Early Interventions for Joint Attention using Play and Literacy Activities in Integrated Early Childhood Settings for Young Children with Autism.

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Definition and core deficits of young children with autism

Difficulties or differences with interacting
Maintaining relationships

Difficulties with joint attention, lack of coordination with visual spatial with another person an object
Mundy, 2016

Difficulties with social communication
Lack of integrated use of eye gaze, body language and verbal attempts
Joint attention: why is it so important

Tridactic: processing information from our point of view, another's point of view, and an object or event in the world.

Regulation and interest in the world and people around them

Greenspan & Weider, 2006

Used whenever we are in an instructional context; whether student or teacher

Mundy, 2016
Joint attention continued

Critical to language development and learning.
Obtain or avoid social interactions
Request or respond
Lovaas, 1987; Barton et al 2011; Liberman & Yoder, 2012; Berger & Ingersoll, 2014

Types of joint attention
RJA: Responding to joint attention
IJA: Initiates joint attention
Mundy, 2016
Responding to joint attention

Contingent imitation
Tune into and “know” your child’s state
  Adjust
  Use the natural setting and follow the child’s lead
  Treat gesture or gaze as opening communication

Use perseverations
Initiating joint attention

Internalized; motivated to initiate an experience of sharing, more the hallmark of ASD that responding to joint attention.

Create opportunities

- Tickle game
- Bubble, balloons
- Nose to nose
- Variety of voices
Strategies to increase joint attention and communication attempts

FOLLOW THE CHILD’S LEAD in natural settings
Creative and meaningful use of ideas and words
Greenspan & Tippy, 2011

Modeling and scripted interactions

Turn every action into an interaction
Interactions promote social development and joint attention
Greenspan & Weider, 2006
Behavior communication and joint attention

Physical communication in initiation or termination
- Hitting, shoving, pushing, biting, spitting, eloping, throwing

Perimeter play (run, scream)

I am coming through

Anxiety
Functions of communications

- Requesting: desired object or activity, help, more, comfort, a break
- Naming and labeling people, objects, activity, Clarifying, questions
- Social niceties: please, thank-you, hello, good-bye
- Sustaining rounds of communication
- Humor
Let’s have some fun:
Examples and ideas to gain and sustain play, joint attention, increase language
Literacy: tactile and interactive books
Sharing time
Intensity

Multiple times a day

Multiple settings

Multiple peers/adults/support

National Research Council 2001
Making Meaning

Mutual regulation model: Ed Tronick

Meaning in repair of relationship

Importance of real time intervention

Tronick & Beeghly, 2011, Tronick, 2007


Reference continued


