**In-Class Handout: Mitch – A Toddler at Risk for ASD**

Mitch is a 14-month-old boy who was found to be at risk for a later diagnosis of an autism spectrum disorder based on a 12-month parent-report measure. A developmental assessment at 14 months confirmed areas of concern as well as showed a number of strengths.

Watch the videos and take notes of Mitch’s strengths and challenges in the area of pivotal skills for social-communication and language outcomes as well as play skills. Focus on the **pivotal skills** covered in this presentation:

- Attending to people and objects in the environment
- Imitation
- Intentional nonverbal communication
- Shared attention/joint engagement
- Joint attention
- Functional and pretend play

Think about Mitch’s behaviors in terms of each pivotal skill you may observe (or not).

Think about how many *different* examples of pivotal skills you observed.

<table>
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<tr>
<th>Activity</th>
<th>Strengths</th>
<th>Challenges</th>
<th>Other notes (e.g., preferences, prompts)</th>
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<tbody>
<tr>
<td>Play with Dad</td>
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<td>Play with dolls and</td>
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Setting Intervention Goals

- Refer to pivotal skills above
- Think about his behaviors in terms of each pivotal skill you may have observed (or not)
- Think about how many different examples of pivotal skills you observed
- Consider his family’s concerns and priorities
- Discuss, and come up with 2-3 intervention goals appropriate for Mitch

1) ____________________________________________________________________________________
   ____________________________________________________________________________________

2) ____________________________________________________________________________________
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3) ____________________________________________________________________________________
   ____________________________________________________________________________________

Planning for a Single Intervention Session for Parents or Childcare Provider

Considering the above pivotal skills chosen as goals, think about:

- How will you open the session? (relationship-building)

- How will you explain the pivotal behavior and strategy of focus for this session?

- How will you demonstrate the strategy to promote that pivotal behavior in the home/childcare context?

- How will you get the parent(s)/childcare provider to try out the strategy?
• How will you ask for feedback from the parent(s)/childcare provider?

• How will you work with the parent(s)/childcare provider to plan for using the strategy in the time prior to your next session?
Useful Websites

American Academy of Pediatrics: http://www.aap.org
- Caring for Children with ASD: A Resource Toolkit for Clinicians
- 9-12 months: Is Your One-Year-Old Communicating with You?

American Speech-Language-Hearing Association – Autism Resources
- ASHA Practice Portal: http://www.asha.org/Practice-Portal/Clinical-Topics/Autism/
- ASHAWire: http://pubs.asha.org/ – You can navigate by topic (Autism Spectrum Disorders is a topic) and sign up for alerts to receive emails when new journal content on that topic is published

Autism Speaks: http://www.autismspeaks.org
- Video glossary: http://www.autismspeaks.org/video/glossary.php
- “Talking to Parents about Autism” – 15-minute video: www.autismspeaks.org/whatisit/talking_to_parents_action_kit.php#top
- Action kit with handouts for providers to help you talk with parents about developmental screening

- Screening, assessment, and treatment information
- ASD case materials and videos
- Handouts on developmental milestones

Autism Navigator: http://autismnavigator.com/
- Professional courses, resources, and tools

First Words: http://firstwords.fsu.edu
- Infant/Toddler Checklist and scoring
- ASD video glossary

M-CHAT Revised, with Follow-Up (M-CHAT-R/F): www.mchatscreen.com

National Professional Development Center on Autism Spectrum Disorder:
http://autismpdc.fpg.unc.edu
- Resources for the public and for state partners
- List of 24 evidence-based practices for persons with ASDs
- Online course: Foundations of Autism Spectrum Disorders
- Autism Internet Modules: Assessment, Characteristics, and Evidence-Based Interventions

Program for Early Autism Research, Learning, & Service (PEARLS):
http://www.med.unc.edu/ahs/pearls/

References


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