





Child Care and Early Intervention Centre for Children with Autism



Mission Statement

To provide early intervention therapy based on the principles of Applied Behavioural Analysis to enable children with a diagnosis within the Pervasive Developmental Disorder (PDD) and Autism Spectrum Disorder (ASD) to reach their full potential.

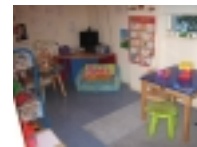
Background



- Not for profit child care centre licensed for 28 children
- Opening hours 7.30am to 5.30pm
- Children with ASD receive ABA therapy and attend from 9.00am to 3.00pm five days per week
- Typically developing children also attend the centre for child care services. They act as peer role models for the children with ASD

Features

- Series of smaller rooms for one on one therapy.
- Comprehensive video facilities to record and monitor individual therapy
- Training and support for parents, enabling them to:
 - participate in the delivery of their child's therapy
 - generalise the child's developing skills to the home environment and greater community.



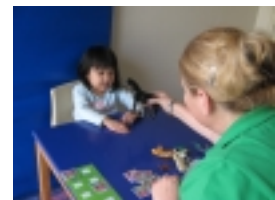
Daily structure

- Dependent on the individual child
- For new learners the majority of time is spent in one on one therapy 9.00-11.00am and 12.30-2.30pm (play breaks and meals with the group)
- As children develop more skills the amount of time in the mainstream classroom is increased.

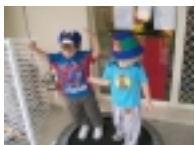


ABA and the Individual

- Imitation skills
- Speech and language
- Social Skills
- Gross and fine motor skills
- Academic skills
- Self help skills



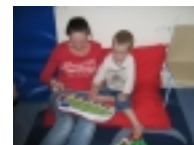
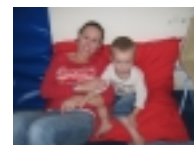
Inclusion with Typically Developing Children



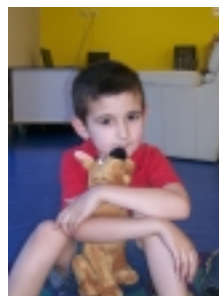
- Kindy room
 - Licensed for 7 children
 - 2 to 3 year olds
- Preschool room
 - Licensed for 21 children
 - 3 to 6 year olds
- Focus on
 - Social skills
 - Self help
 - School readiness
 - Academic skills

Parental Involvement

- Parents attend an initial two day training programme
- Attend the centre for a minimum of two hours per week to participate in therapy with their child
- Attend fortnightly team meetings
- Commit to generalising the skills from the centre to the home and community



Storm's Story



Program Design

Learning Style/Preference

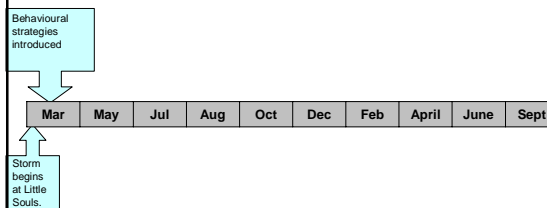
- Visual learner
- Dislike for tactile/sensory stimulation
- Strong interest in commercial logos, signs and catalogues

Abilities


- Strong receptive language skills
- Knowledge and understanding of words and print
- Keen interest and awareness of environment and people

Program March 2007
Alphabet/Phonics- synthesize knowledge
Sight Reading- to develop literacy abilities
Fine Motor- assess ability because of sensory dislike
Games-develop social understandings
Numbers- develop 1-1 correspondence
Imitation- begin making sounds
Yes/ No Questions- communication method
Categories- develop complex thinking
Associations- as above
Shapes, Colours, Functions- revise
Expressive Labels- refine receptive lang.

Storm's Development 2007/2008

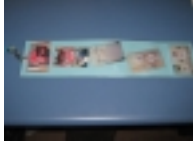


Behavioural Reinforcers



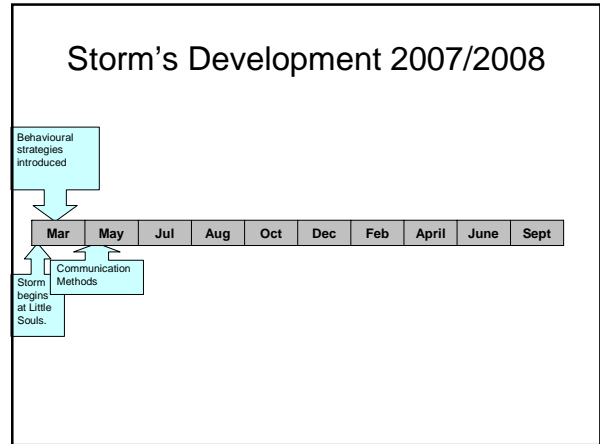
ABA Therapy

Token board was implemented as a visual representation of how much work was required and indicated a definite end, helping Storm to stay on task and diminish behavioural interruptions



Pre-school Room



Visual sequence to help Storm understand and complete each task upon arrival at preschool before playing, encouraging independence and responsibility for belongings.

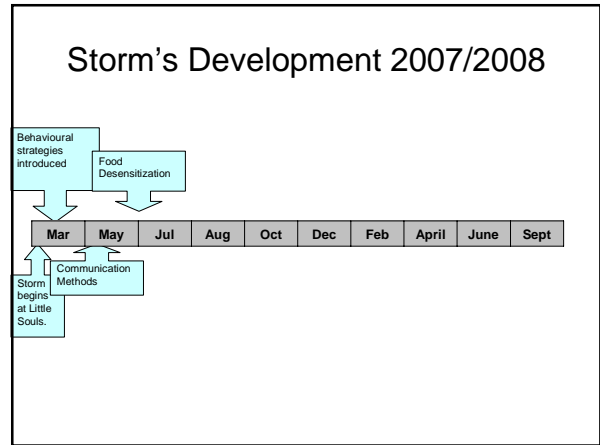


Communicating

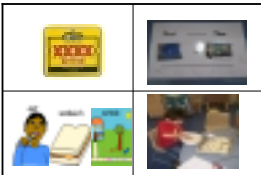
Makaton: form of sign language

- Storm learnt a range of signs in therapy using a video modeling program and hand over hand instruction
- Generalised in preschool setting to help Storm practice and develop the ability to self initiate communication
- To promote Storm's signing abilities, fine motor activities implemented in both settings to develop hand/finger strength and flexibility

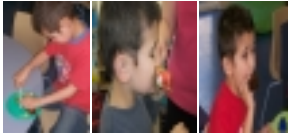


Food Desensitization



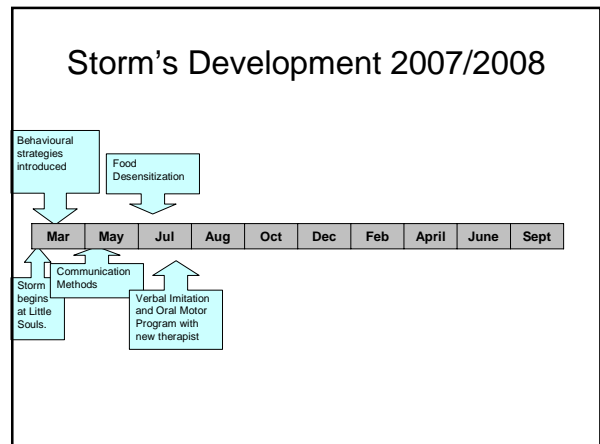
In the Classroom

- Visual cue boards
- Social Stories
- Paraphernalia of Storm's interests
- Play



Therapy Room

- Touch
- Taste (lick)
- Try (chew and swallow)

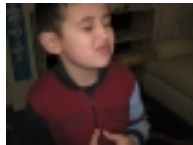


Oral Motor

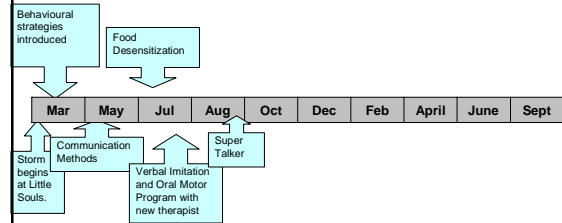
Program devised an implemented to encourage speech

Three different parts to program;

- Air flow and Voicing: using blowing toys
- Oral motor exercises using tongue depressors
- Phoneme production- sounds that encourage specific lip, tongue, teeth, palette and velum placement



Storm's Development 2007/2008



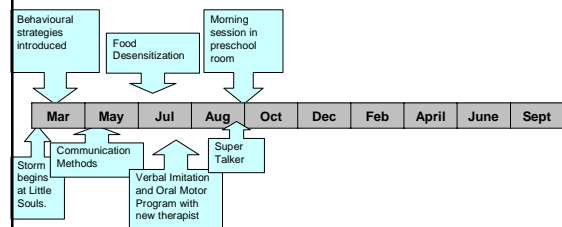
Super Talker Device

The Super Talker is a communication device that speaks on behalf of the user.

- Provides 8 different audio choices for each template.
- The child must choose the answer that correctly matches the statement/question that he/she has been asked
- Develops receptive language skills and promotes understanding of social exchanges

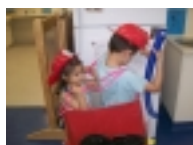
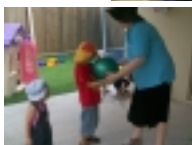
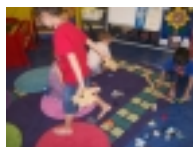
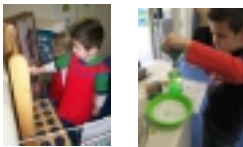


Storm's Development 2007/2008

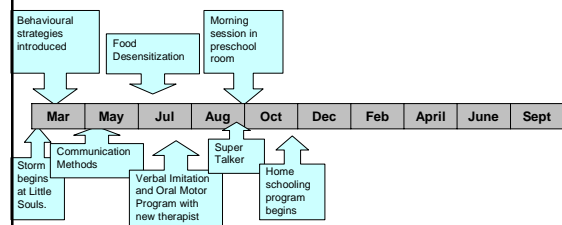


Preschool Room Session

Opportunity to practice and develop his emerging abilities, promote peer socialising skills and orientate Storm to classroom expectations

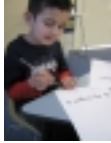



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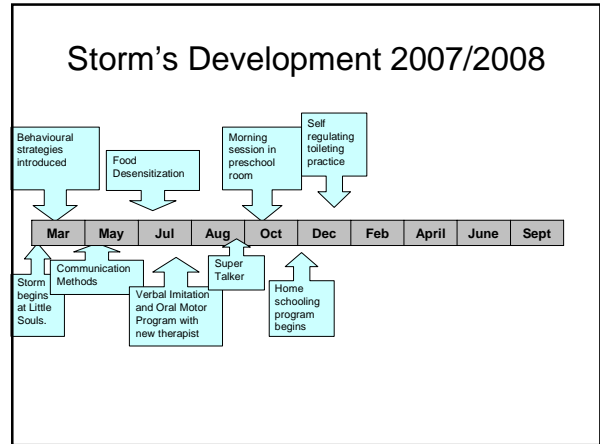
Home Schooling Program

Storm's therapy program incorporates specific grade 1 curriculum content from home schooling organisation.


Consists of;

- Series of subject workbooks
- Formal assessment
- Reading and comprehension tasks
- Religious study



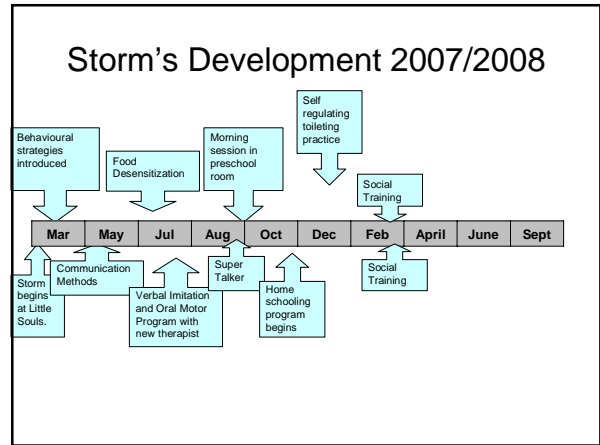
Toileting

To encourage Storm to initiate self-regulating habits.



Training included

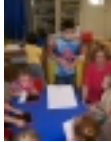
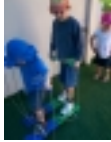
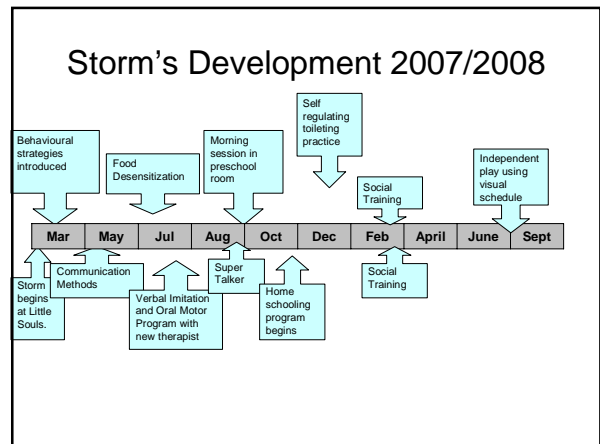
- Wearing of underpants,
- Collection of toileting data
- Toileting at consistent intervals



Social Training

A additional therapist assists and supports Storm to socialise and communicate with peers, focusing on;

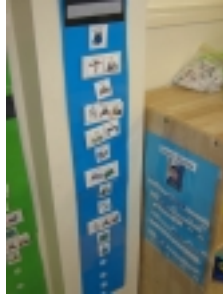
- Eye contact and reciprocation
- Conversational turn taking
- Peer group entry skills
- Engaging in pretend play
- Spontaneous communication and language
- Cooperation and sharing in small or whole group situations

Visual Schedule

A visual representation of the preschool routine to promote;

- Independence and school readiness
- Understanding of daily expectations and demands
- To assist with transitions between activities and environments
- Intrinsic motivation and rewards by finishing a day's work.



Educational Outcomes

ABA Program Achievements

- Sound receptive and expressive language skills
- Good Attending and imitation skills
- Self help and school readiness skills
- Developing abstract language skills
- Emergent social skills

Early Years Learning Phases and Syllabus levels

- Level 1 Numeracy and English QSA syllabus outcomes with many level 2 concepts learnt and practiced
- Phase A reading and writing continuum
- "Making Connections" EYC phase for social/ personal learning, oral language, health/physical learning and active learning processes.

Storm

