

8th meeting: Additional practical guidance & Closure

Co-funded by the
Erasmus+ Programme
of the European Union

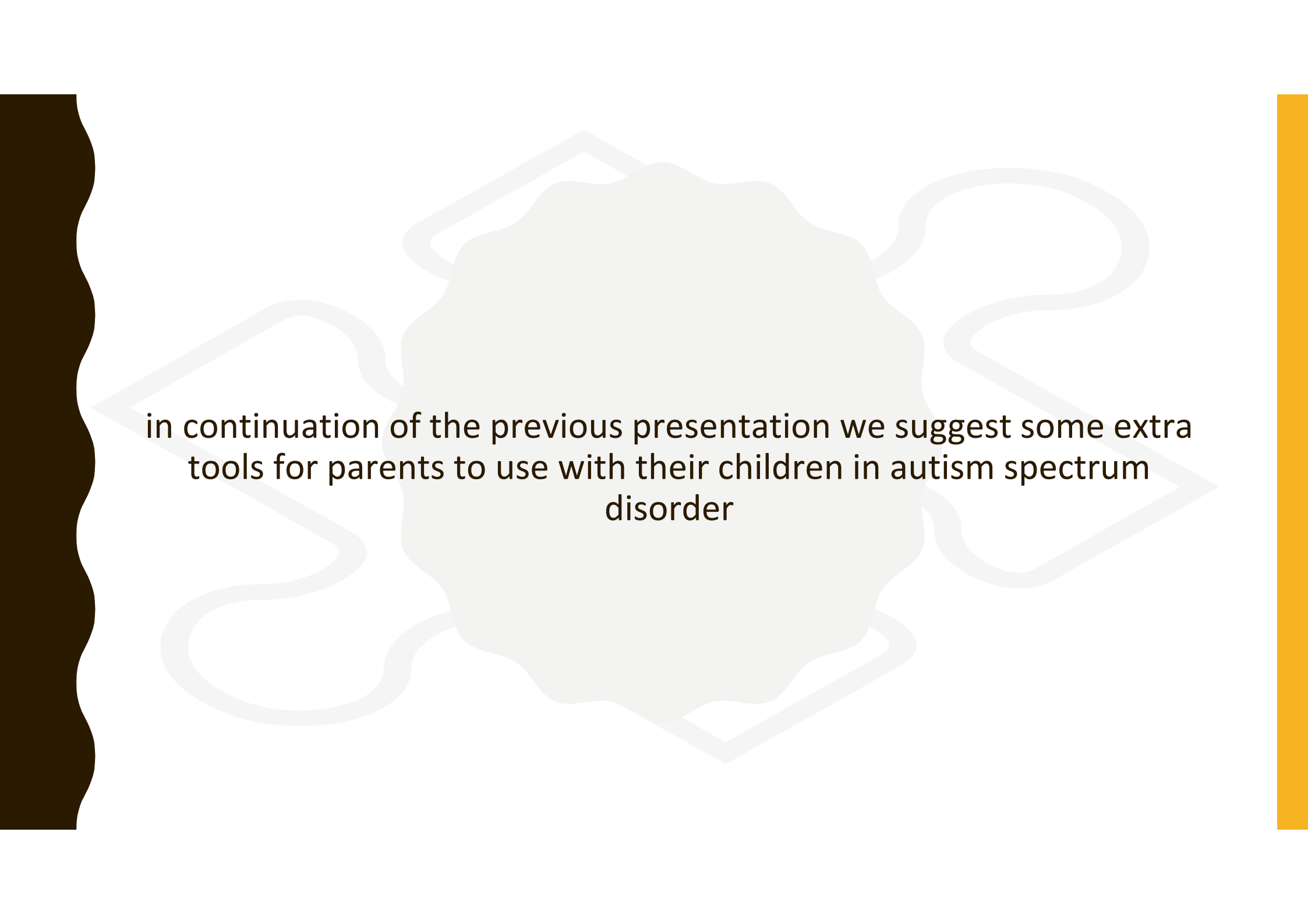


LECTURE 3:

Materials and Guidance II

*Iatrou G., Msc, Phd
Mental Health Counselor
Child and adolescent centre, Greece*





in continuation of the previous presentation we suggest some extra tools for parents to use with their children in autism spectrum disorder



Project ImPACT

- Helps children engage and communicate their wants and needs in a way that is understood by others.
- As the parent, you choose the social communication goals you want for your child with the support of a coach.
- Uses naturalistic ABA techniques, which means your child begins a teaching episode within the context of play or other daily routine by communicating an interest in something. You then prompt or cue your child to communicate in a slightly more complex way and then reinforce them naturally, by giving them what they ask for.
- Does not use mass trials or discrete trial teaching (DTT), artificial reinforcers, compliance training, punishment or aversives, and does not attempt to suppress non-harmful behaviors (e.g., stimming) that your child may use to self-regulate.

Floor time



- Floortime is a relationship-based therapy for children with autism. The intervention is called Floortime because the parent gets down on the floor with the child to play and interact with the child at their level.
- Floortime is an alternative to ABA and is sometimes used in combination with ABA therapies.
- The goal is for adults to help children expand their “circles of communication.” They meet the child at their developmental level and build on their strengths.
- Therapists and parents engage children through the activities each child enjoys. They enter the child's games. They follow the child's lead.





TOOLS FOR EVERYDAY LIFE:

1. Pecs / LetMeTalk

2. TEACCH/ RoutineFactory

TOOLS



shutterstock.com - 570144070

PECS

IT IS:

- an alternative communication system
- a way to teach functional communication
- consisting of six phases
 - how to communicate
 - distance and persistence
 - picture discrimination
 - sentence structure
 - answering questions
 - commenting



PECS

IS USED:

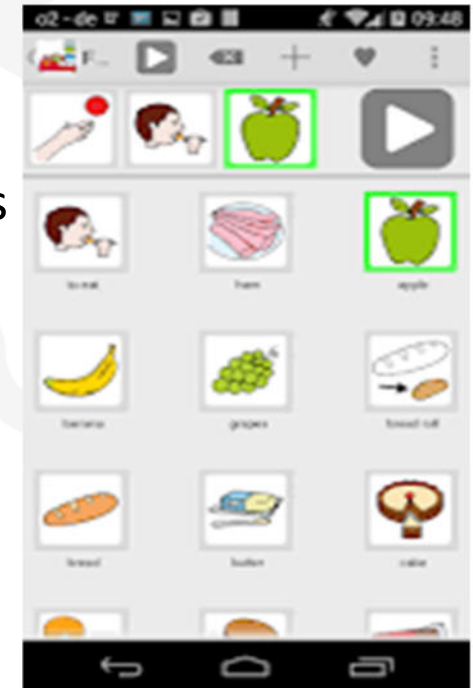
- to give a voice where there isn't
- augmenting communication ability
- to enhance quality of family life
- to bridge the gap between the Autistic person and society
- to make the person "visible"



LetMeTalk

CAN BE USED:

- as an alternative to Pecs
- for easy and quick customization of contents
- for literally giving voice to the user
- for a more up-to-date everyday tool
- as more appropriate for everyday life
- as less stigmatizing



TEACCH

IT IS:

- A structured method that uses visual information to overcome difficulties in social communication, attention deficits and executive function

Utilising

- Physical organization
- Individualized schedules
- Work (Activity) systems
- Visual structure of materials in tasks and activities

Focusing on

- external organizational supports to address challenges with attention and executive function
- Visual and/or written information to supplement verbal communication
- Structured support for social communication



TEACCH can analyze:

a routine

an activity

a day



Routine Factory

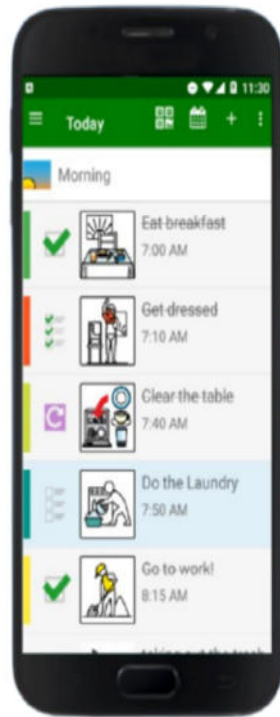
CAN BE USED:

- as an alternative to TEACCH
- for easy and quick customization of contents
- for calibration from distance
- for more a up-to-date everyday tool
- for organising recurring events (even yearly)
- can boost autonomy



Routine Factory

Client's View



A screenshot of a web-based calendar interface for 'Joe' showing a weekly routine for 'Week 22, 2021' (22 May - 29 May). The interface includes a header with navigation options (About, Schedule, Assistants, My Goals) and a main calendar grid. The grid shows tasks for each day of the week, with a 'Daily' view on the left. A green arrow points from the smartphone view to this calendar view.

	Sunday 23	Monday 24	Tuesday 25	Wednesday 26	Thursday 27	Friday 28	Saturday 29
	+	+	+	+	+	+	+
Daily							
07:00 AM		Eat breakfast 07:00 AM ✓	Eat breakfast 07:00 AM ✓	Eat breakfast 07:00 AM ✓	Eat breakfast 07:00 AM ✓	Eat breakfast 07:00 AM ✓	Eat breakfast 07:00 AM ✓
07:10 AM		Get dressed 07:10 AM ✓	Get dressed 07:10 AM ✓	Get dressed 07:10 AM ✓	Get dressed 07:10 AM ✓	Get dressed 07:10 AM ✓	Get dressed 07:10 AM ✓
07:40 AM		Clear the table 07:40 AM ✓	Clear the table 07:40 AM ✓	Clear the table 07:40 AM ✓	Clear the table 07:40 AM ✓	Clear the table 07:40 AM ✓	Clear the table 07:40 AM ✓
07:50 AM		Do the Laundry 07:50 AM ✓	Do the Laundry 07:50 AM ✓	Do the Laundry 07:50 AM ✓	Do the Laundry 07:50 AM ✓	Do the Laundry 07:50 AM ✓	Do the Laundry 07:50 AM ✓
08:15 AM		Go to work! 08:15 AM ✓	Go to work! 08:15 AM ✓	Go to work! 08:15 AM ✓	Go to work! 08:15 AM ✓	Go to work! 08:15 AM ✓	Go to work! 08:15 AM ✓

Caretaker's View



What more?

- In this unit was made only an attempt to give a first, but important vision of the tools and techniques that parents can use.
- It is important to emphasize that almost all over the world there are corresponding training programs provided by specialized professionals and therapists.
- The training and treatment centers where the children are trained you can ask for more information and guidance.
- You can also find more information in the links included in the bibliographic sources.

Resources

- [Circle of friends: https://inclusive-solutions.com/circles/circle-of-friends/](https://inclusive-solutions.com/circles/circle-of-friends/)
- whoqol-bref: <https://neurotoolkit.com/whoqol-bref/>
- LetMeTalk: google playstore
- RoutineFactory: google playstore
- <https://www.crossrivertherapy.com/aba-therapy-techniques>
- Social stories: <https://carolgraysocialstories.com/>
- Social stories: <https://lifeskillsadvocate.com/blog/how-to-write-a-social-story>



Bibliography

- Gray, C., (2015). The new social story book, Future Horizons Incorporated
- Hastings R. P. et al. (2013) A conceptual framework for understanding why challenging behaviours occur in people with developmental disabilities. *International Journal of Positive Behavioural Support* 3, 5–13
- Vermeulen, P. (2014). The Practice of promoting happiness in autism. In D. G. Jones & D. E. Hurley (Eds.), *GAP: Good Autism Practice - Autism, happiness and wellbeing* (pp. 8-17). Glasgow: BILD Publications.
- McDonnell, A., & Gayson, C. (2014). A positive wellbeing approach to behaviours of concern: Applying the PERMA Model. In G. Jones & E. Hurley (Eds.), *Good autism practice: Autism, happiness and wellbeing* (pp. 18-24). Birmingham, United Kingdom: BILD.
- Cannella-Malone, H., Fant, J., & Tullis, C. (2010). Using the Picture Exchange Communication System to Increase the Social Communication of Two Individuals with Severe Developmental Disabilities. *Journal of Developmental and Physical Disability*



Bibliography

- Carr, D. & Felce, J. (2006). Increase in production of spoken words in some children with autism after PECS teaching to Phase III. *Journal of Autism and Developmental Disabilities*
- Sandercock, R.K., Lamarche, E.M., Klinger, M.R., & Klinger, LG. (2020) Assessing the convergence of self-report and informant measures for adults with an autism spectrum disorder. *Autism*.
- <https://www.project-impact.org/>

Co-funded by the
Erasmus+ Programme
of the European Union



Child & Adolescent Center

