


Table 1: Content and Objectives of the Autism Spectrum & Language Delays Program

Content	Objectives
Part One: Child-Directed Narrated Play Promotes Positive Relationships	<ul style="list-style-type: none"> • Value of parents giving focused child-directed attention during play as a way of promoting positive relationships. • Understanding how to get in a child's attention spotlight and not letting the child exclude you. • Understanding how to narrate child-directed play to build language development. • Learning how to transition to new play learning opportunities. • Appreciate the importance of parental gesturing, imitation, modeling, face to face interactions, and visual prompts. • Value of using picture choice cards. • Choose games that address your child's sensory needs but avoid overstimulating. • Understanding times <i>not</i> to follow your child's lead.
Part Two: Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness	<ul style="list-style-type: none"> • Determining appropriate developmental goals for children on the autism spectrum. • Tailor pace, amount, and complexity of language modeled according to child's communication stage. • Understanding the value of persistence coaching for promoting children's attention span and managing their frustration. • The modeling principle—and importance of positive affect and exaggerated facial responses. • Staying in child's attention spotlight by being responsive. • Understanding the value of prompting and pre-academic coaching for building children's language skills and school readiness. • Learning to coach pre-reading readiness. • Adjusting verbal and non verbal language and visual prompts according to children's communication stage. • Responding to child's language as meaningful even if not understandable or conventional. • Using visual supports such as gestures, pictures, and concrete objects to help child understand what others are saying.
Part Three: Social Coaching Promotes Friendship Skills	<ul style="list-style-type: none"> • Social coaching and one-on-one child-directed play promotes a child's social skills. • Understanding how to model, prompt, and coach a child's social skills. • Respond enthusiastically and with praise whenever child shares or helps you (exaggerate responses). • Understanding how to: Use songs, physical games, and sensory routines to optimize a child's social learning opportunities and draw attention to parent's face. • Encourage back and forth communication by pausing to wait for child's response or signal before giving child what he/she wants. • Use puppets and pretend play to encourage social communication. • Use social coaching at dinner, bed time, and dressing time.

Table 1 Continued

Content	Objectives
Part Four: Emotion Coaching Promotes Emotional Literacy	<ul style="list-style-type: none"> • Emotion coaching promotes children’s emotion language skills and empathy. • Emotion language is a precursor to self-regulation. • The “attention rule”—the principle of paying attention to more positive than negative emotions and modeling positive expression of emotions. • Understanding how to respond effectively to negative or uncomfortable emotions. • Learning how to combine emotion coaching with social and persistence coaching. • Using feeling picture cards to promote children’s understanding of feelings words and beginning empathy.
Part Five: Pretend Play Promotes Empathy and Social Skills	<ul style="list-style-type: none"> • Understanding the value of pretend play with puppets to promote children’s social skills and empathy. • Understanding the most effective ways to use puppets with children. • Developing scenarios and practicing using them to promote children’s social skills, empathy, and emotion language. • Understanding how to use puppets and action figures along with books.
Part Six: Promoting Children’s Self-Regulation Skills	<ul style="list-style-type: none"> • Determining when children are receptive to learning about calm down teaching or self-regulation prompts (e.g., positive self-talk, deep breathing, happy images) • Understanding how to use pretend and puppet play to do self-regulation teaching and practice. • Learning how to explain the calm down thermometer to children and practicing strategies. • Importance of using the ignore technique when child is too dysregulated. • Understanding concept of “selective attention.” • Parents modeling self-control and calm-down strategies.
Part Seven: Using Praise and Rewards to Motivate Children	<ul style="list-style-type: none"> • Learning how to spotlight labeled praise for children. • Identifying child’s “positive opposite” target behavior to praise and reward. • Understanding how to set up a developmentally appropriate plan of child social behaviors. • Recognizing the value of sensory activities and rewards for children. • Learning how to praise and reward oneself and others for parenting efforts. • Importance of developing a parent support network.

Table 1 Continued

Content	Objectives
<p>Part Eight: Effective Limit Setting and Behavior Management</p>	<ul style="list-style-type: none"> • Understanding how to give clear, brief, positive instructions. • Using parent visual command cards as needed to make command understandable. • Reduce number of commands to only necessary commands/instructions. • Learning about the importance of giving children transition time and reminders. • Understanding when to use redirections and physical prompts (guiding hands). • Establishing clear and consistent household rules. • Learning how to re-engage children in new learning opportunity when misbehavior subsides. • Identify behaviors that can be ignored.