

# SOCIAL VALIDITY NEEDS ASSESSMENT REPORTED CHALLENGES



SCHOOLS/AGENCIES	ADULTS	PEERS	AUTISTIC CHILDREN	PARENTS
<p><b>SCHOOL DISTRICT ADMINISTRATION</b></p> <ol style="list-style-type: none"> <li>Behavior</li> <li>Support for Staff</li> <li>Professional Development in Autism to remain compliant</li> <li>Meeting parent expectations</li> </ol> <p><b>SCHOOL THERAPISTS SPEECH LANGUAGE PATHOLOGISTS</b></p> <ol style="list-style-type: none"> <li>Nonspeaking students don't use AAC devices</li> <li>Need opportunities to use devices</li> <li>Need peers who can interact using a variety of communication</li> </ol> <p><i>Data gathered: survey and interview</i></p>	<p><b>INCLUSION TEACHERS</b> General Education Teachers</p> <ol style="list-style-type: none"> <li>Lack of training for Autism</li> <li>Lack strategies for ASD student When classmates don't understand peers with ASD</li> <li>Inclusion "dumping"</li> <li>Meeting parent expectations</li> </ol> <p><b>ESE TEACHERS</b></p> <ol style="list-style-type: none"> <li>Need models of expected behavior for LRE</li> <li>Need peer models</li> <li>Labor intensive materials</li> <li>Core features interfere in learning</li> <li>Need Generalization of skills</li> <li>Parent expectations</li> <li>No time to train</li> </ol> <p><b>PARAPROFESSIONALS</b></p> <ol style="list-style-type: none"> <li>Labor intensive</li> <li>1:1 assistance</li> <li>Transfer to other adults</li> <li>Training for autism</li> <li>Challenging Behaviors</li> <li>Safety</li> </ol>	<ol style="list-style-type: none"> <li>Don't understand their peers with ASD</li> <li>Don't know strategies to use with peers with ASD</li> <li>Stop trying after unsuccessful attempts with autistic peers</li> <li>Fearful of behaviors</li> <li>Don't invite to play or sit together at lunch or free time</li> <li>Lack confidence interacting with peer with ASD</li> <li>Want to be helpful to peers with ASD, but little/no success</li> <li>Need training to understand and help</li> </ol>	<ol style="list-style-type: none"> <li>Need opportunities to build relationships</li> <li>Need to learn social skills in natural environment</li> <li>Need access to trained peers</li> <li>Need access to trained adults</li> <li>Core features interfere with making and keeping friends</li> <li>Core triad interfere with learning</li> <li>May be socially isolated (behavior)</li> <li>Want friends</li> <li>May need extra motivation and reinforcement to participate/practice</li> <li>Have difficulty initiating interaction</li> <li>Require behavior supports</li> </ol>	<ol style="list-style-type: none"> <li>Want autism training for staff</li> <li>Want understanding staff</li> <li>Want sensitivity and acceptance by peers for their child</li> <li>Want supportive trained peers and staff</li> <li>Fear of Inclusion "dump"</li> <li>Stop focus on changing their child rather than focus on changing others</li> </ol>
<b>NOW</b>				
<p>The United States spends billions of dollars every year caring for Americans with autism. The majority of the costs are for adult services estimated between \$175 to \$196 billion- compared \$61 to \$66 for children. In 2015 total cost for care for children and adults with ASD was \$268 billion.</p> <p>It is predicted to cost \$461 billion per year by 2025 in the absence of more effective interventions and support across the life span. The future will be costly, as will impact to school and community if core characteristics are not effectively addressed and autistic children are not given access to trained and supportive peers and adults.</p>				

## SOCIAL VALIDITY NEEDS ASSESSMENT REPORTED CHALLENGES

Alanna Apap, MS, BCBA © 2022

# PEER P.A.L.S. PROGRAM: OUTCOMES & BENEFITS



SCHOOLS	ADULTS	PEERS	AUTISTIC CHILDREN	PARENTS of ASD CHILD
<p><b>ADMINISTRATION</b></p> <ol style="list-style-type: none"> <li>Provides many scenarios and strategies to handle common problems with BEHAVIOR</li> <li>OPTIONAL Module 7 teaches to implement a class wide or individual Token Economy if extra motivation and reinforcement is needed to interact and achieve goals</li> <li>Provides Professional Development in Autism to remain compliant</li> <li>Provides training for staff and peers to meet parent expectations</li> </ol> <p><b>SCHOOL THERAPISTS SPEECH LANGUAGE PATHOLOGISTS</b></p> <ol style="list-style-type: none"> <li>Nonspeaking students increase opportunities to use devices</li> <li>Have peers who can interact using a variety of communication</li> </ol> <p><b>PARAPROFESSIONALS</b></p> <ol style="list-style-type: none"> <li>Premade materials</li> <li>More 1:1 assistance (peer pals)</li> <li>Generalize to peers (para facilitates)</li> <li>Common challenging Behaviors Interventions</li> <li>Training for safety</li> </ol>	<p><b>GENERAL EDUCATION and INCLUSION TEACHERS</b></p> <ol style="list-style-type: none"> <li>Provides training for Autism</li> <li>Provides strategies for ASD students</li> <li>Educates classmates to understand peers with ASD</li> <li>Training for inclusion</li> <li>Meeting Parent expectations</li> </ol> <p><b>ESE TEACHERS Exceptional Student Education</b></p> <ol style="list-style-type: none"> <li>Provides models of expected appropriate behavior for LRE</li> <li>Provides appropriate peer models</li> <li>Provides readymade support materials (download/order)</li> <li>Addresses the Core features that interfere in learning</li> <li>Peers to practice generalization</li> <li>Meet parent expectations for social opportunities</li> <li>Watch Modules anytime as much as is needed to train everyone for validity and consistency</li> </ol>	<p><b>PEERS</b></p> <ol style="list-style-type: none"> <li>Training in autism to understand their peers with ASD</li> <li>Learn strategies to use with peers with ASD</li> <li>Taught to seek assistance and persevere after unsuccessful attempts</li> <li>Module 6 teaches safety techniques</li> <li>Invite to play, sit together at lunch/ free time</li> <li>Develop confidence to successfully interact</li> <li>"Feel" helpful and are helpful</li> <li>Model strategies resulting in student progress on goals</li> <li>Provide feedback &amp; reinforce their pals</li> </ol>	<ol style="list-style-type: none"> <li>Opportunities to Build Relationships in Natural environment settings Practice Skills &amp; Challenges in Natural environment</li> <li>Access to Trained Peers &amp; Adults who understand &amp; want to help</li> <li>Focus on skill building core deficit</li> <li>Communication Supports</li> <li>Behavior Supports                             <ul style="list-style-type: none"> <li>Self-Management</li> <li>Request Help</li> <li>Request Breaks</li> </ul> </li> <li>Opportunities to Increase Play Skills                             <ul style="list-style-type: none"> <li>Reciprocal Play</li> <li>Turn Taking</li> <li>Waiting</li> <li>Initiating</li> <li>Joining In play</li> <li>Proper Toy Use</li> </ul> </li> <li>Opportunities to Increase Learning Skills Attention                             <ul style="list-style-type: none"> <li>Motivation</li> <li>Participation</li> <li>Follow Directions</li> </ul> </li> <li>Opportunities to Increase Social Skills                             <ul style="list-style-type: none"> <li>Imitating Peer Models</li> <li>Greeting</li> <li>Initiating Interaction</li> <li>Appropriate Language or Actions</li> <li>Reinforcement of Skills</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Provides training for Autism</li> <li>Explains Autism for understanding</li> <li>Creates more sensitivity and acceptance by peers for their child</li> <li>Train staff and peers to be supportive</li> <li>Inclusion Training</li> <li>Increases peer assistance, advocacy, social interactions and friendships with children with ASD</li> <li>Focus shifted from child with ASD directly, to focus on developing skills in others</li> </ol> <p style="text-align: center;"><b>THE FUTURE</b></p> <ol style="list-style-type: none"> <li>Intervene early</li> <li>New focus on educating surrounding peers and adults</li> <li>Use existing natural supports and places</li> <li>Save costs for the billions in autism-related services for adults</li> </ol>