

Collaborative Problem-Solving with Caregivers of Children on the Autism Spectrum 與自閉兒童照顧者協同問題解決法

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WHAT IS AUTISM SPECTRUM DISORDERS?

自閉症譜系障礙



The ASD diagnosis entails:

- A. Persistent deficits in social-communication and social interaction
- B. Restricted, repetitive patterns of behavior, interests, or activities
- C. Symptoms must be present in early childhood
- D. The symptoms together limit and impair everyday functioning

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.) Washington, CD: Author.

Speech-Language Therapy for Children with ASD

Speech

The verbal means of communication

Language

The cognitive representation of a symbolic system used for communication

Communication

Social participation and exchange of meanings between people

Contrasting Approaches to Therapy

Traditional

1. The clinician assesses and identifies the problem(s)
2. The clinician develops & executes the therapy plan
3. The clinician defines and monitors therapy progress
4. The clinician gives caregivers homework and other suggestions for carry-over in the home

Collaborative

- Clinicians and caregivers jointly assess & identify the problem(s)
- Clinicians and caregivers jointly develop & execute therapy plans
- Clinicians and caregivers jointly define & monitor progress
- Clinicians and caregivers jointly determine what activities would be therapeutic in the home context



AUTISM SPECTRUM
COMMUNICATION DEVELOPMENT CLINIC

Helping Parents/Caregivers of
Children on the Autism Spectrum
to Support Their Children's Communication



Department of Special Education
Graduate Program in
Communicative Disorders
<http://www.sfsu.edu/~comdis>



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Illustrations from
Project Common Ground
at San Francisco State University

Case Illustration

- Alex is a 7-year-1-month-old boy
- Ethnographic interview with parents
跟家長做民族誌學訪問:
 - Tell us about Alex
 - How do you feel about his communication?
 - How can we help?

Case Illustration

- Initially diagnosed with speech and language impairment at age 4-years-5-months at a local hospital
- 3 months later, diagnosed by the County Office of Education with ASD
- Hearing was within normal limits. No other health concerns
- Receiving instruction in a special day class at a local public elementary school
- Occupational therapy 2x/week (60 min)
- Speech-language therapy 2x/week (20 min)

Illustration of Joint Assessment

Assessment Planning

Symbol Use

Symbol Use	Score	Level of Skill
		Emerging Mastery
1. Learns words/actions by observing/imitating		
2. Understands other people's non-verbal cues		
3. Plays with object in a conventional way		
4. Expresses intentions by gestures & actions		
5. Uses words & sentences to communicate.		
6. Understands language w/o situational cues		

Joint Attention

Joint Attention Skill	Score ¹	Level of Skill
		Emerging Mastery
1. Engages in social back & forth		
2. Shares in & directs others' attention		
3. Expresses emotion & gets someone to notice		
4. Gets someone to respond to wants & needs		
5. Communicates desire for social interaction		
6. Gets someone to notice his interests		
7. Persists in communicating until he succeeds		
8. Communicates about a past experience		

Prizant, B. M., Wetherby, A. M., Rubin, E., Laurent, A. C., & Rydell, P. J. (2006). *The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders* (Vol. 2). Baltimore: Brookes.

Assessment

Goal: To assess the range of Alex's social communication and language skills across at least 2 partners and across at least 3 different contexts.

e-Book & flashcards with dad

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iPad with mom

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Creating a Communication Profile

(Guided by SCERTS, 2006)

Symbol Use

Symbol Use	Score	Level of Skill
		<i>Emerging</i> ← → <i>Mastery</i>
1. Learns words/actions by observing/imitating	4/8	
2. Understands other people's non-verbal cues	5/8	
3. Plays with object in a conventional way	6/8	
4. Expresses intentions by gestures & actions	2/4	
5. Uses words & sentences to communicate.	6/12	
6. Understands language w/o situational cues	6/10	

Joint Attention

Joint Attention Skill	Score ²	Level of Skill
		<i>Emerging</i> ← → <i>Mastery</i>
1. Engages in social back & forth	2/6	
2. Shares in & directs others' attention	1/8	
3. Expresses emotion & gets someone to notice	0/8	
4. Gets someone to respond to wants & needs	8/14	
5. Communicates desire for social interaction	1/6	
6. Gets someone to notice his interests	3/6	

¹ Prizant, B., Wetherby, A. Rubin, E. Laurent, A. and Rydell, P. (2006). *The SCERTS Model: A comprehensive Educational Approach for Children with Autism Spectrum Disorders*. Baltimore, MD: Brookes Publishing

² This represents the child's scores out of the total possible scores for each developmental category.

Illustration of Joint Therapy

Pre-Intervention

Goal: Alex's parents wanted to have longer interactions with him where he's using words.

Activity: Alex's parents playing with him doing something he enjoys.

Taking Data: 1) Increasing the Number of Consecutive Conversational Turns

2) Increasing the Use of Spontaneous Words with Clear Social Intent

Number of Consecutive Turns: **1**
Words/Phrases with Clear Social Intent: **0**

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Number of Consecutive Turns: **1**
Words/Phrases with Clear Social Intent: **1**

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THERAPY STRATEGIES 治療方法

- We provided visual supports for Alex to use language
我們給Alex更多的視覺上的語言扶助
- We helped him coordinate language use with social interaction.
我們在他表現有溝通的慾望時教他語言
- We tried activities that were more likely to be interactive
我們多去做需要互動的遊戲
- We followed the parents' lead to choose things that he enjoys doing and that he will focus on for a longer time.
我們讓家長執導我們去找到他的興趣。讓我們可以更持久互動的時間。
- His parents were coached to try new strategies for eliciting language
我們執導家長用新的方法去鼓勵他用語言

THERAPY STRATEGIES 治療方法

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THERAPY STRATEGIES 治療方法

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Illustration of Joint Monitoring of Progress

Post-Intervention

Goal: Alan's parents wanted to have longer interactions with him where he's using words.

Activity: Alan's parents playing with him doing something he enjoys.

Taking Data: 1) Increasing the Number of Consecutive Conversational Turns

2) Increasing the Use of Spontaneous Words with Clear Social Intent

Number of Conversational Turns: 5+
Words/Phrases with Clear Social Intent: 20+

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Number of Conversational Turns: 4
Words/Phrases with Clear Social Intent: 6

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Illustration of Joint Planning for the Home

CONTINUE IN EVERYDAY ROUTINES AT HOME

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Recommended Resources

- Blue-Banning, M., Summers, J. A., Frankland, C. H., Nelson, L. L., & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. *Exceptional Children*, 70(2), 167-184.
- Dunst, C. J., Boyd, K., Trivette, C. M., & Hamby, D. W. (2002). Family-oriented program models and professional help-giving practices. *Family Relations*, 51(3), 221-229. doi: 10.1111/j.1741-3729.2002.00221.x
- NECTAC. (2010). Family-centered principles and practices <http://www.nectac.org/topics/families/families.asp>
- Project TaCTICS. Planning Family-Guided Routines Based Assessment <http://tactics.fsu.edu/modules/modOne.html>
- Rush, D. D., & Shelden, M. L. L. (2011). *The early childhood coaching handbook*. Baltimore: Brookes.
- Turnbull, A., Turnbull, R., Erwin, E. J., & Soodak, L. C. (2006). *Families, professionals, and exceptionality: Positive outcomes through partnership and trust*. Upper Saddle River: Pearson.