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Treatment Approaches for Clients with Autism Spectrum Disorders

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Agenda

- What is Autism Spectrum Disorder (ASD)?
 - Brief review of diagnostic criteria
- Evidenced Based Therapies for ASD
- Behavioral Strategies
- Resources





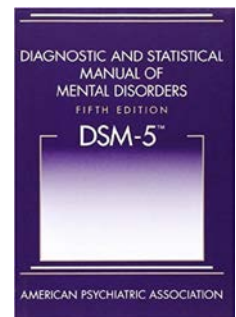
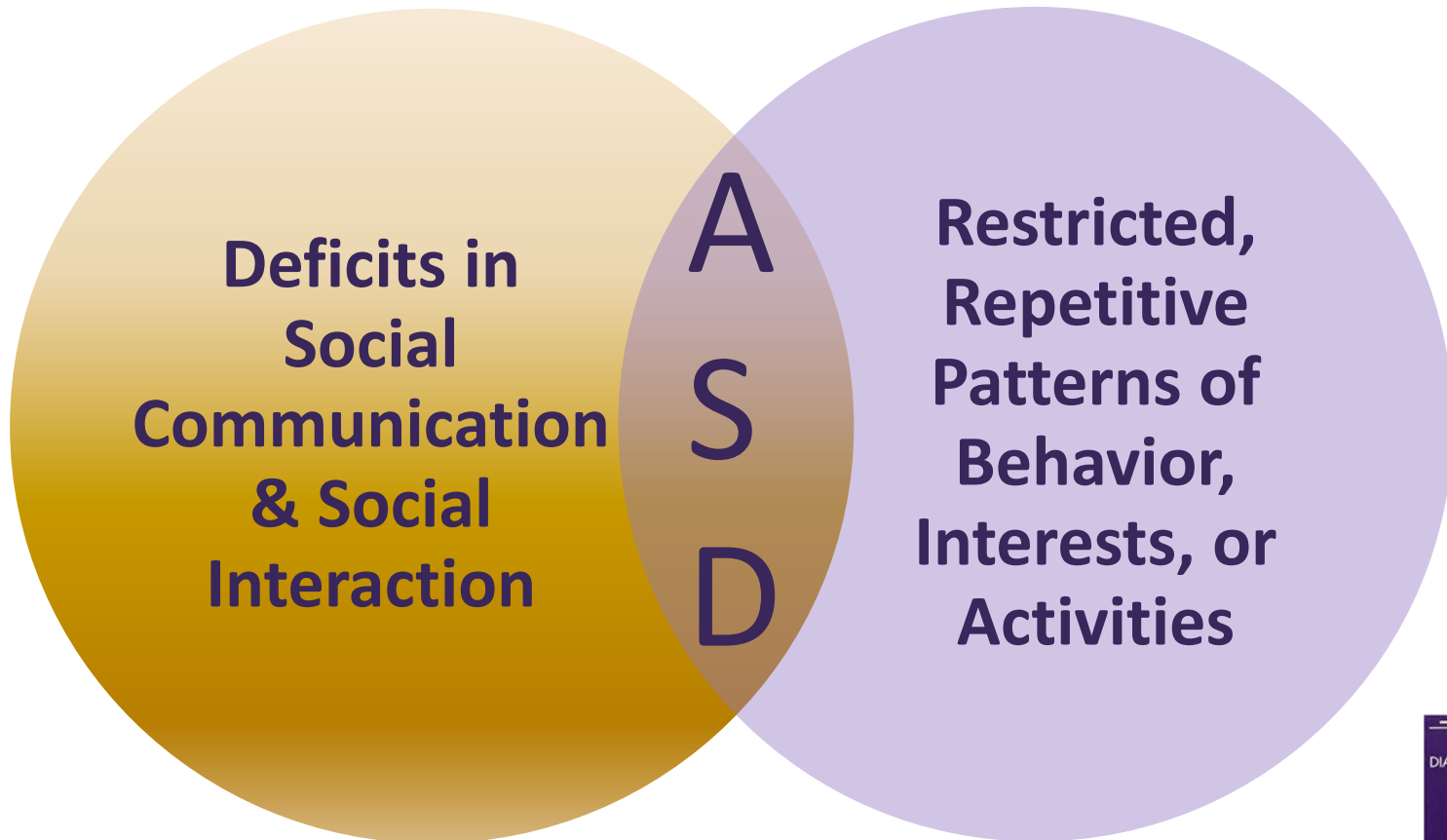
AUTISM SPECTRUM DISORDER OVERVIEW

“I am different, not less.”

- Dr. Temple Grandin



DSM-5 Diagnosis of Autism Spectrum Disorder



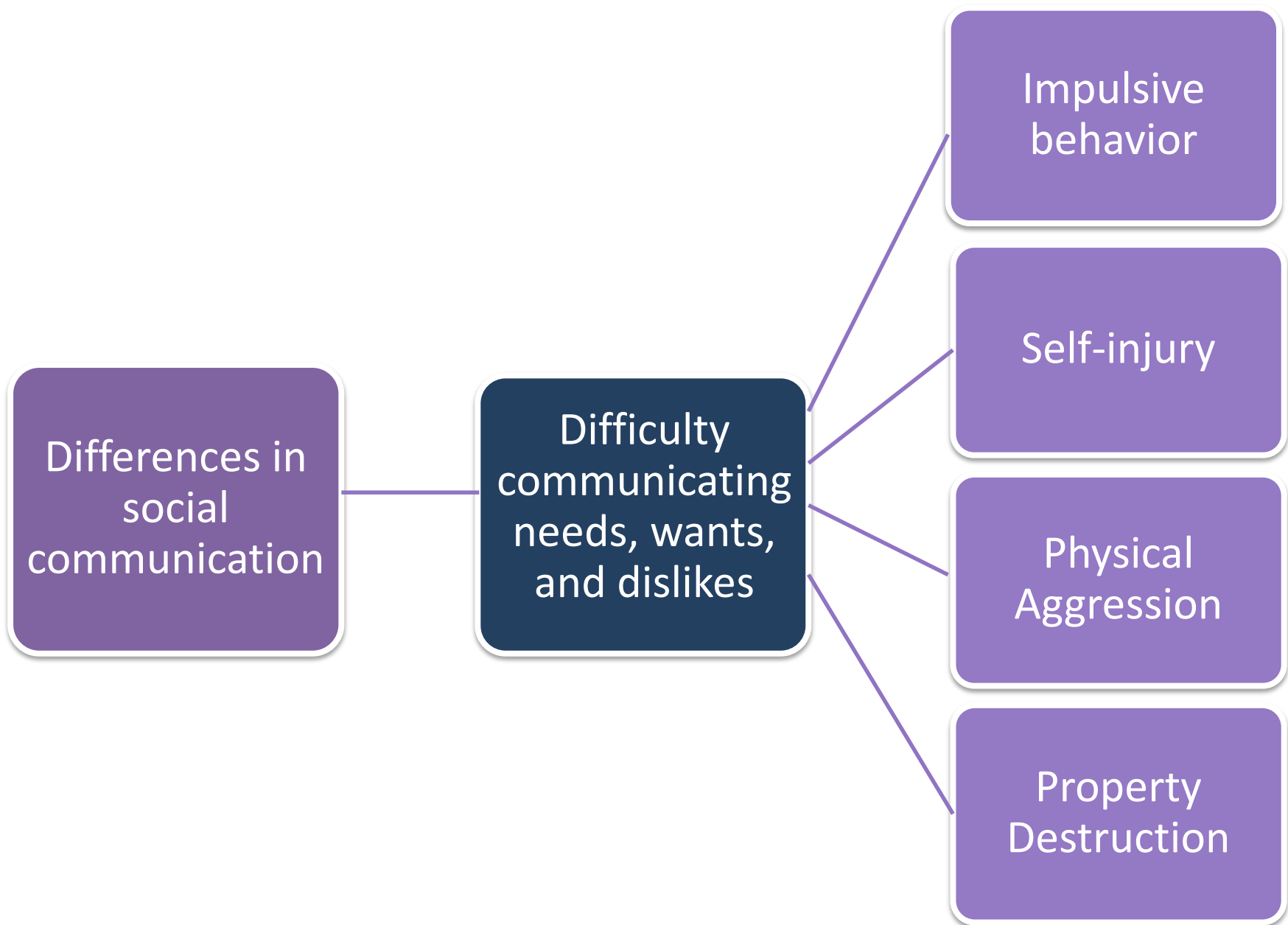
Social Communication/Social Interaction

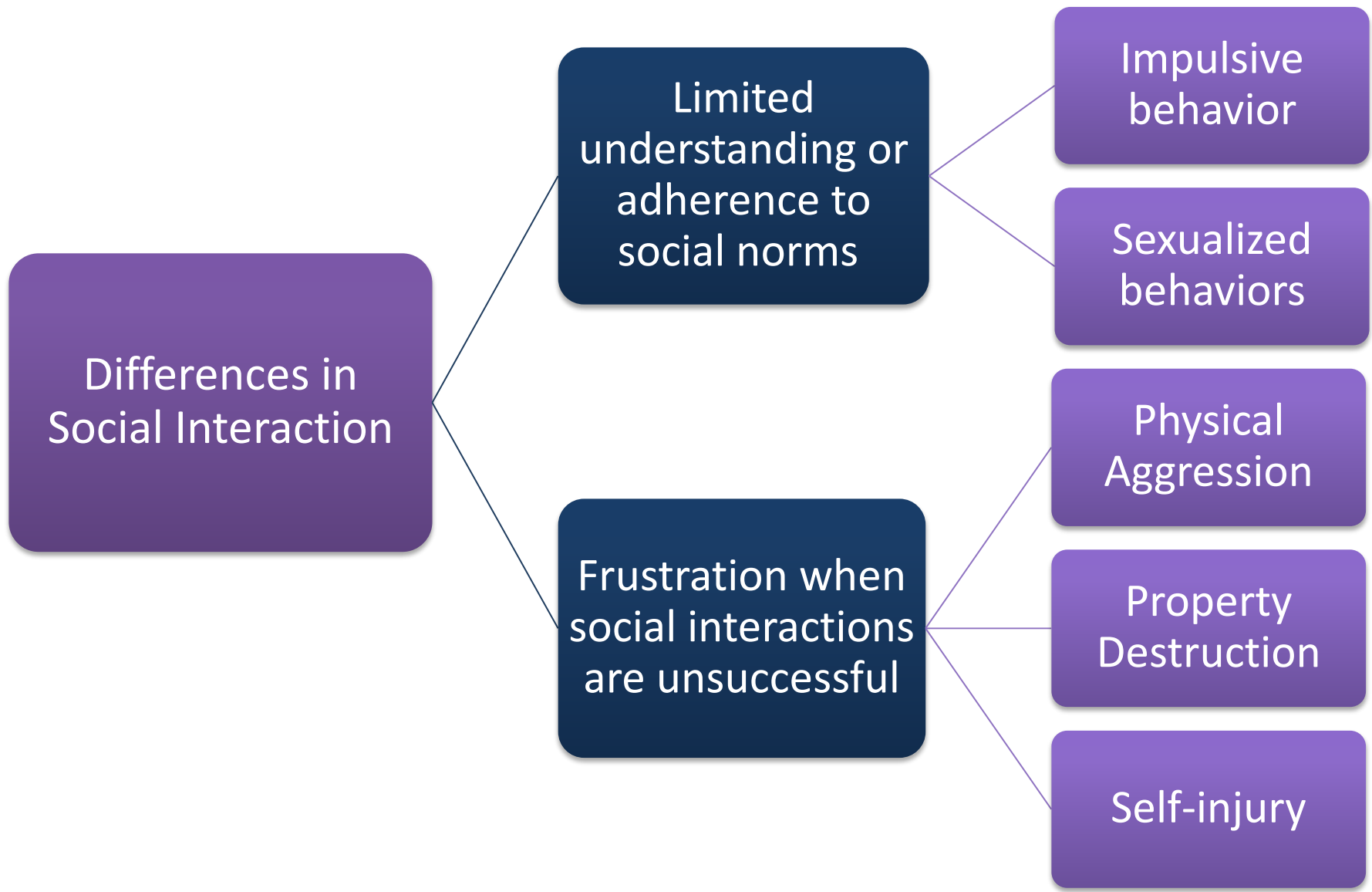
Persistent *deficits* in Social Communication and Social Interaction across multiple contexts

(must meet all 3 features)

- Differences in social-emotional reciprocity
- Differences in nonverbal communicative behaviors
- Differences in developing, maintaining, and understanding relationships





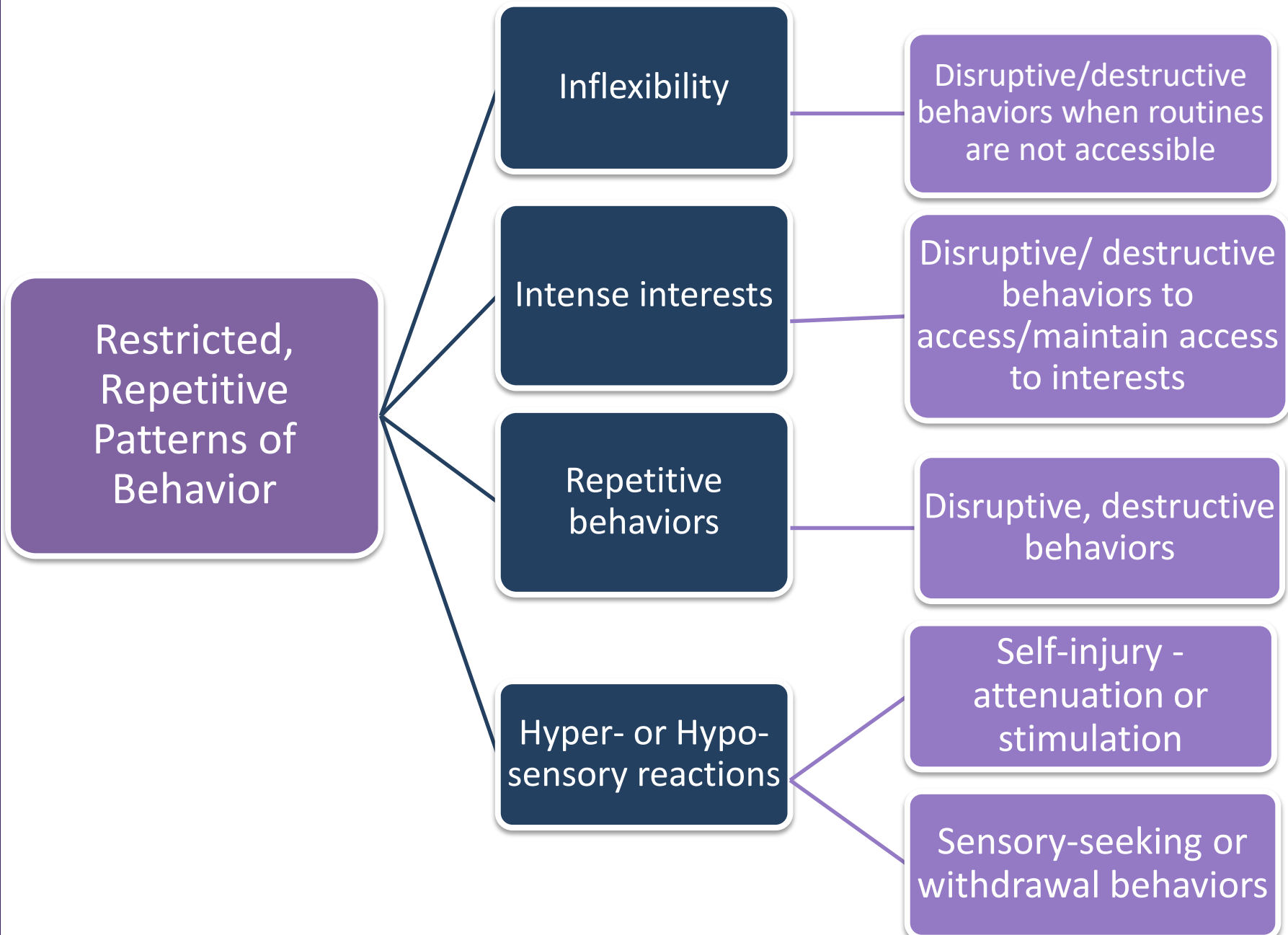


Restricted/Repetitive Patterns of Behavior

(Must meet at least 2 of 4 features)

- Stereotyped or repetitive motor movements, use of objects or speech
- Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior
- Highly restricted, fixated interests that are abnormal in intensity or focus
- Hyper- or hypo reactivity to sensory input or unusual interest in sensory aspects of the environment





Restricted, Repetitive Patterns of Behavior

Inflexibility

Disruptive/destructive behaviors when routines are not accessible

Intense interests

Disruptive/ destructive behaviors to access/maintain access to interests

Repetitive behaviors

Disruptive, destructive behaviors

Hyper- or Hypo-sensory reactions

Self-injury - attenuation or stimulation

Sensory-seeking or withdrawal behaviors

EVIDENCED BASED THERAPIES FOR ASD

Barriers to Identification & Treatment

- Fewer treatment providers
- Reduced seeking of health care
- Fewer evidenced based treatments
- Cognitive and language impairments
- Difficulty reporting and identifying emotions
- Co-morbid conditions



Evidenced Based Therapies: Most recommended

- Speech Therapy
- Occupational Therapy (sensory, fine motor)
- Physical Therapy (gross motor, coordination)
- Applied Behavior Analysis (ABA) Therapy
- Social Skills Groups
- Parent Training
- Individual Therapy/Counseling
- Medication Management



Evidenced Based Therapies: Social skills groups

- Small groups/dyads
- Learn and practice social skills
- Some groups can be covered by insurance/DDA but often private pay
- Social Thinking – Michelle Garcia Winner
- PEERS – UCLA
 - <https://www.semel.ucla.edu/peers>

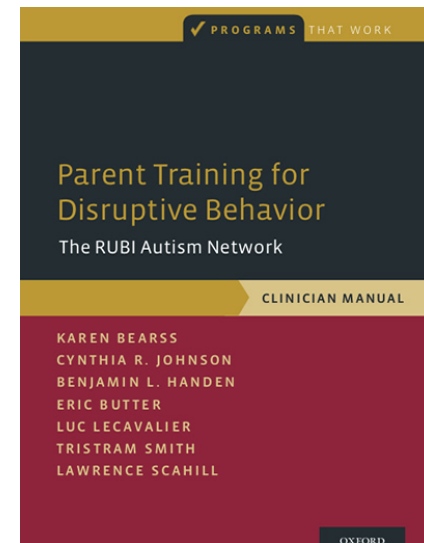
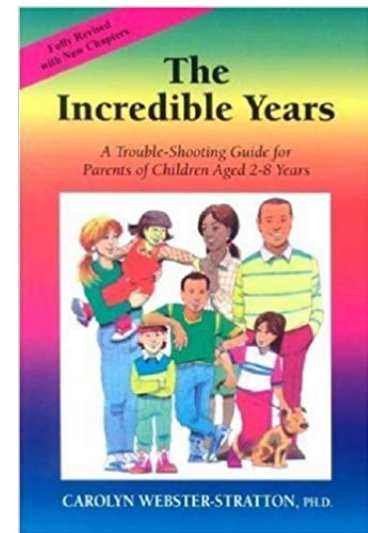
SUPERFLEX[®]



Evidenced Based Therapies:

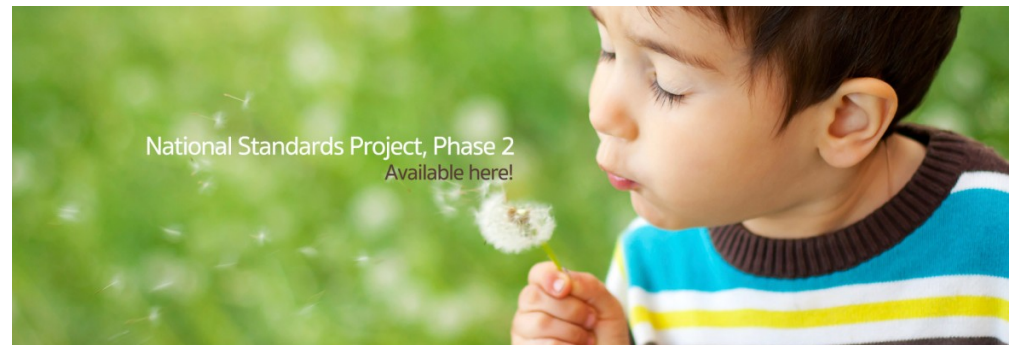
Parent coaching

- Behavior & social emotional development
 - Parent-Child Interaction Therapy (PCIT)
 - The Incredible Years
- Disruptive behavior
 - RUBI Parent Training Program
- Language and social communication development
 - Hanen Program – More than Words



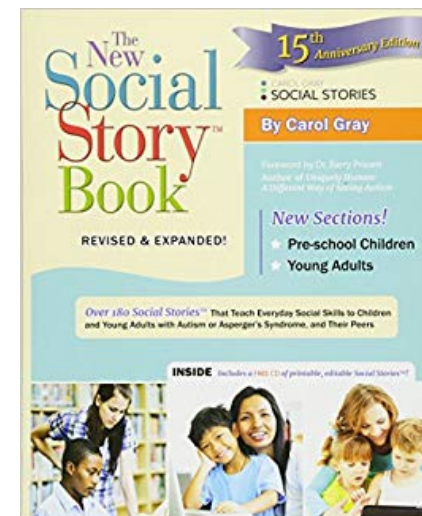
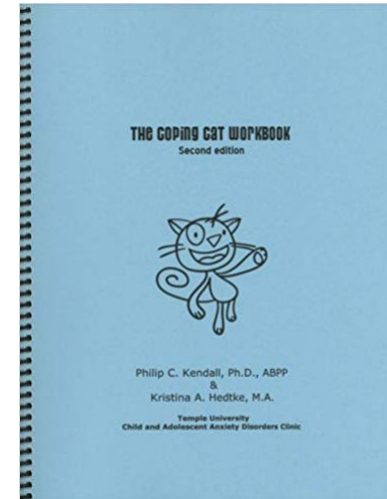
Evidenced Based Therapies: Individual therapy/counseling

- National Autism Center- National Standards Project
- Purpose: to provide information to consumers about evidence-based strategies and provide support for selecting interventions
- Phase 1: 2009
- Phase 2: 2015
- <http://www.nationalautismcenter.org/national-standards-project/results-reports/>



Evidenced Based Therapies: Individual therapy/counseling

- Established Interventions* (ages 0-21)
 - Behavioral Interventions
 - Cognitive Behavioral Interventions
 - Social Stories
 - Self-management & schedules
- Established Interventions* (ages 22+)
 - Behavioral Interventions



**(National Standards Report, 2015)*



Evidenced Based Therapies: Medication management



- Medications used to treat symptoms
 - Do NOT cure ASD!
- May be helpful for emotion/behavior management (e.g., anxiety, self-injury)
- Some evidence that Autistic clients are more sensitive to medication side effects
- Recommend using a medication specialist (e.g., Pediatric Psychiatrist, Developmental Behavioral Pediatrician)
- Thorough evaluation, LOW & SLOW dosing



BEHAVIORAL STRATEGIES

Creating a Behavioral Strategy Toolkit



- Physiological factors
 - The basics
- Environmental supports
 - Visual supports
 - Transition
 - Meet sensory needs
- Regulating emotions
 - In the moment
 - Longer term

Physiological Interventions



The Basics:

- Sleep
- Meals
- Daily routines
- Medication

Environmental Supports

- Visual supports
- Meet sensory needs
- Transition supports



Visual Supports

- Create predictability
- Increase understanding of expectations and independence
- Minimize control struggles & increase compliance



Visual Supports: Instructions and Reminders



Visual Supports: Schedules



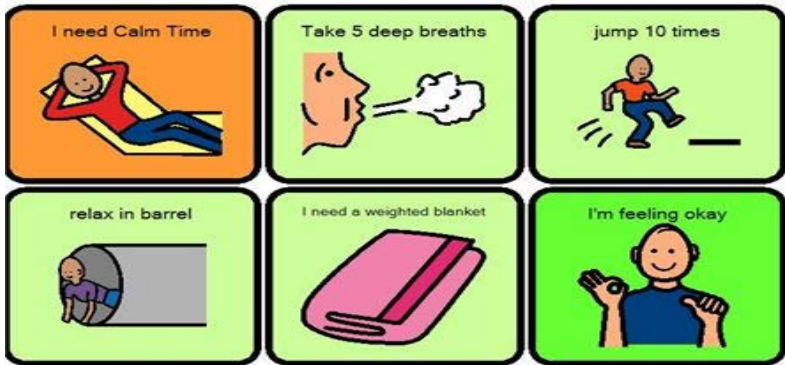
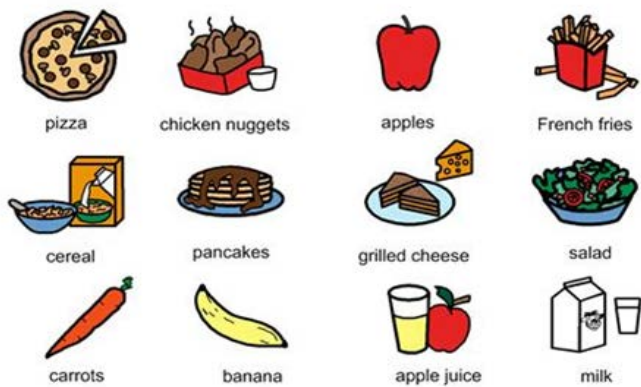
Object Schedule

Lunch box = lunch
 Bicycle helmet = ride bike
 Back pack = go home
 Water bottle = get drink
 Keys = play area
 Juice can = snack
 Toilet paper roll = bathroom
 Plastic tub = art table
 Bead = work with teacher
 Ring = work table

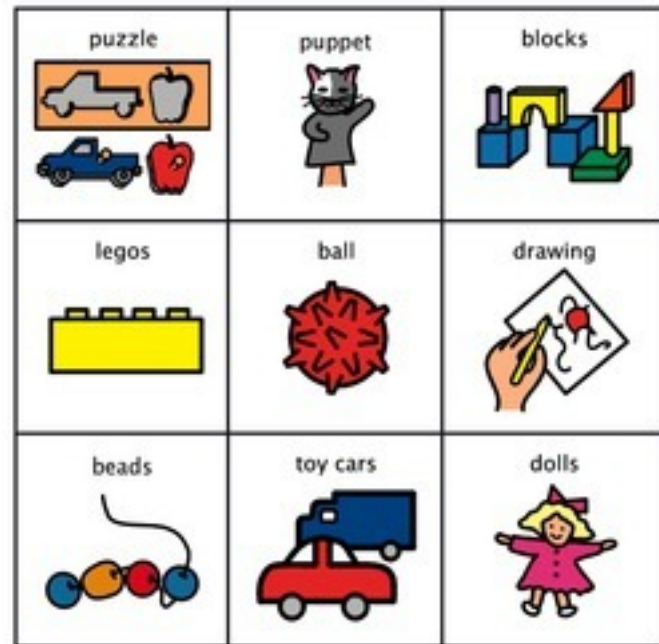


Visual Supports: Choice Boards

I want...

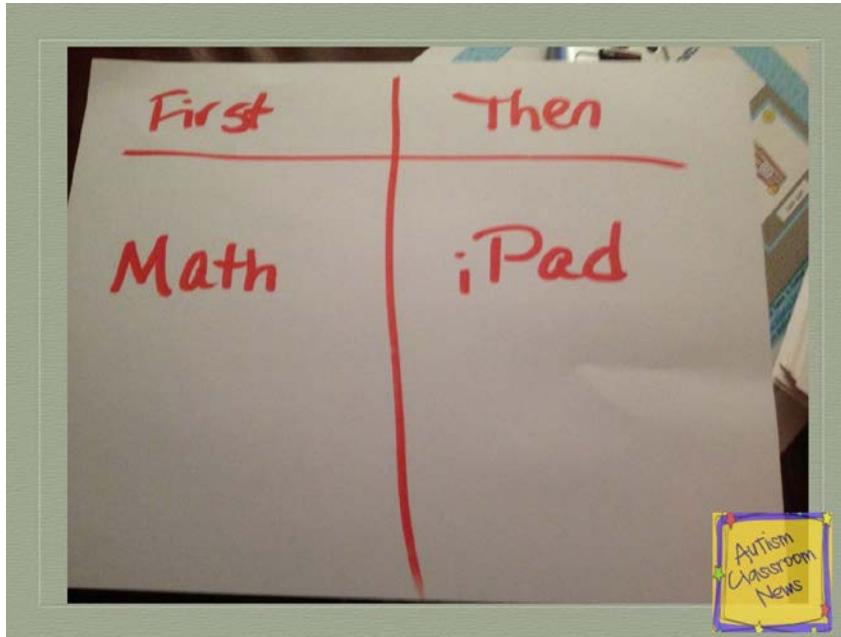


Picture Icons and Visual Supports - Reinforcers



The Picture Communication Symbols (PCS) are © 2003 by Mayer Johnson LLC. All Rights Reserved. Microsoft, Microsoft Word, and Windows are trademarks of Microsoft Corporation. iPad is a trademark of Apple Inc.

Visual Supports: First, Then



- Provide clear/ succinct expectations
- Increase predictability
- **First:** Required activity/non-preferred activity
- **Then:** Preferred/ reinforcing activity



Meeting Sensory Needs

- Heavy lifting
- Moldable materials and squeezable fidgets
- Add motion: Activity breaks- stretching, push-ups, jumping; Song breaks with movement
- Lighting, temperature, smells, sounds
- Music or silence headphones
- Chewing



Transition Support and Warnings

- Anticipate situations/events that are going to occur
- Prepare individual for situations, events, transitions or changes that will occur
 - Provide warnings
 - Provide information
 - Rehearse
 - Transitional items
 - Books, magazine
 - Favorite object
 - iPad
 - Music



Transition Support and Warnings



30 min. 30 min. 30 min. 30 min. 30 min.

 work	 work	 work	 work	 work
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I am working until 10:30,
then I get a break.

breaktime



Regulating Emotions

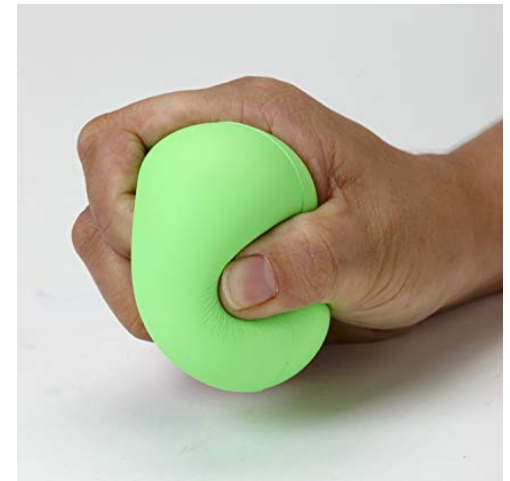


- In the moment
 - Redirection
 - Use of visual cues
- Longer term strategies
 - Emotion identification
 - Emotion regulation strategies

Regulating Emotions:

In the Moment

- When you see emotional escalation:
 - Remain calm -decrease volume and use slow movements
 - Redirect or distract
 - New activity
 - Change in scenery
 - Provide a cue for using calming techniques
 - Model strategies previously practiced



Regulating Emotions: In the Moment

- Quiet space or “chill zone”



Regulating Emotions: Longer Term

- Emotion Identification Exercises
 - Help person identify:
 - How he/she feels (a descriptive emotion word)
 - What are the signs in his/her body ?
 - What he/she can do to calm down or cope
 - Teach and practice appropriate strategies



Cognitive

- Emotion regulation programs (e.g., Zones, 5-pt Scale)
- Three things, visualization

Physical

- Exercise (e.g., walk, run)
- Body movements (e.g., stretching, squeezing)

Emotion Regulation Strategies

Relaxation

- Slow breathing, muscle relaxation
- Music

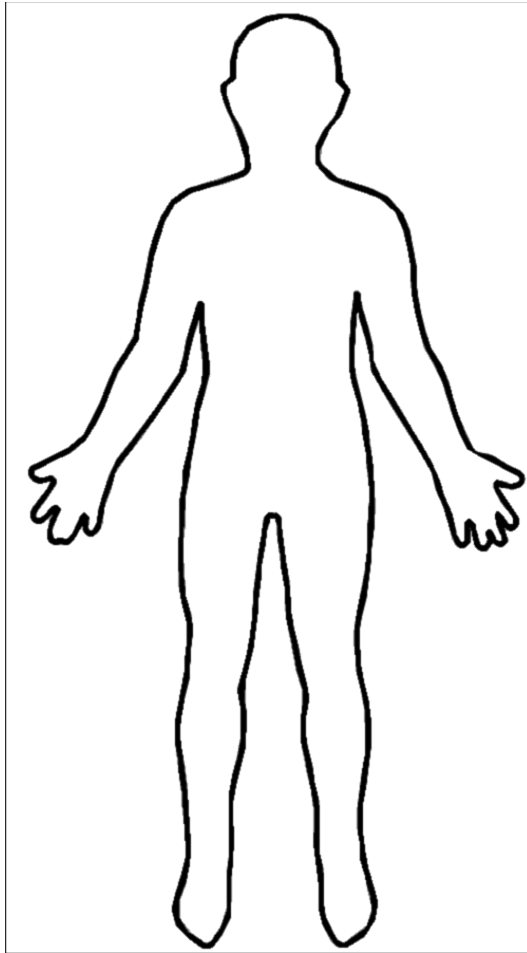
Social

- Interaction with an adult or peer
- Interaction with a pet





Feelings Activities



_____'s Stress Scale

	Looks like	Feels Like	"I can"
5			
4			
3			
2			
1			

Adapted by Kathryn Whitaker from "The Incredible Five-Point Scale" by Kari Buron Dunn and Mitzi Curtis. 3/2008



Calm Down Checklist



When I am frustrated, angry or upset, I will choose to....

close eyes and count to five

ask for a break

take deep breaths and count to five

ask to take a walk

ask for a sensory activity

ask for help




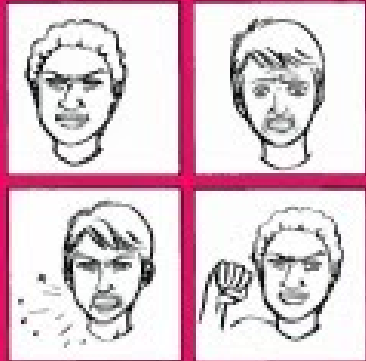
I'm Angry






I can...



The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>



<u>I FEEL</u>	<u>I CAN...</u>
<p data-bbox="633 258 832 287">REALLY UPSET!!!</p> 	
<p data-bbox="633 628 832 656">A LITTLE UPSET...</p> 	
<p data-bbox="666 978 799 1006">I'M OKAY!!</p> 	

Ultimate Goal...

- Improve quality of life
- Give individual greater control over their lives
- Teach individual to communicate in effective ways
- Teach individual to cope or tolerate naturally occurring aversive events



ASD Resources



National Autism Support Agencies:

- Autistic Self-Advocacy Network
 - www.autisticadvocacy.org
- Autism Speaks
 - www.autismspeaks.org
- Autism National Standards Project
 - List of evidenced based treatments for ASD
 - <http://www.nationalautismcenter.org/national-standards-project/results-reports/>
- Autism Internet Modules
 - <http://www.autisminternetmodules.org/>

Local Autism Support Agencies:

- UW Autism Center – Training & Clinical services
 - www.uwautism.org
- FEAT – Family for Effective Autism Treatment – Ben’s Fund grant
 - www.featwa.org
- WAAA – Washington Autism Alliance and Advocacy – legal counsel and insurance appeals
 - www.washingtonautismadvocacy.org
- ARC – For people with intellectual and developmental disabilities
 - <http://www.thearc.org/>



Resources – Books (Parents)

- *Helping Your Anxious Child* (Rapee, Wignall, Spence, Cobham, 2008)
- *Keys to Parenting Your Anxious Child* (Manassis, 2008)
- *Freeing Your Child from Anxiety* (Chansky, 2004)
- *Helping Your Child with Selective Mutism* (McHolm et al, 2005)
- *When Children Refuse School: Parent Workbook* (Kearney & Albano, 2007)
- *Talking Back to OCD* (John March, 2006)



Resources- Books (Children)

- *What To Do When You Worry Too Much* (Huebner, 2005)
- *A Boy and a Bear: The Children's Relaxation Book* (Lori Lite, 1996)
- *Blink, Blink, Clop, Clop: Why Do We Do Things We Can't Stop? An OCD Storybook* (Moritz & Jablonsky, 2001)
- *Exploring Feelings: Cognitive Behavior Therapy to Manage Anxiety* (Tony Attwood, 2004)
- *What To Do When Your Brain Gets Stuck: A Kid's Guide to OCD* (Huebner, 2007)



Resources – Books (Adolescents)

- *My Anxious Mind: A Teen’s Guide to Managing Anxiety and Panic* (Tompkins & Martinez, 2009)
- *Riding the Wave Workbook* (Pincus, Ehrenreich & Spiegel, 2008) for adolescents with panic disorder
- *Anxiety Disorders* (Connolly, Simpson & Petty, 2005) for middle & high school students to help them understand anxiety disorders and reduce stigma with stories and drawings from youth with anxiety.
- *Socially Curious and Curiously Social: A Social Thinking Guidebook for Bright Teens and Young Adults* (Michelle Garcia Winner & Pamela Crooke)



Resources – Books (Adults)

- *Overcoming Anxiety and Depression on the Autism Spectrum: A Self-Help Guide Using CBT* (Wilkinson, 2015)
- *Asperger Syndrome and Anxiety: A Guide to Successful Stress Management* (Nick Dubin, 2009)
- *The Anxiety & Phobia Workbook* (Edmund Bourne, 2015)
- *The Anxiety & Worry Workbook: The Cognitive Behavioral Solution* (David Clark & Aaron Beck, 2011)
- *The Anxiety Toolkit: Strategies for Fine-Tuning Your Mind and Moving Past Your Stuck Points* (Alice Boyes, 2015)



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