



STEPS AUTISM PROGRAM

UNIVERSITY OF MICHIGAN HEALTH SYSTEM

Philip Menard MA, CCC-SLP

Director- STEPS Program

Angelica Taylor MA, CCC-SLP

EVIDENCE BASED PRACTICE



What evidence based practice exists in the area of SLP for treatment of ASD?

- Integrate behavioral and developmental interventions (Handbook of Assessment and Diagnosis of Autism Spectrum Disorder (Matson, 2016))
- Pure Medical Model – **Nonexistent**
- Parent Mediated Therapy

1. What approach has the highest amount of evidence?

2. Core features of autism and daily living:

3. Recommendations to increase treatment outcomes:



STEPS AUTISM PROGRAM

UNIVERSITY OF MICHIGAN HEALTH SYSTEM

PARENT MEDIATED THERAPY



Improve outcomes by focusing on parent/caretaker administration of individualized, evidence-based strategies within daily routines in the natural environment.

1. Practicality of Parent-Mediated Therapy:

2. Developmental and Behavioral Models:

3. Why combine these models?



STEPS AUTISM PROGRAM

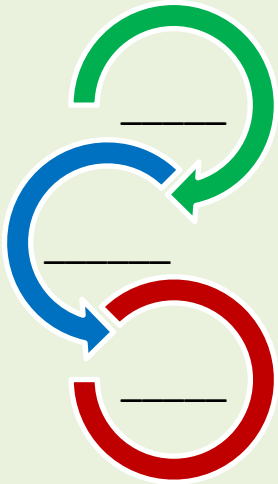
UNIVERSITY OF MICHIGAN HEALTH SYSTEM

TREATMENT



Treatment will focus on training the parents/caretaker to identify core features of autism and ways to target them within their daily lives. Focus is given to how the core features of autism relate to language, joint attention, engagement, and play.

1. Following directions:





STEPS AUTISM PROGRAM

UNIVERSITY OF MICHIGAN HEALTH SYSTEM

Age in Months	Typical skills
From birth	Attend to faces
Early weeks & months	Eye contact, social smile, positive affect, turn taking
6	Coordinated looks (3 point gaze shift)
10	Showing to share
11	Giving to share
12	Follows gaze
13	Reach and give to request
14	Follows point reliably
16	Points with obvious communicative intent
20	Multiple gestures for requesting and joint attention (both responding and initiating)

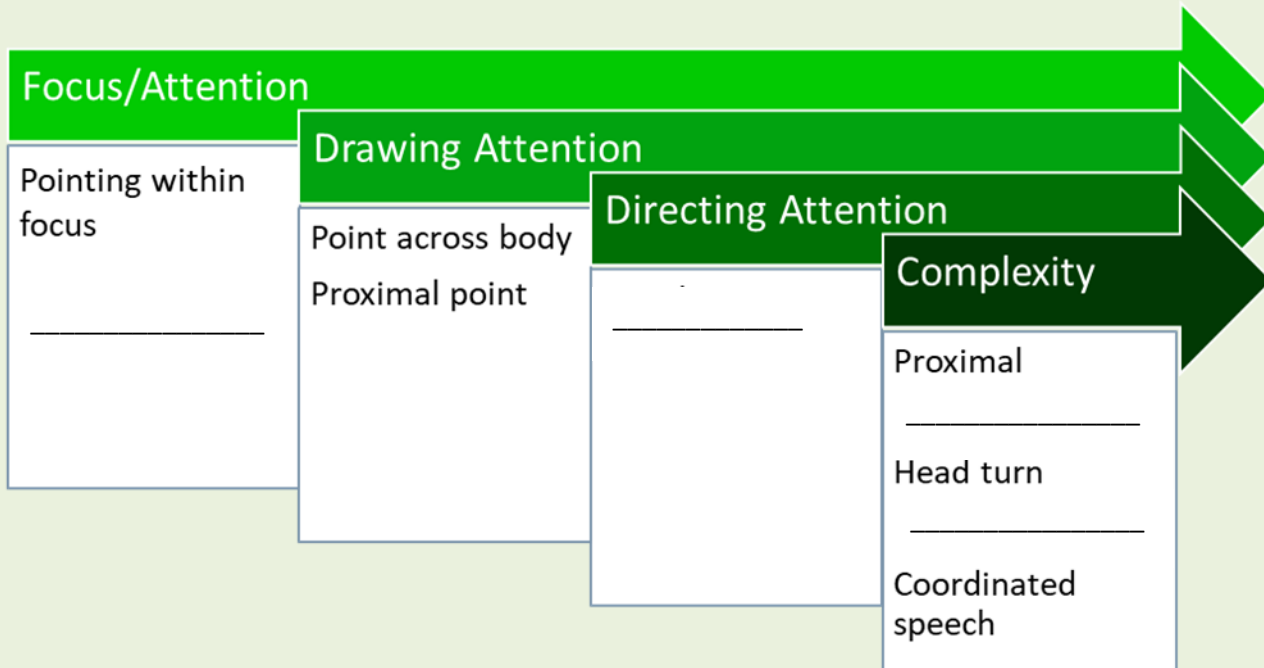
JOINT ATTENTION & NONVERBAL REQUESTING (Paparella, Goods, Freeman, Kasari, 2011)



STEPS AUTISM PROGRAM

UNIVERSITY OF MICHIGAN HEALTH SYSTEM

2. Joint Attention:





STEPS AUTISM PROGRAM

UNIVERSITY OF MICHIGAN HEALTH SYSTEM

3. Engagement:

Supported

Object Centered

Onlooking

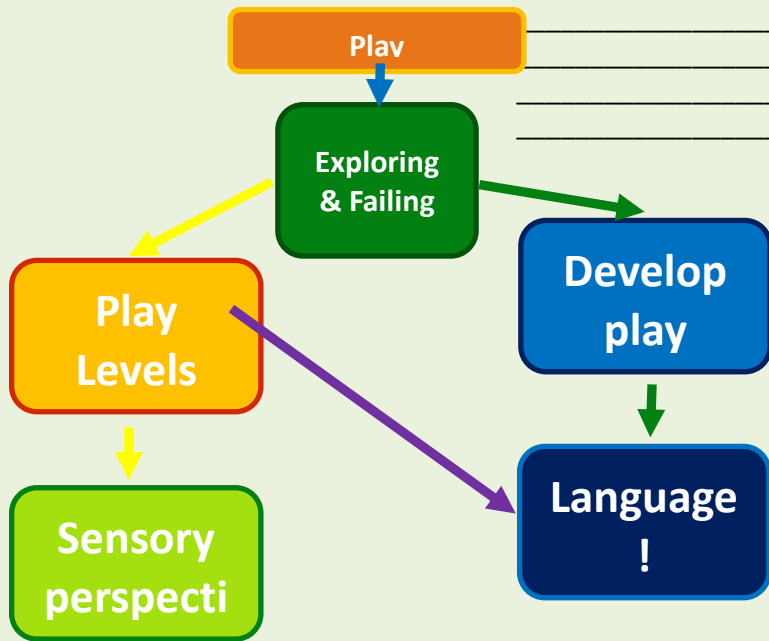
Unengaged



STEPS AUTISM PROGRAM

UNIVERSITY OF MICHIGAN HEALTH SYSTEM

4. Play:





REFERENCES:

Bloom, L., Tinker, E. (2001). The intentionality model and language acquisition: engagement, effort, and the essential tension in development. *Monographs for the Society for Research in Child Development*, 66(4), 1-91.

Bradshaw, J., Koegel, L., Koegel, R. (2017). Improving Functional Language and Social Motivation with a Parent-Mediated Intervention for Toddlers with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 47, 2443-2458.

Case-Smith, J. (2005). Sensory Integration. In *Occupational Therapy for Children* (5th ed., pp. 356-409). St. Louis: Mosby.

Cooter, RB., Reutzel, DR. (2004). *The essentials of teaching children to read: What every teacher needs to know*. Boston, MA: Pearson Education.

Dawson, G., Rogers, S., Munson, J., Smith, M., Winter, J., Greenon, J., et al. (2010). Randomized, controlled trial of an intervention for toddlers with autism: The early start denver model. *Pediatrics*, 125(1), e17–e23.

Green, J., Charman, T., Pickles, A., Wan, M.W., Elsabbagh, M., Slonims, V., et al. (2015). Parent-mediated intervention versus no intervention for infants at high risk of autism: A parallel, singleblind, randomised trial. *The Lancet Psychiatry*, 2(2), 133–140.

Ingersoll, B., & Wainer, A. (2013). Initial efficacy of Project ImPACT: A parent-mediated social communication intervention for young children with ASD. *Journal of Autism and Developmental Disorders, 43*(12), 2943–2952.

Tomchek, S. D., & Koenig, K. P. (2016). *Occupational therapy practice guidelines for individuals with autism spectrum disorder*. Bethesda, MD: AOTA Press, The American Occupational Therapy Association, Inc.

Kasari, C., Gulsrud, A., Paparella, T., Helleman, G., & Berry, K.(2015). Randomized comparative efficacy study of parent-mediated interventions for toddlers with autism. *Journal of Consulting and Clinical Psychology, 83*(3), 554.

Eapen, V., Williams, K., Roberts, J., Rinehart, N., McGillivray, J. (2016). Monitoring Progress in Autism Spectrum Disorders; In *Handbook of Assessment and Diagnosis of Autism Spectrum Disorder*,

Autism and Child Psychopathology Series, DOI 10.1007/978-3-319-27171-2_6

National Autism Center. (2015). Findings and conclusions: *National standards project, phase 2*. Randolph, MA: Author

Parham, L.D, Rolley, S.S., May-Benson, T.A., Koomar, J. Brett-Green, B., Burke, J.P., et al. (2011). Development of a fidelity measure for research on the effectiveness of the Ayres Sensory integration® intervention. *American Journal of Occupational Therapy, 65*, 133-142.

Park, J. H., Alber-Morgan, S. R.. 2., & Cannella-Malone, H. (2011). Effects of mother-implemented Picture Exchange Communication System (PECS) training on independent communicative behaviors of young children with autism spectrum disorders. *Topics in Early Childhood Special Education, 31*(1), 37–47.

Pickard, K., Wainer, A., Bailey, K., Ingersoll, B. (2016). A mixed-method evaluation of the feasibility and acceptability of a telehealth-based parent-mediated intervention for children with autism spectrum disorder. *Autism, 20*(7), 845-855.

Rogers, S. J., & Dawson, G. (2010). *Early start Denver model for young children with autism: Promoting language, learning, and engagement*. New York: The Guilford Press.

Sad soccer child. Retrieved October 5, 2017 from <https://www.pexels.com/search/children/>.

Shire, S. Y., Gulsrud, A., & Kasari, C. (2016). Increasing Responsive Parent–Child Interactions and joint engagement: Comparing the influence of parent-mediated intervention and parent psychoeducation. *Journal of Autism and Developmental Disorders*, 46(5) 1737–1747.

Waitling, R., & Hauer, S. (2015). Effectiveness of Ayres Sensory Integration® and sensory-based intervention for people with autism spectrum disorder: A systematic review. *American Journal of Occupational Therapy*, 69, 6905180030. <http://dx.doi.org/10.5015/ajot.2015.018051>

Weitlauf AS, McPheeters ML, Peters B, Sathe N, Travis R, Aiello R, Williamson E, Veenstra-VanderWeele J, Krishnaswami S, Jerome R, Warren Z. Therapies for Children With Autism Spectrum Disorder: Behavioral Interventions Update. Comparative Effectiveness Review No. 137. (Prepared by the Vanderbilt Evidence-based Practice Center under Contract No. 290-2012-00009-I.) AHRQ Publication No. 14-EHC036-EF. Rockville, MD: Agency for Healthcare Research and Quality; August 2014. www.effectivehealthcare.ahrq.gov/reports/final.cfm.

Wetherby, A. M., & Woods, J. J. (2006). Early social interaction project for children with autism spectrum disorders beginning in the second year of life a preliminary study. *Topics in Early Childhood Special Education*, 26(2), 67–82.