



**ECI WEBINAR SERIES:
PRACTICAL STRATEGIES FOR
WORKING WITH CHILDREN WITH
AUTISM**

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SOME RESOURCES FOR THIS WEBINAR

You will find some resources for this webinar posted. They include:

- The article by Woods and Goldstein (“When the Toddler Takes Over”)
- The *Typical Home Routines Checklist* (McConnell and Ryser).
- The *Planning Tool* for Embedding Learning into Daily Routines (McConnell)

Two additional resources I recommend:

- *More Than Words* by Sussman and *Learning Language and Loving It* by Weitzman and Greenberg. Both are from The Hanen Centre.

www.hanen.org



PART 3: EMBEDDING LEARNING INTO DAILY ROUTINES

Why are routines a great vehicle for teaching young children with autism?

- The natural learning environment for young children with autism is with their family, most often in their home.
- Everyday routines that occur in the child's home and with the child's family are not artificial. They occur and re-occur. These routines provide the framework for learning.
- As a child learns a routine, he or she learns many different skills that are embedded in that routine.



CHARACTERISTICS OF AN RBI APPROACH

- A *Routines Based Intervention* (RBI) approach has many advantages, including some predictability, which allows for repetition.
- Repetition needs to happen if young children with autism are going to learn, so situations that facilitate repetition are helpful.
- In addition, using routines for intervention does not require expensive materials or supplies.
- Because families guide the routines, they are likely to see their value.



CONSIDERATIONS RELATED TO A ROUTINES BASED INTERVENTION APPROACH

- Juliann Woods and Howard Goldstein, in their article “When the Toddler Takes Over: Changing Challenging Routines into Conduits for Communication,” (2003) discuss ways to take the most challenging situations, including some routines that families avoid, and use them as a vehicle for teaching the child.
- By embedding interventions into routines that are *difficult* for families, often families find solutions to problems.
- Families also may be looking for positive replacement behaviors and new patterns that help the family function better.



CHALLENGES RELATED TO ROUTINES

- Families may have their own issues that make it difficult for interventionists to help them identify routines and use them effectively. These can include:
 - Cultural issues
 - Parent fatigue and emotional stress
 - Parenting “style” differences
 - Lack of certainty about what to do and how to do it
 - Too much or too little predictability
 - A lack of congruence between your values and their values
 - Others???



GETTING STARTED

- One way to get started integrating teaching and learning into routines is to identify the routines that the family has and the routines the family does not have.
- You will want to identify the child's level of participation in the routine(s).
- You can do this several ways, including:
 - Observing
 - Interviewing/asking questions
 - Talking about the family's goals and objectives
 - Using some paper/pencil tools like a checklist
 - Others???



GETTING STARTED

- If you use the *Typical Home Routines* checklist, you will see that there are four columns next to each routine listed.
- These four columns allow the parents, other family members, and you to evaluate the child's current level of functioning related to each routine:
 - *Cannot do it*
 - *Needs much help*
 - *Needs little help*
 - *Can do it*
- By using this as the basis for discussion, you may learn about parent's perceptions versus your own and parents may begin to suggest where they would like to begin.



Typical Home Routines

Cannot Do It
Needs Much Help
Needs Little Help
Can Do It

• Waking up and getting out of bed				
• Getting dressed				
• Eating breakfast				
• Grooming (brushing teeth/combing hair)				
• Leaving the house				
• Getting into the car or bus				
• Putting on the seatbelt and riding in the car				
• Getting out of the car				
• Saying good-bye and leaving				
• Getting off the bus or out of car after returning home				
• Taking off coat and hanging it up				
• Putting school materials away				
• Having a snack or drink				
• Choosing toys				
• Playing/Stopping play				
• Watching TV/Stopping TV				
• Getting undressed/Dressing in pajamas				
• Brushing teeth				
• Taking a bath				
• Listening to a story				
• Getting in to bed				
• Saying goodnight				



ACTIVITY

Our first activity is a *Think-Pair-Share*.

Here are the directions:

1. I will ask a question.
2. Without discussion, write a response to the question.
3. Next, share your answer with a partner and listen as your partner shares his or her answer with you.
4. With your partner, suggest the best possible answer to the question. You can combine your responses, choose the best, take some of each, or start all over. It's up to you.

Please share with others in your larger group and then share your responses online.



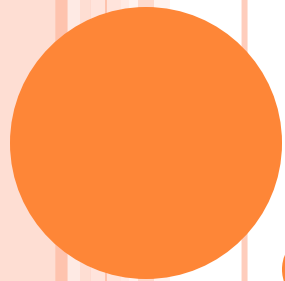
THINK-PAIR-SHARE

Here's your question for the *Think-Pair-Share*. It's a two-part question and I think it's a "biggie."

What is the best approach to use when you begin to work with a family whose members are having difficulty establishing and maintaining basic routines?

How can you respect the family and their values while still helping a young child with autism who may not only benefit from routines but will also learn important skills that are embedded in the routines?





ANY QUESTIONS?

We will take a few minutes to allow you to submit questions.



SOME SPECIFICS ABOUT ROUTINES THAT INVOLVE PLAY

- The next section of the webinar focuses on play routines. We will discuss some of the key points related to play.
- Again, remember that many families will benefit if they tackle the routines that are most challenging for them as a family. These often relate to meals, dressing, outings in the community, etc.
- The family does not need to make an “either/or” choice (e.g., “We can’t do play routines because we need to focus on a meal time routine.”)
- There should be time for all kinds of routines all day long.



PLAY ROUTINES

- While there are many routines within a family's structure and daily functioning, *play routines* are often an excellent way to help young children learn.
- Play is a natural activity for *all* young children.
- Through play, *all* children learn socialization, communication, and behavior skills (as well as other skills), which are critical for young children with autism.
- Also, parents usually enjoy playing with their child, so they are likely to use play often.



IMPORTANCE OF PLAY ROUTINES

- One of the main indicators of autism is the lack of play skills.
- Improving social play, spontaneous make-believe play, and imaginative play helps children learn skills that will promote social interaction with typically developing children.
- Play skills will help reduce the isolation of children with autism. If children learn to play with others, others will play with them.



SKILLS THAT ARE NATURALLY EMBEDDED IN MANY PLAY ROUTINES

- Eye contact
- Attending
- Joint attending
- Remaining in an area
- Listening
- Showing excitement
- Turn taking
- Gross and fine motor skills
- Imitating language, actions
- Following directions



START WITH SIMPLE PLAY ROUTINES

- Peekaboo
- Tickle
- “So Big”
- Read light, green light
- Duck, duck, goose
- Stirring, hammering, stacking
- Rolling back and forth (balls, cars, trucks)
- Sand play
- Water play
- Clay or goo play
- Counting and sorting

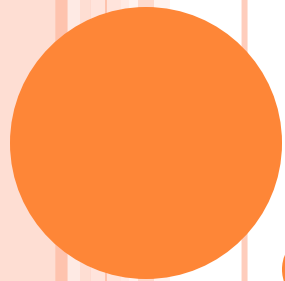


VIDEO EXAMPLE: *WITHOUT A PLAY ROUTINE*

Watch this short video clip and focus on what happens during the child's play. Some questions:

1. Do you see the child playing with the toy as intended?
2. Do you see the child learning specific skills--- communication, socialization, behavior, etc.?
3. Do you see the child engaged with another person?
4. What is the child learning?





ANY QUESTIONS?

We will take a few minutes to allow you to submit questions.



USING A PLANNING TOOL

- You may want to use a planning tool that will help parents and caregivers understand how the RBI approach works.
- This tool may also help you as you approach the child and family. It may keep you focused on what you are doing and how you are doing it.
- While this type of tool is not required, it can be used for organization as you embed skills into a routine and then track progress.



ACTIVITY AND VIDEO EXAMPLE: *WITH A PLAY ROUTINE*

Watch this short video clip and focus on what happens during the child's play. Same questions as before:

1. Do you see the child playing with the toys as intended?
2. Do you see the child learning specific skills--- communication, socialization, behavior, etc.?
3. Do you see the child engaged with another person?
4. What is the child learning?



ACTIVITY AND VIDEO EXAMPLE: *WITH A PLAY ROUTINE*

- As you watch the second video clip, complete the planning tool.
- The example should help explain how the planning form can help with the routine planning.
- The tool can also be used when communicating with parents so they know why you are suggesting they do something, what the important parts of the routine are, and how they can teach while playing with their child.
- We will discuss each section of the form as it relates to this video clip.



ACTIVITY AND VIDEO EXAMPLE: *WITH A PLAY ROUTINE*

Let's review the planning form together. I have completed the form as well. Because there are many ways to interpret what is happening in the play routine, you may have different ideas. That's okay!



Planning Tool

Embedding Learning into Daily Routines

What is the routine?

Play routine: Taking turns knocking down blocks with a bat

What are the steps in the routine?

1. Sit and attend
2. Wait for turn
3. Hit the stack of blocks



Which skills are embedded in the routine and in which domains of the Autism/PDD criteria are they included?

Communication	Socialization	Behavior	Other Skills
<ol style="list-style-type: none"> 1. Attending 2. Communicating want ("more") 3. _____ 	<ol style="list-style-type: none"> 1. Turn taking 2. Waiting 3. _____ 	<ol style="list-style-type: none"> 1. Staying in area 2. (Attending; waiting) 3. _____ 	<ol style="list-style-type: none"> 1. Fine motor skills (holding bat and hitting blocks) 2. _____ 3. _____



How can you teach the routine? Here is the basic strategy:

1. Model
2. WAIT
3. *Assist if needed*
4. WAIT
5. Reinforce with attention, touch, praise, tangibles
6. REPEAT



How will the family and your team track progress? Consider a simple chart.

Dates	8/9/10	8/10/10	8/11/10	8/12/10	8/13/10					
STEPS										
1. Sit/attend										
2. Wait										
3. Hit blocks										



How will you expand on the routine so that the child continues to learn new skills?

- Add a specific new skill to the routine. Focus on communication.
- Add another step to the routine.
- Increase the environmental structure.
- Provide less assistance.
- Introduce a new person to the routine.
- Do the routine in a new setting.
- Use non-verbal cues instead of verbal directions.
- "Sabotage" the process. Leave something out and see what happens.
- Increase your wait time.
- Move away from the child. Pretend that you are not paying attention.
- Include siblings or other family members in the routine.
- Change the pacing of the routine. (e.g., Move it along more quickly.)
- _____
- _____





ANY OTHER IDEAS?

We will take a few minutes to allow you to submit additional ideas on the last section of the form: how to expand on a routine. You may reference this specific play routine or give more general ideas.



**FINAL SECTION: SOME TIPS ON
EMBEDDING LEARNING INTO
DAILY ROUTINES**

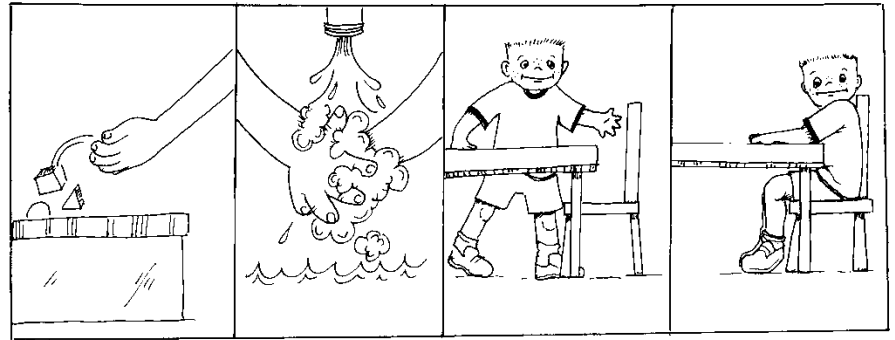
TEACH PLAY SKILLS IN STAGES

- Find play activities that involve reciprocal activities.
- Here are some specific strategies we discussed in the last webinar:
 - Use a face-to-face physical position.
 - Set boundaries.
 - Use a helper.
 - Structure the environment.
 - Be enthusiastic, emphatic, and directive.
 - Use time limits.



MAKE THE ROUTINES ROUTINE

- With young children, *repeating the routine* is often the main teaching strategy.
- By teaching a pattern--- saying, doing, and practicing, children learn the routine.
- Then **REPEAT** in ALL environments.



MAKE THE ROUTINES ROUTINE

- Build connections by repeating specific routines in specific situations----times of day, activities/actions, cues, people, and especially, the language used.
- Involve everyone in the routine.



MAKE THE ROUTINES ROUTINE

- TEACH the routines systematically: Show, tell, cue, repeat.
- Make sure everyone is teaching the routine the same way.
- Make the routines predictable. Encourage parents to do the same. Combine with visuals.



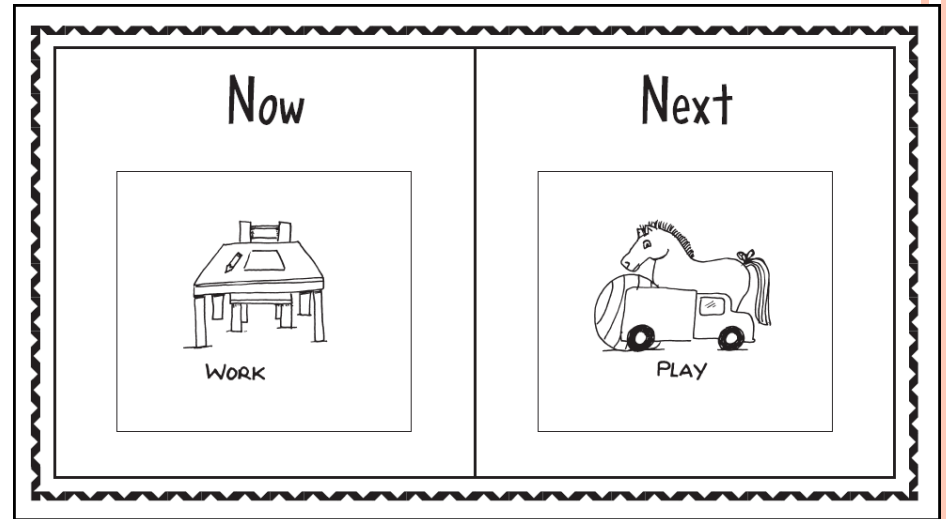
USE ROUTINES TO PROMOTE JOINT ATTENTION AND IMITATION

- Joint attention and imitation are two core skills important to young children with autism. These are fundamental to socialization and communication. Focus on them during the routine.
- During the routine, encourage other basic behaviors:
 - Eye contact
 - Joint referencing
 - Repeating the steps of the routine
 - Waiting



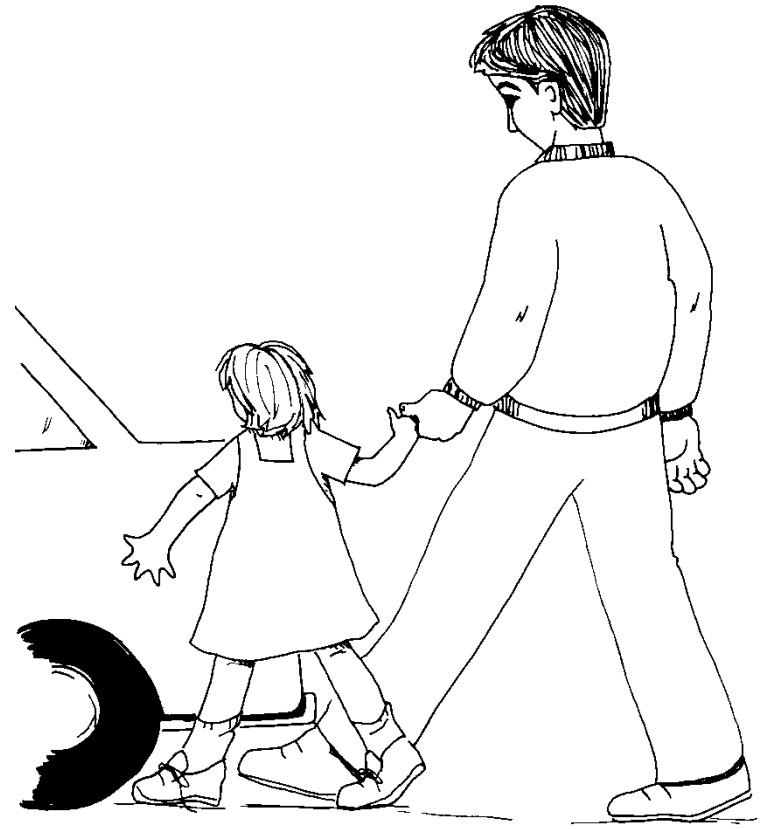
WITH VERY YOUNG CHILDREN, BEGIN WITH A TWO-STEP “NOW-NEXT” OR “FIRST-THEN”

- ▶ Using a two-step schedule helps establish contingencies.
- ▶ It communicates to the child that IF he or she does something less preferred, THEN he or she will get to do something more preferred.



AFTER TEACHING THE ROUTINE, BEGIN TO BACK OFF

- When children master common routines, there is less likelihood that they will develop their own (less preferred) way of doing things.
- Remove yourself and reduce prompting so the child does more on his/her own.



STRATEGIES FOR GETTING THE CHILD TO “TAKE OVER” THE ROUTINE

- WAIT. Everyone who interacts with the young child needs to back off and wait after the routine has been taught and practiced.
- Reinforce less frequently. For example, instead of reinforcing after each step, reinforce after two steps, or three, or at the end.
- Use less cueing, less prompting, less one-to-one support.
- Substitute less intensive prompts---move from physical prompting to visual or visual to a small gesture.
- Look at the form---the last page---for more ideas.





ANY FINAL QUESTIONS?

We will take a few minutes to allow you to submit questions.

SUMMARY

In this webinar, we have discussed strategies for embedding learning into daily routines, including:

- Key considerations related to embedding learning into daily routines.
- How to get started, including how to evaluate how the child is doing.
- Specific suggestions related to play routines.
- Ways to use a planning form to help establish and teach with routines.





LOOKING AHEAD

Our next webinar will be on Tuesday, August 17th at 9:00 a.m.

The topic will be *Teaching Specific Skills Related to Autism: Joint Attention, Play, Imitation*