

# Home-based Behaviour Intervention for Children with ASD and Other Development Disabilities: Case Studies

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## BACKGROUND & GOALS

- Employing behavioural strategies based on the principles of Applied Behaviour Analysis (ABA), our services involve providing home-based behaviour intervention programmes that cater to each child's abilities and interests.
- We support the development of children in various areas, including readiness to learn, communication, social skills, cognitive functioning and self-help skills.
- Using two case studies, we will discuss the use of evidence-based strategies to facilitate children's task completion and transitions.
- Specifically, this poster will focus on the strategies we employed when establishing routines to support children to stay in assigned area, attend to an activity until it is completed, and make structured activity transitions.
- The results will be evaluated through the discussion of the children's initial and current levels.

### CASE 1 – AL2

#### Initial Concerns:

- AL2 was a 8-year-old boy with developmental delay when he was referred to our service in 2016.
- One of his parents' main concerns was his short attention span relative to his age-expected levels. Initially, he was able to attend to a less-preferred task (e.g. academic activities) for 10 minutes on average.
- According to his speech therapist and teachers, when tasks were slightly long or challenging for him, he tended to lose attention or engage in escape behaviour.

#### Level of support:

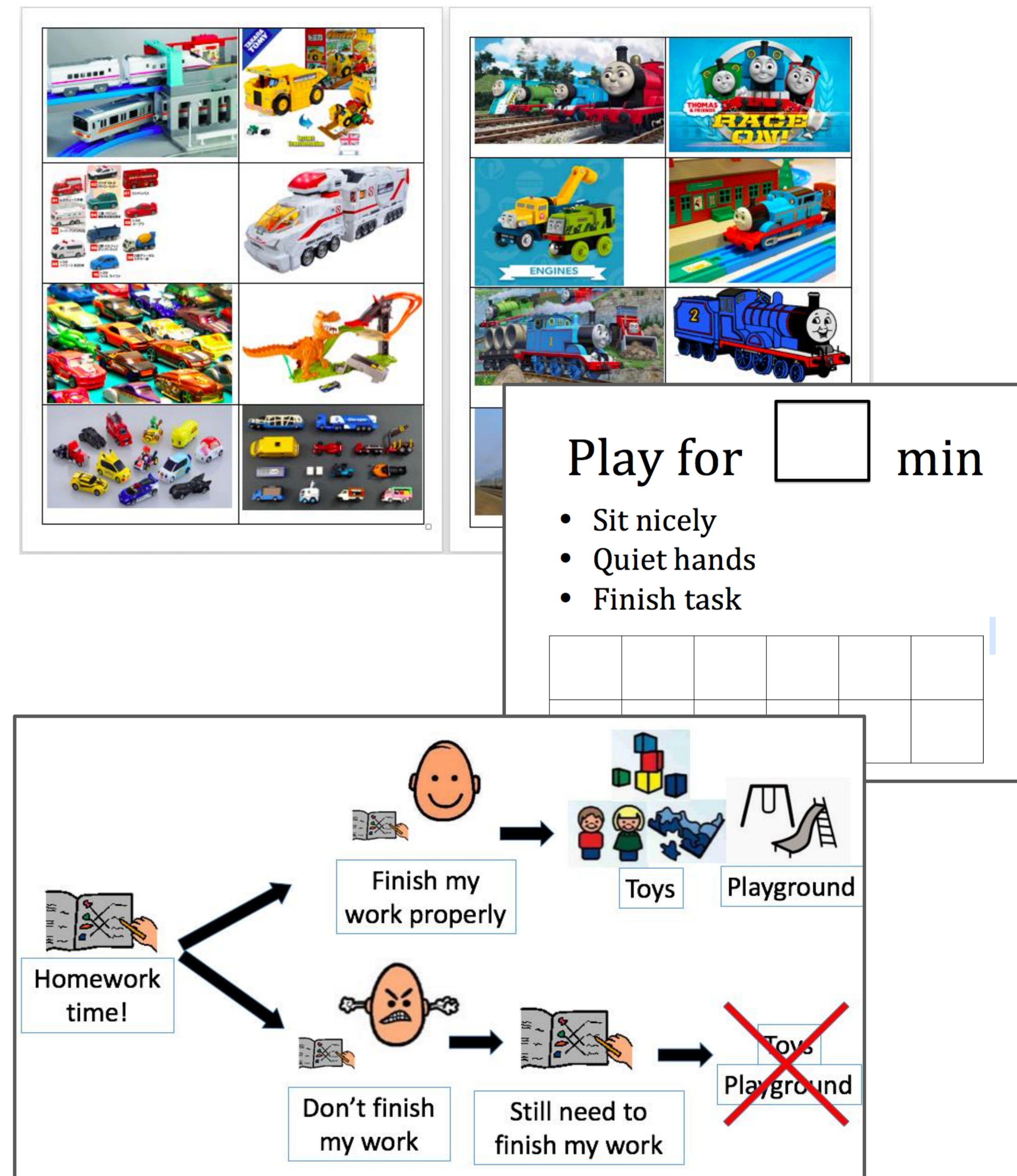
- AL2 received 6 hours of ABA intervention per week for 9 months. Level of support has been faded to 4.5 hours/week since 2 months ago.

#### Teaching strategies employed:

- Visual support: transition schedule, timer, contingency map
- Pre-correction
- Positive reinforcement: Token economy, functional reinforcers
- Safety signals
- Escape extinction
- Freedom of choice

#### Current Levels:

- Currently, AL2 is able to engage in a less-preferred activity/ academic activity for 25 minutes when directed.
- AL2 has become more independent and cooperative when transitioning from preferred to less-preferred task.
- There has been a significant decrease in escape behaviour across transitions and during tasks.
- It was reported that AL2 was able to generalise his transition skills across settings (e.g. school).



### CASE 2 – IM

#### Initial Concerns:

- IM was a 3-year-old boy with ASD when he was referred to our service in 2015.
- One of his parents' concerns was his rigidity in the choice of activities. When he engaged in a preferred toy, it was very difficult for him to transition to a different activity.
- When there were changes in the environment, he tended to scream and throw objects. He had not learned to express his needs and desires appropriately.

#### Level of support:

- IM has been receiving 6 hours of ABA intervention every week for one year.

#### Teaching strategies employed:

- Visual support: transition schedule, timer
- Physical and gestural prompt
- Positive reinforcement (praise, functional reinforcers)
- Safety signals
- Differential reinforcement for alternative behaviours (DRA)
- Contingency management ("first... then...")
- Premack principle
- Freedom of choice

#### Current Levels:

- Currently, IM is able to engage in at least 10 preferred and less-preferred activities throughout a 2-hour session, without engaging in screaming and throwing behaviours over 90% of the time.
- He is able to follow through a "preferred task -> non-preferred task -> reinforcing activity" schedule most of the time.
- He is able to express his desire to terminate an activity (by using short phrases such as "finish", "tidy up", "no thank you", "the end").
- Significant drop in screaming behaviour in school has been reported by IM's teachers.

## EVALUATIONS

- Choice gives children a sense of control over their environment, and an opportunity for them to communicate.
- Progress always relies on cooperation between service, family and school. To foster effective communication, the supervisor conducts regular meetings with therapists to review each case. A progress report is provided for parents every month. Also, the supervisor conducts classroom behavioural observations and discuss with teachers about supportive strategies that could be applied in school.
- We always aim to maximize generalisation, so that child's abilities are not applied to limited people/limited settings.
- We believe every child is different, and we should be sensitive to each child's individual learning needs.
- Different parties should keep working closely to maintain consistency, and ultimately to maximize child's potential.

## REFERENCE

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied Behavior Analysis.

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