Autism Institute

WELCOME

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The pervasive characteristics of autism

Social misperceptions
Communication barriers
Intense obsessions and compulsions
Sensory sensitivities
Anxiety

DO WATCH LISTEN SAY
Social and communication intervention for children with autism
Brookes Publishing

Today’s Agenda

Part A: Assessment
1. Core Skills
2. Social and Communication Skills
3. Child Motivation
Part B: Planning
4. Social Activities
5. Communication Opportunities
Part C: Accommodations
6. Social Supports
7. Communication Supports
8. Behavioral Supports

Case Study

Rose  Age 8
Social: Restricted interests
Communication: Single words
Social Rituals: Resistance to transitions and sharing
Communication Rituals: Delayed echolalia

Part A: Assessment

Limitations of standardized developmental assessments for children with autism
- Delay versus Different
- Social difference
- Communication difference

DWLS Assessment
- Autism-specific
- Curriculum-driven
- Family-centered
- Functional skills for social acceptability
DO-WATCH-LISTEN-SAY ASSESSMENT

3 Sections:
A. Foundation
   Core Skills
   Motivation
   Behavior Profile
B. Social Skills
   Solitary Play
   Social Play
   Group Skills
   Community Skills
C. Communication Skills
   Basic Functions
   Social-emotional Functions
   Conversational Skills

Assessment Procedure
1. When: Annual assessment for IEP development
2. How: Interview format; home and school team priorities
3. What: Identify
   1. Core skills
   2. Regulatory behaviors
   3. Motivators
   4. Social skills
   5. Communication skills
4. Where:
   1. Presence of skills
   2. Generalization of skills

DWLS Assessment Checklist

Assess Skill Generalization

Is skill present across a variety of adults and peers?

Is skill present across a variety of natural contexts?

Core Skills

Nonverbal Interactions
   Joint Attention = shared
   Nonverbal means to request
   Nonverbal means to share
   Reciprocity

Imitation
   Motor imitation
   - Prompted versus natural
   Verbal imitation
   - Prompted versus natural

Organizational skills and Regulatory Behaviors:
   - Regulate during interaction (i.e., response to prompts)
   - Regulate during transition
   - Regulate in group settings
   - Sensory regulation (i.e., response to various sensory experiences)
   - Calm self (specify how)
Case Study Step #1

Identify presence of core skills and regulatory behaviors based on DWLS:

- Nonverbal Interaction
- Motor Imitation
- Verbal Imitation
- Organization
- Regulation

Rose’s Core Skills:
- Nonverbal - not generalized
- Motor Imitation - prompted not generalized
- Verbal Imitation - prompted only
- Organization - resistant to transitions
- Regulation - vocal and behavioral reactions to physical prompting and loud noises

Mastery Of Core Skills

#1 intervention consideration:
- Generalize attention, nonverbal interaction and imitation skills across social contexts and social partners
- Develop organizational and regulatory skills

Persist!

Assess Play Skills

Solitary Play
- Identify motivators
- Compare closed-ended & open-ended activities
- Identify play rituals
- Assess imaginative play

Social Play
- Parallel play that requires no sharing
- Parallel play that requires sharing
- Structured interactive play with clear roles
- Open-ended interactive play

Assess Community Skills

List settings important to family and conduct an ecological inventory of the setting

Sample Settings:
- Restaurant
- Holiday Events
- Birthday Parties
- Photographer
- Doctor & Dentist
- Other

Assess Group Participation

Skills
- Listening
- Following directions
- Taking turns
- Waiting

* Relative to group complexity

Assess Functional Communication

Basic Functions
- Requests for personal needs
- Requests for information
- State negation
- Comment on events

Social-emotional Functions
- Express feelings
- Pro-social statements
**Assess Core Conversation**

- Initiate
- Terminate
- Repair (relative to comprehension)
- Maintain (relative to comprehension)

**Case Study Plan #2**

Identify objectives based on DWLS:

- Rose’s Sample Objectives:
  - Core: (T) Motor Imitation
  - Solitary Play (F) Close-ended play
  - Social Play (F) Parallel play activities
  - Group (T) Follow directions
  - Community (F) 3 settings
  - Basic Communication (TF) Request help
  - Social-Emotional (F) Pro-social responses
  - Conversation - none

  * T = school team  F = family priorities

**Assess Motivation**

- Social Motivators:
  - Assess interests
  - Activity preferences
  - Social partner preferences
- Communication Motivators
  - Activity interests
  - Sensory preferences
  - Topics

**Case Study Plan #3**

Social and Communication Motivators

- Rose’s Motivators:
  - TV and movie characters
  - Books
  - Computers
  - Art
  - Photography
  - Peers

**B. Intervention Planning**

DO-WATCH-LISTEN-SAY

- What to DO
- Who to WATCH
- How to LISTEN
  - then
- What to SAY

**Intervention Planning**

- Interface:
  - Objective
  - Motivators
  - Settings
  - Generalization
Identify 50 ways to use interests
Emphasize closed-ended play activities
Pair new with familiar
Play is work and work is play!

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Social Play: Activity Considerations
Structure
Closed or open?
Predictability
Clear role, yes or no?
Group size
How many?
Group type
Parallel, Semi-structured, Open?
Toys
One or many?
Sharing
Required, Yes or No?
Talking
Required, Yes or No?

Social Play
Emphasize parallel play
Select activities in which each child has his/her own toys and materials
Limit activities that require conversation

Hierarchy of Group Activities
Easiest:
Unison activity
Choral activity
More difficult:
Structured turn-taking
Predictable conversation exchange
Most difficult:
Unstructured play
Open-ended conversation

Social Play

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Case Study Plan #4
Plan Social Activities:
Rose’s Solitary Play Activities:
introduce activities that embed interest in ABC

Rose’s Social Play Activities:
Engage in solitary activity preferences with peers

Rose’s Group Activities:
Adapt school and community settings for parallel participation

Communication Framework
Objective = What skill -> target social settings to practice
Means = What form of communication ----> Identify verbal and nonverbal means of communication
* specify use of augmentative support = FUNCTIONAL
Plan = What settings -> target activities to practice
What supports -> social and augmentative supports
Use every opportunity to interact and practice skills
Planning: Identify Communicative Means

- Gestures
- Speech
- Sign
- Communication board
- High Tech

Case Study Plan #5

Sample Communication Plan:

**Rose:**
1. **Objective:** Request help
2. **Means:** Verbal
3. **Plan:** verbal + sign prompt
4. **Settings:**
   - #1 - 5 initially
   - #6-10 for generalization

C. Accommodations

**Accommodations Interface Best Practices:**

- **Organizational Supports**
  - DO
- **Social Supports**
  - WATCH
- **Cognitive Supports**
  - LISTEN
- **AAC Supports**
  - SAY
- **Regulatory Supports**
  - SUCCESS

Organizational Supports

Object and Visual Supports to Clarify

- **Where**
- **What to do**
- **With whom**
- **How long / When done**

Examples:
- Activity Schedules
- Organization of Materials
- **Time Timer**

Cue Cards

Silent reminder
Especially useful when child is stressed
Available as needed
Fade as needed
Social Supports: Peer Coaching

- Support peers to gain child’s attention and wait for a response
- Support peers to interpret child’s behaviors
- Support peers to respond to child’s initiations
- Support peers to model adults style of interaction

Social Supports: Modify Interaction Style

- Establish attention
- Simplify language
- Exaggerate nonverbal cues
- PAUSE - timing is key

  “the slow motion video” analogy

Cognitive Supports: Preview, Prompt, Review

- Support social and language comprehension
- Explain information visually
  - Cue cards
  - Scripts
  - Social stories
  - Video modeling

Example: Play Scripts

- Useful means to structure open-ended social play situations without building rigidity
- Visualize the different choices within an activity
- Initially presented in a fixed order, then varied to enhance flexibility
  - Recess
  - Play dough

AAC Communication Supports

- PECS
- Sign language
- Cue cards
- Interactive communication boards
- Conversation books
- Low tech devices
- High tech devices

PECS

- Excellent means to teach the child that communication is an EXCHANGE of information
- Consider for any child without joint attention, with or without speech
**SIGN LANGUAGE**

- Beneficial for receptive language
- Easy access
- Consider motor planning
- Consider conversation partners
- Use along with other AAC systems

**INTERACTIVE COMMUNICATION BOARD**

- Transition from PECS
- Engineer the environment
- Organize grammatically

**Conversation Books**

- Wallet of photos, pictures or written topics of conversation
  - Reminds child what to say
  - Share topics of interest with others
  - Appropriate for children with and without speech

**AAC Technology**

**FUNCTIONALITY**

- **Low Tech**
  - Single switch

- **High Tech**
  - Voice output
  - Portable
  - Flexible

**Case Study Plan #7**

- **Rosa’s Accommodations:**
  - Social
  - Communication
  - Organizational
  - Behavioral

**Regulatory Supports**

- Needed for:
  - SOCIAL RITUALS
  - COMMUNICATION RITUALS
  - BEHAVIORAL RITUALS
Regulatory Supports

Regulate through the use of
- OBJECTS
- ACTIVITIES
- CUE CARDS
- SCRIPTS
- BREAKS
- SENSORY DIETS

Expressions of Anxiety

- Ritualistic behaviors
- Preservative behaviors
- Tantrum (panic) behaviors
- Uncontrollable emotional responses

When anxious, child doesn’t want

- Talking
- New information
- Intrusive touch
- Overwhelming input
- Unknown conclusion

Some of The UNKNOWNS

- Social Subtypes in ASD
- AAC benefits for various ASD subtypes
- STRATEGIES TO INCREASE RATE OF GENERALIZATION

THANK YOU

TO EACH CHILD WITH AUTISM WHO HUMMLES ME AND INSPRIRES ME AND MOTIVATES ME TO UNDERSTAND