

Autistic Spectrum Disorders



Content of training presentation



- Tips for developing communication skills
 - Managing behaviours
- Therapeutic approaches for children and young people with ASD

Tips for developing communication skills



- **Tune in** to what your child is interested in and **imitate** their actions and language. For example when playing with a car garage, the child may say “go”. Take turns to say “go” and push a car down the slide
- **Build on the words they use**, adding one or two words, for example “go car” or “car stop”
- When playing sit opposite your child, be their play partner at their level



Tips for developing communication skills



- Join in with your child's chosen activity
- Pick out **key vocabulary** to use for each toy you are playing with
- For example when playing with a wooden puzzle, name the colours, shapes, or count the pieces as you put them in



Tips for developing communication skills



- Strict routines mean the same vocabulary is often heard and said
- **Offering new experiences and activities** can boost opportunities for communication
- If it is difficult to introduce a new activity, use a **visual timetable** to prepare them for it
- Gradually building up tolerance of new activities is always helpful.



Tips for developing communication skills



Simplify your own language by:

- Reducing the lengths and complexity of sentences
- Give one instruction at a time
- Avoid asking too many questions, instead **comment** on what your child is doing e.g. “you’re building a big tower”

Play turn-taking games:

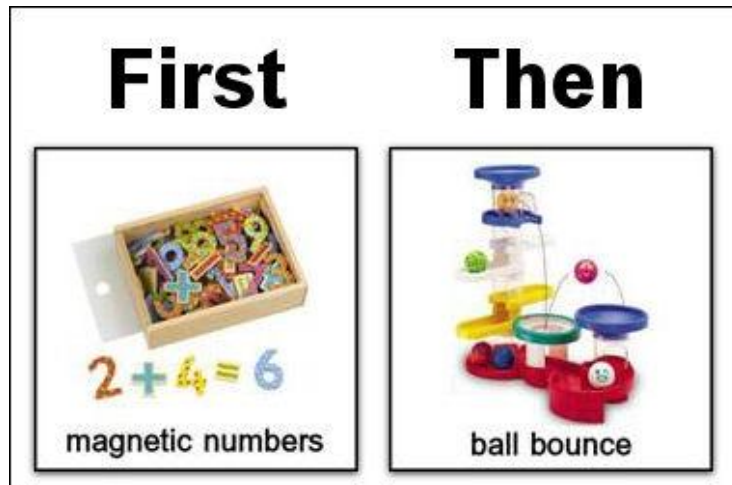
- Rolling a ball
- Blowing bubbles
- Playing with a wind up car



Turn-taking is one of the foundation skills for language and interaction.

Managing behaviours

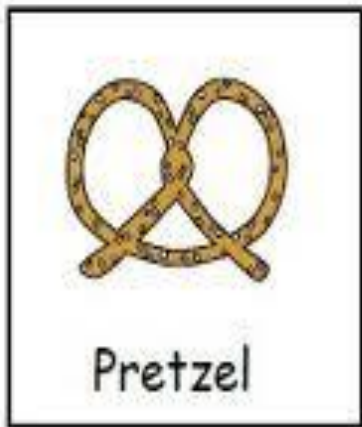
First then cards



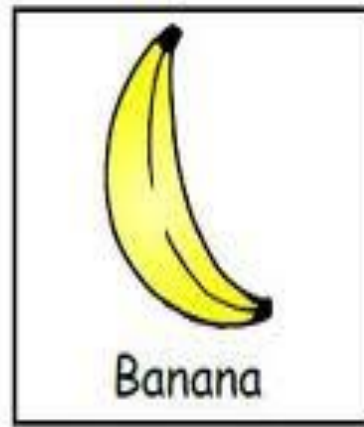
- A very simple form of visual timetable
- Use pictures of target tasks followed by a rewarding/favourite activity
- Reassures** child what is coming next
- For those who have difficulties with **transitions** and completing tasks
- Motivates child
- Helps to develop **perseverance** and waiting

Managing behaviours

Choice cards



or



- Choice cards offer a non-verbal way for children to make choices
- Use a grid with two, three or four squares on
- Child can **point** to which item they want
- **Minimising frustration** as child gets what they want
- Not suitable for all children, they need to use reliable pointing skills and visual discrimination

Managing behaviours

Visual timetables



- Many special needs schools use visual timetables to show children what they will be doing during the day
- Each activity has a picture or symbol which gets removed by a child when it is finished
- Gives child a **structure** for their day
- Can be used to **reassure** child if they become upset
- Gives child a focus to what they are working on or towards.

Managing behaviours

Puzzle pieces



- Take a picture of your child's favourite activity or toy
- Cut it up into pieces and stick these onto card
- Each piece is one minute of their favourite activity
- Tantrums and poor behaviour result in one piece of the puzzle being taken away
- Using the puzzle pieces should help to reduce time spent on obsessive activities, and encourage the child to try other activities.

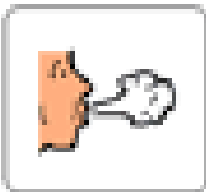
Managing behaviours

Break card



Break Card

I am feeling upset. I need to calm down. What do I do?



I can take deep breaths.



I can count to 5.



I can use my break card and go to a quiet place.

- For those unlikely to tell us they need a break
- Keep cards within reach at all times
- If child seems confused/agitated, point to the cards and ask the child to show you what kind of break they need
- Can be adapted to suit your child/young person
- Suitable for higher level children/young people

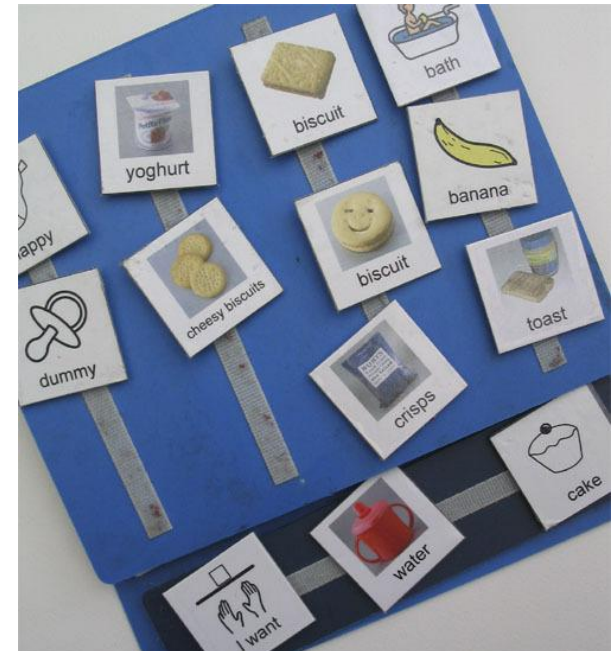


Speech and Language Therapy Approaches for children and young people with ASD



Picture Exchange Communication Systems (PECS)

- A framework based on teaching the child to **initiate** communication and make requests
- To begin teaching the child to use PECS, we have to find their **highly preferred** object or activity
- The child is taught to approach adults
- The child **exchanges a picture** for a real life object or activity



Picture Exchange Communication Systems (PECS)

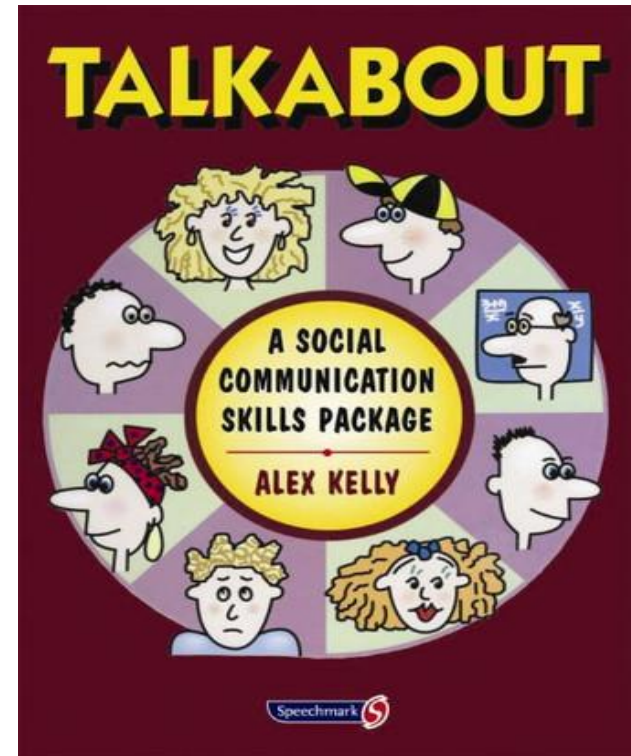


- Over time a book is built up of all key vocabulary.
- This is a highly successful approach for many children and young people, and can be taught at any age.
- PECS is a progression from single item requests up to sentences and for some children the exchange may also include spoken words in later stages.

Talkabout



- Talkabout is a programme aimed at older children and teenagers
- Best suited to group settings
- Children learn about self awareness, problem solving, communication skills, body language, conversation and listening skills, and assertiveness
- A practical way to help children to integrate at school and with their friends

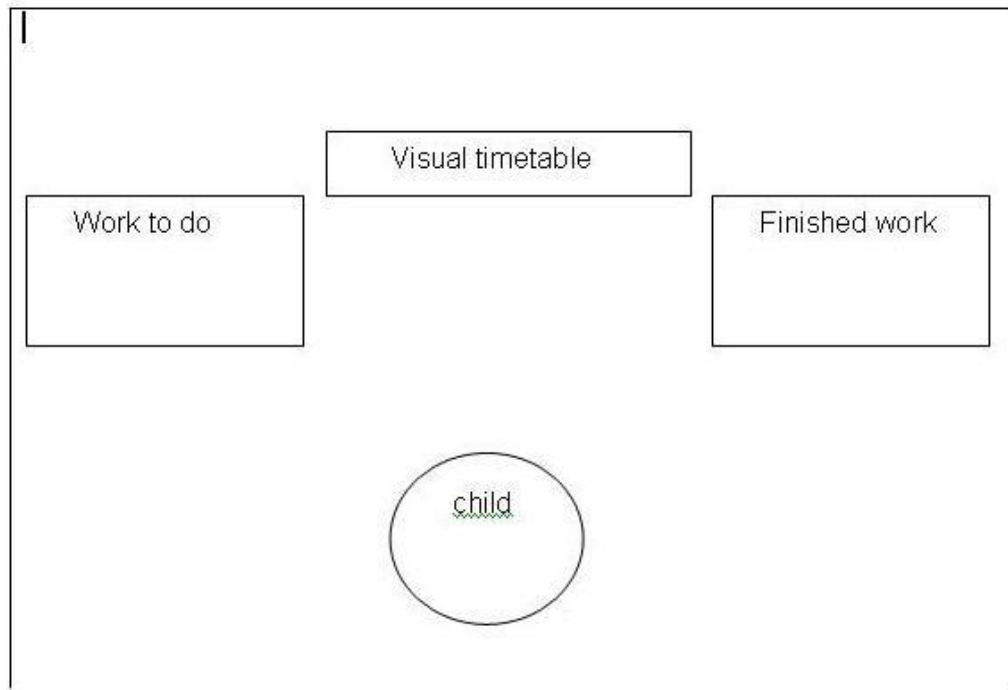




- TEACCH stands for Treatment and Education of Autistic and related Communication handicapped Children
- TEACCH organises the physical environment and develops schedules and work systems for a child
- It makes expectations clear and explicit to the individual.
- It builds on the strengths that many children with ASD have (visual, detail and memory)



Work station



Here is an example of a TEACCH work station.

- The child works from left to right
- They use a visual timetable to organise their tasks
- It helps the child to become more independent in their work
- The principles of TEACCH can be used to organise therapy tasks



Hanen- More than Words



Focuses on your natural, day-to-day routine with your child. You'll learn how to tweak the activities that you're doing with your child already and turn them into productive and enjoyable learning opportunities.

You will discover how to take everyday activities like meal time, story time and bath time and use them to help your child improve his communication and social skills.

Hanen- Talkability



Talkability- for parents of verbal children with ASD

You'll learn:

- How to help your child have back-and-forth conversations
- How to encourage your child to pay attention to the social messages people send non-verbally
- How to talk so your child can tune in to what others are thinking
- How to help your child tell stories and play imaginatively





- An American approach designed by Sara Rosenfield-Johnson
- Uses oral-motor exercises and feeding to develop speech sound production
- Based on hierarchies for jaw grading, horns, straws, and bubble blowing to teach the movements needed for speech
- Provides Sensory Integration experiences, helping students feel calm and focus their attention ready for work



This training session has been produced by Integrated Treatment Services.

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