



1

---

---

---

---

---

---

---

---

**Financial Disclosure: I am receiving an honorarium for speaking today.**

**Nonfinancial disclosure: I am the founder of ABA SPEECH and co-founder of Supervision Academy.**

2

---

---

---

---

---

---

---

---

**Learner Objectives**

- Participants will be able to discuss the importance of joint attention when providing intervention for autistic learners.
- Participants will be able to list 3 strategies for incorporating work on joint attention during therapy sessions.
- Participants will be able to state how to write functional goals for targeting joint attention during therapy sessions.

3

---

---

---

---

---

---

---

---



4

---

---

---

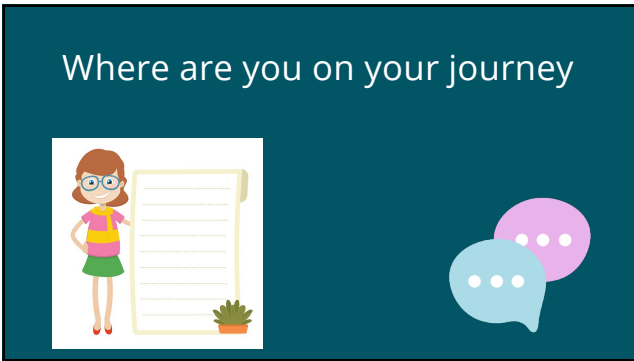
---

---

---

---

---



5

---

---

---

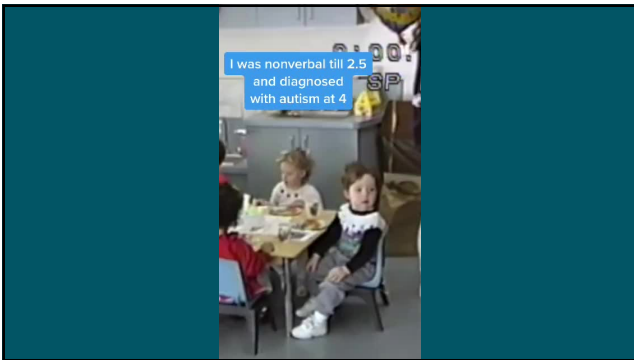
---

---

---

---

---



6

---

---

---

---

---

---

---

---



7

---

---

---

---

---

---

---

---



8

---

---

---

---

---

---

---

---



9

---

---

---

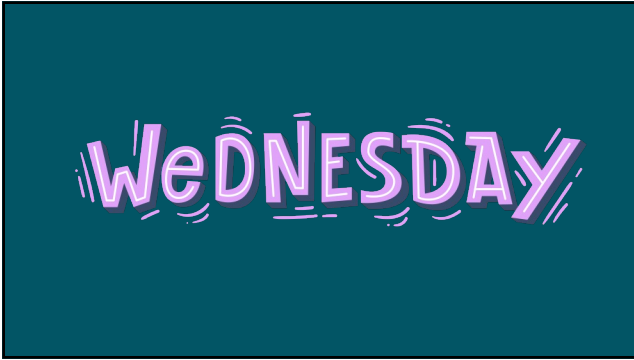
---

---

---

---

---



10

---

---

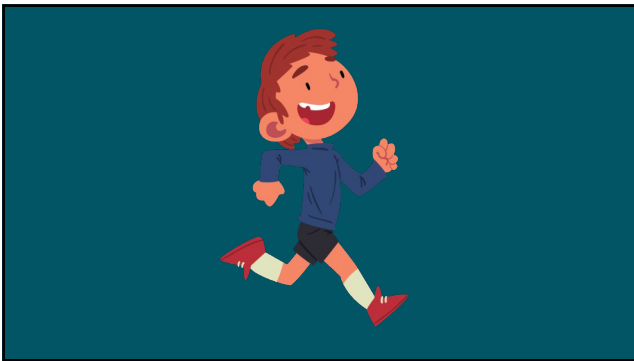
---

---

---

---

---



11

---

---

---

---

---

---

---



12

---

---

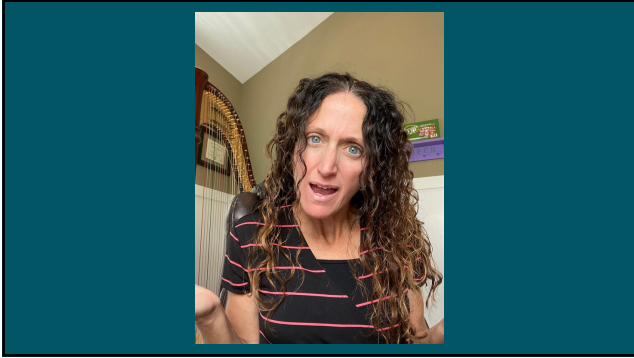
---

---

---

---

---



13

---

---

---

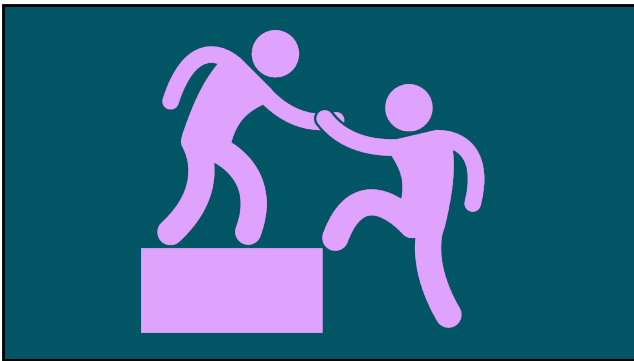
---

---

---

---

---



14

---

---

---

---

---

---

---

---



15

---

---

---

---

---

---

---

---

They started to

# Engag e

16

---

---

---

---

---

---

---

---

# 3 Activities

17

---

---

---

---

---

---

---

---

## How will we address joint attention?

Books Music Pla  
v

18

---

---

---

---

---

---

---

---

# Joint Attention

## What is it?

"JA is typically defined as involving coordinating attention between a social partner and an event in the environment, for the purely social consequence of sharing an experience." (Weisburg and Jones 2018)

19

---

---

---

---

---

---

---

---

# What Does Joint Attention In Real Life Look Like?

20

---

---

---

---

---

---

---

---



21

---

---

---

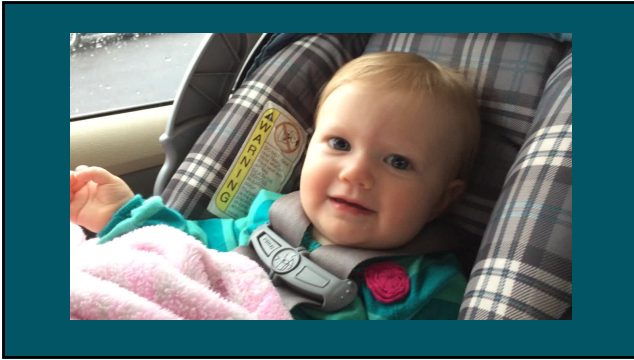
---

---

---

---

---



22

---

---

---

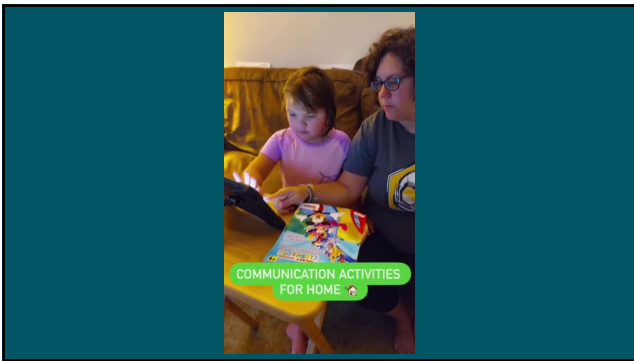
---

---

---

---

---



23

---

---

---

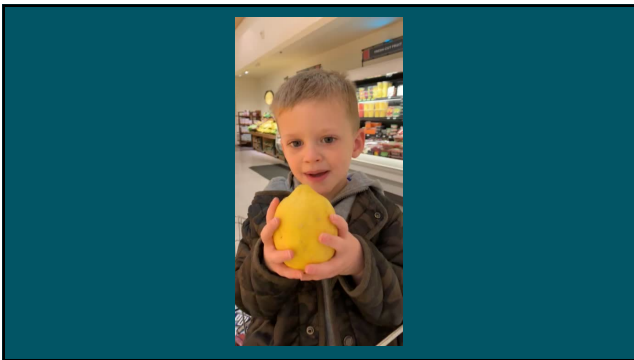
---

---

---

---

---



24

---

---

---

---

---

---

---

---





25

---

---

---

---

---

---

---

---



26

---

---

---

---

---

---

---

---



27

---

---

---

---

---

---

---

---



28

---

---

---

---

---

---

---

---

**Why is it so important?**

- There is a strong relationship between JA and both receptive and expressive language skills.
- According to Schreibman et al 2020 "These skills need to be taught at any age if the individual has not already acquired them (Page 10)."

29

---

---

---

---

---

---

---

---

**Why is it so important?**

According to Weisburg et al 2018 "JA acquisition is related to gains in other untrained social communication behaviors such as smiling, vocalizations, imitation, and play skills (page 106)."

30

---

---

---

---

---

---

---

---



## What the research says?

- Article: Best practices for teaching joint attention: A systematic review of the intervention literature.

White, P. J., O'Reilly, M., Streusand, W., Levine, A., Sigafoos, J., Lancioni, G., Fragale, C., Pierce, N., & Aguilar, J. (2011). Best practices for teaching joint attention: A systematic review of the intervention literature. *Research in Autism Spectrum Disorders*, 5, 1283–1295. <https://doi.org/10.1016/j.rasd.2011.02.003>

31

---

---

---

---

---

---

---

---

- White et al. (2011) recommended that the topography of joint attention skills selected for intervention must be “supported in the environment in which [the] child spends most of his time,” (p. 1293) and should take into consideration developmental and cultural norms.
- White et al. (2011) recommended use of a play context to teach joint attention as the inclusion of engaging items and interactions may promote acquisition under naturally maintaining contingencies. I
- White et al. (2011) noted that the social partners with which children with ASD regularly interact (i.e., caregivers, siblings) should be considered a critical aspect of the instructional context.

32

---

---

---

---

---

---

---

---

## Assessment



33

---

---

---

---

---

---

---

---

# Observation

34

---



---



---



---



---



---



---

## Is your student

- Alternating eye gaze
  - Pointing
  - Giving
  - Showing
- Following a point
- Following eye gaze

35

---



---



---



---



---



---



---

## How will we address joint attention?



36

---



---



---



---



---



---



---

How can I create socially interactive teachable moments?



37

---

---

---

---

---

---

---

---

**Goal: Shay will increase his joint attention skills by engaging in a variety of shared activities with the therapist for a duration of 3 minutes, without prompts, over 2 consecutive sessions.**

38

---

---

---

---

---

---

---

---

**Objective 1: Shay will engage in a shared interaction with the therapist while engaged in a literacy-based activity for a duration of 3 minutes without prompts, over 2 consecutive sessions.**

39

---

---

---

---

---

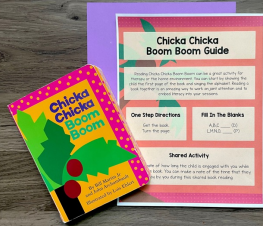
---

---

---

# While Reading A Book

- Present a book
- Give student a choice of books
- Read the book and encourage engagement




---

---

---

---

---

---

---

---

40

# While Reading A Book

- Make it fun!
- Don't demand engagement
- Note does your student enjoy this?




---

---

---

---

---

---

---

---

41




---

---

---

---

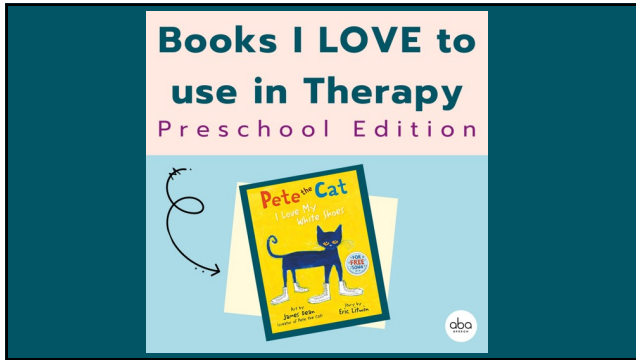
---

---

---

---

42



43

---

---

---

---

---

---

---

---



44

---

---

---

---

---

---

---

---



45

---

---

---

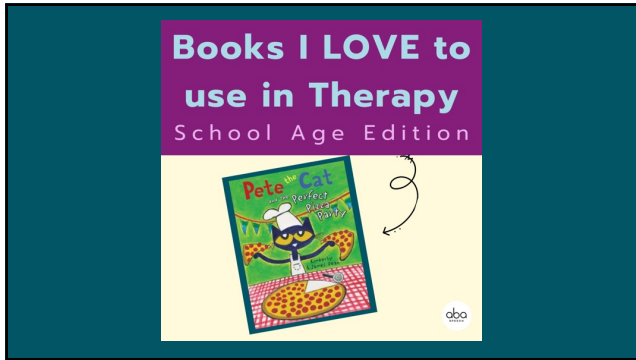
---

---

---

---

---



46

---

---

---

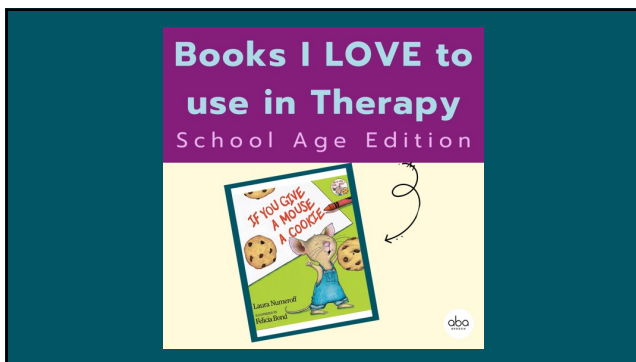
---

---

---

---

---



47

---

---

---

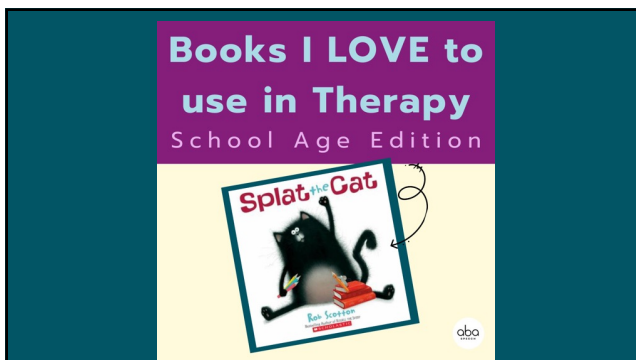
---

---

---

---

---



48

---

---

---

---

---

---

---

---



**≡ POLL**

**What is your favorite book to use in therapy?**



49

---

---

---

---

---

---

---

---

**Objective 2: Shay will engage in a shared interaction with the therapist while engaged in a music-based activity for a duration of 3 minutes without prompts, over 2 consecutive sessions. .**

50

---

---

---

---

---


---

---

---

**While Singing A Song**

**You present a visual**  
**You give student a choice between songs**  
**You sing the song and encourage engagement**



51

---

---

---

---

---

---

---

---

## The Wheels On The Bus



52

---

---

---

---

---

---

---

## Head-Shoulders-Knees and Toes



53

---

---

---

---

---

---

---

## If You're Happy and You Know It



54

---

---

---

---

---

---

---

**5 Little Monkeys Jumping On the Bed**



55

---

---

---

---

---

---

---

---

**Objective 3: Christopher will engage in a shared interaction with the therapist while playing with preferred toys for a duration of 3 minutes without prompts, over 2 consecutive sessions.**

56

---

---

---

---

---


---

---

---

**While Playing With Toys**

**You present the toy  
Let the child explore the toy  
You model play + engagement**



57

---

---

---

---

---

---

---

---



58

---

---

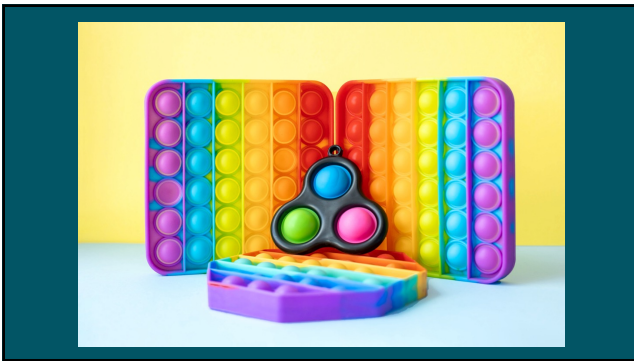
---

---

---

---

---



59

---

---

---

---

---

---

---



60

---

---

---

---

---

---

---

**What is your favorite toy to use in therapy with younger learners?**



61

---

---

---

---

---

---

---

---

**Objective 4: Christopher will engage in a shared interaction with the therapist while engaging in a cooperative activity with the therapist for a duration of 3 minutes without prompts, over 2 consecutive**

62

---

---

---

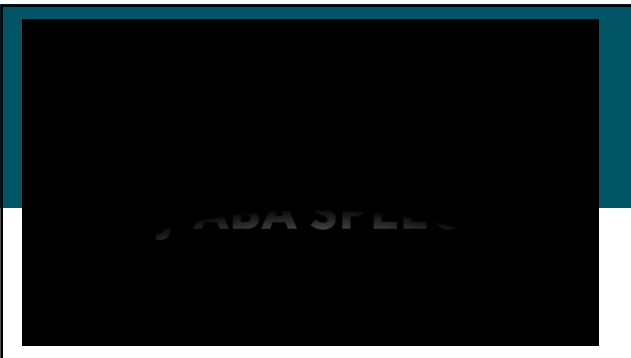
---

---

---

---

---



63

---

---

---

---

---

---

---

---



64

---

---

---

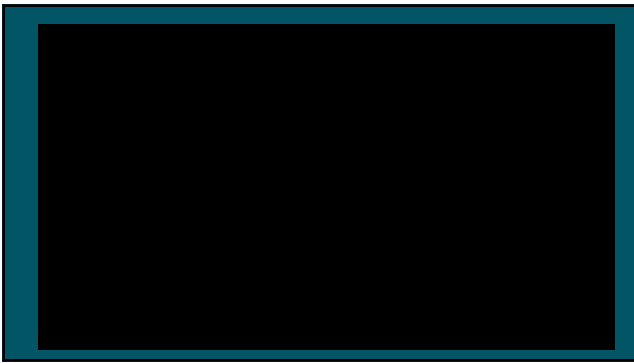
---

---

---

---

---



65

---

---

---

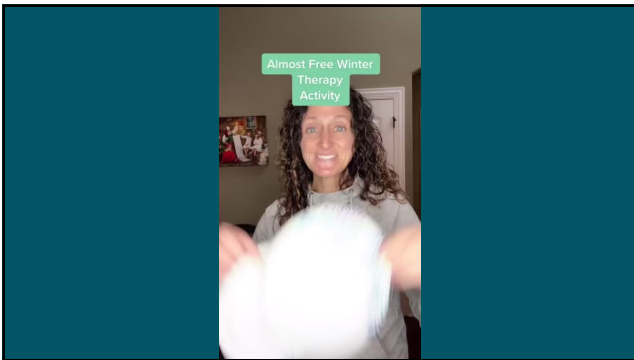
---

---

---

---

---



66

---

---

---

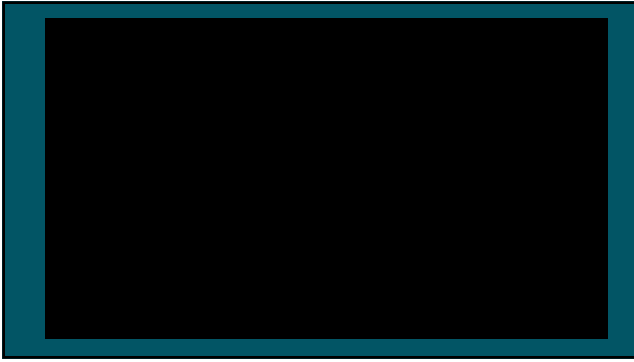
---

---

---

---

---



67

---

---

---

---

---

---

---

---



68

---

---

---

---

---

---

---

---



69

---

---

---

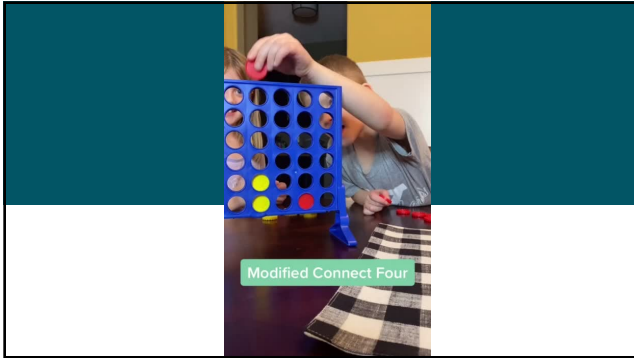
---

---

---

---

---



70

---

---

---

---

---

---

---

---

**Case Study: Preschool Aged  
Autistic Student**

71

---

---

---

---

---

---

---

---

**WHO**

**Male student  
3 years of age  
Diagnosed with autism  
Emerging communicator**

72

---

---

---

---

---

---

---

---



ASSESSMENT

**VB-MAPP  
Observation**

73

---

---

---

---

---

---

---

---

GOALS

- Joint Attention**
- Imitation**
- Matching**
- Receptive Item ID**
- Labeling**
- Intraverbals**

74

---

---

---

---

---

---

---

---

LOCATION

- Student was in ABA part time**
- Preschool part time**
- Private SLP services at home**

75

---

---

---

---

---

---

---

---

INTERVENTION

STARTED EACH SESSION WITH JA ACTIVITY  
5 MINUTES OF AT THE TABLE INSTRUCTION  
ENDED SESSION WITH A SONG, BOOK,  
PARENT COACHING

76

---

---

---

---

---

---

---

---

COLLABORATION

COLLABORATED WITH BCBA  
QUARTERLY

77

---

---

---

---

---

---

---

---

Address Joint Attention

By

Books

Music

Play



78

---

---

---

---

---

---

---

---

**Let's Keep the Conversation Going**



**Autism Outreach**  
WITH ROSE GRIFFIN  
ABA Speech



**THE ABA SPEECH CONNECTION**

79

---

---

---

---

---

---

---

---

**References**

Bakeman, R., & Adamson L.B. (1984) Coordinating attention to people and objects in mother–infant and peer–infant interaction. *Child Development*, 55, 1278–1289.

Ferraioli, S. J., & Harris, S. L. (2011). Teaching joint attention to children with autism through a sibling-mediated behavioral intervention. *Behavioral Interventions*, 26(4), 261–281. <https://doi.org/10.1002/bin.336>

Miltenberger R. *Behavior modification: Principles and procedures* (4th ed.) Belmont, CA: Wadsworth; 2007

80

---

---

---

---

---

---

---

---

**References**

Rogers, S. J., & Dawson, G. (2010). *Early Start Denver Model for young children with autism: Promoting language, learning, and engagement*. Guilford Press

Sundberg, M.L. (2008) *VB-MAPP Verbal Behavior Milestones Assessment and Placement Program: A Language and Social Skills Assessment Program for Children with Autism or Other Developmental Disabilities*. Guide, AVB Press

81

---

---

---

---

---

---

---

---

**References**

Schreibman L, Dawson G, Stahmer AC, Landa R, Rogers SJ, McGee GG, Kasari C, Ingersoll B, Kaiser AP, Bruinsma Y, McNerney E, Wetherby A, Halladay A. Naturalistic Developmental Behavioral Interventions: Empirically Validated Treatments for Autism Spectrum Disorder. *J Autism Dev Disord.* 2015 Aug;45(8):2411-28. doi: 10.1007/s10803-015-2407-8. PMID: 25737021; PMCID: PMC4513196.

Tomasello, M. (1995) Joint attention as social cognition. In: Moore, C. and Dunham, P.J. (ed) *Joint attention: Its origins and role in development.* Hillsdale, NJ: Lawrence Erlbaum Associates pp 103-130

---

---

---

---

---

---

---

---

82

Weisberg HR, Jones EA. Individualizing Intervention to Teach Joint Attention, Requesting, and Social Referencing to Children with Autism. *Behav Anal Pract.* 2018 Jun 5;12(1):105-123. doi: 10.1007/s40617-018-0265-5. PMID: 30918774; PMCID: PMC6411543.

White, P. J., O'Reilly, M., Streusand, W., Levine, A., Sigafos, J., Lancioni, G., Fragale, C., Pierce, N., & Aguilar, J. (2011). Best practices for teaching joint attention: A systematic review of the intervention literature. *Research in Autism Spectrum Disorders*, 5, 1283-1295. <https://doi.org/10.1016/j.rasd.2011.02.003>

---

---

---

---

---

---

---

---

83