

Fu Hong Society 40th Symposium

Positive Behavior Support
for Adults with Autism and
Intellectual disability
in workplace

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Autism Spectrum Disorder

- A diagnosis of ASD includes
 - autistic disorder
 - pervasive developmental disorder not otherwise specified (PDD-NOS)
 - Asperger syndrome.
- These conditions are now all called
- Autism Spectrum Disorder (ASD)

Diagnostic Criteria Autism Spectrum Disorder

- Persistent deficits in social communication and social interaction across multiple contexts:
 - Deficits in social-emotional reciprocity
 - Deficits in nonverbal communicative behaviors used for social interaction
 - Deficits in developing, maintaining, and understand relationships

- Restricted, repetitive patterns of behavior, interests, or activities, as manifested by at least two of the following:
 - Stereotyped or repetitive motor movements, use of objects
 - Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior
 - Highly restricted, fixated interests that are abnormal in intensity or focus
 - Hyper- or hyporeactivity to sensory input or unusual interest in sensory aspects of the environment

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- Symptoms must be present in the early developmental period
 - Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning.
 - These disturbances are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay.

Prevalence of ASD

- About 1 in 68 or 1.5% of children were identified with ASD based on tracking in 11 communities across the United States in 2012.

- Number of person with ASD: 10200 in 2013

The Census and Statistics Department (January2015)

- Journal of Child Neurology, 16 in 10,000 age under 15

The University of Hong Kong

- At least 100, 000 with ASD in Hong Kong(Autism Hong Kong)

Persons with ASD in Workplace

- 558 000 Persons with disabilities, 14.5% were economically active (including employed persons and unemployed persons)

The Census and Statistics Department (January2015)

- 70% of adolescents with ASD couldn't secure their job more than 1 year (Heep Hong Society 2015)
- Poor interview skills, communication skills and social skills.

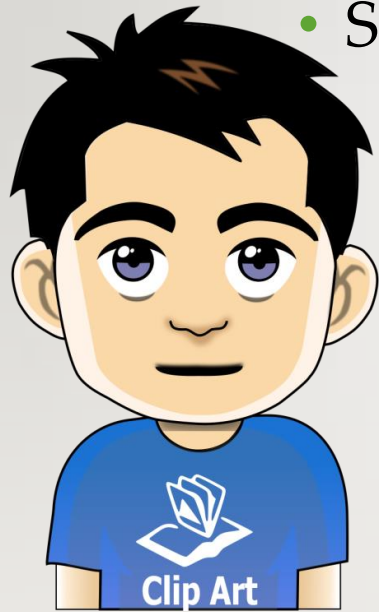
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- <https://www.youtube.com/watch?v=cxjP8Rc1qa8>

Persons with ASD in workplace

- Deficit in social and communication
- Engagement in restricted, repetitive and stereotyped behavior
 - Limit the ability to learn by observing others
 - Limit the ability in attending to multiple cues in the environment
 - Limit the ability to ask questions, seek clarification, express preference

- David 23 year old man with Autism and Mild intellectual Disability

- Supported employment –Shelter workshop
 - lack job motivation (1-2 days per week; long leave)
 - Temper tantrum (when being criticized)
 - Aggression (hit the windows, destroy properties)
 - Disturbing (make noise, talk to others)



Positive Behavior Support (PBS)

- PBS is based on the science of learning and is an effective approach for challenging behaviour.
- PBS is both *positive* and *proactive*.
- **Positive** means increasing and strengthening helpful behaviours through 'reinforcement' (not using punishment or negative consequences)
- **Proactive** means anticipating where things may go wrong and preventing that from happening rather than just reacting when things go wrong

- PBS can be used to support children and adults with autism who demonstrate problem behaviors (Carr et al., 2002).
- **Functional assessment** of problem behaviors to target the relationship between challenging behavior and communication.
- **Person-centered** values to foster skills that replace challenging behaviors.
- Develops and implements **prevention strategies** to foster the client's successful use of replacement skills to produce positive response in social interactions.



Functional Behavior assessment

- 1) indirect assessment
- 2) direct assessment/observation
- 3) hypothesis development

Positive behavior support plans

- Should result in increased independence and self determination
- Plans should be developed to match the context in which they will be implemented.
- should be developed in collaboration with the direct staff who will implement

Positive behavior support strategies for the workplace

Multicomponent intervention plan

- 1) antecedent strategies and ecological modifications designed to *Prevent* the occurrence of problem behavior
- 2) *Teach* replacement behaviors and new skills to render the problem behavior unnecessary
- 3) consequential strategies to *Reinforce* the new skills and extinguish the problem behavior

Prevent the occurrence of problem behavior

Antecedent strategies to prevent problem behaviors

- Matching the job to the person's preferred tasks
- Assigning tasks that are routine, but complex
- Minimizes visual and auditory distractions
- Providing written or picture schedules of tasks
- Allow the person to:
 - a. Make choices
 - b. Ask for help, ask for a break, ask for materials
- Communicating information concretely, and following-up with written or picture feedback

Antecedent strategies for David

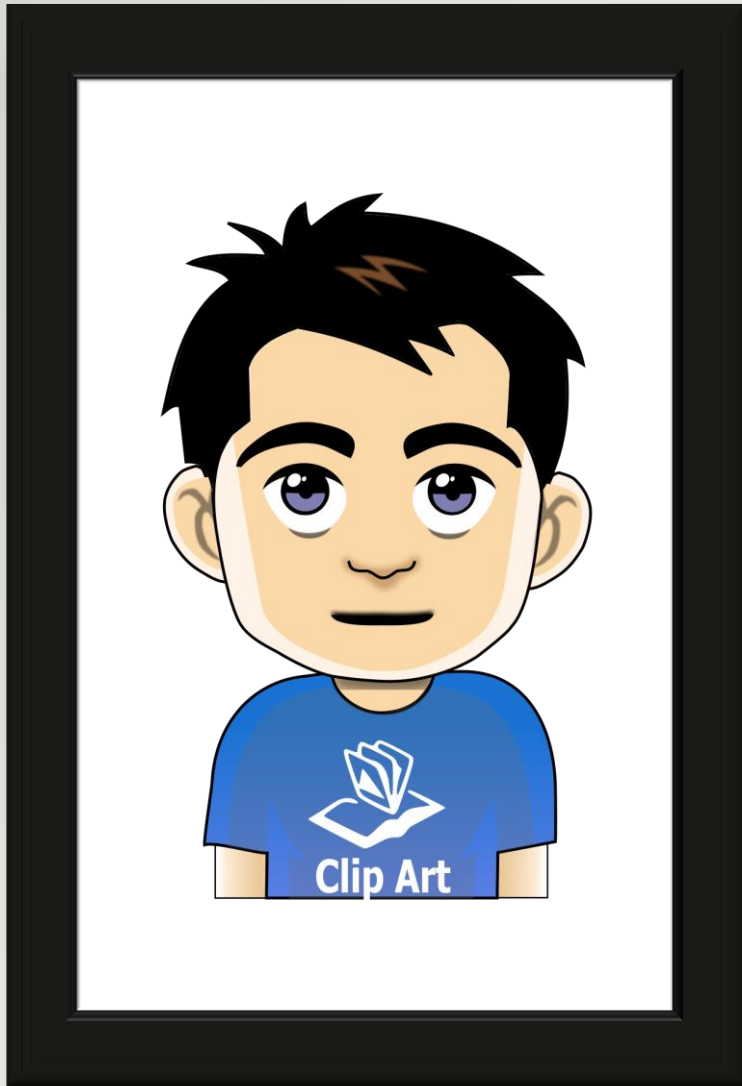
- Assessment of David's preferences.
- Skilled in preparing food
- Post picture task lists and schedules to assist David in completing tasks.
- An environment where the noise was not overwhelming.
- Be flexible regarding his daily assignments. Allowed David to complete the same tasks in the same order every day with very little variation
- Powerful technique can decrease the frequency and intensity of challenging behavior: embed choice into daily tasks and routines

2013年5月13日至2013年5月31日的工作

1. 早上 9:15 前準時回到 [] 中心。
2. 上午用心工作。
3. 下午 1:00 熱飯。
4. 下午 2:00 可離開中心。
5. 你可以去:
 - i. 影相, 可以影建築物及自然景色, 不可以影人
 - ii. 去教會
 - iii. 去中學
 - iv. 睇太陽折射但避免時間太長令雙眼受損
 - v. 參加興趣班 (如有合適的)
6. 下午 5:00 前要回到家。

Teach new behaviors

- The first new behavior is a direct replacement behavior that will functionally replace the problem behavior.
- the First behavior that the team taught David was to ask for a break when he was frustrated
- The second behavior is designed to increase the person's tolerance of difficult situations



Increase David's tolerance of difficult situations – greater independence

- To accept a correction:
 - Stop what you are doing
 - Listen to the person
 - Do what the person told you to do
 - Pick an activity from your choice menu
 - A break; get a drink; get some snack
 - Talk to the supervisor when you are calm

Reinforce

Changing the consequences for the problem behavior

- Goal:
 - Provide a rich schedule of reinforcement for the new behavior
 - placing the problem behavior on extinction



Skills Training

- Emotional management
- Work skills
- Social skills

課程大綱

1. 學習情緒管理

- 認識情緒
- 引發不同情緒的前因
- 處理負面情緒

2. 解決問題的技巧

3. 與人相處的技巧

- 恰當的回應別人
- 與人合作
- 耐性
- 接受批評

4. 非言語溝通

- 眼神接觸
- 恰當的身體接觸

回應別人的批評

以下是一些批評的說話，如果被批評的是你，你會怎樣回應？

	批評的說話	你的回應
1.	你是一位打字員，你的上司告訴你：「我見到有幾個字打錯左，下次小心D。」	
2.	你是一位清潔工，同事告訴你：「你要做快D，如果唔係老細會炒你！」	
3.	你在晒相店工作，負責寫收據，上司說：「要寫得清楚D先得。」	
4.	你是一位倉務員，上司告訴你：「你D貨擺錯左。」	
5.	你上班遲到了，上司問：「點解咁遲先返工？」	

表示明白的詞句：

1. 「明白。」
2. 「係，知道。」
3. 「OK!」
4. 「哦~~」
5. 「原來係咁。」

要求澄清的問句：

1. 「唔好意思，我聽得唔清楚，麻煩你講多次。」
2. 「...邊度...?」

例：詢問前往方法時，可能會問道：「我應該去到邊度先轉彎?」

3. 「...邊個...?」

例：查詢探訪詳情時，可能會問道：「我要問邊個攞資料?」

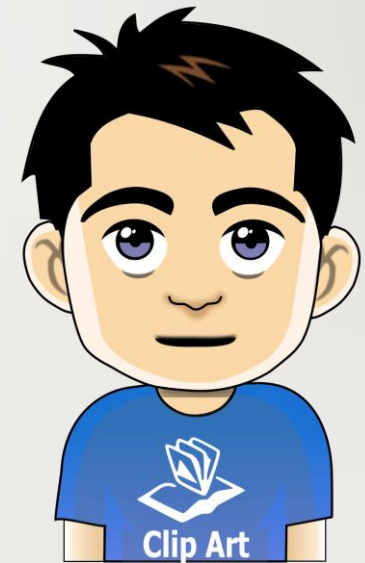
4. 「...幾時...?」

例：查詢探訪詳情時，發現社工不在，可能會問道：

「我應該幾時搵社工姑娘?」

After 1 year 6 months...

- Job motivation ↑
- No aggression at the workshop
- Make noise sometimes
- Secure a full-time job





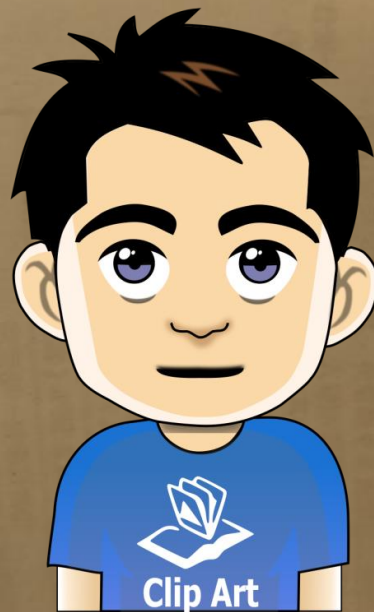
週日 21/12/2014 1:51

收件者: Stephanie Ho;

都可以

Stephanie Ho <Stephan.ho@fuhong.org> 於 2014年04月8日 (週二) 2:

我知道你現在洗衣工場工作
新的工作如何？能應付嗎？



Why PBS?

- assessing behavior and implementing positive behavior supports in the workplace may present challenges that could interfere with the daily operation of the business.
- availability of supports diminishes greatly in adulthood
- Most adults without disabilities define themselves by their work. Work is one of the most important endeavors in which humans engage
- As demonstrated through out the school life of children and youth with ASD, PBS is a highly successful intervention that results in significant reductions in problem behavior [7]. There is every reason to believe that PBS will play an important role in the adult work lives of individuals with ASD.

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