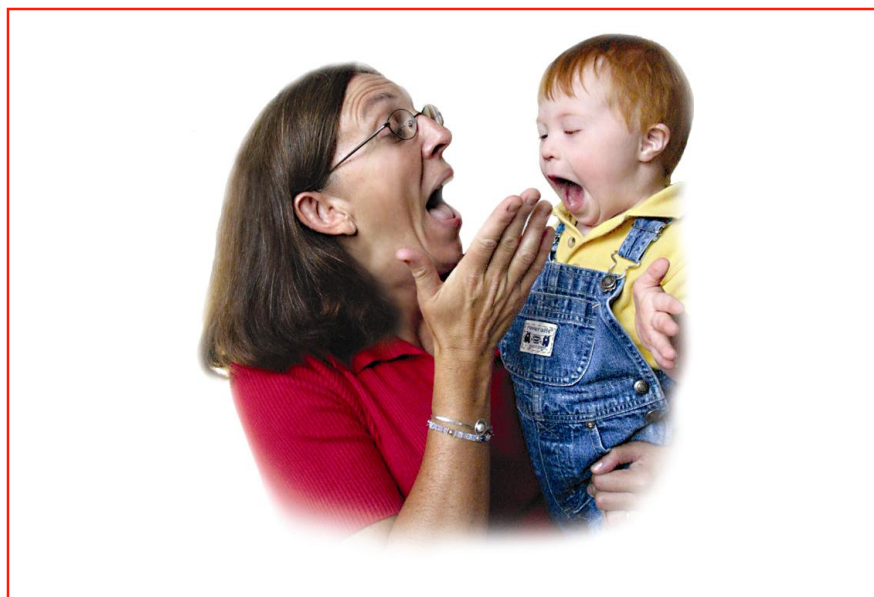


Teaching Young Children with Autism to Communicate and Supporting Caregivers Along the Way ©



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Abstract - Teaching Young Children with Autism to Communicate and Supporting Caregivers Along the Way



- When teaching young children with autism to communicate, we must evaluate a child's communication skills, explore techniques that facilitate those skills, and teach those same skills to parents and others who are connected with them. The job can be daunting at times.
- This seminar emphasizes an immediately usable framework for identifying a child's communication skills. It combines that framework with practical activities and techniques that are used daily by this presenter. You will leave having some organization to a complex but very rewarding job. If you want a practical seminar filled with love and enthusiasm for the work we do, join Rachel as she describes how to teach young children with autism and how to support caregivers along the way. This session is great for professionals as well as caregivers of young children.

Disclosure Statement



Rachel Arntson is owner and creator of all Talk It Rock It products and receives compensation for products sold including song and movie sets, the WE CAN TALK book, and the Push-Pull Puzzle.

Although this seminar is intended to teach others the treatment strategies used daily by Rachel in an early intervention program, materials such as pictures, WE CAN TALK techniques, and other materials will be used as demonstrations. No techniques taught during this session, however, require any purchased materials to implement.

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A Bit about Me and a Bit about Research



- Evidence-Based Practice
- Our job requires knowledge of **research**, knowledge of **self/talents**, and a **connection with** and **awareness of** what our clients need and want.
- Be thankful for the Andy's in your work!!!
- From that analysis came this therapy format that I will share with you today.
- Does it relate to the current research? Amazingly YES!

A Bit about Me and a Bit about Research



- Focused language stimulation (Girolametto, etal.).
 - The idea with focused stimulation is to target a particular word, phrase, or grammatical form, and to use it repeatedly while interacting with the child.
 - Early Social Interaction and the SCERTS model (Wetherby, etal.)
<http://firstwords.fsu.edu/pdf/checklist.pdf>
- Early Social Interaction and the SCERTS model (Wetherby, etal.)
 - <http://firstwords.fsu.edu/pdf/checklist.pdf>
- Routines Based Intervention (Robin McWilliam)
 - The child's outcomes must reflect the skills necessary to function in the routines and activities identified as important to the family. The caregiver is involved in the teaching and learning process with the child.

A Bit about Me and a Bit about Research



- When Simon Says Doesn't Work (DeThome, etal.)
 - Provide access to AAC
 - Minimize pressure to speak
 - Imitate the child
 - Utilize exaggerated intonation and slowed tempo
 - Augment auditory, visual, tactile, and proprioceptive feedback
 - Avoid emphasis on non-speech-like articulatory movements: focus on function
- Applied Behavioral Analysis – ABA
 - The contingent use of reinforcement to increase behaviors, generalize learned behaviors or reduce undesirable behaviors is fundamental to ABA.
 - Discrete trial instruction, pivotal response training, incidental teaching, fluency based instruction.

A Bit about Me and a Bit about Research



➤ Gesture development (Capone, etal.)

- **Showing off.** This occurs when infants repeat their behavior in order to get an adult to laugh or comment on what they are doing.
- **"Ritualized requests"** – 9 to 13 months of age. Instead of whining or fussing, children gesture – reaching toward a desired object with hands that open and close rapidly (*"I want, I want, I want!"*) or placing an object in an adult's hand to get help with that object.
- **Deictic gestures** around 10-11 months. Deictic gestures are **showing** gestures to get someone to look at something, **giving** an object to show it, and **pointing** at objects to draw another's attention.
- **Representational gestures** emerge prior to, and along with, first words. Child uses a gesture in place of a word – Child might flap his arms to indicate "bird."



A Bit about Me and a Bit about Research

➤ Enhanced Milieu Teaching (Kid Talk)

- Naturalistic, conversation-based intervention that uses child interests and initiations as opportunities to model and prompt language in everyday contexts.
- www.kidtalk.org

➤ Video modeling (Corbett & Abdullah)

- social interaction behaviors
- academic and functional skills
- communication skills
- daily living skills
- play skills
- social initiations
- perception of emotion
- spontaneous requesting

➤ Focus on strategies that are easily incorporated in a family's day. Your search will never end.



7 Communication Skills

Analyzing and documenting a child's abilities/needs

- Being **WATCHFUL**
- Being **INTENTIONAL**
- Being **NOISY**
- **TURN TAKE**
- **IMITATE**
- **RESPOND**
- **INITIATE**

W I N

T I R

Balance in all 7 areas is crucial!

What we learn about a child in these areas, can be taught to others in WE CAN TALK.

What about the connection? Hugely important!



Analyzing and documenting a child's abilities/needs

- Establish a BASELINE in these pertinent areas: **WIN - TTIIR**
- Tell Me About Your Child
 - Discuss, with the parents, the routines, skills, and needs of their child and family
 - Routines Based Interview
- Analysis Sheet
- Tracking Sheet
- Recording Sheet
- Data – scoring system – Ditching the Plus and Minus

Print Tracking Sheet, Tell Me About Your Child, Analysis Sheet, Recording Sheet from: www.talkitrockit.com



Analyzing and documenting child's abilities/needs

Ditching the Plus and Minus Scoring System

(ASHA 2008, Arntson, R.)

Ratings	Description
0.0	No attempt to perform the task.
1.0	Production/response is attempted, but significantly off-target in terms of the model.
2.0	Production/response is attempted, and the production contains some of the components needed to be understandable to others.
3.0	Production/response is accurate and includes components that are developmentally accurate for child's age.

The interview with the parent and observation of routines — Created for children with autism, but great for all children and families on your caseload



- 1. Play with people
 - Social games like peek-a-boo, songs, rhymes
- 2. Play with toys/props
 - Blocks, puzzles, sand box, play-dough, cars, babies, balls
- 3. Meals and Snacks
 - Preparations, Eating, Cleanup
- 4. Caregiving
 - Dressing, Diapering, Bath, Washing hands, Brushing teeth
- 5. Books, Early Literacy
 - Reading, Drawing
- 6. Family chores
 - Mailbox, Laundry, Care for Pets, Watering Plants, Gardening



How do we analyze and treat the skill of being Watchful?

➤ Learning Objective

Teach children to be “watchful” of

- Objects
 - People
 - Objects and people, shifting attention – take data
- Use activities with no objects first.
- Choosing a problematic routine or a fun one?
- Always think about POSITION!



How do we analyze and treat the skill of being Watchful?



- Use familiar objects in new ways: ANYTHING that draws attention to the parent or to you.
 - Child should observe you or the parent first.
 - Child should not leave the play area with novel toys.
 - Take data on how often child leaves the area.
- Expand on the number of activities the child enjoys.
- Increase the number of times a child will engage with you.
Staying power.

Suggestions of novel toys

Watchful



- What the child loves – Using what they have is best!
- Ribbon pulls/make one
- Egg Shakers- hiding them
- Scarves – hiding them
- Spray bottles/squirt toys
- Laundry baskets
- Puppets/socks
- Pop up toys
- Pull Pipes
- Tape/Bandaids
- Squeeze balls
- Vibrating pull toys
- Bubbles
- Twirly light toys
- Flashlights
- Wind-up toys
- Choo choo train
- Picture frames



How do we analyze and treat the skill of being Watchful?

- **EEE – Exaggerate, Expand, Extend,**
Do you Stand Out?
 - Exaggerate your movements
 - Exaggerate and vary your voice
 - Pause before saying words
 - Extend the length of some sounds
 - Be specific when teaching the cues.
 - Gradually decrease these cues





How do we analyze and treat the skill of being Watchful?

- **Be the Giver** for your child. (children who won't release objects)
 - Child needs to become the Receiver before becoming the Giver
 - Giving objects sequentially to the child creates the ability to shift attention from objects to people
 - Give me your hand
 - Extend the time of giving objects and hiding objects in pockets, shirts, socks, containers

How do we analyze and treat the skill of being Watchful?



➤ **Vary the location-** When you're losing the **connection** - CHANGE SOMETHING

- Swing or slide
- Water areas: the shower, tub, sink
- The stairway
- Under places: the table, a blanket
- In the car
- In the highchair

Observe the parent, video tape and analyze together.

If you're riding a dead horse, dismount!



How do we analyze and treat the skill of being Watchful?



➤ What's the “point”?

- Child follows a point
 - Near and far away
- Tour of the house
- Daily routines/toys – Show where things go
 - Bubbles – pointing where to blow them.
 - Lotion –
- Puzzles or containers - Let's explore puzzles
 - “Put it right there.”
 - “Here comes this one.”
- **Books** - Sitting position during book reading, types of books and how to practice, “What's the point?” Practice the “ouch” point.



How do we analyze and treat the skill of being Intentional?

WWW: Wait, Watch, and Wonder

- **Wait** in the middle of an activity or game (story of G)
 - Do several activities with parent and child
- **Watch** what your child does
 - Loses interest/Gets frustrated
 - Smiles/Laughs
 - Looks of anticipation
 - Gestures
 - Vocalizes
- **Wonder**
 - Wonder about what your child is communicating
 - Wonder how you can help your child reach the next level
 - Wonder about routines where you can improve communication levels
 - Wonder about cues – verbal, gestural, physical prompts



How do we analyze and treat the skill of being Intentional?

- **Learning Objective** - Teach children to respond intentionally to others. (Closet door story)
 - Reach and Point
 - Give – Teaching the If/Then concept
 - Objects to request help
 - “Give me your hand.”
 - “Give me 5.”
 - Pull – Practice pulling people to preferred objects
 - Eye contact and giving hands
 - Increase the number of times the child wants the activity to continue. Take data.

Connection time - *The light activity*

How do we analyze and treat the skill of being Intentional?



Stages of Humor and Laughter:

(Consider these when choosing activities)

- Stage 0: 0 - 6 months – Tactile stimulation/motor movement
- Stage 1: 6 -12 months – Unusual behavior of an Attachment Figure
- Stage 2: 1 - 3 years – Treating an Object as a Different Object
- Stage 3: 2 - 4 years – Misnaming Objects or Actions
 - Stage 3a – Using Opposites as a Way to Misname
- Stage 4a: 3 - 5 years – Playing with words/sounds (not meanings)
- Stage 4b: 3 - 5 years – Nonsense Real-Word Combinations
- Stage 4c: 3 - 5 years – Visually absurd, Distortion of Features of Objects, People, or Animals
- Stage 5: 5 - 7 years – Pre-Riddles, Double meanings – Riddles

Paul McGhee, PhD, *Understanding and Promoting the Development of Children's Humor, A Guide for Parents and Teachers.*

Laughter and Drew video



How do we analyze and treat the skill of being Intentional?

Initiate any activity and then STOP! - examples

- Chase/Catch - <STOP> - Eye contact, giving 5
- Rough housing- <STOP> - Giving 5
- Swinging - <STOP> - Giving hands or giving 5
- Peek a boo - <STOP> - Body movements and eyes
- Snacks - <STOP> - Giving hands
- Dancing - <STOP> - Body movements
- Jars with items- <STOP> - Giving objects or point when out of reach
- Lotion - <STOP> - Giving hands or feet
- Light switches - <STOP> - Reaching and point
- Bubbles - <STOP> - Reaching, giving 5, knocking, and pointing

All can be shaped into imitation and verbalizations

How do we analyze and treat the skill of being Intentional? Laughter Elicitors



- Ah-Choo – Nothing better than this!
- Peek-a-Boo variations –
 - Baby lying down, lift feet over head, bring down, and say Peek!
 - Behind a couch, a table, chair – use a puppet and choose different places from where the object jumps out
 - Mirror looking – Drop down and pop up
- Sleeping Bear - Pretend snoring and sleeping – being dramatic, chasing
- Hide and Seek – take turns hiding
- Sock Stealing, smell child's feet and react, "yuck"
- Catch and Hug games as opposed to Chase games
- Raspberries on the tummy, toes
- Sound effects when getting kids dressed

How do we analyze and treat the skill of being Intentional? Laughter Elicitors



- Popper rocket toys and wind-up toys
- Scarf Magic – Tie scarves together and let child pull the long string out of your sleeve
- Tunnels and Tubes
- Animal Face Posters – Talk It Rock It
- Objects in a bag or sock – Pull them out one at a time with fanfare
- Ripping paper
- Stacking blocks and watching them fall
- Puppets that will EAT THINGS!
- Swinging in a blanket, pulling on the floor on a blanket, pulling in a laundry basket
- Hiding objects in child's pants leg or shirt

How do we analyze and treat the skill of being Intentional?

Songs and Rhymes



- Horsie, horsie go to town. Horsie, horsie don't fall down.
- Here comes the mousie, living in the housie, gonna get you!
- Creepy mouse, creepy mouse from the barn into the house.
- Bumble bee, bumblebee in the barn. Gonna get ____ under the arm.
- Row, row, row your boat, fishie swim. Row, row, row your boat, We fall in!
- Ahchoo song – I am a little puppy playing peek a boo. Got a tickle on my nose, Ah, Ah Choo!
- Who is the puppy today, and what does the puppy say? Woof, woof, woof
- If you're name is ____, pop up.



How do we analyze and treat the skill of being Noisy?

- **Learning Objective** – Increase spontaneous verbalizing
- Notice what activities and environments make the child NOISY. Any noise!
 - Objects and toys
 - Games or situations
 - Rooms in the house
- Enjoy those spontaneous moments and keep them going. Laughter is the best!
 - Shape the squeals and laughs into vowel sounds
- Phonemic Inventory and Different/undifferent ratio
- Focus on words containing sounds in child's sound repertoire.
- Don't require or request imitation.
- Spontaneous song, especially during play
- Model vocally what child could do independently during play.

KID TALK – Andrew's shower with Dad.



How do we analyze and treat the skill of Taking Turns?

➤ The Giver, the Taker, the Conversation Maker.

Learning Objective: To help each child enjoy giving and taking objects, actions, and words – Having a conversation!

- 50/50 – Always take a turn and watch the child's response
 - Do not talk during child's turn
 - Does the child watch your turn? Be enticing! Data
 - Say “your turn” and give that “LOOK”!
- Actions with toys and routines – Vary the action and the verbal
 - Tubes – My favorite!
 - Dump and fill toys; cans, buckets, garbage cans, shape sorters, blocks
 - Knock knock games
 - Imaginative play with animals – fly, walk, run, sleep, eat, drink

Take data on the number of turns a child is willing to take.



How do we analyze and treat the skill of Imitating?

- Initially look at the “attempts” to imitate – not accuracy
- Imitation is a means to an end – Spontaneous speech!
- Be careful of praise – The motivation is the activity
 - Breaks the flow of the practice
 - Can create shut-down
- Switch practice targets often to increase auditory awareness

It is very important that children learn to move as they verbally imitate!

How do we analyze and treat the skill of Imitating? - Cues to increase **attempts** and **accuracy**



- Helping children who are reluctant to imitate
 - Try verbal choice questions
 - Act like you don't care if they imitate
- Objects or pictures up to face
 - Child holds object up to your face
 - Child holds object up to child's face
- Give the child the object before you say the word
- Chains of 3 – Entices imitation and prepares for phrases
- Tap out the syllables, on child's leg or shoulder
- How to model the word depends on child's production





How do we analyze and treat the skill of Imitating? – Noise Imitation – Shape into Vowels

➤ Noises

- Ouch, scolding, things that are stuck or heavy, pretending something is hot
- Animal sounds – swimming, flying, panting, plus common animal noises
- Vehicle noises – How many different sounds and movements can you make?
- Slurp swallow, sneeze, cough, cry, blow, kiss, raspberries, honk, yawn





The skill of Imitating

The Value of Vowels

Functional Words

Inflection is crucial!

- Vowels in isolation - Important building blocks
- Inflection with gestures
 - “Where are you?”, “Oh man”, “Ready, Set, Go”
- CV, CVC, and C₁V₁C₁V₁ structures/words
- C₁V₁C₁V₂ and C₁V₁C₂V₂
- Final consonants - VC and CVC structures

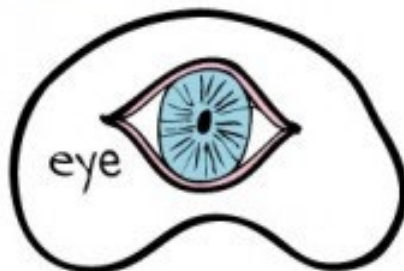
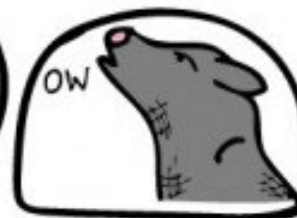
My speech practice kit – How to create practice materials and activities for families when drill and practice is needed. Blast Off Board

See Recording Sheet for specific word and phrase examples

Vowels – Blast Off Board Sound Sequencing Set



Vowels





How do we analyze and treat the skill of Imitating?

- Extend the vowels to prepare for the consonant
- Hand cues for final consonants
- Phrases with medial consonants may work better than final consonants.
Bow tie = boat, Bye key = bike, I see = ice, Me too = meat, Hot tea, Eat two, Eat toast
- Voicing errors – b/p, d/t, g/k
 - Start with the H sound
 - Whisper those words
 - Use chains of three on one breath
 - Hook, hook, hook
 - Hike, hike, hike
 - Hop, hop, hop
 - Hot, hot, hot
 - The phrases - Up high = a pie, up hill = A pill, bike hat = bye cat, bike home = bye comb may be helpful



How do we analyze and treat the skill of Imitating?

- Consonant blending – Use chains of 3 on one breath
 - S blends – bus, mess, nice, kiss, mouse, rice
 - L blends – lip, lap, luck, lick, leg
 - R blends – right, red, rake, wrap
- Phrases for consonant blending
 - Ice water, ice tea, ice milk, kiss me, house boat, house key, bus key, bus door, bus tire, bus wheel, bike wheel, book worm, eat one, nice toe

How do we analyze and treat the skill of Responding?



- Unresponsive or overly sensitive to environmental sounds
- Responding to child's name – songs?
- Responding to facial expressions
 - Long term social skills – Begin the intervention with very young children

How do we analyze and treat the skill of Responding?



➤ Commands

➤ Natural routines

- “Go get ____.”
- “Give it to me.”
- “Ready, set, go.”
- Clean up
- Throw or put away.

➤ Predictable songs and books – Story of E and Z

- Pointing on command - Touch the, push the, tickle the, kiss the, hug the, where’s the, give me the, show me the....?
 - “What’s the Point?” – Puzzle
 - Does child respond with an eye gaze – “Here comes the ____.”
 - Teach pointing and pushing the puzzle piece requested.
 - Expand this skill to other daily routines.

How do we analyze and treat the skill of Responding?



- Questions – Use as cues for interactive communication
 - Choice, both visual and verbal
 - What's that?
 - Where is the ____? Where does this go? Which one do you want?
 - Yes/No? – Helps decrease frustration by saying, “Then tell me....”
 - What should I do? What do you want?
 - What doing?
 - What happened?
 - More complex questions



How do we analyze and treat the skill of Initiating?

- **Initiate** may not happen until **Imitate** and **Respond** are present
 - Some children can be intentional/reactive but don't initiate on their own.
- Document language sample frequently
 - Ratio of initiated/imitated/responses
 - Intelligibility rating
 - MLU
 - Balance between parent and child talking ratio
 - Variety of initiated speech
 - Greetings
 - Commands
 - Comments
 - Protests
 - Requests

How do we analyze and treat the skill of Initiating?



➤ Teaching children to Command, Request, Comment

➤ Practice “Be the Messenger”

- Give ____.”
- Show ____.”
- Tell ____.”
- Ask ____.”
- Increase the distance
- Teaching parents the “Be clueless” technique – WWW
- Be aware of the cueing needed and gradually decrease





How do we analyze and treat the skill of Initiating?

- The key is finding what motivates children, makes them laugh.
- Create the list of a child's LOVES! Teach specific names. Not just "more."
- Teaching skills through video modelling
- Visual schedules
- Picture Exchange Communication System
- Other "exchanges" could be considered as well
 - Movie jackets

WE CAN TALK



Tips for enhancing your child's speech and language

- W** **Wonder** about what your child is communicating. Wait and watch!
- E** **Exaggerate and entice** with your gestures and voice to increase imitation.
- C** **Comment** about what you and your child are doing, seeing, and enjoying.
- A** **Add singing** throughout your day. Children love and learn from music.
- N** **Notice** when your child initiates communication. Respond and add to it.
- T** **Take turns** talking, giving your child time to respond. Keep it going.
- A** **Ask questions**. Acknowledge and applaud your child's attempts to answer.
- L** **Laugh** a lot! Laughing together is a great way to get talking started.
- K** **Keep books** handy. Your child needs a daily dose of reading.

"The best way to change our child's communication ability or behavior is to first change our own."

THANK YOU for inviting
me to spend the day
with you!



*“May your conversations be rich and your joy overflow
as you watch your children learn and grow.”*

Rachel Arntson

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