

Pacific Autism Center for Education



Connect • Support • Educate



Hello!

- ❖ Introduction
- ❖ Types of Play
- ❖ Teaching Play Skills
- ❖ Finding Reinforcers that Motivate
- ❖ Creating Motivation and Arranging Reinforcement
- ❖ Tips for Challenging Behavior
- ❖ Takeaways
- ❖ Product Areas
- ❖ Q&A
- ❖ Thank you!





Nice to Meet You!





PACE

PACE's mission is to provide high quality programs for individuals with autism and its related developmental disabilities, so they may experience the satisfaction and fulfillment that accompany learning, self-expression, self-care, productive work, and interpersonal and community experiences.



PACE Programs

PACE provides for the educational and residential needs of individuals with autism and other developmental disorders. PACE Programs include:

- The PACE School
- Behavior Services
- Residential Program





Faces

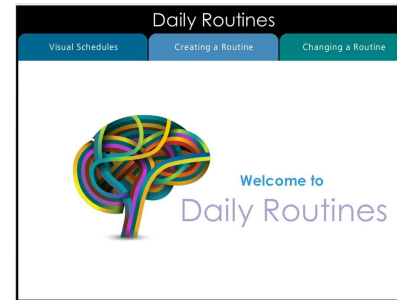
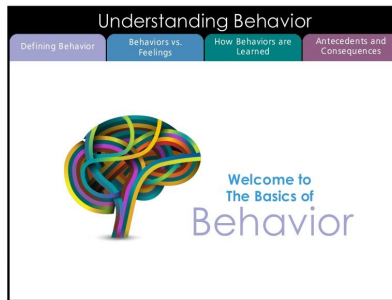
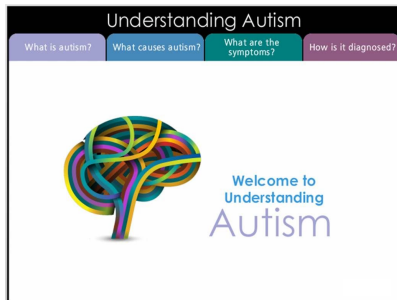
- ❖ Faces is an intensive behavioral (ABA) program in San Jose, CA for children and adolescents
- ❖ Classrooms, community, homes and clinic





Porchlight

- ❖ The Porchlight Autism Education Series is a free eLearning program
- ❖ Over 50 modules
- ❖ Designed to offer behavioral solutions to common daily challenges parents or caregivers may confront in the world of developmental disabilities



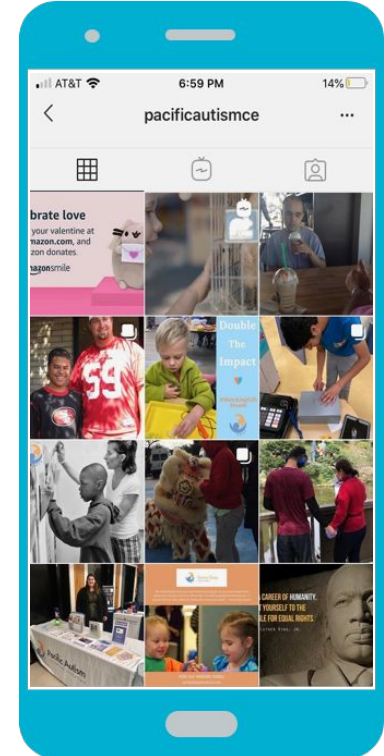
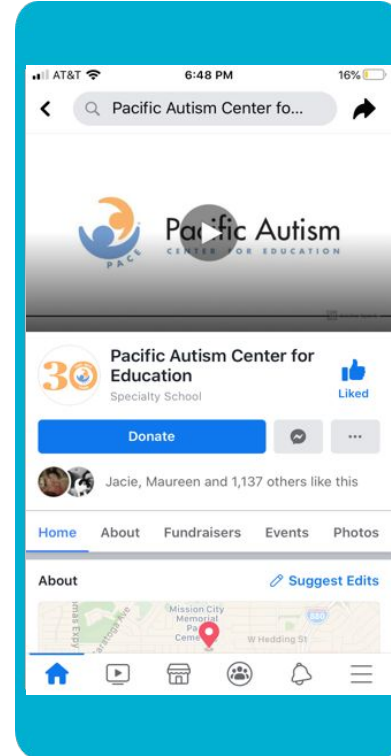
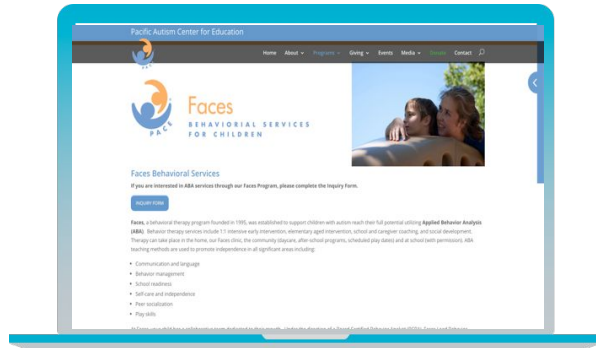


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Types of Play Skills

- ❖ Solitary
- ❖ Parallel
- ❖ Interactive
- ❖ Cooperative
- ❖ Pretend Play
- ❖ Rule Based





Solitary

- ❖ Independent
- ❖ Solo
- ❖ Alone
- ❖ No one around
- ❖ Your child doesn't seek out attention or interactions from anyone
- ❖ Some Examples of solitary play
 - Playing with block by themselves
 - Reading a book by themselves





Parallel

- ❖ Your child plays in close proximity to others
- ❖ Looks at others occasionally
- ❖ Observers other occasionally
- ❖ Remains focused on their own play





Interactive

- ❖ Your child interacts with other children or adults
- ❖ May include:
 - Turn Taking
 - Sharing
 - Imitation





Cooperative

- ❖ Working together for an end goal
 - Building a tower together
 - Creating an art project together
 - Building a train track together
 - Completing a puzzle together
- ❖ May include:
 - Eye contact
 - Vocal interaction





Pretend Play

- ❖ Imaginative
- ❖ Made up or referenced from books, TV, or movies
- ❖ May Include:
 - Cooking a pretend meal
 - Acting out a scene they saw
 - Playing dress up
 - Pretending a teddy bear is sick and needs to go the doctor.





Rule Based

- ❖ Expectations are in place to play
 - Peers may use more complex language to communicate expectations
 - Child may be expected to communicate more complex language
- ❖ May Include:
 - Sports
 - Board Games
 - Video Games
 - Card Games





Teaching Play Skills

- ❖ Teach with Adults, then Peers
- ❖ Be a Model
- ❖ Provide Support
- ❖ Meet Your Child Where They Are
 - Before Starting
 - Basic
 - Build Up





Teach with Adults, then Peers

- ❖ Adults make it easier
 - Ask less (fewer demands)
 - Make it easier
- ❖ Adults are predictable, children know how you are going to act!
 - They know how you're going to react to their success





Be A Model

- ❖ Rather than tell them how to play, show them!
- ❖ Show them how to do physical actions:
 - Complete puzzle pieces
 - Keeping hands in their laps while waiting their turn
 - Selecting Cards
- ❖ Show them how use functional language:
 - “Let’s Play”
 - “My Turn”
 - “I need help”
 - “I like this/I don’t like this”





Provide Support

Most Support

Partial Support

Independence

Hand over Hand

Light Touch at the Wrist or Elbow

No Support Required

Model the Action

Model Whole Word or Phrase

Gesture/Point

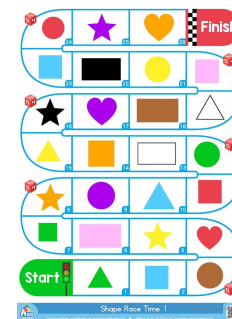
Model Half of the Word or Phrase





Where to Start?

- ❖ Before Starting
 - Gross Motor Movements
 - Walking, Running, Kicking a ball, Climbing a ladder, etc.
 - Fine Motor Movements
 - Pincer grasp, opening lids, pinching items, etc.
 - Verbal Behavior (vocal, sign, writing, AAC)
 - Vocal Behavior
 - Imitation
- ❖ Basics
 - Simple, Short Activities
 - One Activity at a Time
- ❖ Add On!
 - More Complex Activities
 - Multiple Activities in a Row





Finding Reinforcers that Motivate

Why?

- ❖ Would you go to work if there was no paycheck?
- ❖ If a child is not motivated to complete a task, they won't
- ❖ Children do what they've learned works for them, not what work for you, make it work for both of you!

How?

- ❖ Sample some new and old items, activities, foods
- ❖ What are their current interests?
- ❖ If I gave you \$1,000,000 for your child to complete a puzzle, how would you motivate them?



Creating Motivation and Arranging Reinforcement

- ❖ Keep it Special
- ❖ Make it Immediate
- ❖ The Right Size
- ❖ Help Your Child Know When Reinforcement is Coming
- ❖ Keep Them Motivated



Keep It Special

- ❖ If you had your favorite food or drink for every meal, every day for a year, would you still crave it?
- ❖ Keep the special toys/activities/foods tucked away and they are only earned





Make it Immediate

- ❖ Reinforcement should happen right after your child does the desired skill
- ❖ Don't reinforce with something that is hours or days away (special shopping trips, etc.)





The Right Size

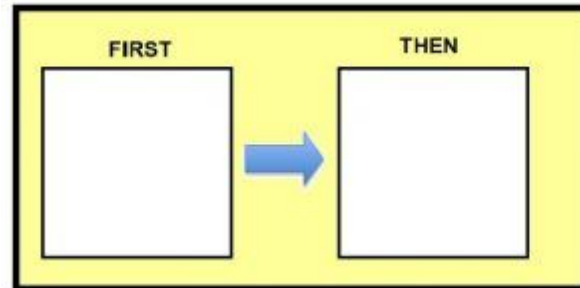
- ❖ Size should match the effort
- ❖ Would you go bungee jumping for a quarter?
- ❖ Would you sing the ABC's for a week of paid vacation?
- ❖ Difficult task → strong reinforcer
- ❖ Easy task → smaller reinforcer





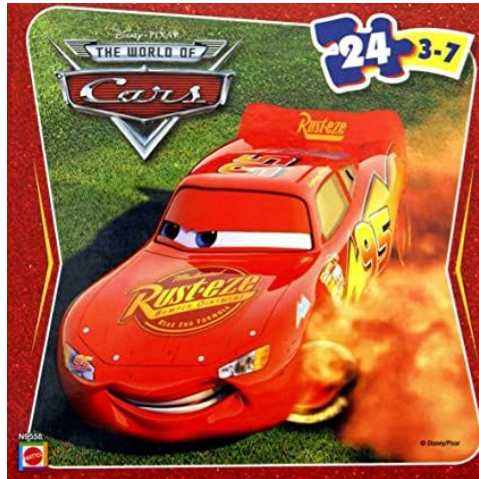
When is Reinforcement Coming?

- ❖ First/Then Statements
- ❖ Reinforcer is available when the task is complete
- ❖ “First puzzle, then song”



Keep Them Motivated

- ❖ Keep it fresh
- ❖ Incorporate their interests
 - Characters, colors, songs, shapes, flavors





Interfering Behavior Tips

- ❖ Why is the Behavior Happening?
 - **Sensory**
 - **Escape**
 - **Attention**
 - **Tangibles**



- ❖ Withhold **SEAT** from challenging behaviors
- ❖ Deliver **SEAT** for behaviors you want to see more of



Takeaways

- ❖ Meet Your Child Where They're At
- ❖ Make Sure You Know They're Motivated
- ❖ Be Creative with Motivation and Play Activities
- ❖ Know when to deliver **SEAT** and when to withhold it



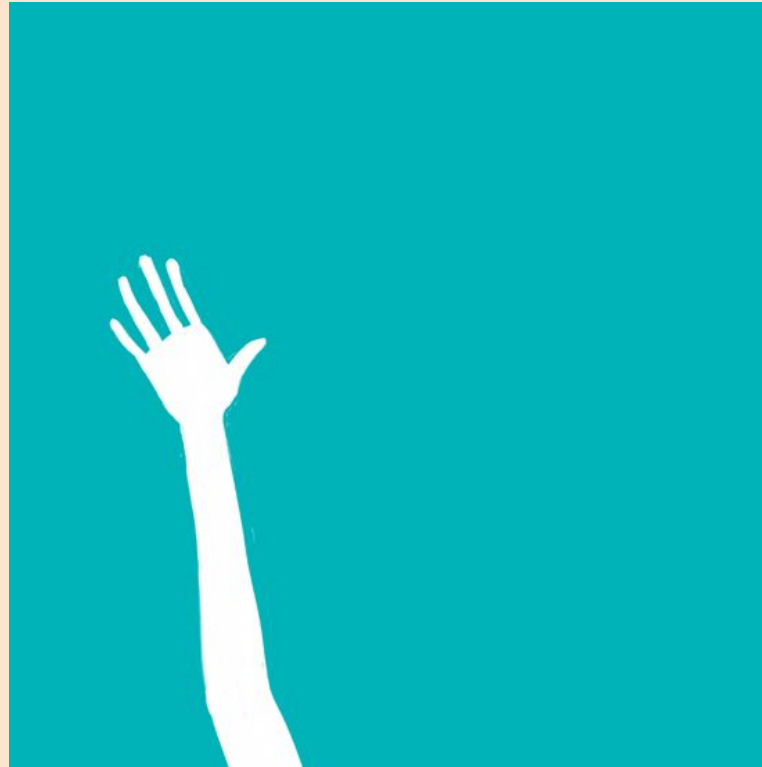


Product Areas

- ❖ Simple puzzles
- ❖ Complex puzzles
- ❖ Toys with sounds
- ❖ Movement games
- ❖ Board games
- ❖ Pretend play sets



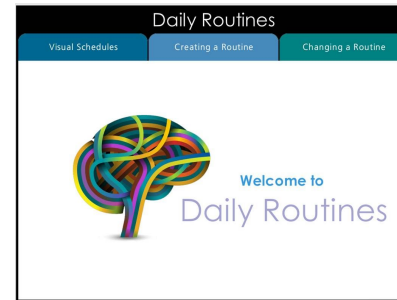
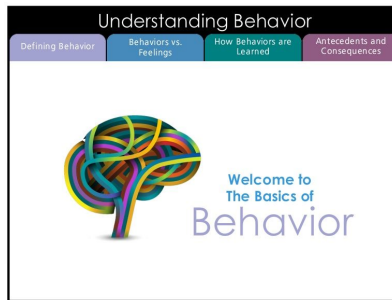
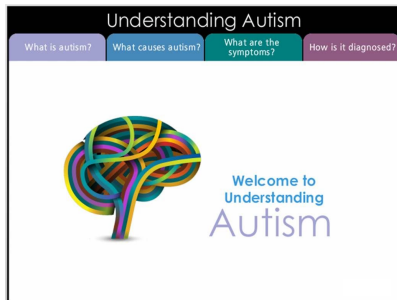
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