



A Caregiver's Guide to: 5 ASD Specific Strategies



What are they?

1. **Caregiver Implemented Intervention**- you decide which goal to focus on with your child, which strategies will work best, and which time of day to work on the goal
2. **Follow Child's Lead**- you will engage in activities that are motivating to your child, engage in activities initiated by your child, play the game/activity your child wants to play, imitate your child's actions or vocalizations, or talk about what your child is doing
3. **Naturalistic Teaching**- during daily tasks you can provide choices, put items out of reach or inside a container, use wait time, and your balance turns with your child (take turns that are similar in duration and developmental level to your child did)
4. **Modeling**- show your child what you want them to do, use the same prompts every time (ex: use the same word/phrase, same gesture, etc.)
5. **Natural Reinforcement**- respond to your child's attempt to communicate and give them the desired activity/object when appropriate

How do you use them?

Example for: FOLLOWING DIRECTIONS

1. You will focus on teaching directional or positional words by embedding them into your language while your child plays.
2. Your child enjoys playing with blocks.
3. Imitate your child's play to get engagement and then pair directional words with actions.
4. You will use words and actions like "in", "out", "on", and "under" while playing with blocks.
5. Your child enjoys playing with favorite toy while learning directional concepts.

Example for: TRANSITIONING BETWEEN ACTIVITIES

1. Identify which transition is most difficult for your child; it usually happens when your child has to end a highly preferred activity.
2. Your child really enjoys being outside and also enjoys her sensory bin.
3. Help your child move inside by offering another fun activity using the "First, Then" strategy: "First go inside, Then play with sensory bin."
4. You will model walking inside while expressing excitement about playing with the sensory bin.
5. Your child looks forward to moving onto a motivating activity and she doesn't protest the transition inside.

Example for: RESPONDING TO NAME

1. Set up an activity that rewards your child for looking at you.
2. Your child likes to be tickled.
3. You say "Tickle Sam!" and then pause for him to look at you before tickling him.
4. You model saying your child's name when he is motivated to look at you.
5. Tickle your child AFTER he hears his name and looks at you.

Example for: SIGNING MORE

1. Choose a preferred activity that requires your child to ask for "more" (ex: bubbles, snack, blocks, play-doh.)
2. Your child loves bubbles.
3. Blow bubbles once and then wait- this creates a need for your child to communicate they want more.
4. When your child reaches to communicate they want more, model saying and performing the sign language for "more".
5. Blow bubbles after your child imitates the sign for "more".

Example for: POINTING TO WANTS

1. You will choose two objects/activities (one preferred and one non-preferred) to encourage communicating with a point.
2. Your child likes looking at books, so a book is one of the choices.
3. Sit face to face with your child, hold up each item and name it, then wait for your child to indicate which item they want.
4. Point to the item they chose and name it.
5. Your child gets the desired choice that is communicated.

Example for: IMITATING A WORD

1. You want your child to imitate a word during playtime.
2. Your child smiles when playing with blocks.
3. Choose a word to add to the play routine like "up". Sit face to face with your child as you play.
4. Say "up" as you stack each block. Repeat this 3-4 times, then pause and look at your child expectantly. (You can also let your child stack the blocks as you say "up")
5. Your child vocalizes "uh" and you stack another block. Your child is happy to get more blocks added to the tower.