

Interventions for Students with Autism

Ashley Mellor

CEP 843

Articles Reviewed

- 1- Social Stories and Cue Cards
- 2- Peer Mediated Instruction Intervention (PMII)
- 3- PECS Improvisation



Social Stories and Cue Cards

- Background information
 - Study done on an 11-year-old boy with ASD
 - increase use of verbal social greetings
 - using social stories and cue cards
- The study is based on social stories and was done to see if a skill is “learned” when the story is removed or is a visual reminder is necessary
- Research purpose
 - To see if skills taught through social stories are still present once the story is removed

Social Stories and Cue Cards (continued...)

- Intervention
 - Reading a social story to the boy to teach a skill
 - Removing the social story
 - Replacing the story with a cue card visual reminder of the story
- Findings/results
 - Baseline taken of verbal greetings without a social story
 - When the social story was read the verbal greetings increased
 - When the social story was no longer read the greetings decreased
 - When a cue card as a reminder was given after a period of reading the social story again the verbal greetings remained with only the presence of the cue card

Peer Mediation Instruction Intervention

- Background information
 - done to increase the quality and quantity of social interactions of students with ASD
 - to systematically teach the typically developing peers HOW to interact with students with ASD
 - to increase the opportunities for students with ASD to practice social skills
- Research purpose
 - To increase the quantity and quality of social interactions
 - Simply being in a room with typically developing peers does not teach social skills

Peer Mediation Instruction Intervention (continued...)

- Intervention
 - Typically developing peers are trained not the students with ASD
 - They are trained in steps...
 - strategically choose four to five peers
 - children with good social skills
 - ability to listen to adult directions
 - ability to focus on an activity for 10 minutes
 - students that are generally liked by their peers.
 - train the peers involved
 - teaching the peers about individual differences
 - teaching the peers about the child with ASD they will be interacting with
 - teaching the peers step-by-step strategies to initiate and interact with the child with ASD
 - the trained peers to interact in a specific activity with the child with ASD for a short, 15-minute period of time
 - playing with a preferred toy for the child with ASD, a pretend play center, or any other activity set up that will promote social interactions.
 - try to have these activities more than one time throughout the day

Peer Mediation Instruction Intervention (continued...)

- Findings/results
 - When typically developing peers were taught how to interact and to initiate interactions with students with ASD
 - Interactions increased
 - Length of interactions increased
 - Social skills of students with ASD increased
 - PMII also increased the understanding of typically developing peers of their peers with ASD
 - Learned to work with and tolerate differences of others
 - Learned about ASD
 - Gained confidence and pride in themselves for being able to work with those with ASD

PECS Improvisation Intervention

- Background information
 - 2 children and 2 mothers were chosen for this study
 - Both child previously used PECS
 - Mothers were trained intensively to be the ones doing this intervention with their children
- Research purpose
 - Teach children to request objects based on color, shape, and function
 - Example: gram cracker
 - color: tan
 - shape: square
 - function: eat
 - This makes communication through PECS more accessible



PECS Improvisation Intervention

- Intervention
 - Children were taught by their mothers to systematically to use color to request an object
 - Then to use the shape
 - Then to use the function
 - This eventually took the place of specific cards in the PECS system
- Findings/results
 - Children were able to successfully request objects using color, shape, and function cards in the PECS system
 - This allows for children to request objects even if the specific PECS card is not available



Article Synthesis

- Similarities
 - These research articles are similar because they are based on research done on small numbers of individuals
 - They all have social and communication goals in mind
 - They are all interventions that can be used in school systems
 - They are all research based upon a common interventions
 - Tweaking it to improve the intervention



Article Synthesis

- Differences
 - Each study had a different goal
 - Each study trained different population
 - Social Stories- student with ASD
 - PMII- typical developing peers
 - PECS improvisation- first trained parents to train children
 - Each had a different goal
 - Social Stories- improving skill retention
 - PMII- increasing opportunities for social interactions
 - PECS improvisation- increasing ability to use PECS more freely



Impact on the Field

- Social Stories and Cue Cards
 - students with ASD once they show behaviors may be able to use simply visual reminders to remember a skill
 - this can reduce the amount of social stories each child needs each day
 - can increase the skills taught through adding more stories
- PMII
 - Teaching typically developing peers is just as important as teaching students with ASD
 - Helps not only child with ASD but typically developing peers in understanding ASD (this ultimately improves societies views)



Impact on the Field (continued)

- PECS improvisation
 - This can reduce the amount of pictures needed for children to effectively use the PECS system
 - This also makes it more accessible for children with ASD to use PECS if the specific picture is not available
 - This can increase the opportunities for success with the PECS system is used alone or in addition to the traditional PECS system



Impact on my Professional Career

- Social stories are effective in teaching students with ASD a skill
 - Be careful not to assume that once the skill or behavior is being shown that you can remove the story altogether
 - Using a cue card as a reminder may help so you can eliminate a story and use a simple cue and add a new story
- I want to try to do this with a student in my class who uses social stories to reduce the time he spends reading each story each day



Impact on my Professional Career

- Peer Mediated Instruction Interventions are effective ways to reach students with ASD
- Beneficial for students with ASD, typically developing peers, and teachers involved
- I have started a “LINKS” group in my general education class in which we...
 - Educate typically developing peers about students with ASD in general
 - Teach them how to interact with those students (picture cards, students interests, key words, other strategies)
 - Give them information on how to work with students and interact with students with ASD in class and at recess
 - Teach them to be “modelers” and helpers for students with ASD
 - This has greatly increased the interactions my typically developing students have with students with ASD
 - More comfortable
 - More knowledgeable
 - More confident



Impact on my Professional Career

- PECS improvisation
 - I use picture visual cards in my classroom more for directions
 - I am now more comfortable knowing that if I was to use PECS in my classroom that there would potentially be a way to reach students to improvise if cards are not available
 - This allows for communication to still occur even if a picture specifically does not



Conclusion

- Each of these interventions are using known intervention methods and trying to see if they can be changed slightly to improve their effectiveness
- I think these research articles show the direction that research in ASD is going.
- As more information comes and more interventions are available there are always those out there trying to make them even better and even more successful!

Reference List

- Reichow, B., & Sabornie, E. (2009). Brief report: increasing verbal greeting initiations for a student with autism via a social story intervention. *Journal of Autism and Developmental Disorders*, 39(12), 1740-1743. doi:10.1007/s10803-009-0814-4
- engelhardt-Wells, K., Neitvel, J., & Sperry, L. (2010). Peer-mediated instruction and intervention strategies for students with autism spectrum disorders. *Preventing School Failure*, 54(4), 256-264. doi:10.1080/10459881003800529
- alber-Morgan, S., Chaabane, D., & DeBar, R. (2009). The effects of parent-implemented PECS training on improvisation of mands by children with autism. *Journal of Applied Behavior Analysis*, 42(2), 671-677. doi:10.1901/jaba.2009.42-671