

Practical Applications of Classroom and Intervention Strategies for Children with Autism Spectrum Disorders

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Ohio Speech-Language-Hearing Association
Annual Convention
March 8, 2008



Presentation information is adapted from:
The SCERTS® Model: A Comprehensive
Educational Approach for Children with
Autism Spectrum Disorders by: Barry M.
Prizant, Amy M. Wetherby, Emily Rubin,
Amy C. Laurent, & Patrick J. Rydell.
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A linear relationship

Core challenges

Assessment

Intervention



Case examples of three, same-aged
children with ASD at different levels of
development



Core challenges in ASD

1. Capacity for Joint Attention (sharing attention, emotions, and intentions)

- * Difficulty orienting and attending to social partner
 - A. Learning in relation to what?
 - B. Are we the most important thing in the environment?
 - C. Move from sensory to functional
 - D. Look up and around
 - E. JA > Recept Lang > Express Lang
 - F. You talk about what you know



Core Challenges (cont.)

- * Difficulty coordinating attention between people and objects
 - A. If learning in relation to objects...we become interference
 - B. Active social learners become less surprised by partner's actions
 - C. Object is connected to hand..arm..body..face
 - D. It takes two to tango (a learning style)



Core Challenges (cont.)

- * Difficulty drawing another's attention to objects or events for the purpose of sharing experiences
 - A. Important diagnostic criterion (ADOS)
 - B. Important for initiation (not waiting/respondent learner)
 - C. Equal balance among: initiating, sustaining, responding)



Core Challenges (cont.)

- * Difficulty reading/sharing affect, emotional states, or perspectives
 - A. Facial expressions
 - B. Theory of mind/perspective taking
 - C. Leads to social commenting
 - D. Emotion > Facial expressions



Core Challenges (cont.)

2. Capacity for Symbol Use

* Difficulty learning shared meanings for gestures and words

- A. Agent, action, object, location, etc
- B. Words are empty w/o context
- C. Stimulus/response....?
- D. JARs often begin w/o language
- E. Know how and when to use the language that you have



Core Challenges (cont.)

- * Unconventional verbal development
 - A. Immediate/delayed/mitigated echolalia
 - B. Incessant questioning
 - C. Perseverative speech



Core Challenges

- * Limitations in symbolic play
 - A. Play is important in school
 - B. Stages of play
 - Sensory – exploration/interest
 - Functional - use
 - Constructive – glue
 - Symbolic – flexibility/language
 - C. Social purposes
 - D. Cognitive purposes



Core Challenges (cont.)

3. Emotional dysregulation
 - Difficulty in sensory processing
 - Difficulty in maintaining an optimal state of arousal and focused attention



Sample Case Forms (see Appendix A)

Resource: SCERTS Assessment Process,
2006



One primary focus of intervention is to achieve an equal balance among a child's ability to initiate interactions, sustain interactions, and contingently respond to others



A child will have learned a skill when he/she is able to apply the skill across persons, places and circumstances, knowing how and when to use the skill

Intervention should include a combination of 1:1, small, and large group instruction with a primary emphasis on learning with typically developing peers

Intervention should also include learning opportunities representing a variety of contexts

The less time spent coping is more time spent learning



Learning Supports Used with Allen at RMAC
for the purpose of extending his reciprocal relationship with
others:

LS 1.1; LS 1.2; LS 1.3; LS 1.5
IS 2.3

Partner structures activity for active participation

Examples:

1. Joint action routines
2. 5 “Wh” questions
3. Shared control
4. Controlled variation



Thank You!

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