Interventions for Students with Autism

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CEP 843
Articles Reviewed

- 1- Social Stories and Cue Cards
- 2- Peer Mediated Instruction Intervention (PMII)
- 3- PECS Improvision
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 if 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 Improvision 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 improvision- first trained parents to train children
  - Each had a different goal
    - Social Stories- improving skill retention
    - PMII- increasing opportunities for social interactions
    - PECS improvision- 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 if 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 one 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

