Autism Navigator:
Supporting Early Identification and a Routines-based, Parent Coaching Model of Early Intervention

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Objectives
Identify:
1. Autism Navigator’s (AN) evidence base, resources, content and access options.
2. Early signs of ASD in Toddlers using AN tools
3. Features of the routines-based, parent coaching model of early intervention from the Early Social Interaction Project (via AN)

Handouts
• FAQs Autism Navigator PA EITA Rollout
• Milestones
• What is ASD?
• 16x16
• About Active Engagement
• Everyday Activities
• How Parents can Support Soc-comm Dev’t

A unique collection web-based courses & tools that include extensive videos and abundant print materials.

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http://www.autismnavigator.com/
Autism Institute at Florida State University College of Medicine
http://med.fsu.edu/?page=autisminstitute.home

The Early Social Interaction Project (ESI)
Evidence based intervention for Toddlers w ASD
https://esi.fsu.edu/
http://pediatrics.aappublications.org/content/early/2014/10/29/peds.2014-0757

The FIRST WORDS® Project
Early social communication targeted - includes ASD
http://firstwordsproject.com

Multiple Courses and Tools
Target Audience:
• Families
• Early intervention providers, Educators, Healthcare
http://ecosystem.firstwordsproject.com/where-are-you/

Purpose:
• Designed to bridge the gap between science and community practice
• Building capacity to identify ASD and improve outcomes

How:
• Suite of integrated online resources and courses
http://www.autismnavigator.com

Bridge the Gap
Practices in Early Intervention and community settings
(context – replicable)

Evidence-based Practices
Early Intervention for Infants and Toddlers

- Part C early intervention services/supports
  - Integrate family priorities for their child,
  - Support parents to enhance their child’s development
  - Coordination between providers to maximize the child’s learning

- Research on improving outcomes for young children
  - The growing evidence base supports intervention within the context of relationships that promote everyday family activities

Elements of Model Programs for Young Children with ASD

- Earlier is better
- Curriculum emphasizes skill development in ASD core deficit areas
  - Social Communication & Interaction + Restricted Patterns of Behavior/Interests
- Planned, repeated teaching opportunities w/ Generalization Strategies.
  - Individualized goals and outcomes
  - Ongoing monitoring and program improvement

- Predictability and Routines
- Functional Approach to Problem Behaviors
- Planning for Transitions
- Family Involvement
  - Sufficiency of support for adults
- Intensive Intervention/Active Engagement time @ 25 hours/week

Let’s take a brief Autism Navigator Tour

- Autism Navigator Courses

- PA Early Intervention Technical Assistance (EITA/PaTTAN)- Sponsored enrollment in professional courses

http://www.autismnavigatorresources.org
Similarities and differences
Professional vs Public access courses

Assessment of Learning
Certificates of Attendance & ASHA CEU
Narration & content delivery differences
Tools
  examples
  ★ Screening tools & how to collaborate w/ families
  Milestones and Checklists of Red Flags (free course)
  ★ Fidelity & Data checklists, Coaching instruction
  Video samples of varied approaches (free glossary)

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Earlier is Better
Center for the Developing Child Harvard

- Research on brain development reminds us that “earlier is better” when teaching young children.
- The most critical period for learning is during the first three years of a child’s life.
- Pathways in the brain develop as infants and young children learn from exploring and interacting with people and objects in their environment.
- The brain’s architecture is developing the most rapidly during this critical period and is the most sensitive to experiential learning.
- By age 3, most of the major brain circuits are mature, and later it becomes more difficult to make significant changes in a child’s growth trajectory.

Early Identification Issues

- Research has shown that a diagnosis of autism at age 2 can be reliable, valid, and stable.
  - ASD signs are recognizable earlier
- Most children are not diagnosed with ASD until after age 4 years.
- Some studies have shown that parents of children with ASD notice a developmental concern before their child’s first birthday.
- Physician screen 18 & 24 months for ASD (AAP guidelines)
  - https://www.cdc.gov/ncbddd/autism/data.html
What’s your experience?

- The number of children on your caseload who show risk for ASD and are not evaluated/identified?

- The primary referral concern of caregivers of toddlers with ASD risk or DX?

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Core Diagnostic Features of ASD

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition

Impairment in Social Communication and Interaction

- Deficits in social-emotional reciprocity
- Deficits in nonverbal communicative behaviors used for social interaction
- Deficits in developing, maintaining, and understanding relationships

Restricted, Repetitive Patterns of Behavior

- Stereotyped or repetitive motor movements, use of objects, or speech
- Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior
- Highly restricted, fixated interests that are abnormal in intensity or focus
- Hyper or hypo reactivity to sensory input or unusual interest in sensory

How do diagnostic criteria present in very young children?

Presence of Red Flags

- Checklists of behaviors that indicate need for further assessment

Absence of Social-communication milestones

- Checklists of behaviors that describe typical development

Pre-screening tools

Checklists that identify signs of ASD (presence = possible risk)
Developmental Milestones that identify expected skills (absence = possible risk)

Screening tools (validated)

Screening tools are validated to identify children who are at risk and require further evaluation.

See Resources Handout
Late Talkers
Late Bloomers or ASD risk?

- About half of the children who are late talkers will have speech or language disorders that are primary or have a language delay that is secondary to or associated with:
  - a hearing impairment
  - global developmental delay or intellectual disability,
  - learning disability, or
  - autism spectrum disorder.

- About 15 to 20% of children are late talkers, and about half of late talkers are “late bloomers”, which means they will catch up by 3 years of age without intervention.

Late Talkers
Late Bloomers or ASD risk?

Children with persistent language problems will be late in talking and show one or more of the following early social communication delays:

- Limited use of eye gaze
- Limited facial expression to share emotion
- Low rate of communicating to share attention and interests
- Limited use of conventional and symbolic gestures
- Limited use of sounds and inventory of consonants
- Poor coordination of gestures, sounds, and eye gaze
- Poor language comprehension, and
- Limited conventional use of objects and preten...
Activity

16 Gestures by 16 Months

Experiences from the field.

- Which social communication delay/ASD “symptom” does this help us to understand more deeply?
- How might you use this with your families?

Parent Perspective

The Diagnosis of ASD is not necessary to:

- Begin services
- Focus supports on social communication skill development.

Autism Navigator: Early Identification Video = A Powerful Tool

Public Access

- About Autism in Toddlers
- Autism Video Glossary
  - e.g., Eye Gaze, Facial Expression, Body Language, Gestures – #1 Charlie/Sam

Enrollment Cost – Professional Courses

- See FAQs to see if you are eligible for PA EITA sponsored enrollment
- Primary Care Course
- Knowledge and Skills Course

Referral

Early Intervention Services Pennsylvania

Early Intervention in Pennsylvania Statewide CONNECT Line: Linking families to early intervention services and support.
1-800-692-7288
www.connectpa.net
Stretch Break

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Autism Navigator
Supporting Active Engagement through Participation in Daily Routines and Activities

Time in a Toddler’s Week

Handout: Everyday Activities of Toddlers & Families

Intensity?

One Week – 168 Hours

- Sleep
- Inside
- Early Intervention
- Active Engagement
**Active Engagement & Routines Based supports**

What is Active Engagement?
The amount of time children spend involved with the environment (adults, peers, materials) in a way that is appropriate of the child’s age, abilities and surroundings.

The child is ready to interact, learn, be productive and communicate with others and “hang in’ when faced w challenges or change.

Everyday Activities provide opportunities for Active Engagement!

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**“Layers” of Active Engagement**

**About Active Engagement**
*Emphasis on social communication*

**Active Engagement and Transactional Supports**
*Weekly Progress Form*

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**Everyday Activities**

- Let’s watch active engagement in everyday activities
  - Non engagement to engagement video

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**Supporting Active Engagement & Families**

1. Building Consensus with families
2. Planning – Building the layers of support within everyday activities
3. Collaborative Coaching for Deliberate Practice
Supporting Active Engagement & Families

1. Building Consensus with families
   Includes discussions on building the layers of support within everyday activities
   • Fidelity Form – Domain 1
   • Social Communication Growth Charts

Reflect as you watch:
• How was the family experience with first and second child different?
• Does that influence child outcomes? Why?
• What did you notice about dad?

Supporting Active Engagement & Families

2. Planning – Building the layers of support within everyday activities
   Identifying Priority Outcomes and Daily Routine Activities
   • Providers guide caregivers and provide feedback
   • Identifying Priority Outcomes
     – Active Engagement Levels 1-3: Layer Cake
     – Skills within the “layers”
       • MAETS: Measuring Active Engagement & Transactional Supports
         Rating: 0 Absent – 1 Emerging – 2 Practicing – 3 Mastery
     – Weekly across activities
       1-2 priority outcomes/activity + 3-5 activities + 3 different activity categories
       e.g., Productive & socially connected + Chores + fixed dog, get mail, laundry

Supporting Active Engagement & Families

3. Collaborative Coaching for Deliberate Practice

Handout: How Parents can Support Social Communication Dev’t
Coaching: Let’s Take a look

Coaching Families Examples
– Autism Navigator Tools
  • From FSU Early Social Interaction Project

Before, During, After ESI

About Autism in Toddlers
An Autism Navigator free online course for early childhood professionals and families.

Confidence and Competence

You make a difference!

Your Feedback Matters!

http://bit.ly/2sYC7g9

Go to link
Complete a brief survey
Thank you!
Thank you for your participation!

Questions?
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