

# PROMOTING INDEPENDENCE

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## ...OUTCOMES...

- To obtain an understanding of typical characteristics of various classifications.
- To obtain an understanding of specific characteristics of classifications in the areas of learning, communication, social and behavioral domains.
- To obtain an understanding of adaptations applied in the home, community and workplace which facilitate ‘unclassified’ perspectives.

## ...LEARNING...

- Develops fairly evenly within/across skill areas.
- Can develop unevenly within/across skill areas.*
- Enjoy change in learning tasks/environments.
- May resist change in learning environments or persevere.*
- Develops abstract concepts.
- May have difficulty learning abstraction.*



## ...LEARNING...

- Learns to generalize skills.
  - May not be able to generalize without targeted teaching.*
- Learns early by imitation.
  - May need to be taught how/what/who to imitate.*
- Learns independence and enjoys it.
  - May become reliant on adults, routines.*

## ...COMMUNICATION ...

- Produces sounds early with normal speech development.
- May have speech delays, reception challenges.*
- Learns naturally how to hold a conversation.
- May exhibit inconsistent communication or difficult-to-understand communication.*
- Expresses feelings through words.
- May emote through behaviors.*



## ...COMMUNICATION...

- Learns content of different types of communication.
- May have comprehension delays and timing challenges.*
- Learns to answer questions from adults/peers.
- May have difficulty answering questions.*
- Learns naturally to initiate conversation.
- May be challenged to start, maintain conversations.*

## ...SOCIALIZATION...

- Inherently seeks out social relationships.
- May be challenged to seek/develop social relationships.*
- Learns to discriminate different relationships over time.
- May get 'stuck' on the 'who', 'where', 'when' 'how', 'why' and 'how often'.*



## ...SOCIALIZATION...

- Naturally develops awareness of social cues.
- *May be challenged by subtle social cues.*
- Responds appropriately to social situations.
- *May respond behaviorally to social situations.*
- Increasingly able to share/cooperate.
- *May need to be systematically taught to share and cooperate.*

## ...BEHAVIOR...

- Explores environment(s).
- May get 'stuck' on object, topic, setting.*
- Exhibits age-appropriate attention span.
- May exhibit 'too short' or 'too long' attention spans.*
- Enjoys diversity and learns 'flexibility'.
- May resist changes in routines, people, and environments.*

## ...BEHAVIOR...

- Learns appropriate 'fears' developmentally.

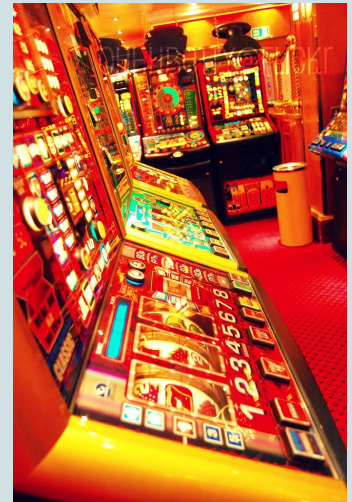
- May exhibit excessive or absent fears.*

- Actively responds to full range of stimuli (sight, sound, movement, smell, touch).

- May be hypo or hypersensitive to stimuli.*

- Learns family expectations and routines.

- May learn and set expectations/routines for family.*



# ...IT'S CLASSIFIED!...

- How do we blend a 'classified' world with an 'unclassified' world?
- What should we bring from the classified world to the unclassified world?
- What should we leave behind in the classified world?
- Why?



## ...CLASSIFICATION PITFALLS...

- Life 1<sup>st</sup>, labels 2<sup>nd</sup>
- “You can” vs. “You don’t have to”
- The community issues
- The sibling issues
- School – Home (aka “The Grand Canyon” issue)
- Beware the “Shrinkwrap Syndrome” (aka “What the Low Road looks like from here”)

## ...CLASSIFICATION PITFALLS...

- Know when to “hold them” and know when to “fold them”
- Road to success isn’t a carbon copy IEP, its all about their individual tools.....
- Everyone needs to remember a toddler is still a toddler, a kid is still a kid, and a teenager is still a teenager, and all the joys that go with it..
- Remember.....

# *What's in Your Backpack?*



# ...TOOLS...

- Schedules
- Leisure activities
- Time devices
- Scripts
- Calming techniques
- Visual Supports
- Self monitoring





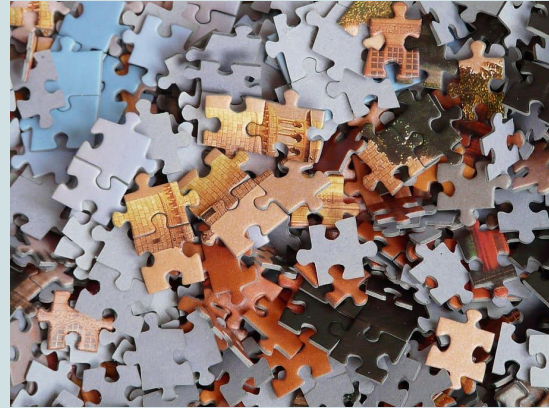
brush my teeth



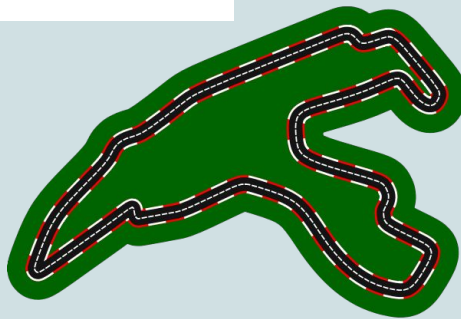
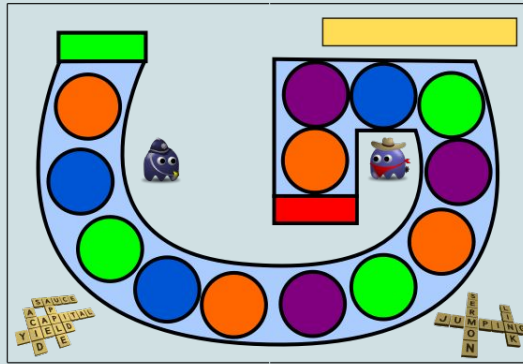
wash my face



change my clothes



# Timers



*“The best way to predict  
your future is  
to create it.”*

**-Abraham Lincoln**

**Questions?**