

Early Start Denver Model:

Becoming a Play Partner:

- involves first establishing your presence as helpful and reinforcing
- and then taking a more active role in the play

Developing the play

- into elaborated joint activity routines
- with and without objects

Becoming a Play Partner

When children are highly interested in something, they are motivated to attain the object, observe the spectacle, and repeat the exchange.

The child is in “approach mode,” and the energy for the object or activity and the positive emotions generated create the motivational window within which we can teach.

Becoming a Play Partner

- Motivation is Crucial for teaching
 - Demonstrated by interest and approach behavior
 - Watching with positive affect or interest, leaning or moving toward, or trying to attain something
- Children with autism are less socially motivated than others
 - Attention, social approval, and “being like” others does not carry the same degree of reward or motivational value
- Their interest is typically focused on the physical environment around them
 - Motivated to obtain objects, to handle favorite objects, to create interesting effects with objects and to go get help with objects they enjoy

Becoming a Play Partner

We need materials and activities that stimulate child's
interest, energy, positive affect

A motivated child is a focused child,
attentive and
ready to learn

FIND THE SMILE

Becoming a Play Partner

Strong motivation supports active learners.

Active learners show initiation and spontaneity.

**TWO CHARACTERISTICS THAT WE WANT TO
NUTURE IN CHILDREN WITH AUTISM**

Becoming a Play Partner

May have a Low-Drive Child- a Child that does not approach toys

- Sensory Social Toys-Object spectacles
 - Wind up toys-little movement
 - Bubbles
 - Pompoms
 - Beads
 - Maracas
 - Toy flutes
- | |
|-----------|
| Balloons |
| Pinwheels |
| Shakers |
| Bells |
| Pianos |

Need to show interest, smiles, attention, or approach

Becoming a Play Partner

Move on to the child's body

Play gentle or lively Physical Games

- Spin
 - Creepy fingers
 - Bouncing on knees,
 - Being rolled or wrapped in a beanbag or dragged around the room in it
- Small Therapy Ball
Bouncing on a Trampoline
Hands and Feet Games

Again FIND THAT SMILE

Becoming a Play Partner

If Food is the only motivating object, then have a snack with the child and uses these physical games to have a drawn-out snack time.

- To be able to reach a child, you need to find reliable ways to turn on that “spotlight” of attention and the motivation behind it.
- There are a few, though very few, young children with autism who do not respond positively to any other stimuli
- They may do better with a more adult-direct and didactic, discrete trail teaching approach to build up their interest and reward the value of interacting with objects and people. Apply the decision tree.

Becoming a Play Partner

In order to learn from people, a child's attention has to be on people.

- We have to become the child's focus of attention
- We have to step into that "SPOTLIGHT OF ATTENTION"
- Once we identify a child's object or activity interest---
 - Draw the child's attention to our eyes and faces
 - Our body actions
 - And our voices, sounds and words

BE IN THAT SPOTLIGHT

Becoming a Play Partner

Drawing the Child's Attention:

- Eliminating the Competition

- Take Center Stage

- Watch and Comment

- Be Helpful

Becoming a Play Partner

Taking a Role in the Play:

- Imitate the child

- Add variation: Elaborate the play

- Becoming more active

- Control the materials

- Take turns

Joint Attention Routines: Frames for Teaching

Joint Attention

An activity in which two partners are engaged with each other in the same cooperative activity,

attending to the same object

or playing or working together on a common activity

Partners maybe imitating each others, struct the activity together (Co-constriction)

Joint Attention Routines

Joint Activity Routines are the frames for teaching in the ESDM

The social element of a joint activity is richest teaching tool!

In Joint Activities:

partners look at each other,

give each other materials,

imitate each other,

communicate with each other,

and share smiles and fun!

Phases of Joint Activity Routines

The term Joint Activity Routines discuss the entire scenario that surrounds the play acts with a social partner and provides for a whole teaching activity

- Several phases:
 - The Opening or Set-Up Phase
 - The Theme
 - The Elaboration Phase
 - The Closing
- Involves a series of joint activities, beginning with a greeting activity, then moving through a series of different activities, some more active, some at the table, some more object focused and some more social, until the closing greeting routine ends the treatment session.

Teaching Inside Joint Activities

- Three Points
 - 1.) In the adult response to the child's initiation, when the adult provides a model, a word, a gesture, or some other cue that serves as the stimulus for the child behavior that will follow;
 - 2.) In prompts, if they are needed, to ensure that the child responds with a target behavior to the antecedent stimulus
 - 3.) In the delivery of the positive consequence that follows the child response

These three acts are the instructional acts that will teach the targeted steps of each objective

(can add more pg 109)

Object-Based Joint Activities

Materials Provide the Play Theme

Both the Child and the Adult are attending to actions on objects, and the social element is woven on objects through all techniques described above:

- Imitations

- Turn taking

- Management of materials

- Theme

- And variation

Object-Based Joint Activities

These set the stage for the development of joint attention-
in which two partners share their own intention, attention, and enjoyment of the objects with each other.

The children demonstrate their awareness of joint attention through:
Giving,
Sharing,
Showing,
and pointing to material by alternating gaze between objects and partner
and by looking up from object to share smile with the partner.

How to Do Joint Activities with Objects

Narrate the activity as you follow the child's lead by naming objects, actions, and relations in the simple language.

- Taking turns with a child either by:

Trading materials back and forth

Using double sets of materials sometimes modeling new actions and having a child follow your lead

Sometimes imitating the child

Object-Based Joint Activities

Should occur frequently-several times a minute

As one theme or action becomes “played out”

- Move to the elaboration phase
- Model new action occasionally

When the interest fades-

- Move through clean-up phase
- New material and another joint attention routine

Partner-Focused Joint Activities: Sensory Social Routines

The term sensory social routines
refer to joint activity routines in which each partner's
attention is focused on the other person,
rather than the object
where there is mutual pleasure and engagement
dominate the play.

Partner-Focused Joint Activities: Sensory Social Routines

Sensory Social Routine is a Dyadic Activity:

Two persons are engaged in the same activity in a reciprocal way

- Turn taking
- Imitating each other
- Communication with words
- Gestures
- Facial expressions
- Building on each others activity

Partner-Focused Joint Activities: Sensory Social Routines

Objects are incidental-The theme of the joint activity is the social exchange

Typical sensory social routines

Lap games: “Peek-a-Boo,” “Up...Down,”

Songs with Motions: “Itsy Bitsy Spider,” “Wheels on the Bus,”

Floor Songs: “Motorboat,” “Ring around the Rosy”

Finger Play: “Creepy Fingers”

Movement Routines: “Airplane,” “Swing,” “Chases,” “Hide and Seek”

Four Main Goals that Sensory Social Routines accomplish:

1. Drawing the child's attention to other people's social communicative cues- especially eye contact and the face physical gestures, postures, anticipatory movements, and facial expressions.
2. Developing children's awareness of facial expression and their ability to share emotional expression face to face with another.
3. Increasing children's communication to initiate, respond to, and continue social interaction through their eye contact, facial expression, gestures, sounds, and words.
4. Optimizing children's arousal, state, and attention.

Sensory Social Routines Foster Social Orienting and Communication

Teach children to communicate intentionally to initiate, maintain, and end social interactions.

Adult sets up interesting activities until the child is engaged, and then **pause** and **wait** for the child to signal them to continue

Very subtle at first: involving looking, reaching, vocalizing, making eye contact, or making some other gestures.

This signal marks the child's "Turn" and the adult then responds by continuing the activity.

Sensory Social Routines Optimize Attention and Arousal for Learning

Type of touch, movement, and rhythm
that the adult uses
in the sensory social routine
has a fairly immediate effects on the child.

Turn Taking Inside Sensory Social Routines

Turns involve only social or communicative behaviors

- Children need to be active social partners:
 - Taking turns, requests, continuations, imitating or cueing
- The adult and child are in a back-and-forth communication throughout, via movements, gestures, eye contact, sounds, words, or other actions
- The adult will need to start, pause, and wait often, to give the child a chance for his or her communicative turn.

Alternating between Object-Focused Joint Activities and Sensory Social Routines

- Alternate between object-focused joint activities routines and sensory social routines.
- The object-focused provide a platform for teaching cognitive skills, imitation, communication and language, fine motor skills, and toy play skills
- The sensory social routines focus on social skills communication and language skills and imitations skills.
- Very important part of this intervention model and several age-appropriate sensory social activities should occur in every threatening hour for all children routines provide a platform for teaching cognitive skills, imitation, communication

Alternating between Object-Focused Joint Activities and Sensory Social Routines

Object focused routines provide a teaching platform for:

- Cognitive skills
- Imitation
- Communication and language
- Fine motor
- Toy play skills

Sensory Social routines focus on:

- Social skills
- Communication and language skills
- Imitation skills

Other Types of Joint Activity Routines

- Hello and Goodbye
- Snack
- Clean-up
 - Developing Clean-Up
 - Set-Up of Clean-Up
 - Teach Clean-Up through Chaining, like any other multistep Activity
 - Consider the Reinforcers

Developing Imitation and Play

- How Do We Teach Imitation
- Object imitation
- Imitation and Elaborate
- Gestural Imitation
- Imitation of Gestures in Songs and Finger Play
- Oral-Facial Imitation
- Use Activities Involving Body Parts
- Teach Gestural Imitation for Conventional Gestures

Vocal Imitation

- Increase Vocalization
- Imitate Child's Actions and Vocalizations
- Develop Imitative Vocal Rounds
- Initiate Well-Establish Vocalizations
- Increase Differentiated Vocalizations

Teaching Play Skills

- Teaching-Spontaneous Sensorimotor Play Acts
- Teaching Functional Play Acts
- Teaching Symbolic Play Acts
- Teaching Role Play

Developing Nonverbal Communication

- Developing Use And Understanding Of Natural Gestures
- Underlying Intervention Techniques for Natural Gestures
- Elicit Coordinated Gaze and Gestures
- Helping Children Read Other People's Gestures

Teaching Conventional Gesture Use

- Hand/Body Gestures
- Teaching Expressive Facial Expressions
- Developing Joint Attention Behaviors
- Giving to Get Help
- Giving to Share, or Show

Developing Verbal Communication

- Developing a Repertoire of Sounds
- Moving from Sounds to Words
- Instilling Spontaneous Productions with Meaning
- Instilling Imitated Production with Meaning

Developing Verbal Communication

Getting to Spontaneous Words from Imitated Words

- Using Spontaneous Speech to Make Choices
- Deciding What Spontaneous Words to Target in the Teaching
- Developing Action Words: Verbs
- Building Multiword Utterances
- Going Beyond Two-Word Utterance
- Adult Language Affects Child Learning
- Children Who Do Not Progress In Speech Development

Receptive Language

Children may be responding to nonverbal cues

Children may ignore verbal language

Receptive Language

- Expect and Require Responding
 - Don't Take too Long!
- Following Verbal Instructions
 - Make sure that the instruction is short
 - Make sure that the verbal instruction precedes the gestures, prompts, or objects
 - The child hears "Sit down" and then experiences a hand that gets him down into the chair and a desired object or activity that follows.
 - "Sit down" is the antecedent and the physical maneuver is the prompt.-Then fade the prompt, so that the antecedent is associated with the behavior through the power of reinforcing consequence.

Receptive Language

Follow Through

If you say it, you need to follow through!

Gauge your timing around instructions –time to prompt and follow through within the “teachable moments”

----while the child is still attending and interested.

Reinforce

Deliver a fast and powerful reinforcer