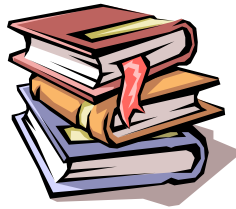


WELCOME



Kathleen Quill, Ed.D.
Autism Institute
PO Box 190
Essex, MA 01929
978-768-3964
kquill@autisminstitute.net
www.autisminstitute.net



The pervasive characteristics of autism



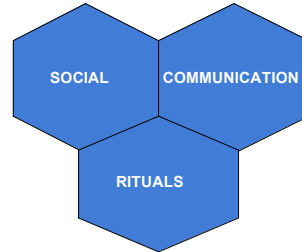
Social misperceptions

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

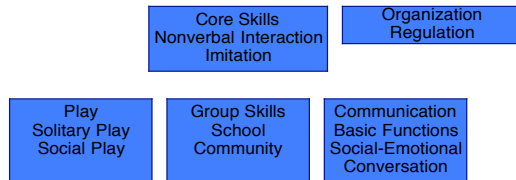


1. **When:** Annual assessment for IEP development
2. **How:** Interview format: home and school team priorities
3. **What:** Identify
 1. Core skills
 2. Regulatory behaviors
 3. Motivators
 4. Social skills
 5. Communication skills
4. **Where:**
 1. Presence of skills
 2. Generalization of skills

important



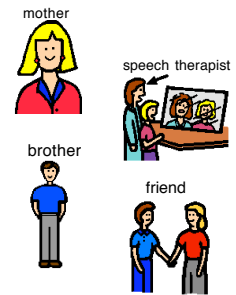
DWLS Assessment Checklist



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



Assess Regulatory Behaviors



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 !

you've got it!



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 Group Participation



Skills

- Listening
- Following directions
- Taking turns
- Waiting



* Relative to group complexity

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 Functional Communication



Basic Functions

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

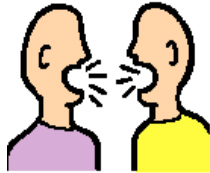
Social-emotional Functions

- 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:

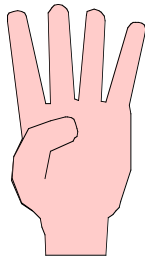
- TV and movie characters
- Books
- Computers
- Art
- Photography
- Peers

B. Intervention Planning



DO-WATCH-LISTEN-SAY

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

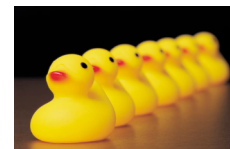


Intervention Planning



Interface:

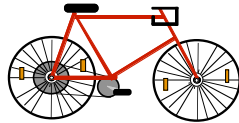
- Objective
- Motivators
- Settings
- Generalization



Solitary Play



Identify 50 ways to use interests
Emphasize closed-ended play activities
Pair new with familiar
Play is work and work is play !



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

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

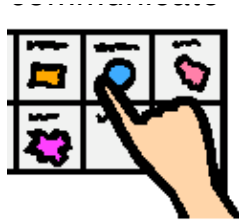
Plan = What settings -> target activities to practice
What supports -> social and augmentative supports

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:

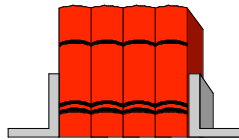
1. Objective: Request help
2. Means: Verbal
3. Plan: verbal + sign prompt
3. Settings
#1 - 5 initially
6-10 for generalization

C. Accommodations



Accommodations Interface Best Practices :

Organizational Supports
Social Supports
Cognitive Supports
AAC Supports
Regulatory Supports



Accommodations



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



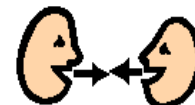
- PECS
- Sign language
- Cue cards
- Interactive communication boards
- Conversation books
- Low tech devices
- High tech devices

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



Identify accommodations:

- Rosa 's Accommodations:
 - Social
 - Communication
 - Organizational
 - Behavioral

Regulatory Supports

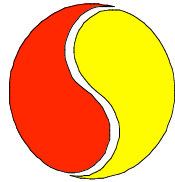


- Needed for:
 - SOCIAL RITUALS
 - COMMUNICATION RITUALS
 - BEHAVIORAL RITUALS

Regulatory Supports



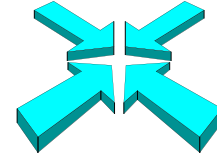
Regulate through the use of
OBJECTS
ACTIVITIES
CUE CARDS
SCRIPTS
BREAKS
SENSORY DIETS



Expressions of Anxiety



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



When anxious, child doesn't want

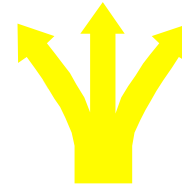


Talking
New information
Intrusive touch
Overwhelming input
Unknown conclusion

Some of The UNKNOWNNS



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



THANK YOU



TO EACH CHILD
WITH AUTISM WHO
HUMBLES ME AND
INSPIRES ME AND
MOTIVATES ME TO
UNDERSTAND

