

PASS, GO, COLLECT \$200: MONEY-MANAGEMENT FOR AUTISITIC YOUNG ADULTS

Katy Wheeler, M.Ed., BCBA; Alexis Favela, M.Ed., BCBA; Mary Kathryn Dillard, M.A., BCBA; Alyia Jeantet, B.A; Stephanie Smith, M.Ed., BCBA (Presenting Author); Stephanie Hart, Ed.D., BCBA-D; Jennifer Hamrick, PhD., BCBA

BACKGROUND

Research shows that many individuals with autism exhibit deficits in daily living skills, which can impact their ability to live independently (Bal et al., 2015) and on their decision-making skills. Adults with autism have little control over their own money and are less financially independent than their peers with other intellectual disabilities (Cheak-Zamora et al., 2017). There is little research in current practices of money management, yet personal finance is an area that should be of priority for this population (Williams et al., 2008) to promote long-term financial well-being (Cheak-Zamora et al., 2017). This study examines the use of an online banking system to teach four adults with autism money management skills using a multiple baseline across participants' design.

PARTICIPANTS

- Participant 1- 24-year-old adult with autism, ADHD, dyslexia, and cerebral palsy
- Participant 2- 27-year-old adult with autism, ADHD, bipolar, PTSD, and fibromyalgia
- Participant 3- 22-year-old adult with autism
- Participant 4- 26-year-old adult with autism

SETTING

- On-site mock store

DATA COLLECTION

- Baseline, Behavior Skills Training (BST), intervention, and maintenance data were collected by calculating the percent of steps completed correctly/total steps

RESEARCH DESIGN

- Multiple baseline across participants design

RESULTS

- Participant 1 was able to increase his/her shopping skills from baseline to intervention by 76% and his/her banking skills by 68%. He/she was able to generalize the skills to other settings and maintain the skills after several weeks from intervention.
- Participant 2 was able to increase his/her shopping skills from baseline to intervention by 88% and his/her banking skills by 81%. He/she was able to generalize the skills to other settings and maintain the skills after several weeks from intervention.
- Participant 3 was able to increase his/her shopping skills from baseline to intervention by 36% and his/her banking skills by 61%. He/she was able to generalize the skills to other settings and maintain the skills after several weeks from intervention.
- Participant 4 was able to increase his/her shopping skills from baseline to intervention by 39% and his/her banking skills by 52%. He/she was able to generalize the skills to other settings and maintain the skills after several weeks from intervention.

Overall, results demonstrated that by teaching the participants the steps needed to shop and bank through BST, and by using a mock store and an online banking system, it was an effective intervention package to teach the participants money management skills.

FUTURE WORK & LIMITATIONS

- Limitations included occasional inconsistency with intervention frequency due to absences and or overlapping school events
- Future work will continue this study with additional participants enrolled in the same postsecondary program and continue to have these participants generalize their skills to other settings and maintain over time
- Future work will also look at training other professionals who work with the same population in other settings to reach more individuals with the same deficits

Teaching autistic young adults money management skills using an online banking system and creating a mock store to shop could be beneficial and should be of priority to promote independent living skills and financial understanding.



Figure 1

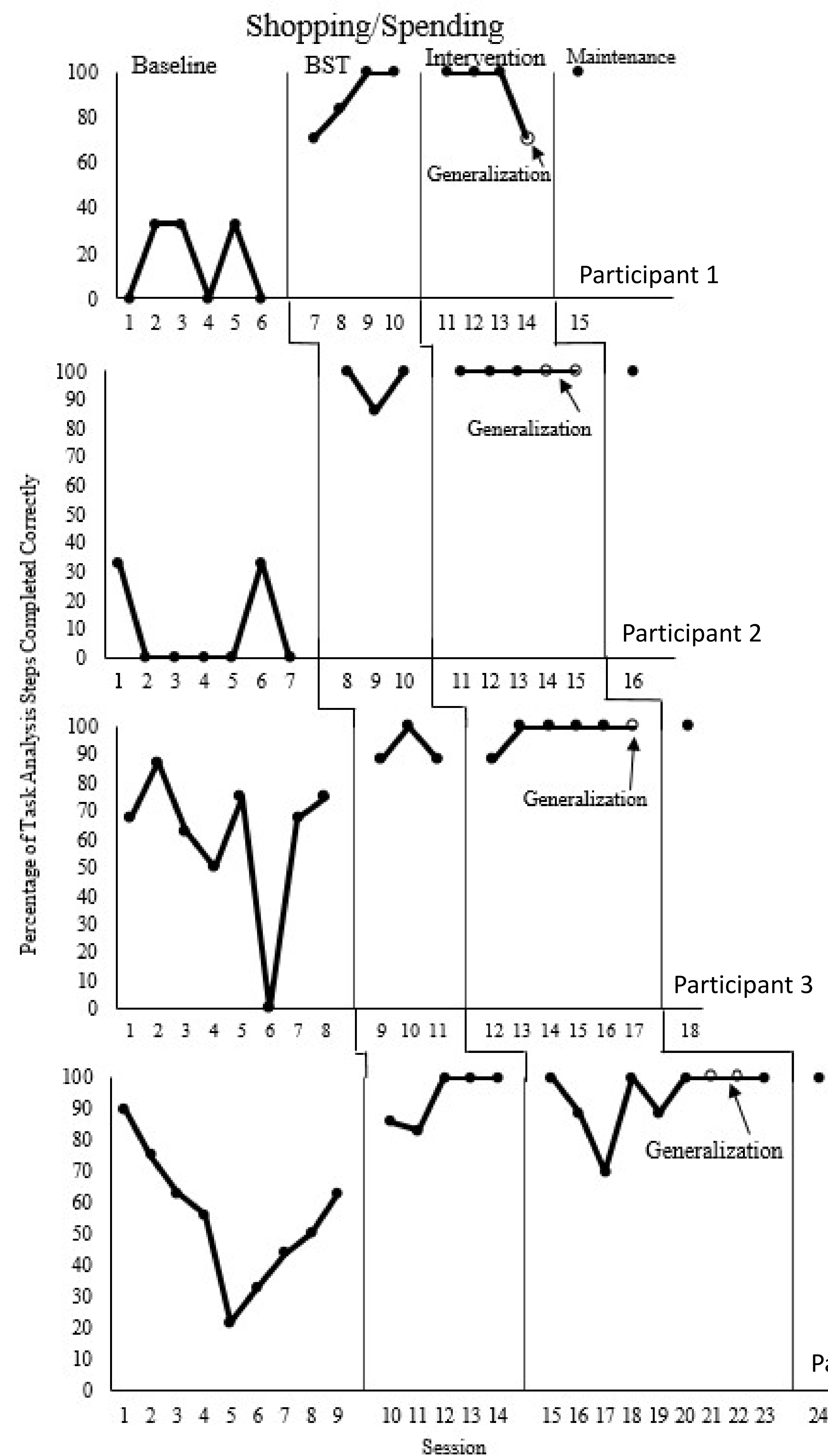


Figure 1 displays the participant's percentage of correct use of steps when shopping and spending at the mock store during baseline, intervention, generalization and maintenance phase.

Figure 2

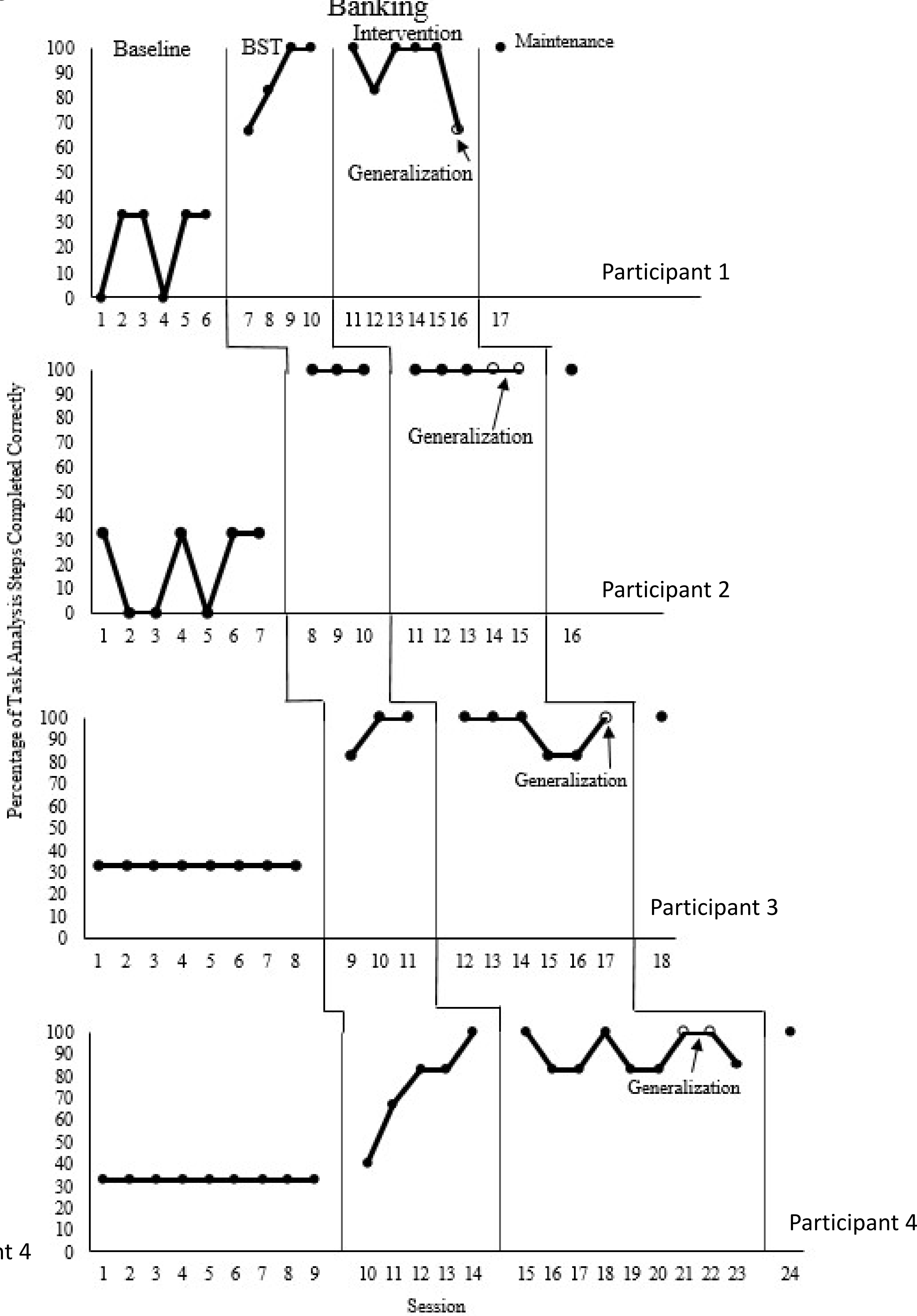


Figure 2 displays the participant's percentage of correct use of steps when banking using an online banking system during baseline, intervention, generalization and maintenance phase.