



Stuck like glue: Strategies to address elopement in the community

In this webinar you will:

- Analyze the pattern of behavior to identify the “*why*” behind the elopement
- Apply strategies to respond effectively to elopement
- Design a plan tailored to the child that focuses on skill building

Jenny Baggett

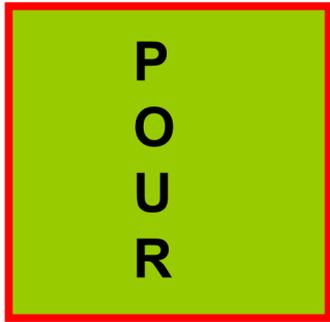
Jenny Baggett is an educational consultant at the Treatment and Research Institute for Autism Spectrum Disorders (TRIAD). She specializes in applied behavior analysis and caregiver coaching for autistic individuals and their families. She hosts webinars that cover a variety of topics related to best practices in early intervention that reach hundreds of providers in Tennessee each year. Jenny is a strong believer that all children can learn skills that help them advocate for themselves, keep themselves safe, and lead them down a path for a fulfilling life. She is passionate about empowering caregivers to teach their children the skills they need to do this. In her personal life, she enjoys baking and traveling with her husband and two young children.



Amanda Spiess



Amanda Spiess earned her bachelor's degree in Elementary Education from Middle Tennessee State University in 2008. Amanda worked in the early childhood setting for 4 years before transitioning into a therapist role, providing ABA services within clinic and home settings to children diagnosed with Autism. In 2016 Amanda enrolled at Arizona State University online to pursue coursework in applied behavior analysis and curriculum instruction. Amanda graduated her master's program in 2017 and is now a Licensed Board Certified Behavior Analyst. Amanda has worked at TRIAD for 10 years as a part of the early intervention team. In this role Amanda is able to support parents and early interventionists by coaching them in evidence-based practices that support the child and family. Amanda truly enjoys being a team member on the first services family receive through TEIS. In her free time Amanda enjoys running, reading and spending time with her family.



Agenda

- Introduction/Housekeeping
- ASD & Community Outings
- Grocery Store
- Park
- Restaurant
- Resources/Closing



Zoom Orientation – Annotation

Push computer mouse to the top of the screen

Click drop down arrow under VIEW OPTIONS

Click Annotate

OR...Look for the pencil with line icon on the bottom left corner of your screen

The image shows a vertical toolbar on the left with the following items: Mouse, Select, Text, Draw/Shape, Stamp, Spotlight, Eraser, Color, Undo, Redo, Delete, Download, and a red close button. The 'Draw/Shape' item is selected, and a sub-menu is open to its right. This sub-menu has sections for 'Draw' (with four icons, the first being highlighted in blue), 'Line width' (with four icons, the last being highlighted in blue), and 'Shape' (with various geometric shapes). A pink arrow points to the 'Highlighter' icon in the 'Draw' section. Below the sub-menu, a horizontal toolbar is visible with icons for checkmark, right arrow, X, star, heart, and question mark. Arrows indicate the flow from the 'Draw/Shape' menu item to the sub-menu and from the 'Highlighter' icon to the horizontal toolbar.

Community Outing & Autism

Core Characteristics of Autism	
Social communication Differences	Focused Interests, Repetitive Behaviors
<ul style="list-style-type: none"> * _____ * Nonverbal Communication * Relationships 	<ul style="list-style-type: none"> * Speech/Motor movements * Atypical Sensory Responses * _____ * Fixated Interests/Repetitive Behaviors



Impact on Community Outings



<ul style="list-style-type: none"> * Learning from the environment * Orienting to others * Communicating needs and preferences * Following verbal directions 	<ul style="list-style-type: none"> * Want something done the same way * Limited interest in the setting * Sensory preferences or overload
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Responding to elopement

helpful or not

Scream their names repeatedly.	Helpful	NOT
Yell, "Stop! Come back!"	Helpful	NOT
Move quickly to secure the child and keep them safe.	Helpful	NOT
Give a firm, "Stop."	Helpful	NOT
Grab them roughly.	Helpful	NOT
Guide them back to the place they were supposed to be and say, "Walk with me."	Helpful	NOT
Taking away future fun plans.	Helpful	NOT
Responding inconsistently.	Helpful	NOT
Ask, "Why did you do that?!"	Helpful	NOT
Decrease eye gaze and limit verbal language	Helpful	NOT
Ignore the behavior.	Helpful	NOT
"That's it! We're going home!"	Helpful	NOT

***Prioritize _____

Grocery Store – Elopement (Behavior)

List all the different reasons why this setting can be difficult:

- Runs up and down the aisle with no clear goal
- Runs while sliding hand along the fridge doors
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- Runs towards pharmacy when stores become loud and crowded
- Runs through the sliding doors when caregiver says, "Sit in the cart"
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- Runs while laughing and looking back at the caregiver to see if they're being chased
- Leaves the cart area while caregiver is deciding what items to get or they're on their phone
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- Runs toward the bakery because they got a sprinkle cookie last time
- Runs towards the floral department when they see stuffies
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From the examples on the previous page, what skills would be helpful to teach in each situation?

	Antecedent	Current Behavior	Skills to teach
Sensory	Child and caregiver going down cereal aisle (antecedent may be internal)	Runs up and down the aisle with no clear goal	Move body in a different/safe way while staying with caregiver
	Child and caregiver turning into freezer aisle (antecedent may be internal)	Runs while sliding hand along the fridge doors	
Escape	A large group is waiting to check out	Runs towards pharmacy when it's too loud	Request to leave area with caregiver Request for headphones while staying with caregiver
	Caregiver says, "sit in the cart" upon entering the store	Runs through the sliding doors	Stand with caregiver Hold onto the cart Build up tolerance of sitting in cart
Attention	Caregiver sees a friend and chats with them	Runs while laughing and looking back at the caregiver to see if they're being chased	
	Caregiver checking their app for a coupon	Leaves the cart area and walks off	Wait appropriately Stay with caregiver
Tangible	Enter into the section adjacent to the bakery	Runs towards bakery at Publix	Request to get a cookie
	Walks to the area adjacent to the floral department and sees stuffies	Runs towards the floral department	

Modify the activity → Baby Steps to Final Goal

Change the order of the visit	Start with preferred area, then less preferred, and then a preferred
Take out less essential parts of the activity	Return items on another day Fill up water tank on another day
Involve the child in the activity for a shorter time	Just get 1 item! Just go to one section of the store

Visual Supports → Communicate Clearly

Visual Schedule	First-Then Board	Token Board	Visual Timer
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_____ : A red circle slowly disappears over a course of 5 minutes to communicate when they will leave the grocery store

_____ : visual that includes a photo of the child sitting in the cart with 5 check boxes below. On the bottom of the board shows a picture of Ms. Rachel

_____ : Two pictures: the first picture is the child pushing the buggy, the second picture is headphones with Lion King

_____ : visual that includes the following: tomatoes, milk, eggs, gold fish, cashier, car



Reinforcement

What Behaviors?	How will you reinforce?

Park – Elopement (Behavior)

List all the different reasons why this setting can be difficult:

make this true...

Antecedent	Behavior	Consequence	Function	New Skill
Walking through entrance of park	Runs from mom towards swing		Tangible	
Mom talking on the phone	Runs towards parking lot and turns around		Attention	
Dad and child walking to the park	Runs fast down the hill		Sensory	
Grandma says, "hold hands" as they walk through the parking lot	Child runs towards the park		Escape	

Visual Supports → Communicate Clearly

Restaurant – Elopement (Behavior)

List all the different reasons why this setting can be difficult:

Identify the function

(S) = Sensory (E) = Escape (A) = Attention (T) = Tangible

Leaves the table to grab food from other's table	S	E	A	T
Runs off when the food is taking too long	S	E	A	T
Leaves the table when adults are talking to each other	S	E	A	T
Walks through swinging door to feel them open and close	S	E	A	T
Runs away when asked to sit in high chair	S	E	A	T
Runs toward kitchen door when they see a dessert tower	S	E	A	T
Runs to hear their footsteps echo on the tile floor	S	E	A	T
Runs towards the door laughing while looking back to watch what the caregiver is doing	S	E	A	T

Responding based on function

Sensory	Escape
Attention	Tangible

What skills do we need to teach and practice?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Modify the activity → Baby Steps to Final Goal

Involvement in only certain parts of the restaurant routine	
Change the order of the routine	
Decrease wait time	
Take out less essential parts of the restaurant routine	
Involvement for a shorter time	
Break up the restaurant routine	



Reinforcement

What Behaviors?	How will you reinforce?

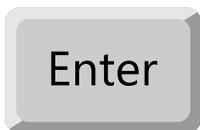
Key Ideas!



What idea SHIFTEd your way of thinking?



Is there anything you want to DELETE from the way you coach caregivers through an outing?



What idea do you want to ENTER into your repertoire as you coach caregivers?



Neurodiverse Community Access Network (NeuroCAN)

The mission of the Neurodiverse Community Access Network (NeuroCAN) is to promote awareness, accessibility and belonging of individuals with autism spectrum disorders and other intellectual and developmental disabilities and their families by building capacity throughout a community network of arts, education, athletic, and entertainment organizations.

Community Outing Action Plan

1. Choose 1 community routine you would like to focus on helping your child be prepared for or be more successful: _____

2. What are your child's strengths? _____

3. How might your child's challenges with social communication, and restricted/repetitive behaviors impact his/her success in the outing you chose? _____

4. What are some realistic goals you might set to help your child be successfully included in this outing? _____

5. What is some information you would want to gather about the organization(s) before the outing?

6. Choose some ways to **prepare your child** for the outing(s) you chose:

Practice certain skills/parts of the outing

Use social stories

Use video or live modeling

7. Choose some ways to **modify** the outing(s) you chose:

Change the order of the visit _____

Decrease lag time to and from an activity _____

Community Outing Action Plan

- Involve your child in only certain parts of an activity _____

- Take out less essential parts of the activity _____

- Involve your child in the activity for shorter amounts of time _____

- Break up the activity/provide extra breaks _____

- Other modifications _____

8. Identify some ways to **use visual supports and reinforcement** during the activity you chose:

- Change verbal instruction (less words, more concrete, clarify expectations, pair with visual)

- Visual Schedule

- First-Then Board

- Token Board

- Timer/other visual supports

- What reinforcers will you use?

- What behaviors will you reinforce?

