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OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

Autism Navigator:
Supporting Early Identification and a
Routines-based, Parent Coaching
Model of Early Intervention

2017 National Autism Conference

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Objectives

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Identify:
1. Autism Navigator's (AN) evidence base, resources, content and access options.

2. Early signs of ASD in Toddlers using AN tools

3. Features of the routines-based, parent coaching model of early intervention from the *Early Social Interaction Project* (via AN)

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Handouts

➢ from **First Words Project & Autism Navigator Free Resources**

• FAQs Autism Navigator PA EITA Rollout
➢ Milestones
➢ What is ASD?
➢ 16x16
➢ About Active Engagement
➢ Everyday Activities
➢ How Parents can Support Soc-comm Dev't

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Autism
NAVIGATOR®

A unique collection web-based courses & tools that include extensive videos and abundant print materials.

Principle Authors:
    Amy M. Wetherby, PhD, CCC-SLP
    Juliann J. Woods, PhD, CCC-SLP

http://www.autismnavigator.com/

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Autism NAVIGATOR

Autism Institute at Florida State University College of Medicine
http://med.fsu.edu/?page=autisminstitute.home

The Early Social Interaction Project (ESI)
Evidence based intervention for Toddlers w ASD

https://esi.fsu.edu/

http://pediatrics.aappublications.org/content/early/2014/10/29/peds.2014-0757

The FIRST WORDS® Project
Early social communication targeted - includes ASD
http://firstwordsproject.com

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Autism NAVIGATOR (+ First Words Project)

Multiple Courses and Tools

Target Audience:
- Families
- Early intervention providers, Educators, Healthcare
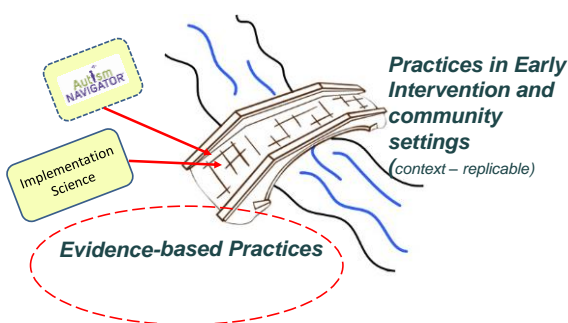 http://ecosystem.firstwordsproject.com/where-are-you/

Purpose:
- Designed to bridge the gap between science and community practice
- Building capacity to identify ASD and improve outcomes

How:
- Suite of integrated online resources and courses
  http://www.autismnavigator.com

Bridge the Gap

Practices in Early Intervention and community settings
(context – replicable)

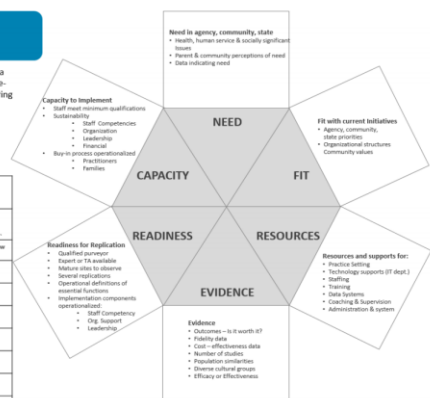*Evidence-based Practices*

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The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

Early Intervention for Infants and Toddlers

- Part C early intervention services/supports
  - **Integrate family priorities for their child,**
  - **Support parents to enhance their child's development**
  - **Coordination between providers to maximize the child's learning**

- Research on improving outcomes for **young** children
  - **The growing evidence base supports intervention within the context of relationships that promote everyday family activities**

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Elements of Model Programs for Young Children with ASD

- ❖ **Earlier is better**
- ❖ **Curriculum emphasizes skill development in ASD core deficit areas**
  - • Social Communication & Interaction + Restricted Patterns of Behavior/Interests
- ❖ **Planned, repeated teaching opportunities w/ Generalization Strategies.**
  - – Individualized goals and outcomes
  - – On-going monitoring and program improvement
- • **Predictability and Routines**
- • **Functional Approach to Problem Behaviors**
- • **Planning for Transitions**
- ❖ **Family Involvement**
  - ❖ Sufficiency of support for adults
- ❖ **Intensive Intervention/Active Engagement time @ 25 hours/week**

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Let's take a brief
Autism Navigator Tour

- Autism Navigator Courses

- PA Early Intervention Technical Assistance (EITA/PaTTAN)- Sponsored enrollment in professional courses

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★★ **Knowledge and Skills Course**
30 Hours

★ **Mastery Level Course**
Library of Application Activities
How-to Guide - Families

http://www.autismnavigator.com/courses-tools/

PA Early Intervention
Technical Assistance
Autism Navigator
Rollout

★ **Primary Care Course**
6 hours

About Autism In Toddlers
3 Hours

Autism Video Glossary
Open ended

See Autism Navigator
FAQs on the EITA Portal
http://www.eita-pa.org/
http://www.eita-pa.org/uploads/FAQs-
AutismNavigator-PA-Enroll-7-21-17.pdf

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Similarities and differences
Professional vs Public access courses

Assessment of Learning

Certificates of Attendance & ASHA CEU

Narration & content delivery differences

Tools

  examples

  ★*Screening tools & how to collaborate w families*
    Milestones and Checklists of Red Flags (free course)
  ★*Fidelity & Data checklists, Coaching instruction*
    Video samples of varied approaches (free glossary)

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Earlier is Better
Center for the Developing Child Harvard

• Research on brain development reminds us that "earlier is better" when teaching young children.

• The most critical period for learning is during the first three years of a child's life.

• Pathways in the brain develop as infants and young children learn from exploring and interacting with people and objects in their environment.

• The brain's architecture is developing the most rapidly during this critical period and is the most sensitive to experiential learning.

• By age 3, most of the major brain circuits are mature, and later it becomes more difficult to make significant changes in a child's growth trajectory.

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Early Identification Issues

• Research has shown that a diagnosis of autism at age 2 can be reliable, valid, and stable.
  – ASD signs are recognizable earlier

• Most children are not diagnosed with ASD until after age 4 years.

• Some studies have shown that parents of children with ASD notice a developmental concern before their child's first birthday.

• Physician screen 18 & 24 months for ASD *(AAP guidelines)*

https://www.cdc.gov/ncbddd/autism/data.html

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What's your experience?

- The number of children on your caseload who show risk for ASD and are not evaluated/identified?

- The primary referral concern of caregivers of toddlers with ASD risk or DX?

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Core Diagnostic Features of ASD
Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition

Impairment in Social Communication and Interaction
- Deficits in social-emotional reciprocity
- Deficits in nonverbal communicative behaviors used for social interaction
- Deficits in developing, maintaining, and understanding relationships

Restricted, Repetitive Patterns of Behavior
- Stereotyped or repetitive motor movements, use of objects, or speech
- Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior
- Highly restricted, fixated interests that are abnormal in intensity or focus
- Hyper or hypo reactivity to sensory input or unusual interest in sensory

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How do diagnostic criteria present in very young children?

Presence of Red Flags
- Checklists of behaviors that indicate need for further assessment

Absence of Social-communication milestones
- Checklists of behaviors that describe typical development

Pre-screening tools
  Checklists that identify signs of ASD (presence = possible risk)
  Developmental Milestones that identify expected skills (absence = possible risk)

Screening tools (validated)
  Screening tools are validated to identify children who are at risk and require further evaluation.

See Resources Handout

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Example Early Autism Screening Tools

MCHAT-RF
SORF (validation in process)

STAT
ESAC (validation in process)

http://www.autismnavigator.com/tools/materials/sorf_fillable_score_form.pdf

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Late Talkers
Late Bloomers or ASD risk?

- A "late talker" is a child with less than 50 words and no word combinations by 24 months of age.

- About 15 to 20% of children are late talkers, and about half of late talkers are "late bloomers", which means they will catch up by 3 years of age without intervention.

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Late Talkers
Late Bloomers or ASD risk?

- About half of the children who are late talkers will have speech or language disorders that are primary or have a language delay that is secondary to or associated with
  – a hearing impairment
  – global developmental delay or intellectual disability,
  – learning disability, or
  – autism spectrum disorder.

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Late Talkers
Late Bloomers or ASD risk?

Children with persisting language problems will be late in talking <u>and</u> show one or more of the following early social communication delays:
- Limited use of eye gaze
- Limited facial expression to share emotion
- Low rate of communicating to share attention and interests
- Limited use of conventional and symbolic gestures
- Limited use of sounds and inventory of consonants
- Poor coordination of gestures, sounds, and eye gaze
- Poor language comprehension, and
- Limited conventional use of objects and preten

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Activity

VIDEO

16 Gestures by 16 Months

Experiences from the field.
- – Which social communication delay/ASD "symptom" does this help us to understand more deeply?
- – How might you use this with your families?

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Parent Perspective

VIDEO

The Diagnosis of ASD is not necessary to:
  Begin services
  Focus supports on social communication skill development.

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Autism Navigator: Early Identification Video = A Powerful Tool

Public Access
- About Autism in Toddlers
- Autism Video Glossary
  e.g., Soc Comm - Eye Gaze, Facial Expression, Body Language, Gestures – #1 Charlie/Sam

Enrollment Cost – Professional Courses
  See FAQs to see if you are eligible for PA EITA sponsored enrollment
- Primary Care Course
- Knowledge and Skills Course

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Referral
Early Intervention Services
Pennsylvania

Early Intervention in Pennsylvania Statewide CONNECT Line: Linking families to early intervention services and support.

1-800-692-7288

www.connectpa.net

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Stretch Break

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Autism Navigator
Supporting Active Engagement
through
Participation in Daily Routines and Activities

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Time in a Toddler's Week
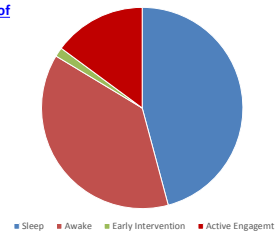
Intensity?

Handout:
Everyday Activities of
Toddlers & Families

One Week – 168 Hours

■ Sleep   ■ Awake   ■ Early Intervention   ■ Active Engagemt

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Active Engagement &
Routines Based supports

What is Active Engagement?
The amount of time children spend involved with the environment (adults, peers, materials) in a way that is appropriate of the child's age, abilities and surroundings.

The child is ready to interact, learn, be productive and communicate with others and "hang in' when faced w challenges or change.

Everyday Activities provide opportunities for Active Engagement!

Handouts: Everyday Activities

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"Layers" of Active Engagement

About Active Engagement
Emphasis on social communication

Active Engagement and Transactional Supports
Weekly Progress Form

Handout: About Active Engagement
Course: Weekly Progress Form

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Everyday Activities
VIDEO

• Let's watch active engagement in everyday activities
  – Non engagement to engagement video

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Supporting Active Engagement
& Families

1. Building Consensus with families

2. Planning – Building the layers of support within everyday activities

3. Collaborative Coaching for Deliberate Practice

Fidelity Checklist

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Supporting Active Engagement & Families

1. Building Consensus with families

Includes discussions on building the layers of support within everyday activities

- Fidelity Form – Domain 1
- Social Communication Growth Charts

VIDEO

Reflect as you watch:

- How was the family experience with first and second child different?
- Does that influence child outcomes? Why?
- What did you notice about dad?

Fidelity Checklist
Domain 1

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Supporting Active Engagement & Families

1. Building Consensus with families

2. Planning – Building the layers of support within everyday activities
   Identifying Priority Outcomes and Daily Routine Activities

3. Collaborative Coaching for Deliberate Practice

Fidelity Checklist
Domain 2

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Supporting Active Engagement & Families

2. Planning – Building the layers of support within everyday activities

- Providers guide caregivers and provide feedback
- Identifying Priority Outcomes
  - Active Engagement Levels 1-3: Layer Cake

  - Skills within the "layers"
    - MAETS
      Measuring Active Engagement & Transactional Supports
      Rating: 0 Absent – 1 Emerging – 2 Practicing – 3 Mastery

  - Weekly across activities
    1-2 priority outcomes/activity + 3-5 activities + 3 different activity categories
    e.g., Productive & socially connected + Chores + feed dog, get mail, laundry

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Supporting Active Engagement & Families

1. Building Consensus with families

2. Planning – Building the layers of support within everyday activities
   Identifying Priority Outcomes

3. Collaborative Coaching for Deliberate Practice
   Handout: How Parents can Support Social Communication Dev't

Fidelity Checklist
Domain 3

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Coaching: Let's Take a look

Coaching Families Examples

- Autism Navigator Tools
  - From FSU Early Social Interaction Project

VIDEO

Fidelity Checklist
Domain 3

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Before, During, After ESI

About Autism in Toddlers

An Autism Navigator free online course for early
childhood professionals and families.

VIDEO

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Confidence and Competence

You make a difference!

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Your Feedback Matters!

http://bit.ly/2sYC7g9

Go to link
Complete a brief survey
Thank you!

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Thank you for your participation!

Questions?
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