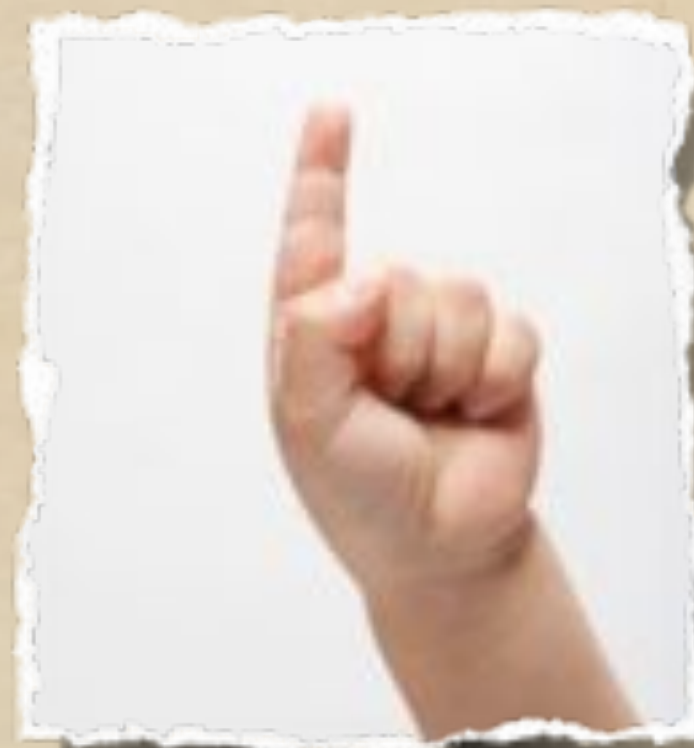


Direct Verbal Prompt with Nonverbal

- ◆ “Get in line”
- ◆ Point to the line.
- ◆ This gives the child
some time to process
the information.

Direct Nonverbal Prompt

- ◆ Point to the door
- ◆ This gives the child a direction without words.



Provide 2 Options

- ◆ Will you line up at the door?
- ◆ Or will you leave after everyone else is gone?
- ◆ Some of our kids need a choice. It gives them some “power”



Verbalize a solution

- ◆ “If I saw other people lining up, I would get in line too.”
- ◆ This provides them with thoughts they could be having~ kind of like a social story

Indirect Verbal Prompt to think about possible solutions/actions

- ◆ “I bet *you*’re going to want to line up to go to lunch.”
- ◆ Helps the children think through what is going on.



Verbal Comment About the Situation

- ◆ “Wow. Everyone else is lined up at the door.”
- ◆ Minimal prompt which enables the child to solve his/her own problem.



Fade prompts
through time



We don't want our kids looking like
this



We want happy kids!