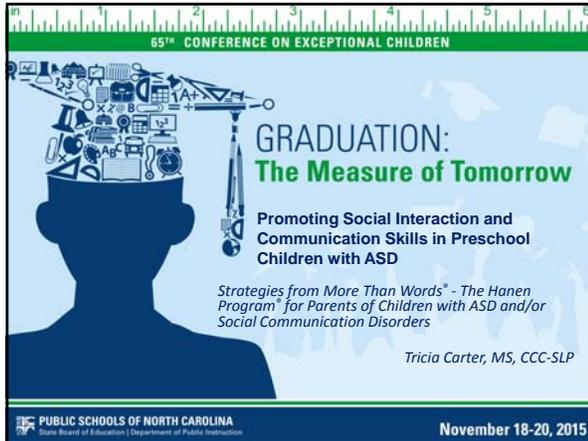
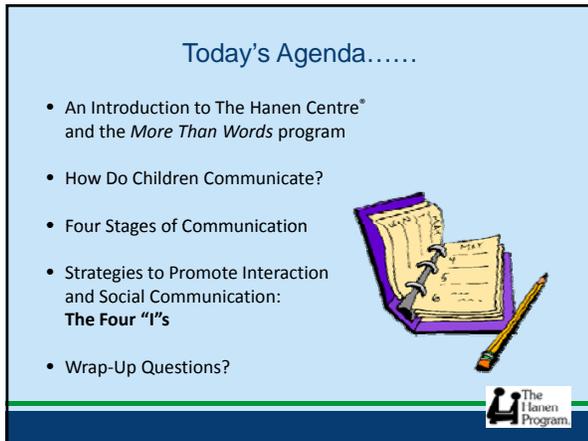


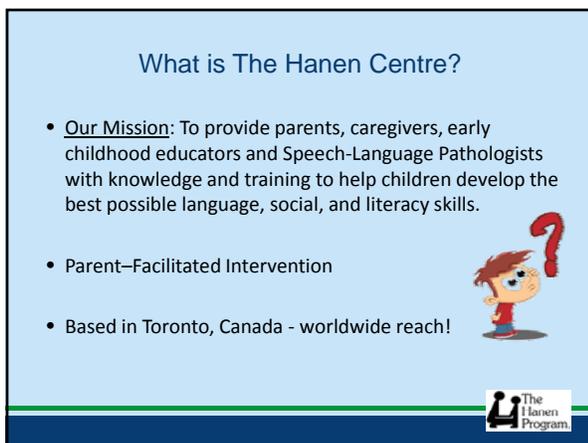
Promoting Social Interaction and Communication Skills in Preschool Children with ASD

Tricia Carter, MS, CCC-SLP • Instructor, The Hanen Centre

65th Conference on Exceptional Children • November 19th, 2015







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The Hanen Philosophy

Language is learned in everyday situations

Naturalistic



More Than Words – The Hanen Program® for Parents of Children with ASD

- Parents learn to facilitate spontaneous social language in everyday care-giving and play activities
- Learning contexts occur in real-life and are motivating for the child
- Interactions are largely child directed
- Parents learn during group sessions (parents only), as well as during individual video feedback sessions (parent and child)



What does my child do now?
How does my child communicate?



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To communicate with others,
we need...

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Social Communication is
“More Than Words”

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When Do You and Your Child
Have Fun Together?

How do you know your child is
having fun with you?

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Which interaction is the most fun?
Shapes?



Which interaction is the most fun?
Wheels On The Bus?



Interaction First



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Do you have a hobby?



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Stages of Communication

Own Agenda	Requester
Early Communicator	Partner

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Why does Talha communicate?
How does Mom know what he wants?



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The Own Agenda Stage

Reasons	What he does....
Want (request)	Stays near me
	Looks at me or at toys/objects
Don't want (protest)	Shows he likes something
	Shows he wants something – does not send this message to anyone
	Shows he doesn't want something – does not send this message to anyone

Children at this stage have not yet learned to send messages to others intentionally

Why does Isaac communicate? How does he do it?



The Requester Stage

Reasons	What he does...
Want (request)	Brings me to things/brings things to me to ask for them
	Looks at me, then at something, then back to me to ask for it
Don't want (protest)	Takes back and forth turns in games/activities
	Does something to tell me he wants something
	Does something to tell me he doesn't want something

Children at this stage send messages to others intentionally to ask for things

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Why does Caleb communicate?
How does he do it?



The Early Communicator Stage

Reasons	What he does...
Want (request)	Looks where I am pointing including things in the distance
Don't want (protest)	Looks at me, then at something, then back to me to share his interests
Share interests	Points or holds things up to show them to me
Share information	Uses words to share his interests with me
	Answers simple questions

Children at this stage send messages to share information and interests



Joint Attention

You can communicate with another person:

- to ask for things
- to show them something interesting
- to get them to pay attention to something that interests you



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Why does Jacob communicate with his Mom?
With his friend? How does he do this?



The Partner Stage

Reasons	What he does....
Combining reasons for early conversations	Interacts with other children
	Looks where I am looking
	Waits for me to respond before saying something
	Makes a comment or asks a question about something I just said
Interacting with other children	Talks about different things, not just his favorite topic

Children at this stage are starting to have early conversations and are interested in playing with other kids



More Than Words Communication Goals

1. Increase social interaction and joint attention
2. Increase ability to send messages
3. Increase imitation
4. Improve toy play



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When you **Include** Your Child's Interest,
you are trying to...

- Get involved in what your child is doing
- Keep the interaction fun and playful
- Keep it going as long as possible
 - You do something
 - Your child does something
 - You do something
 - Your child does something



Include Your Child's Interests

- Observe what your child is doing (OWL)
- Join in by:
 - Doing the same thing
 - Helping him do it (e.g. hand him pieces)
 - Commenting on what he is doing and pointing to it



.... then **WAIT** for him to respond!

Play Your Child's Way



How should Dad **Include** Mekhi's Interests?
What are the benefits?



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Follow Your Child's Lead

Observe – what your child does
Wait – to see/hear how your child responds
Listen – to what your child says

- Be at his level
- Be face-to-face

Include Your Child's Interests and Join In means:

- Doing what he does
- Helping him
- Pointing to what he is doing
- Making comments

***Play Your
Child's Way***



How Does Mom **Include** Isaac's Interest?
How Does Isaac Respond?



What is Kyle interested in?
What does Dad do to **Include** his Interest?
What are the benefits?



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What does my body language tell you?



How To Interpret

- Say it as your child would, if he could
- Say/do it at his level
- Say it from your child's point of view



Interpret for the Own Agenda and Requester stage

- Treat what your child does as if he is sending messages on purpose
- Single words or short phrases
- Useful and fun words
- Words PLUS an action or gesture



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What message does Daniel send?
How does Mom **Interpret**?
Suggestions for Mom?



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Three weeks later...



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Practice: **Interpret** at the
Own Agenda/Requester stages



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Interpret for the Early Communicator Stage

- Correct, grammatical sentences
- Say it as they would if they could
- Add actions or gestures
- Keep using fun words
- Useful



Echolalia

- Repetition of the words and phrases others say
 - Immediate
 - Delayed
- Interactive or non-interactive



Delayed Echoes May Mean Something Else



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How to Interpret for Echolalia

- Say it as your child would if he or she could
 - Give your child an exact model to copy
 - Model useful phrases



Say It as Your Child Would If He or She Could



How does Dad Interpret?



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Interpret for the Partner Stage

- Difficult situations (e.g. have to explain something)
- Communicate feelings
- Talking about past/future
- Telling a story/event
- Solving problems



What is Jacob trying to say?
How does Mom **Interpret**?



Imitate Your Child
To Get Interaction Started



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When you **Imitate** your child, he learns...

Social interaction

- to pay attention to you
- to lead
- to take turns
- to shift focus from a toy or object to you



Social interaction is the foundation of social communication



How to **Imitate** Your Child

- First... Observe
- Then... copy what you see and hear
- Comment on his actions or what he said



Then, WAIT to see what he does next!



Use Two Toys.....



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What does Mom do?
What is the effect on Adrian?



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When your child **imitates** you, he learns...

- How to do or say something new
 - new actions, gestures, sounds, words
 - new ways to play
- Social interaction and Communication Skills

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When your child **imitates** you, he learns...

- joint attention
- language
- use of gestures
- play skills
- peer play

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Imitation within functional, social, everyday experiences is the way that all children learn.



How to Imitate

Step 1: Imitate Your Child

- First... observe
- Then... copy what you see and hear
- Comment on his actions or what he said

Step 2: Help Your Child Imitate You

- Add something new to the game



What's Something New?

- An action (on a toy or object)
- Body movement
- A gesture
- A sound/word
- An idea in a conversation

It should be related to what your child is already doing and should include Your Child's Interests



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How does Dad help Mekhi **Imitate** him?



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How does Dad help Mekhi **Imitate**?

- Playful
- Animated
- Starts without Mekhi
- No pressure



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Intrude: Playfully Insist on Joining In



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How to **Intrude**

- Get next to your child
- Include his Interests
- Insist on joining in
- Depends on child's stage and activity
- Make it fun!



How does Mom **Intrude** with cars?
How does Adrian respond?



<p>Mom Intrudes by...</p> <ul style="list-style-type: none">• Being at his level/face-to-face• Including his interests• Turning the game into a hide and search	<p>Adrian responds by...</p> <ul style="list-style-type: none">• Looking at her and smiling - shared enjoyment• Joining in the back and forth game• Saying "gone"
--	---

Be playful and persistent



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How do Mom and Dad **Intrude** into the letters game?
How does Elias respond?



Mom and Dad Intrude by...

- Being at his level/face-to-face
- Including his interest – letters
- Adding a new part to the game – monkey

Elias responds by...

- Looking at what Dad is doing
- Laughing at Dad – shared enjoyment
- First trying to play the 'old way', then starts to feed the monkey on his own

Be playful and persistent



How does Mom **Intrude**?
Effects on Evan?



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Mom Intrudes by...

- Being at his level/face-to-face
- Including his interest
- Expanding on the play or topic
- Interrupting his monologue

Evan responds by...

- Starting to talk about the book in his own words



Be playful and persistent



How To Intrude

- OWL and be face-to-face
- Include Your Child's Interests
- Intrude by:
 - Getting in the way
 - Hide and search
 - Keeper of the pieces
 - Add a new toy or prop



Be playful and persistent



When It Doesn't Go The Way I Had Hoped...



It might not work the first time

- Try a few more times
- Make it more playful and adjust your pace (go faster or slower)
- Try to intrude a different way
- Try to intrude into a different activity



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