SPEECH THERAPY: Supports for the Newly Diagnosed

EARLY CHILDHOOD AND ELEMENTARY YEARS
Speech/language/feeding for ASD:

- Receptive language
- Expressive language
- Social language/pragmatics
- Feeding skills
Receptive Language Skills

- Understanding words
- Following directives
- Understanding questions
- Understanding stories
- Understanding figurative language
- Making connections between experiential, worldly, and book knowledge
Expressive Language Skills

- Verbal output
  - Sounds/articulation
  - Words
  - Connected speech
- Grammatical features of words
- Augmentative/alternative communication systems
- Communicative intent
- Communicative functions
- Story telling
- Conversational exchanges
Social Language/Pragmatic Skills

- Eye contact
- Non-verbal communication
- Turn taking
- Play skills
- Making/keeping friends
- Roles for group participation
- Conversational exchanges
- Empathizing
Feeding Skills

- Motor function
- Sensory function
- Selective diet/restricted diet
- Oral aversions
CHOOSING PROGRAMMING FOR YOUR CHILD--

- Driven by evidence
- Knowledgeable in areas of need
- Service provision options meet family needs for scheduling and location
- Incorporate family participation/home program
- Collaborative care with your existing team of professionals
- Open lines of communication with team
Evidenced Based Practice for ASD

- EBP combines
  - Best available research
  - Individual characterizes of the child
  - Professional expertise
EBP: Theories & Methodologies that drive our programming at TSN

- Intervention strategies that are supported by empirical evidence
  - Visual Schedules
  - Picture Exchange
  - Hanen Programs
    - More than Words
    - It Takes Two to Talk
  - Social Thinking Programs
    - Social Behavior Mapping
    - Whole Body Listening
    - Thinking about you Thinking about me
Today my schedule will probably be:

- circle time
- reading class
- centers
- break
- read a story
Antecedent-based interventions

- Prompting

- Stimulus control/environmental modification

- Time delay
  - Usually used with least to most prompting and gradual guidance

Behavioral-based interventions

- Differential reinforcement
- Discrete trial training
- Extinction
  - Best when paired with differential reinforcement and instructions
- Functional communication training
- Reinforcement
- Response interruption/redirection
- Task analysis/chaining

- Joint attention training
  - Eye gaze activities
Other EBP interventions

- Video modeling
- Picture Exchange Communication System
- Pivotal Response Training
- Schedules
- Social Communication Intervention
- Speech Generating Devices
- Visual Supports
Finding Focus at the Beginning of the Treatment Journey:

- Identify critical skills for optimal outcomes
- Identify splinter skills/gaps in skills
- Know your end goal but have perspective about how to support the short term objectives that provide foundation for continual progress
- Know that the primary focus can and will change as your child grows, matures, learns new skills, moves through school programs, etc
Critical Skills

- Social Skills
  - Play Skills
  - Theory of Mind

- Expressive language Skills
  - Verbal or alternative output

- Feeding Skills/Mealtime Behaviors
  - Motor
  - Sensory
  - behavioral
Mildred Parton’s 6 Stages of Play

Research in the 1930s

- 1-unoccupied (not engaged in play)
- 2-Solitary (independent)
- 3-Onlooker
- 4-Parallel
- 5-Associative (initiate and respond without a play plan)
- 6-Cooperative (play with a plan, roles, team work)

• Play style mirrors social development
• Take a minute to find the level of your child’s play skills when you are not supporting them in any way….
Stages of play

 Ngā wāhonga o te tākaro

- Responds with smiles
- Plays when propped up
- Plays peek-a-boo
- Shows affection
- Protests when annoyed

Solitary play

- Learns to walk, actively explores the environment
- Interacts with others by pushing grabbing and touching
- Memory develops
- Finds sharing difficult
- Imitates familiar activities

Parallel play

- Plays near others but not with them
- Likes to help
- Shows affection to younger children
- Will wait their turn
- Enjoys performing for others—"dancing"

Associative play

- May have imaginary friends
- Shows concern for others
- Sense of humour
- Tends to play in a small group of same gender
- Plays own game within a small group

Co-operative play

- Can be bossy
- Enjoy makes-believe play
- Aware of need for rules and fair play
- Chooses own friends

Onlooker play

- Watches others playing

Joining in rough and tumble play

http://1.bp.blogspot.com/-96Nw4b1ydgl/UvN60Sn4III/AAAAAAAAApw/qsysaJIEBU3U/s1600/stages_of_play_620.gif
## Types of Play:

<table>
<thead>
<tr>
<th>Type</th>
<th>Definition</th>
<th>Age</th>
<th>Examples</th>
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| Functional Play             | - sensorimotor or practice play, children practice mental schemes by interacting with objects and people  
                              | - children enjoy sensory and motor play                                     | - Begins before age 2  
                              | - Lasts through later play stages  
                              | - Predominant form of play for infants and young toddlers                   | - Babies exploring textured books or toys  
                              |                                                                             | - Babies mouthing objects  
                              |                                                                             | - Toddlers climbing on various objects  
                              |                                                                             | - Older kids riding bikes                                                   |
| Symbolic Play               |                                                                           |                                        |                                                                          |
| (representational play)     |                                                                           |                                        |                                                                          |
| Includes:                   |                                                                           |                                        |                                                                          |
| Constructional play         | - Constructional Play: use materials to make other objects and is a transition between functional play and more creative symbolic play | - Constructional Play:  
                              |                                                                             | - Begins ~2yrs. and lasts in various forms through adulthood  
                              |                                                                             | - Dramatic Play: (mastered between 3-5 yrs) and demonstrated difference between toddler play | - Building towers with blocks or legos  
                              |                                                                             | - Using play dough to make an object  
                              |                                                                             | - An older child being selective in the crayons he will use to draw a picture | - Putting together a model car/plane, etc.  
                              |                                                                             | - Dramatic play:  
                              |                                                                             | - Toddler taking off his shoe, putting to his ear and saying “hi”  
                              |                                                                             | - PK kiddos play “restaurant, doll house, farm, zoo”                        |
| Dramatic play               |                                                                           |                                        |                                                                          |
| Game Play                   | - when children begin to play games with rules and use logic and appropriate social skills to navigate this type of play | School age and beyond                | - Playing game of dodge ball  
                              |                                                                             | - Card games  
                              |                                                                             | - Board games                                                             |


communicationstationspeechtx.blogspot.com
Westby Play Scale

- Carol Westby’s play scale assesses the development of play and language
- Development of play supports development of language

Play gives children a chance to practice what they are learning.

- Fred Rogers
Theory of Mind

- The understanding that individuals have their own plan, ideas, thoughts, and points of view
- The ability to take another’s perspective
- The ability to empathize
- The ability to adjust one’s actions accordingly
EYE GAZE ACTIVITY

- Pair up
- Each get two letters or numbers
- Use only your eyes to tell your partner which one you want them to take from you
- GO!
Building Expressive Language Skills:

- Communicative intent
  - Understanding the need to communicate with others
  - Initiating communication
- Communicative functions (reasons)
  - Behavioral regulation
  - Social interaction
  - Joint Attention
- Communicative Means (ways)
  - Pre-verbal
  - Verbal

- http://connectability.ca/2011/10/19/how-to-use-the-%e2%80%9cchecklist-of-communicative-functions-and-means%e2%80%9d/
Pre-verbal (ways of communicating other than using words)

- **Physical Manipulation** – touching, trying to operate a toy
- **Giving** – giving an item to another person for a specific purpose (e.g., to request help with activating the item, or to express an interest in it)
- **Pointing** – pointing to an item for a specific purpose
- **Showing** – showing the item, but not giving it
- **Gaze Shift** – looking briefly in the direction of an item out of interest
- **Proximity** – moving closer to the item out of interest, or away from it in protest
- **Head Nod/Head Shake** – indicating interest in an object through nodding, or protesting by shaking head
- **Facial Expression** – smiling, frowning, etc.
- **Self-Injury** – hitting, biting, banging self
- **Aggression** – hitting, biting, punching, kicking, scratching others
- **Tantrum** – screaming, throwing self down on floor
- **Crying/Whining** – to make needs known
- **Vocalizing** – any speech-like sounds that are not full words
- **Other** – word approximations such as “bu-bu” for “bubble”

http://connectability.ca/2011/10/19/how-to-use-the-%e2%80%9cchecklist-of-communicative-functions-and-means%e2%80%9d/
Verbal (ways of communicating using words)

- **Immediate Echo** – child repeats what is heard immediately after hearing it
- **Delayed Echo** – child repeats what was heard earlier in the day or on a previous day
- **Creative One-word** – uses a single word not in imitation of something heard, (e.g., saying the word “milk” can be to request it, to comment on seeing or having it, or to ask if that is what is in a cup)
- **Creative Multi-word** – uses two or more words not in imitation of something heard

http://connectability.ca/2011/10/19/how-to-use-the-%e2%80%9cchecklist-of-communicative-functions-and-means%e2%80%9d/
Feeding Therapy

- Sensory responses to the visual, auditory, tactile (touch), and gustatory (smell) qualities of foods can be addressed through systematic and individualized programming.
- Limitations in motor function for moving foods for chewing, collecting foods in preparation for a swallow, and completing swallows with up and back tongue movement can impact food selections.
- Food exploration/sensory steps to approach new foods.
- Food chaining.
How many of you have a picky eater?

• Food selectivity?
  • Brand specific
  • Color specific
  • Texture specific
• Food aversions?
• Nutritional concerns?
  • Digestion difficulties
• Food allergies?
  • Eczema/skin irritation
• Mealtime struggles?
  • Can’t/won’t sit for a meal
  • Tantrums/behaviors
THE SPEECH NETWORK

programs for children with autism spectrum disorder
TSN Programs for Children with ASD

- Social Skills Enrichment Groups
- Structured Play Groups
- Feeding Skills Enrichment Groups
  - Focusing on picky eaters with sensory and motor based food aversions
- Individual treatment/therapy
  - Speech-language services
  - Occupational therapy services
  - Nutritional services
- Parent Training
Social Skills Enrichment Groups

- 1 hour/1x per week for 4 week sessions
- Speech and OT combined supports
- Grouped by age/skill level
- Supported by visual schedules/timers for transitions between activities
- Predictable pattern of activities
- Incorporates movement, music, sensory experiences, art and social mealtime interactions
- Repeated practice in real time social experiences (similar to video modeling)
- Incorporation of social stories, eye gaze trainings, and practice for expressing empathy
Feeding Enrichment Groups

- 1 hour/1x per week for 4 week sessions
- Speech and OT combined supports
- Nutritional consultation with dietitian for group planning
- Grouped by age
- Sensory steps for approaching new and non preferred foods
- Food based literacy activities
- Food based art activities
- Shared experiences to build interactive social opportunities
The Speech Network

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- www.thespeechnetwork.org
- www.facebook.com/speechnet
- www.twitter.com/speechnet
Some of my favorite resources:

- **Research info**
  - IANcommunity.org
  - [https://iancommunity.org/cs/understanding_research/overview](https://iancommunity.org/cs/understanding_research/overview)

- **Support**
  - Autism Society of America-ASBG
  - [http://asbg.org/](http://asbg.org/)

- **For Play, Language, & Social Skills**
  - Michelle Garcia Winner
  - [https://www.socialthinking.com/](https://www.socialthinking.com/)
  - Hanen Programs and Support
  - [http://www.hanen.org/Home.aspx](http://www.hanen.org/Home.aspx)
  - Zerotothree.org
THANK YOU SO MUCH FOR YOUR TIME AND ATTENTION!!!!

QUESTIONS? COMMENTS? DISCUSSION?

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