

Analyzing the Effects of Behavioral Skills Training on Self-Advocacy in Children with Autism Spectrum Disorder

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INTRO

- Social anxiety is the leading comorbid condition in individuals with ASD (Leader et al., 2022).
- Self-advocacy can resolve most issues in unmet needs and can lead to a higher quality of life (Schena II et al., 2022).

PURPOSE

- Investigate if behavioral skills training (BST) can be used to teach self-advocacy skills to children with autism spectrum disorder (ASD)

Participants & Non-preferred Situation

- Male, 5 years, tangible items being removed
- Female, 8 years, loud noises in the environment
- Male, 12 years, tangible items being removed

Dependent Variables

- Self-advocacy performance
- Part 1: Greeting & self-identification of non-preferred activities or situations
- Part 2: Advocating during non-preferred situation
- Part 3: Repeating Part 2 when non-preferred situation persists

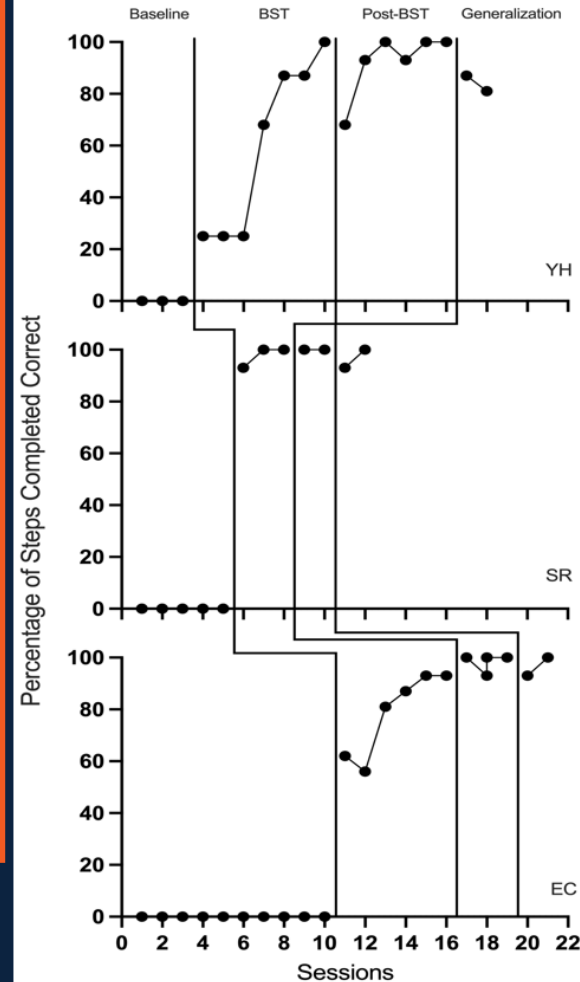
Experimental Design

- Concurrent multiple baseline across participants

Conditions

- Baseline
- Behavior skills training (BST)
- Post-BST
- Generalization probe to novel person

Behavior skills training can be used to teach self-advocacy skills to children with autism



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Abstract: Self-advocacy is a skill in which an individual is able to effectively communicate to others their desires, needs, and asserting one's interests. Not being able to self-advocate can lead to a struggle in expressing needs and being unable to have the correct accommodations, especially for those that have developmental disabilities. Previous research has focused on teaching self-advocacy skills to adolescents and adults when participating in high-school IEP meetings or post-secondary education needs with autism spectrum disorder. However, there is limited research done on self-advocacy skills among school-age children with autism spectrum disorder. The purpose of the current study is to measure the effects of behavior skills training on self-advocacy skills for children with autism spectrum disorder. A total of 4 individuals between the ages of 5-12 that met the criteria of 1) being enrolled in school or a therapy-setting program, 2) the ability to vocally communicate in 4-5-word sentences, and 3) had an official autism spectrum disorder diagnosis. All participants were able to achieve criteria for behavior skills training, post- behavior skills training, and generalization. This study supports that behavior skills training can be utilized to teach self-advocacy skills to children with autism.

Step
Participant greets researcher
Participant states their name
Participant stated a nonpreferred activity or behavior
Participant stated a preferred activity or behavior, or an activity or behavior they are good at
SABOTAGE 1
Participant interrupted by saying “excuse me”
Participant states that they do not like that action/behavior
Participant asks the researcher to stop engaging in the action/behavior
Participant uses an appropriate conversation tone when advocating
Participant uses an appropriate conversation voice level when advocating
Participant uses appropriate manner phrases (such as please, thank you)
SABOTAGE 2
Participant interrupted by saying “excuse me”
Participant states that they do not like that action/behavior
Participant asks the researcher to stop engaging in the action/behavior
Participant uses an appropriate conversation tone when advocating
Participant uses an appropriate conversation voice level when advocating
Participant uses appropriate manner phrases (such as please, thank you)

Table 1. Task analysis steps for introduction and self-advocacy