Play With Me!
Model and Practice Naturalistic Intervention

Valerie Read, M.Ed. & Stephanie Miles, MBA
LSUHSC Human Development Center
Objectives

• Define 5 steps of Coaching
• Teach and Model Naturalistic Intervention
  – Environmental arrangement
  – Engagement strategies
  – Behavioral strategies
• Practice with feedback
What are EBP for teaching young children with ASD?

- **Behavioral Intervention Strategies**
  - Prompting
  - Reinforcement
  - Task analysis and chaining
  - Time Delay
  - Discrete trial training
  - Naturalistic Interventions
  - Parent implemented intervention
  - PECS
  - Pivotal Response Training

- **Positive Behavior Support**
  - Functional Behavior Assessment
  - Stimulus control
  - Response interruption and redirection
  - Functional Communication Training
  - Extinction
  - DRO/DRA/DRI
  - Structured work systems
  - Visual supports
Implementing Naturalistic Intervention

- Identify social and communication goals
- Collect baseline data
- Identify routines and activities
- Identify strategies
- Implement strategies
- Collect intervention data to monitor progress and make instructional decisions

NPDC-ASD, 2009
Coaching

• Initiation
• Observation
• Action (Modeling and Practice)
• Reflection
• Evaluation

Hanft, B., Rush, D. & Shelden, M., 2004
Naturalistic Intervention (NI)

- Environmental Arrangement
- Engagement Techniques
- Behavioral Strategies
  - Modeling
  - Mand-modeling
  - Time delay
  - Incidental teaching

NPDC-ASD, 2010
Environmental Arrangement

Why is Environment Important?
– Can affect engagement
– Can affect communication
– Can affect independence
– Can affect initiation
– Can affect generalization
– Can affect other (challenging) behaviors

Environmental Arrangement

- Offer motivating materials & activities
- Manage materials – ‘keeper of the goods’
- Offer nonverbal choices
- Sabotage
- Violate expectations
Let’s Play

• Practice Arranging the Environment with someone nearby
Engagement Strategies

Why is engagement important?

Engagement is one of the best predictors of positive outcomes for children with ASD.

Iovannone, Dunlap, Huber, & Kincaid, 2003 NRC, 2001

More is better than less . . .

Woods & Wetherby, 2003; NRC, 2001
Engagement Strategies

• Follow the child’s lead
• Sit near the child at her eye level
• Respond to all communication
• Expand and Reinforce
Let’s Play!

• Practice Engagement with someone nearby
## Behavioral Strategies

1. Engage the Child

2. Arrange the Environment

3. **Prompt 1:** Verbal/Visual/Tactile  
   **Prompt 2:** Verbal/Visual/Tactile (controlling prompt)

4. Expand & Reinforce
Behavioral Strategies
Selection depends on targeted skill and which prompt the child responds to consistently.

• Modeling ➢ Teach new responses

• Mand-modeling ➢ Teach response to questions/directions

• Time delay ➢ Teach initiation/independent use of skill

• Incidental teaching ➢ Expand on spontaneous behaviors

Adapted from ESI, 2006; KidTalk, 2009
Using Prompts Effectively
Remember . . .

• Never repeat the same prompt twice.

• Move towards the prompt that always works (controlling prompt) so you can reinforce the desired behavior.
Data Collection

Why is data important?
• Track child progress (progress monitoring)
• Make changes to intervention targets
• Evaluate intervention effectiveness
• Make changes to intervention as needed
• Objective measure of progress towards IFSP/IEP goals
Data Collection

Data collection systems:
- Do not have to be elaborate or time consuming
- Must provide meaningful data
- Can be adjusted to be as user friendly as needed

Examples of data collection systems:
Pencil and paper, sticker charts, tally marks, correct/incorrect stack, etc.
What do you see?

• Watch this video clip.
• What strategies do you see being used (EA, EC, Behavioral)?
• What could be done to enhance the learning situation?
For More Information . . .

Center on the Social and Emotional Foundations for Early Learning
http://www.vanderbilt.edu/csefel/

Early Social Interaction Project. Florida State University.
http://esi.fsu.edu


KidTalk. Vanderbilt Kennedy Center.
http://kc.vanderbilt.edu/kidtalk/index.html

http://autismmpdc.fpg.unc.edu/sites/autismmpdc.fpg.unc.edu/files/Naturalistic_Steps.pdf


