

Teaching reading to very
young children labeled as
having autism.

Early results from a home
and school-based early
intervention program.

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Perth, Western Australia

ECU Early Intervention Program

Program characteristics

- Government Funding available for Early Intervention with children labeled with autism
- Research supported behaviourist approaches.
- Many parents unhappy with this alternative, but did not want segregated group/therapy approaches.
- Research in UK showed children labeled as having Down Syndrome could read from age 2, with overall development accelerating.

ECU Early Intervention Program

Program characteristics

- Parents as Senior Partners
- Parents as the most influential person in the child's life and best potential teacher because:
 - Over 100 hours per week of available teaching opportunity.
 - They love the child, and teach as a part of daily life.
 - Continually there - probably for life.
 - Highly motivated for child to succeed.

ECU Early Intervention Program

Program characteristics

- Most important that the teaching fitted into the normal home routines.
- Needed to relate to the child as a child.
- Idea was to maximise current learning opportunities already available in home.
- Small amount of time used for specific teaching, fitted into normal routines.

ECU Early Intervention Program

Program characteristics

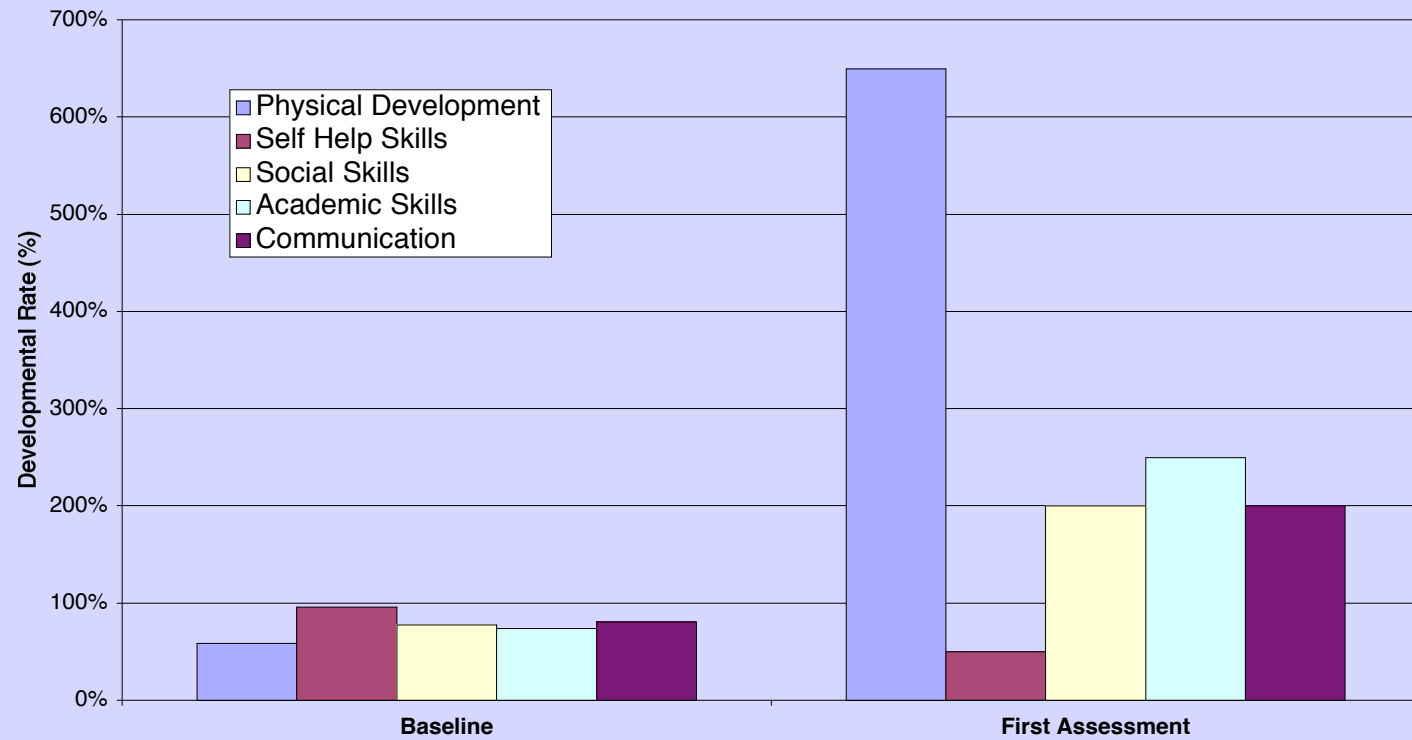
- Parents do the teaching - our role is to teach the parents, supply curriculum material and provide regular positive feedback on their teaching and the child's progress.
- High expectations on parents completing a minimum of 4 reading lessons per week.
- Aimed at full inclusion in school. Congregation with other children with autism actively avoided.

ECU Early Intervention Program

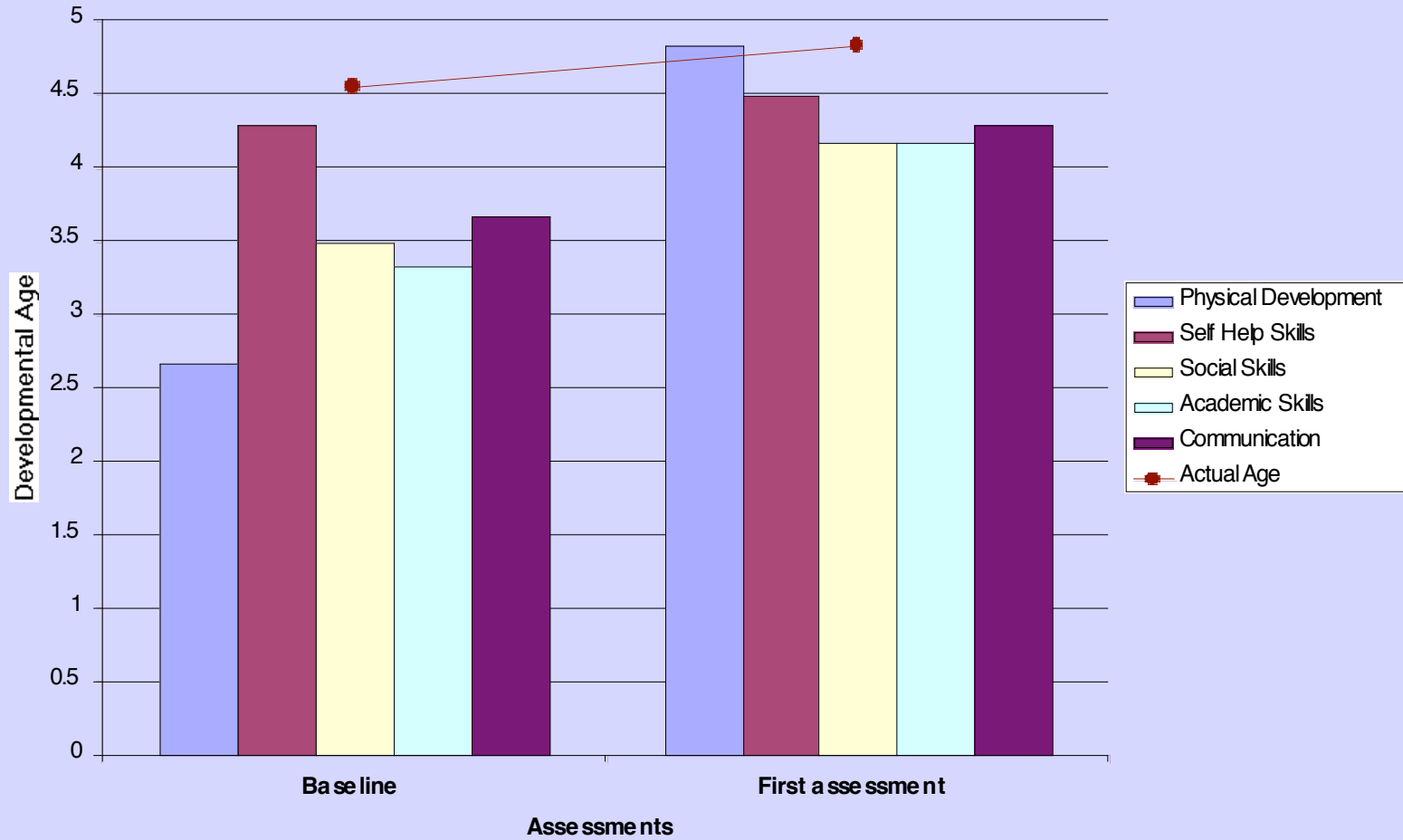
Curriculum materials

- Assessment - AlpernBoll Developmental Profile II and Portage Developmental Scale. For research, Vineland extended and Parental Stress Indicator.
- Reading - Reading Mastery I-IV
- Arithmetic - Distar Arithmetic I-II, Corrective Mathematics.
- Language - Language for Learning.
- General Development - Portage Developmental Program

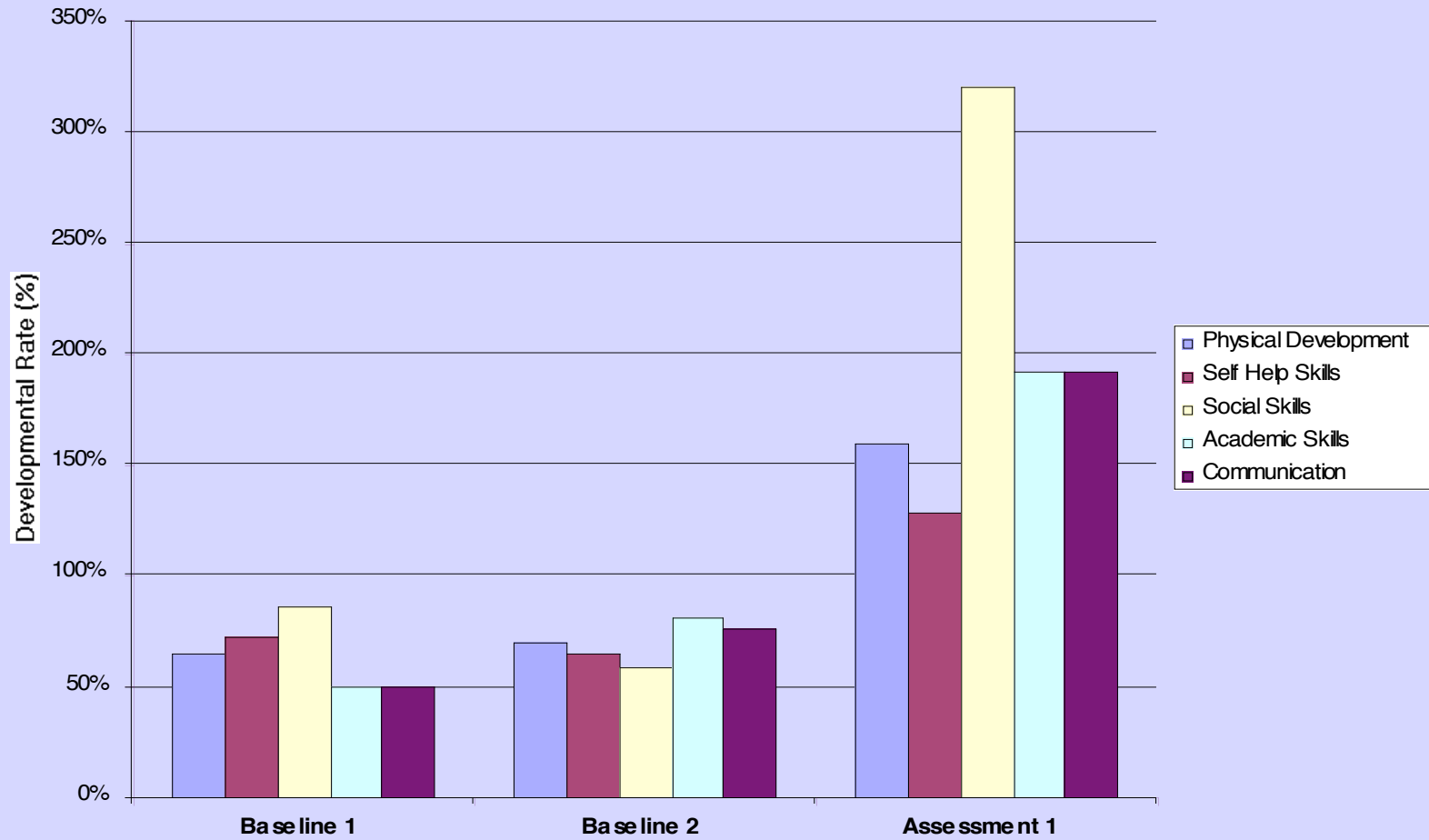
LW: Developmental Rate Following Reading Intervention (4 months)



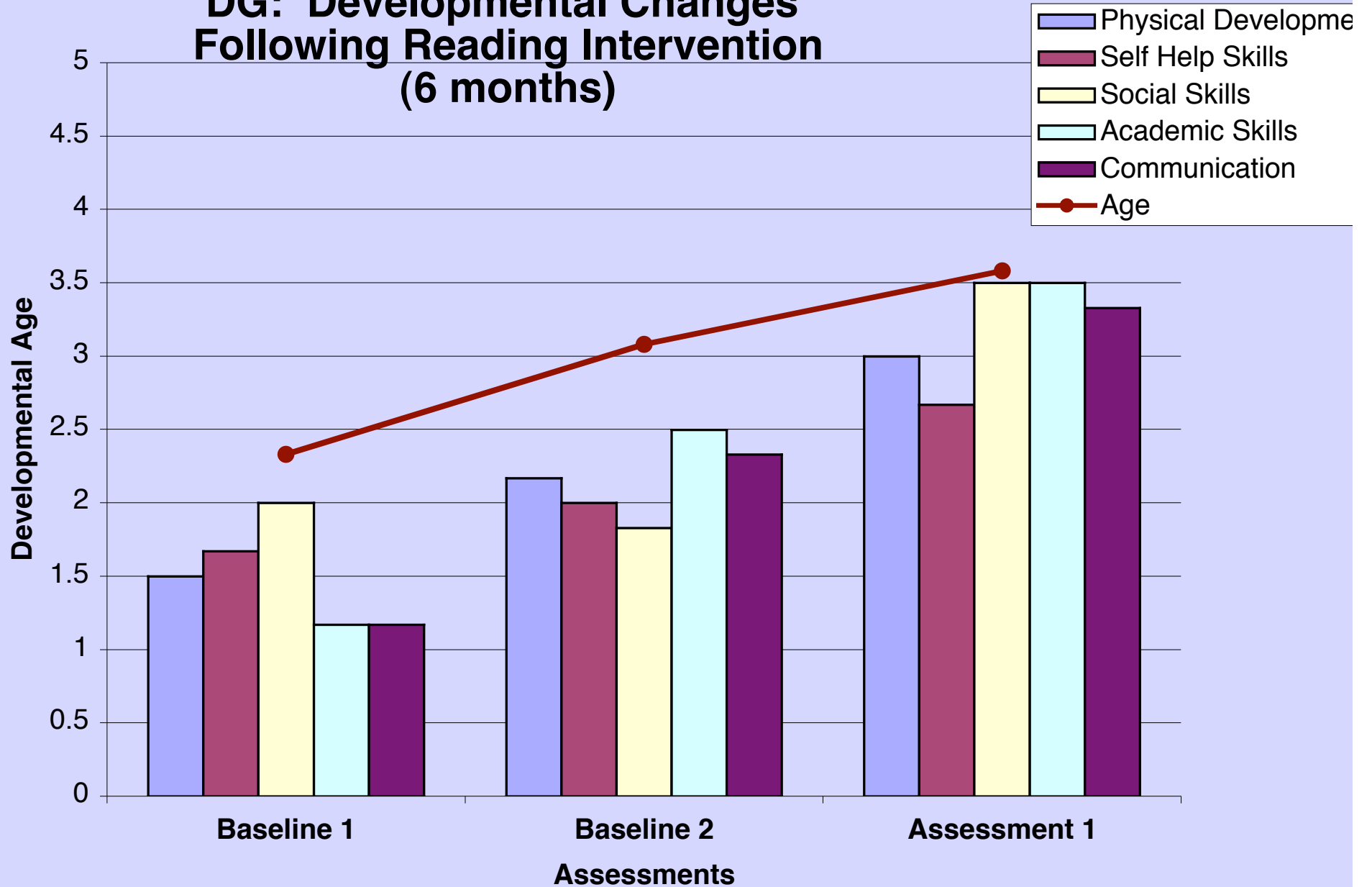
LW: Developmental Changes Following Reading Intervention (4 months)



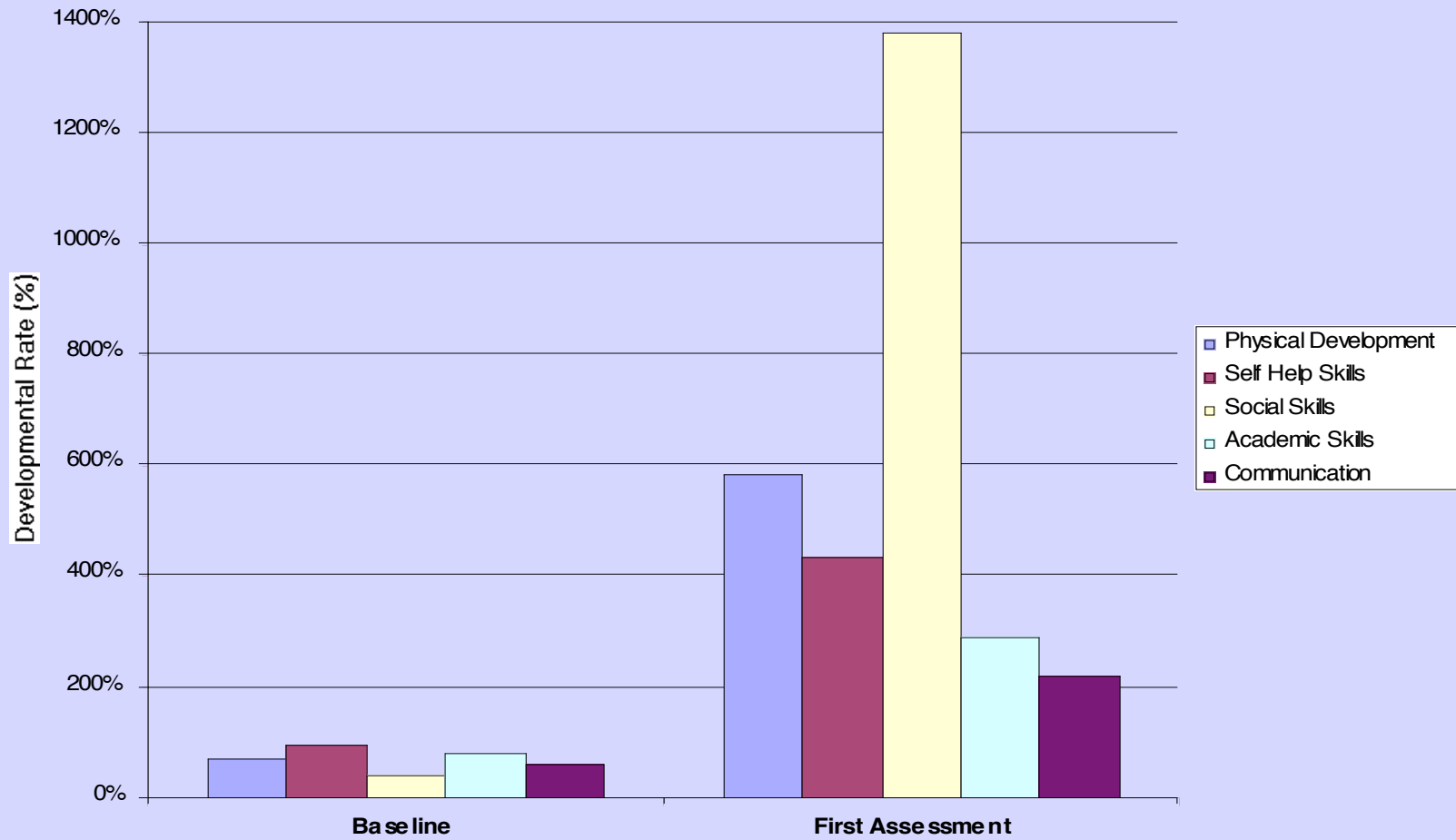
DG: Developmental Rate Following Reading Intervention (6 months)



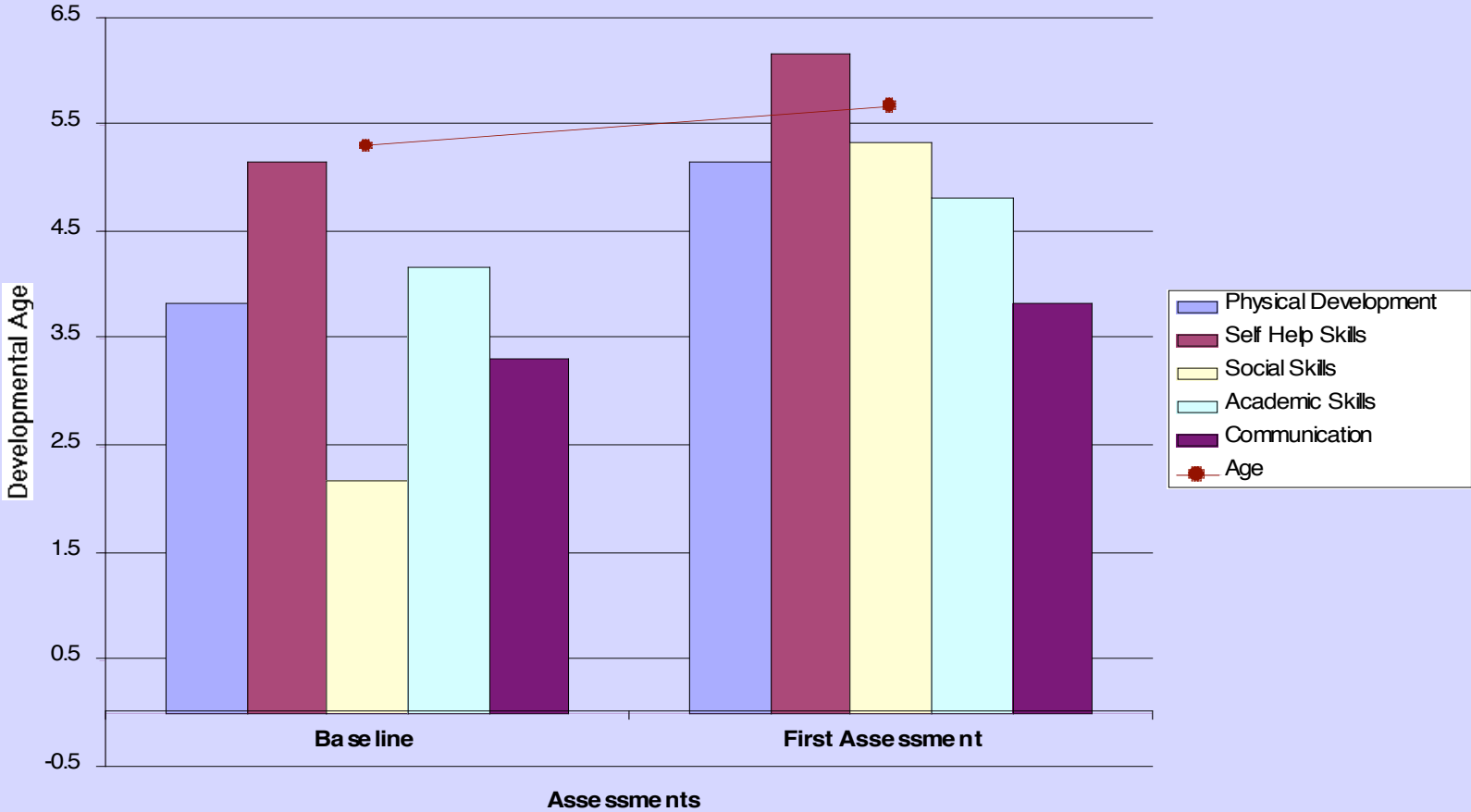
DG: Developmental Changes Following Reading Intervention (6 months)



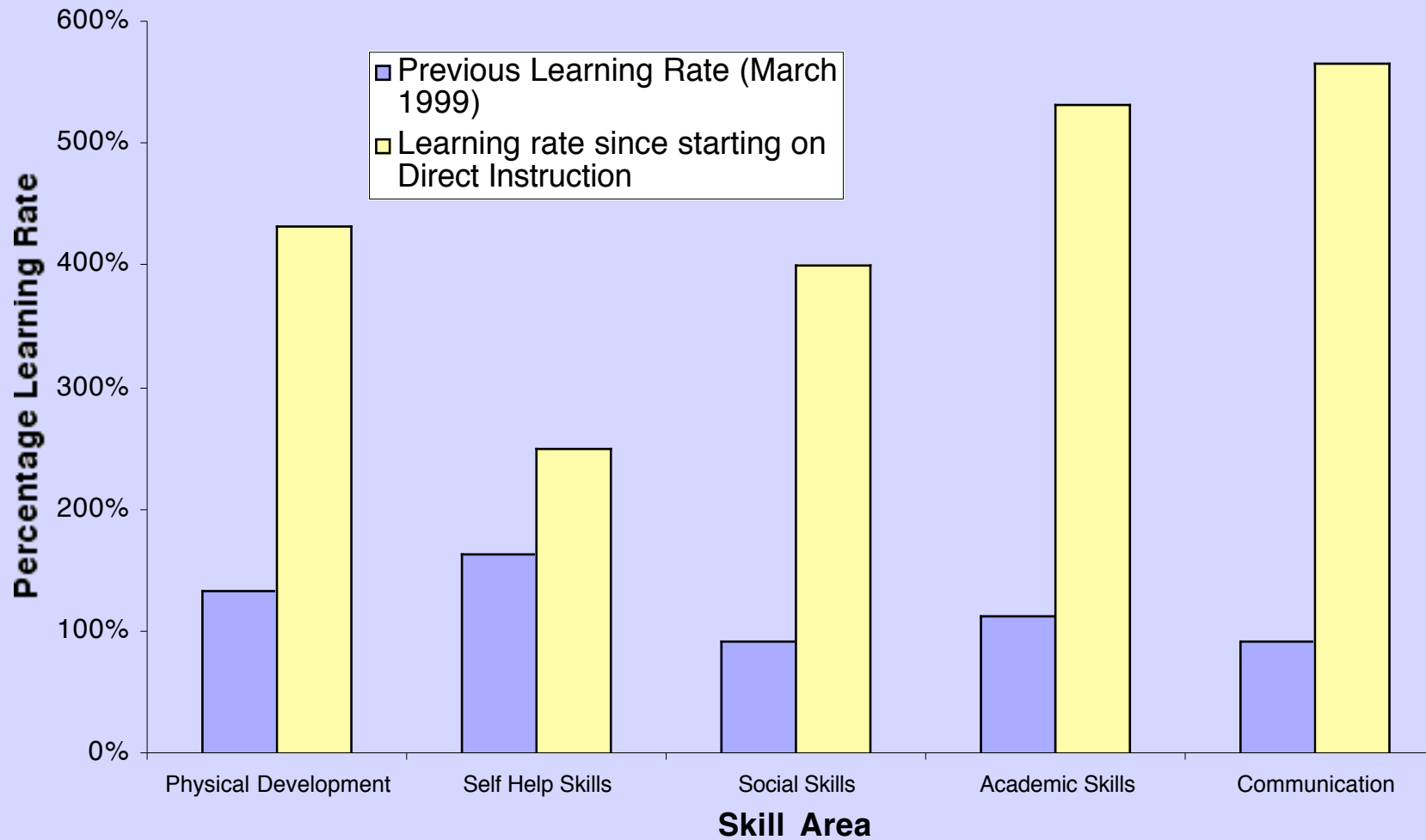
SR: Developmental Rate Following Reading Intervention (3 months)



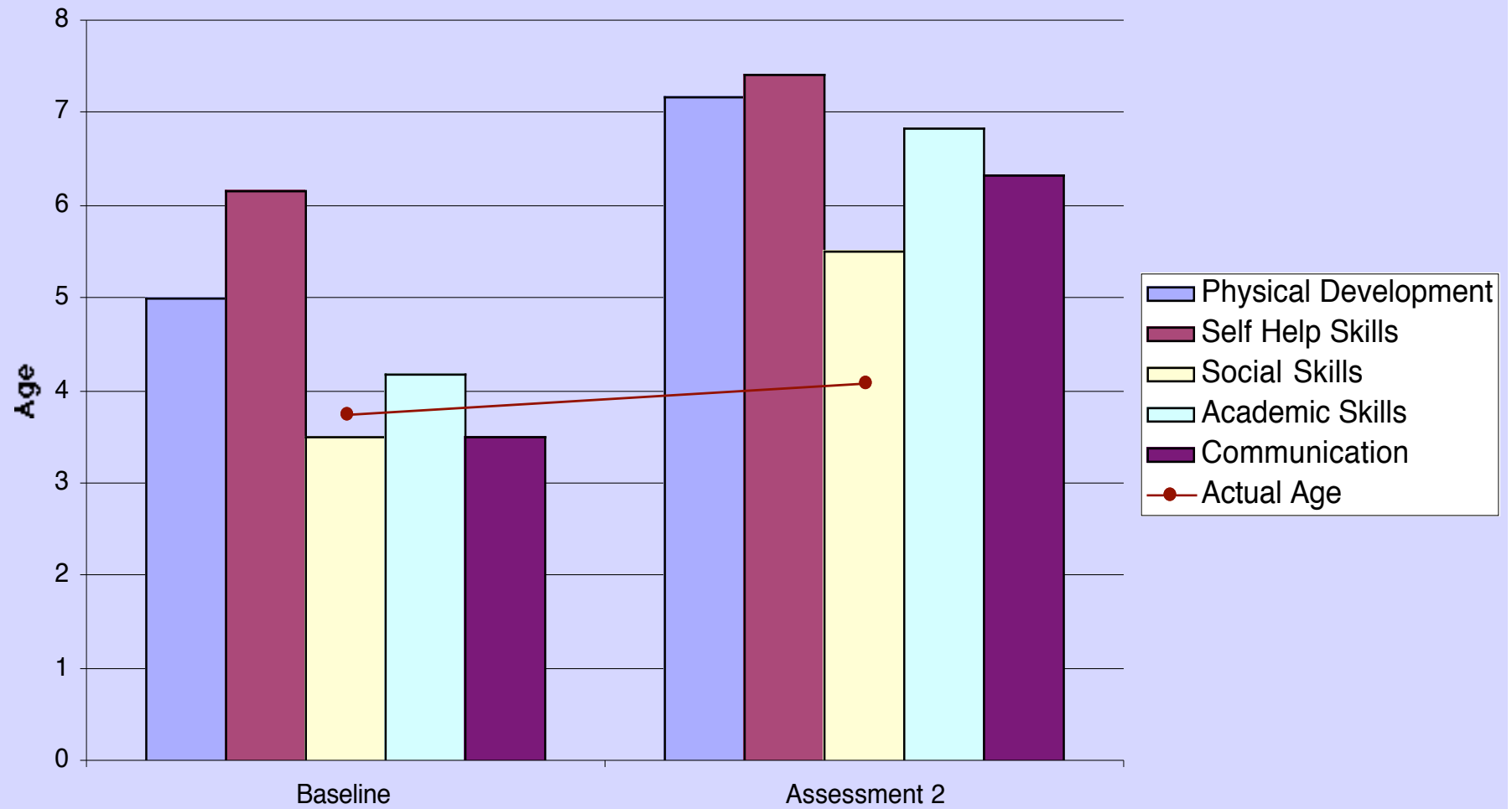
SR: Developmental Changes Following Reading Intervention (3 months)



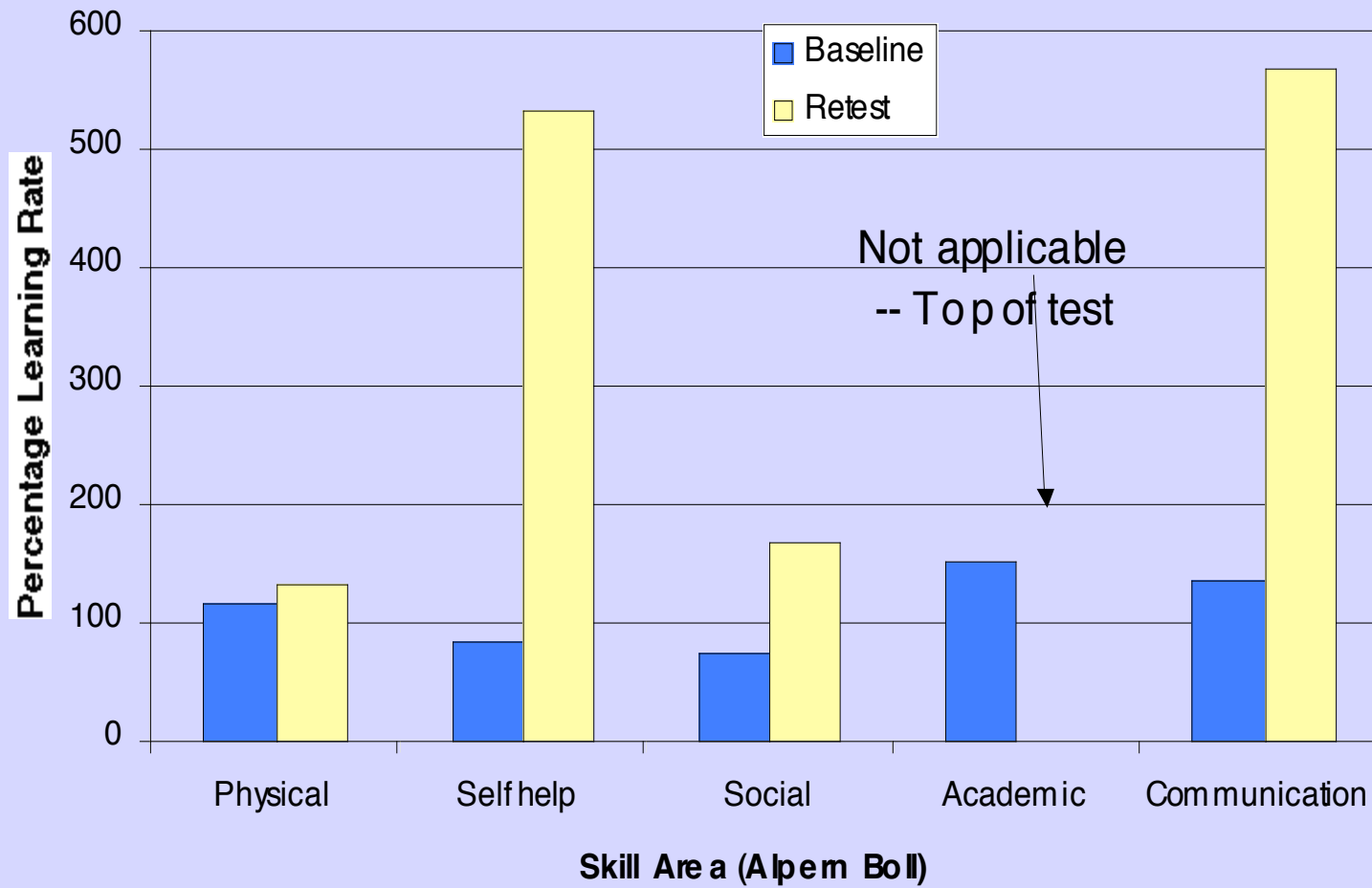
RC: Learning Rate Before and After Direct Instruction March - October 1999



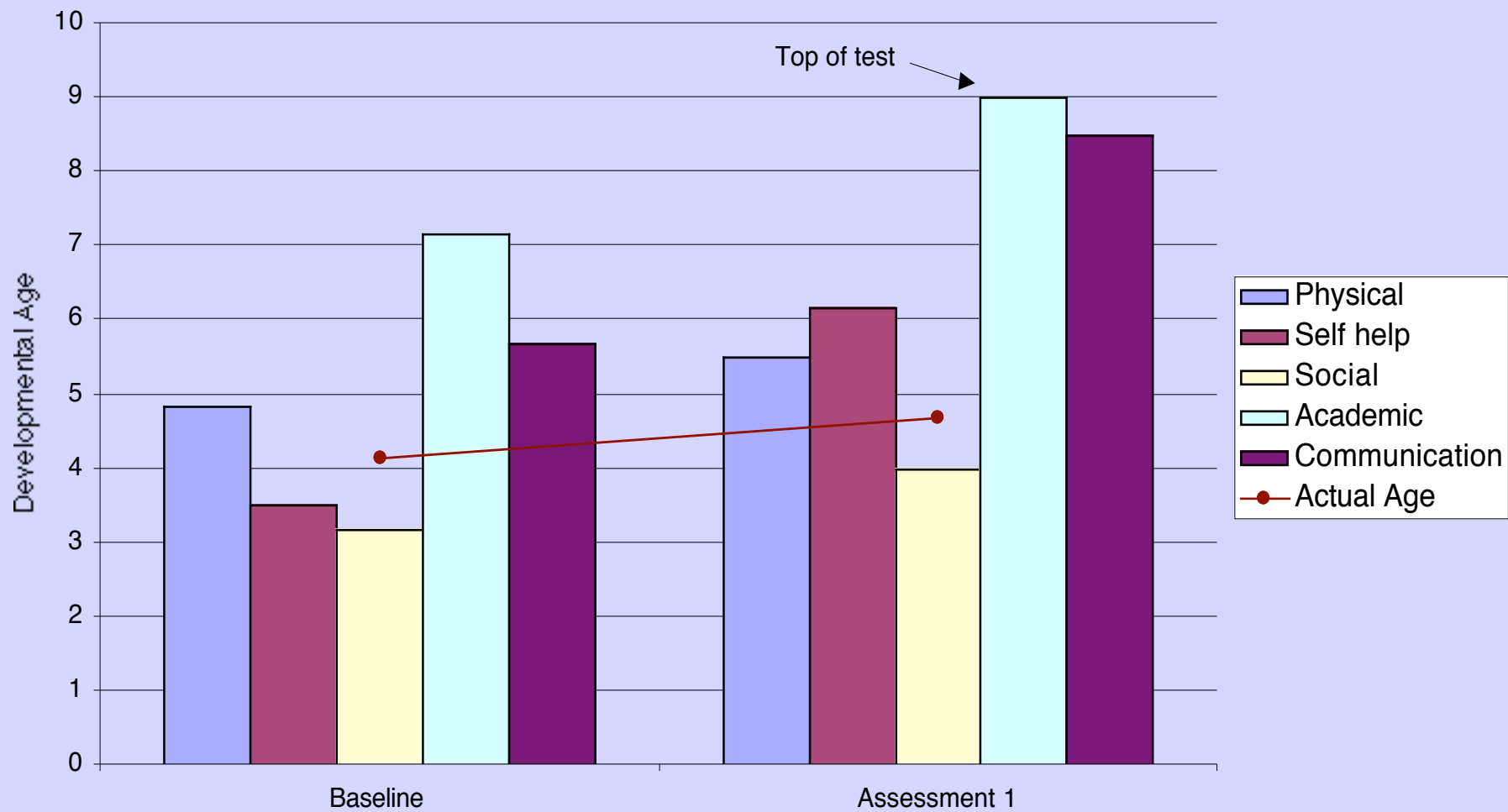
RC: Developmental Age Compared to Chronological Age Following Direct Instruction



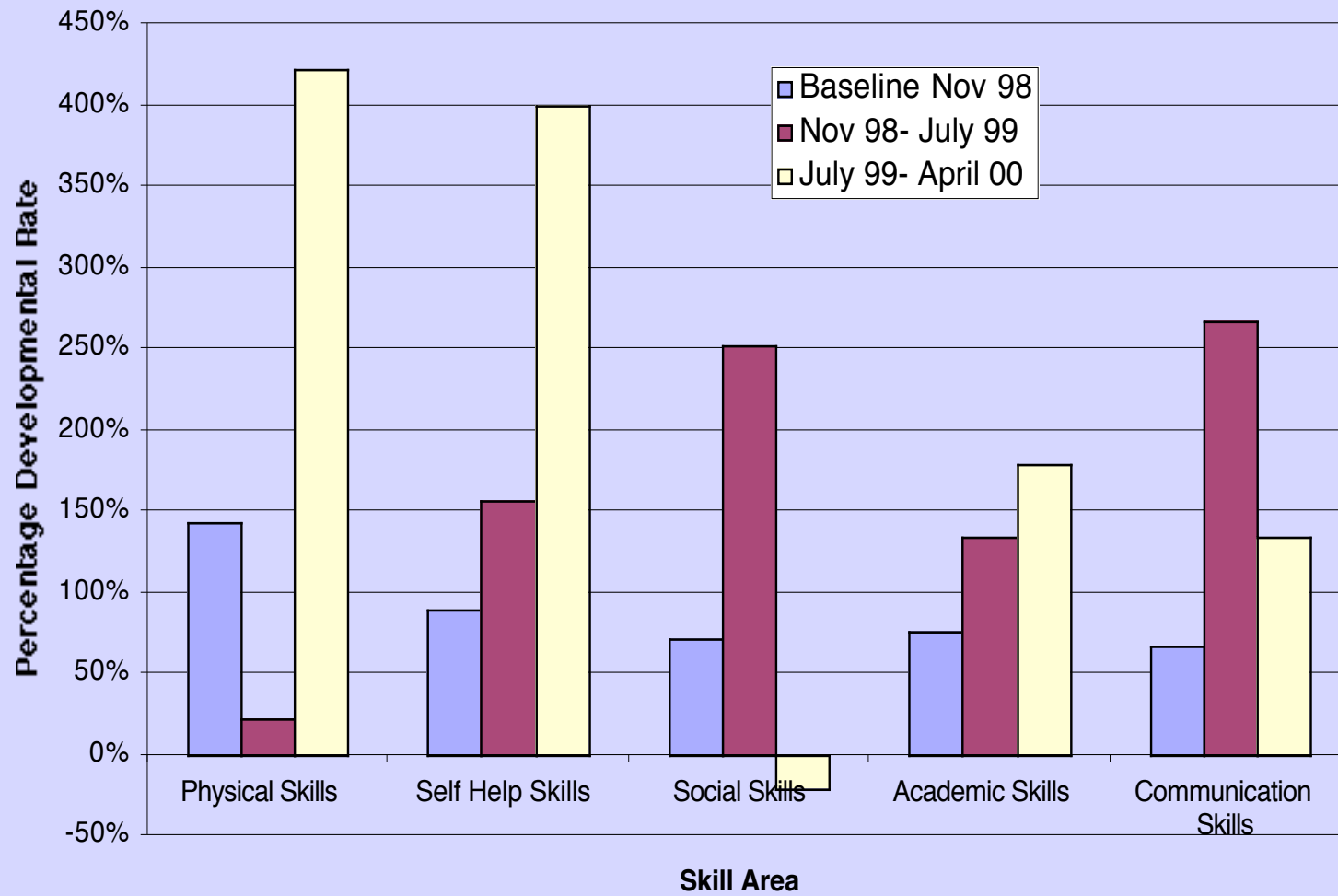
Learning Rate (Percent of normal)
SG: Age 4 years 8 months
Six months of intervention.



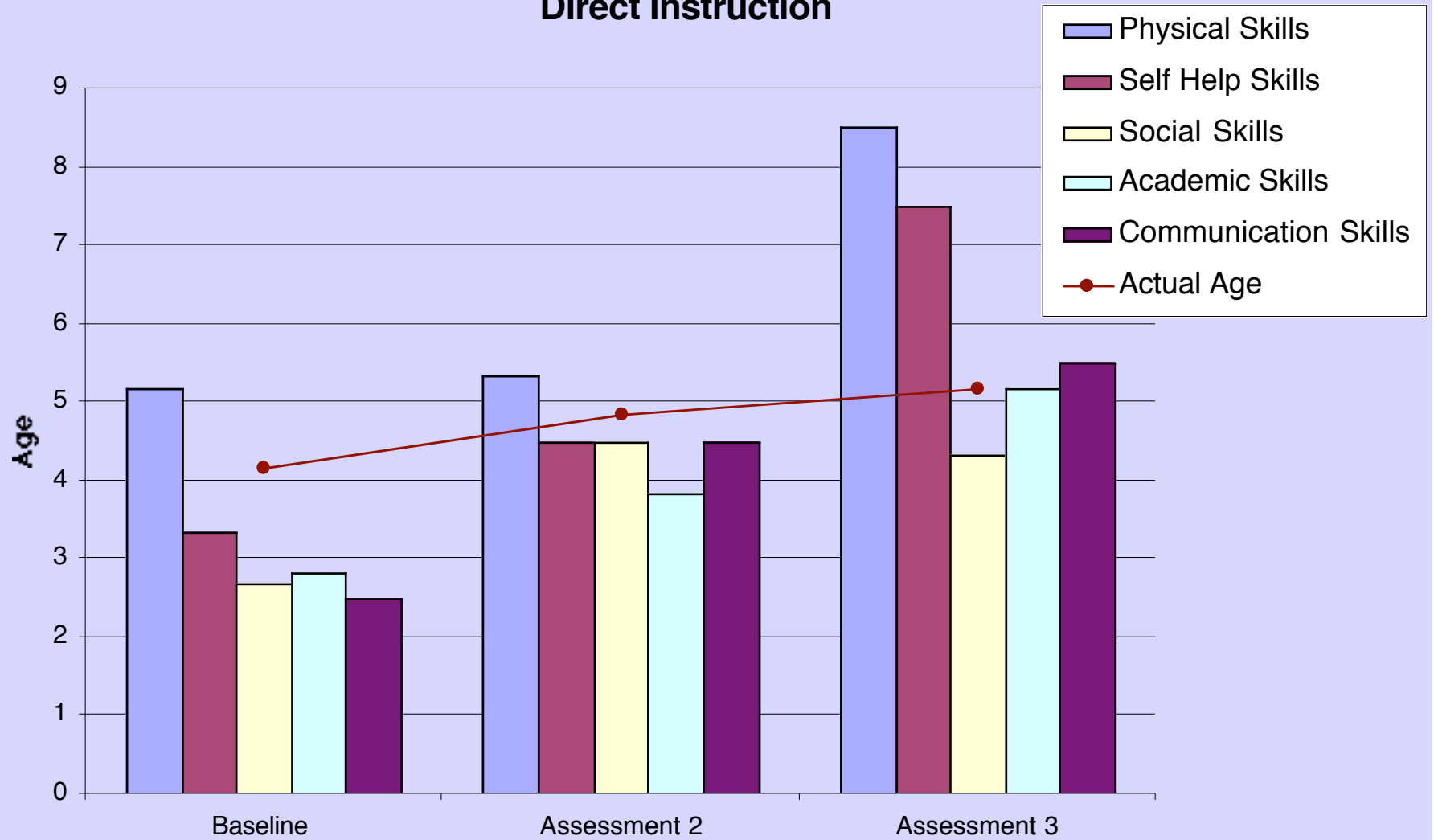
SG: Developmental Age Compared to Chronological Age Following Direct Instruction Program



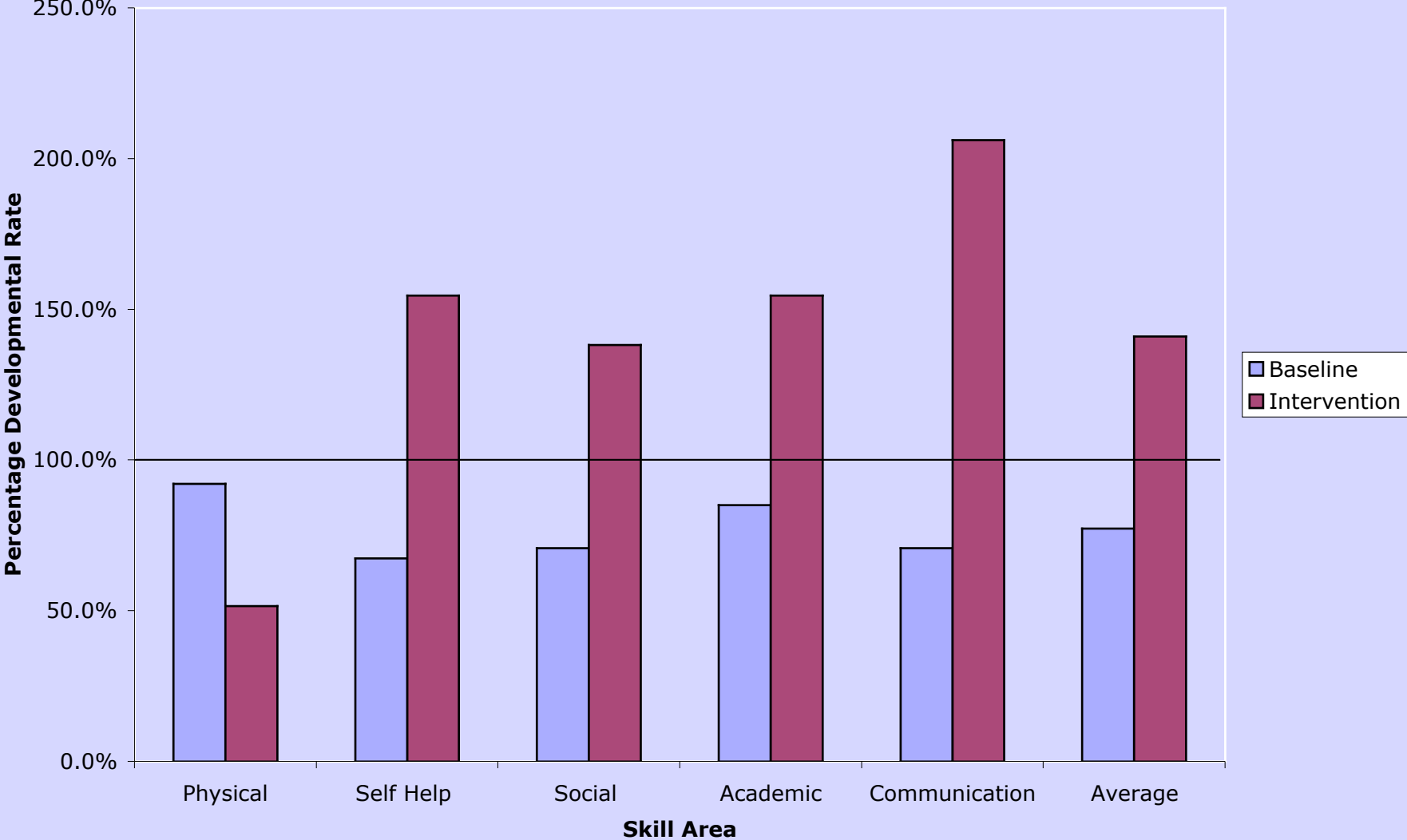
**RS: Developmental Rates on Edith Cowan University
Early Intervention Program
CA at last assessment: 5.2**



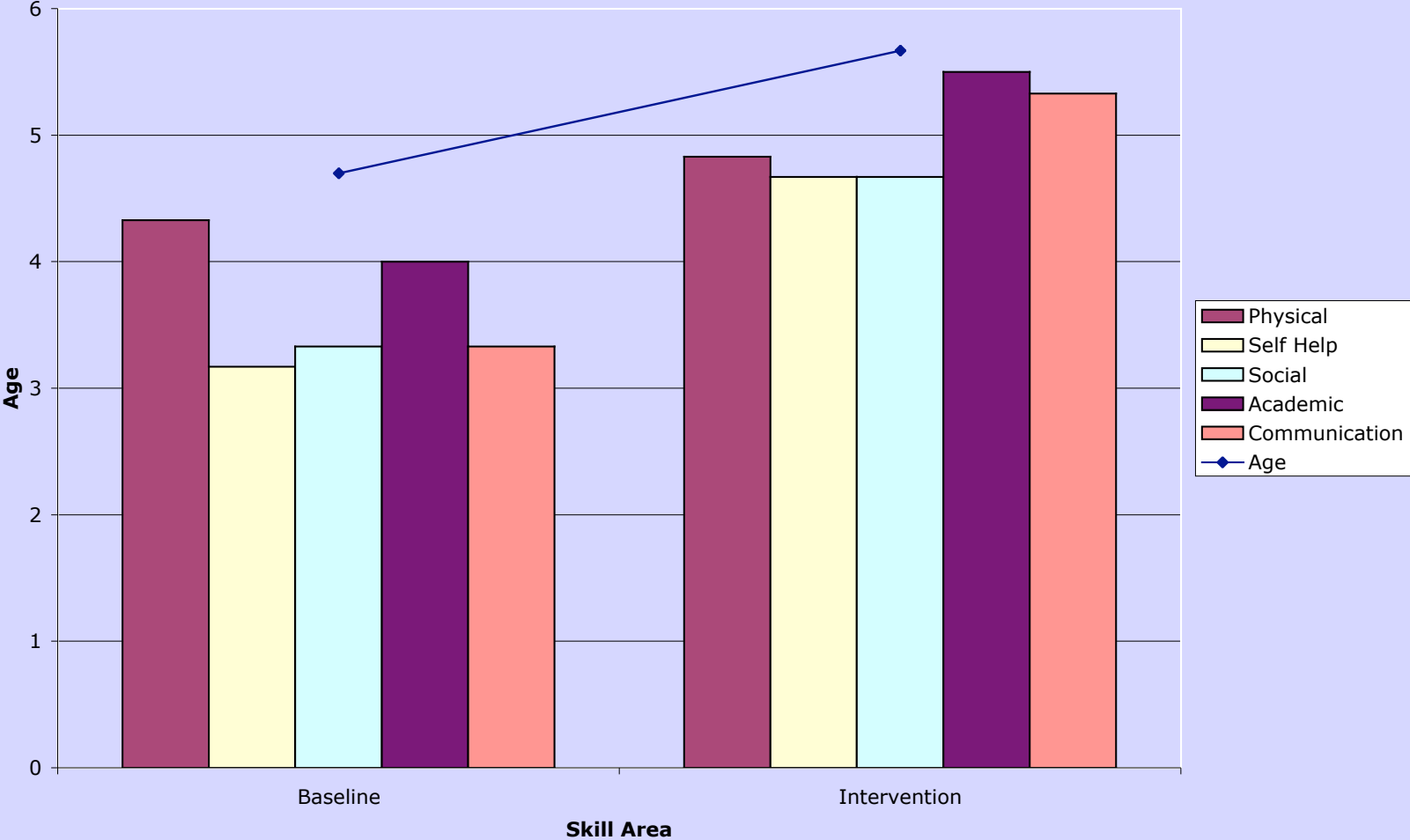
RS: Developmetal Age Compared to Chronological Age Following Direct Instruction



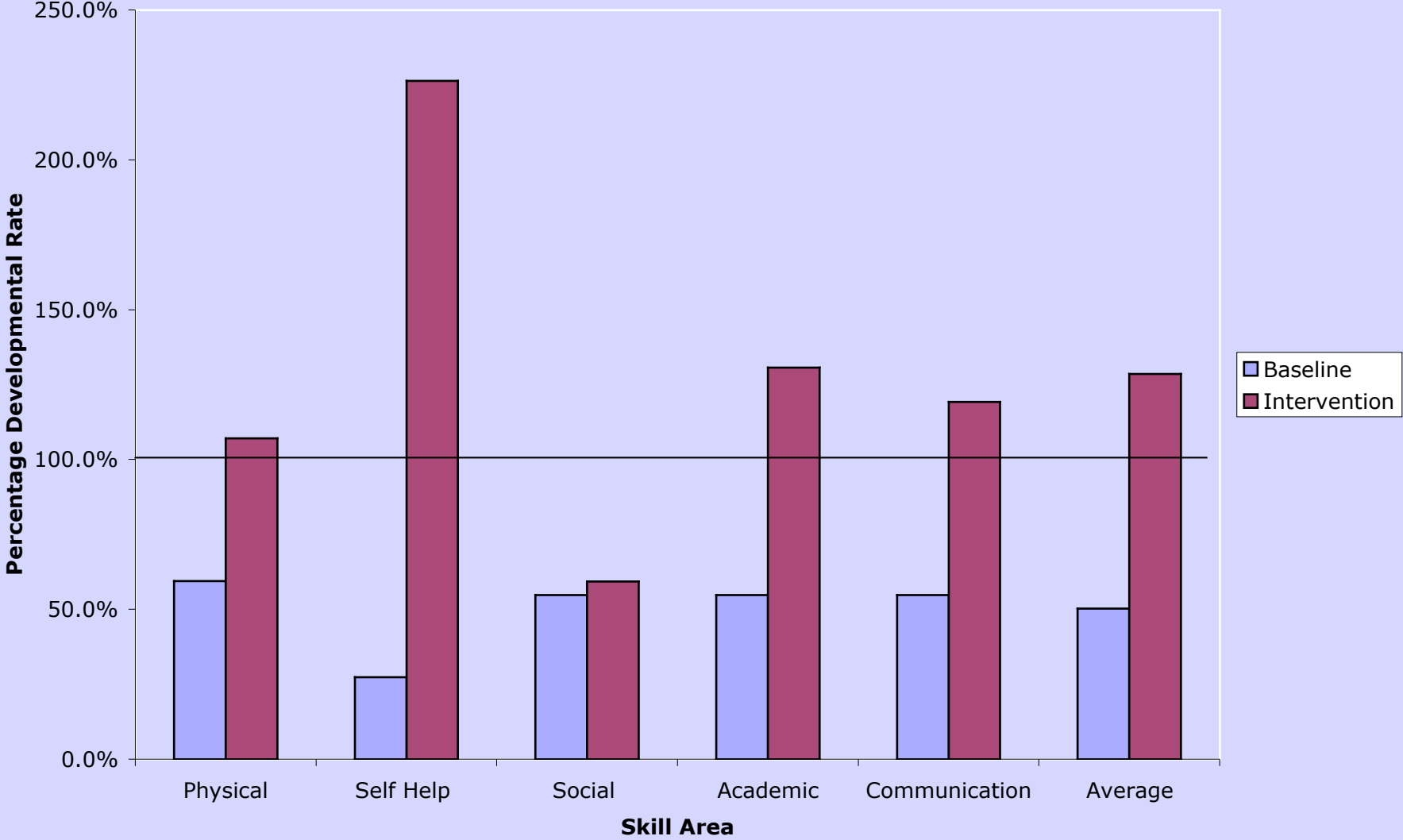
Developmental Rates at Baseline and During Teaching (RB)



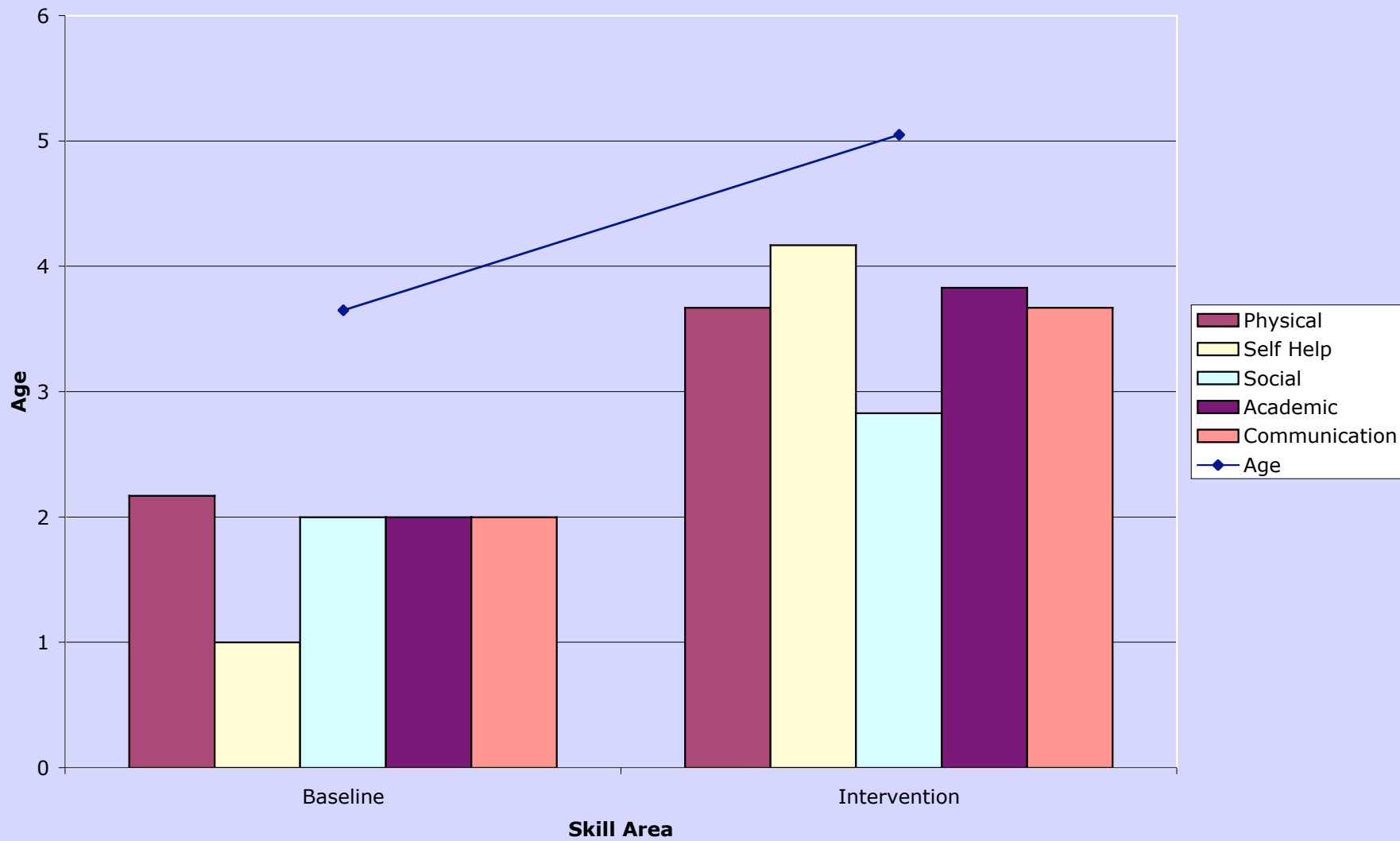
Developmental and Chronological Age (RB)



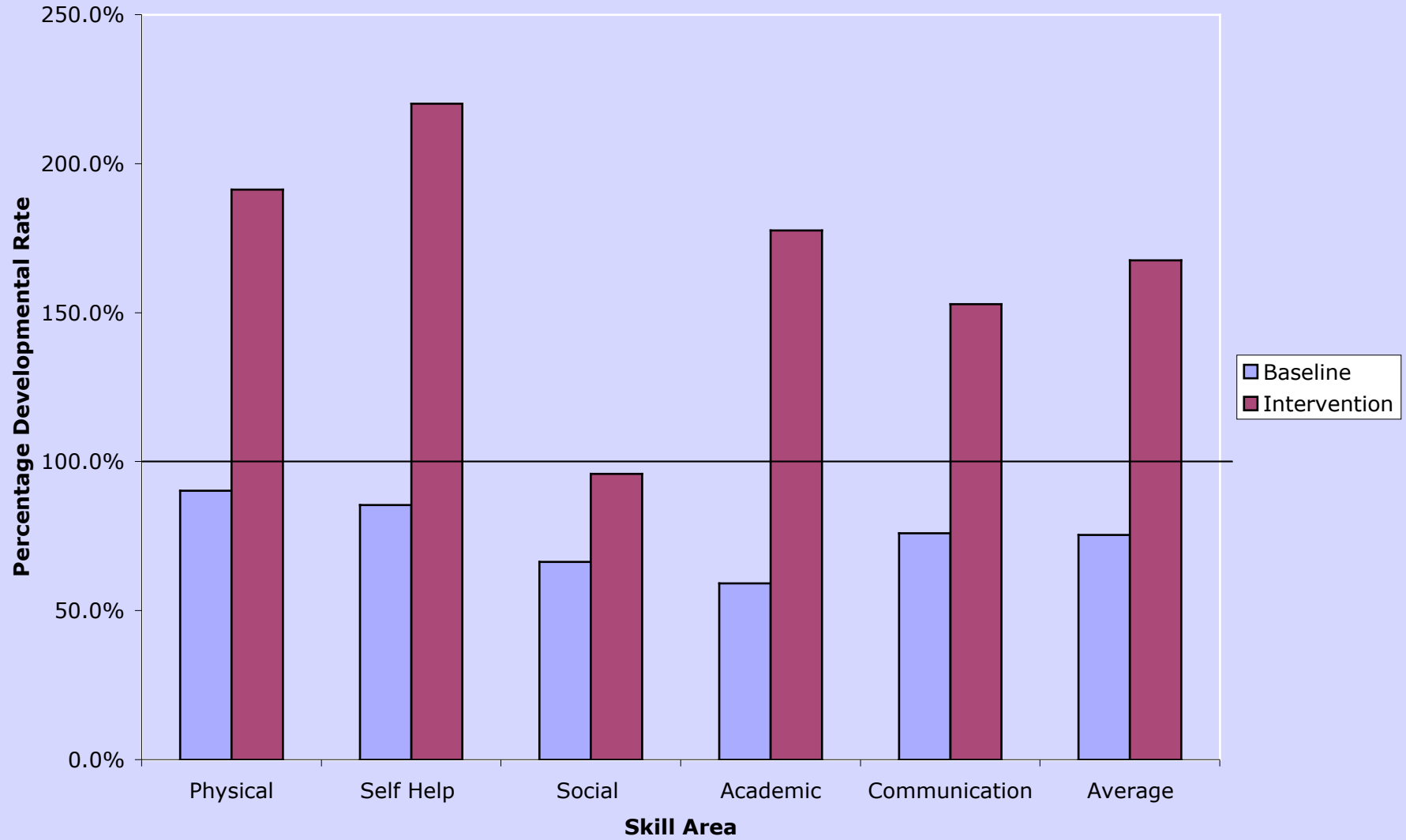
Developmental Rates at Baseline and During Teaching (LF)



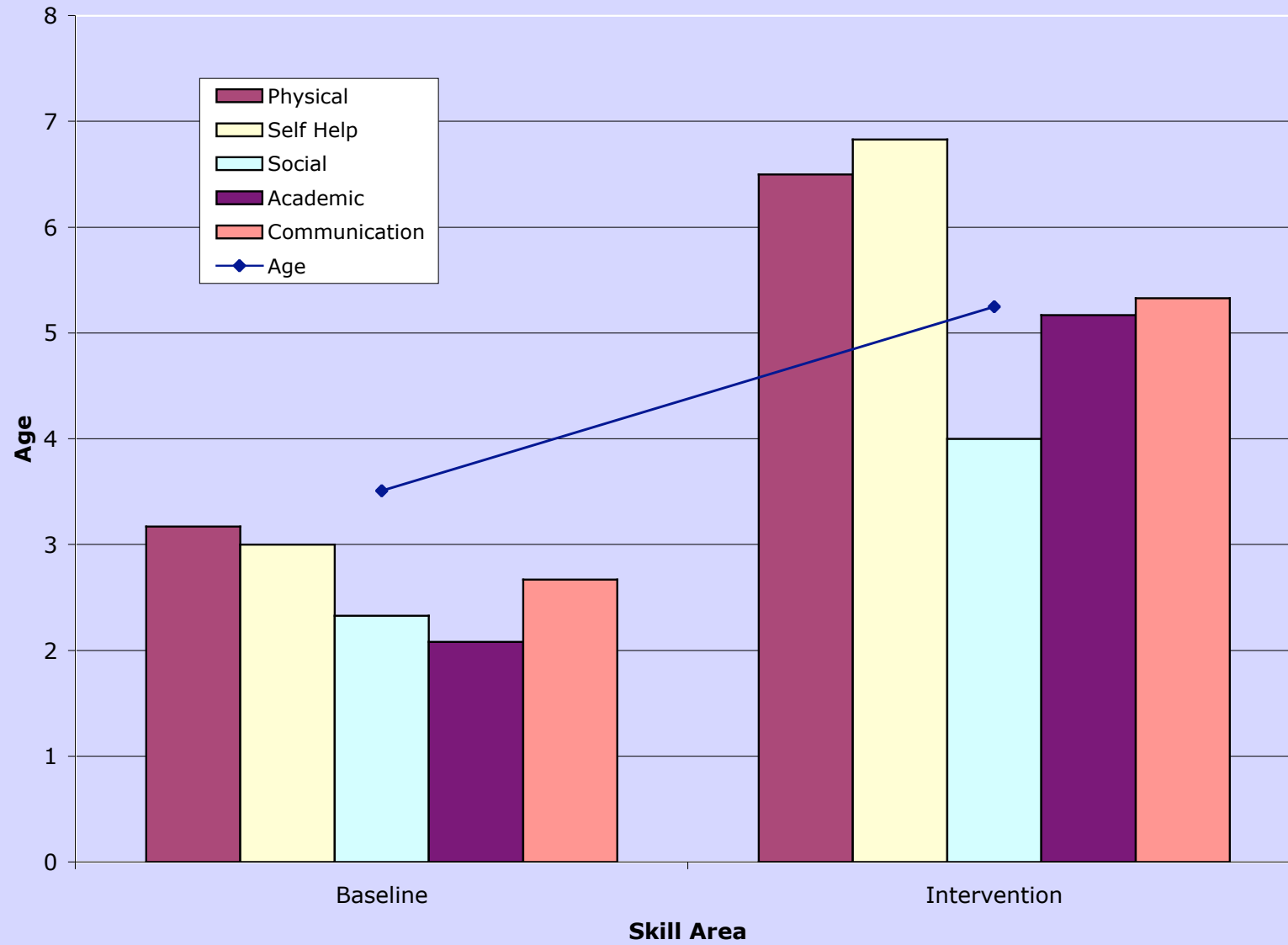
Developmental and Chronological Age (LF)



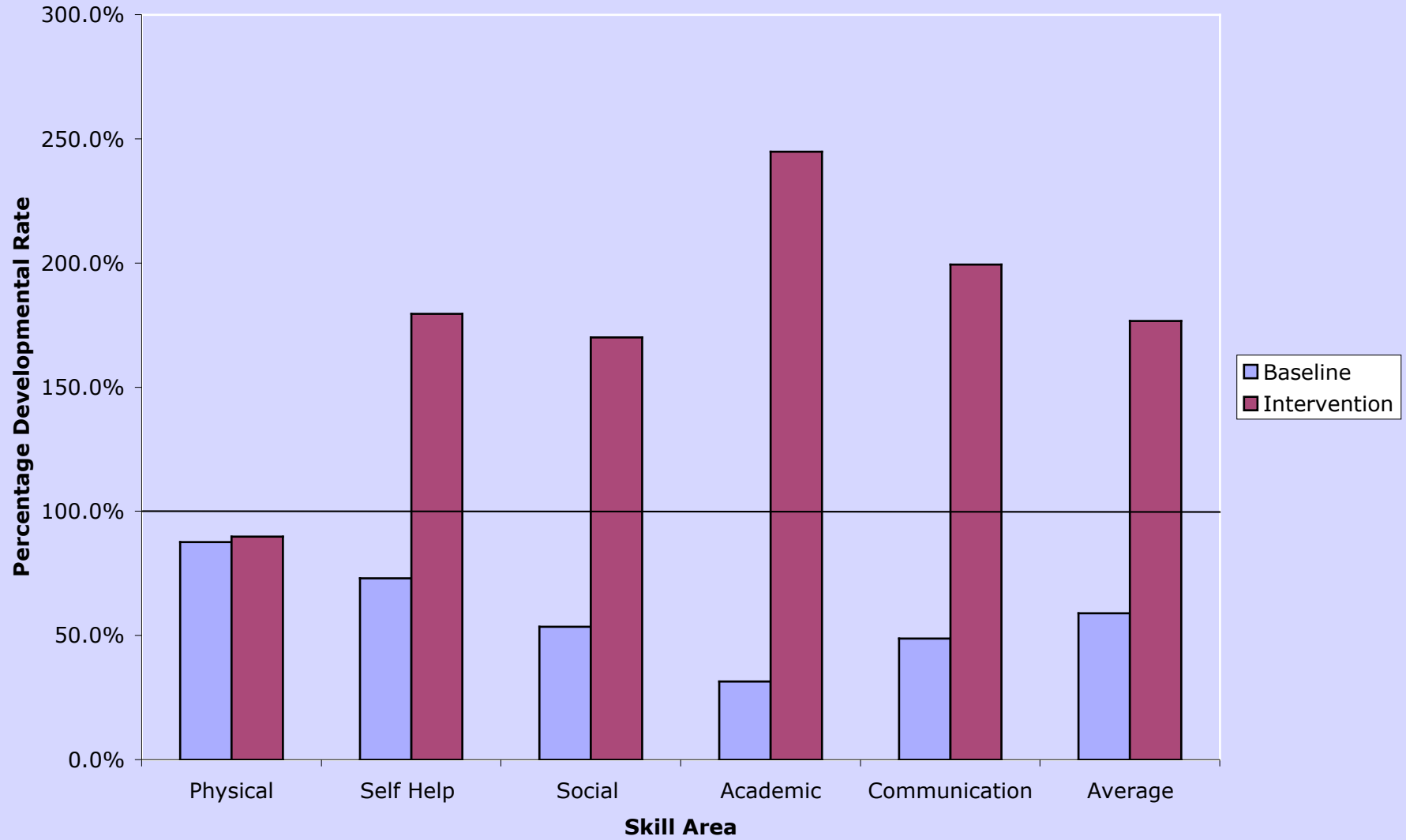
Developmental Rates at Baseline and During Teaching (LB)



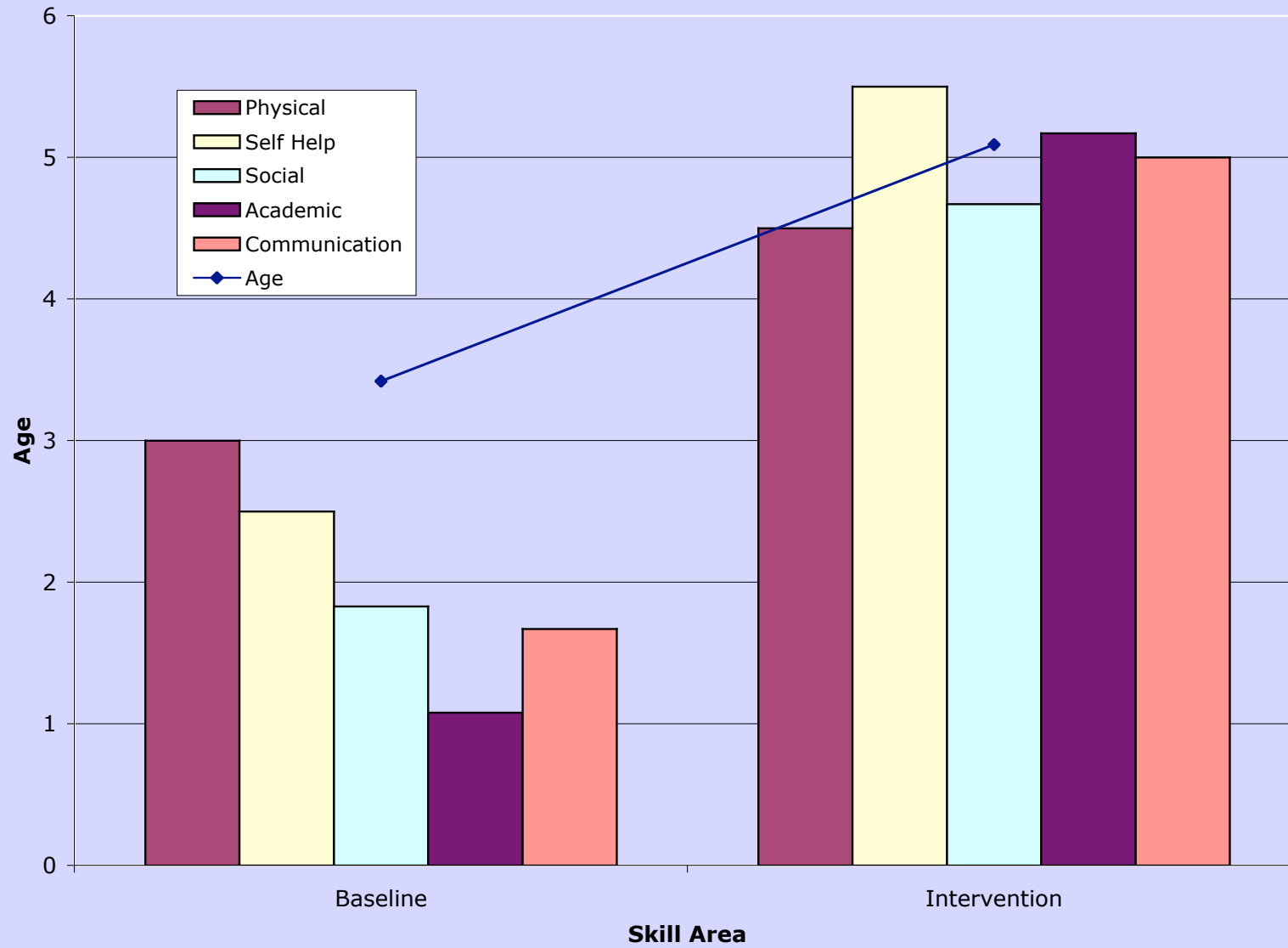
Developmental and Chronological Age (LB)



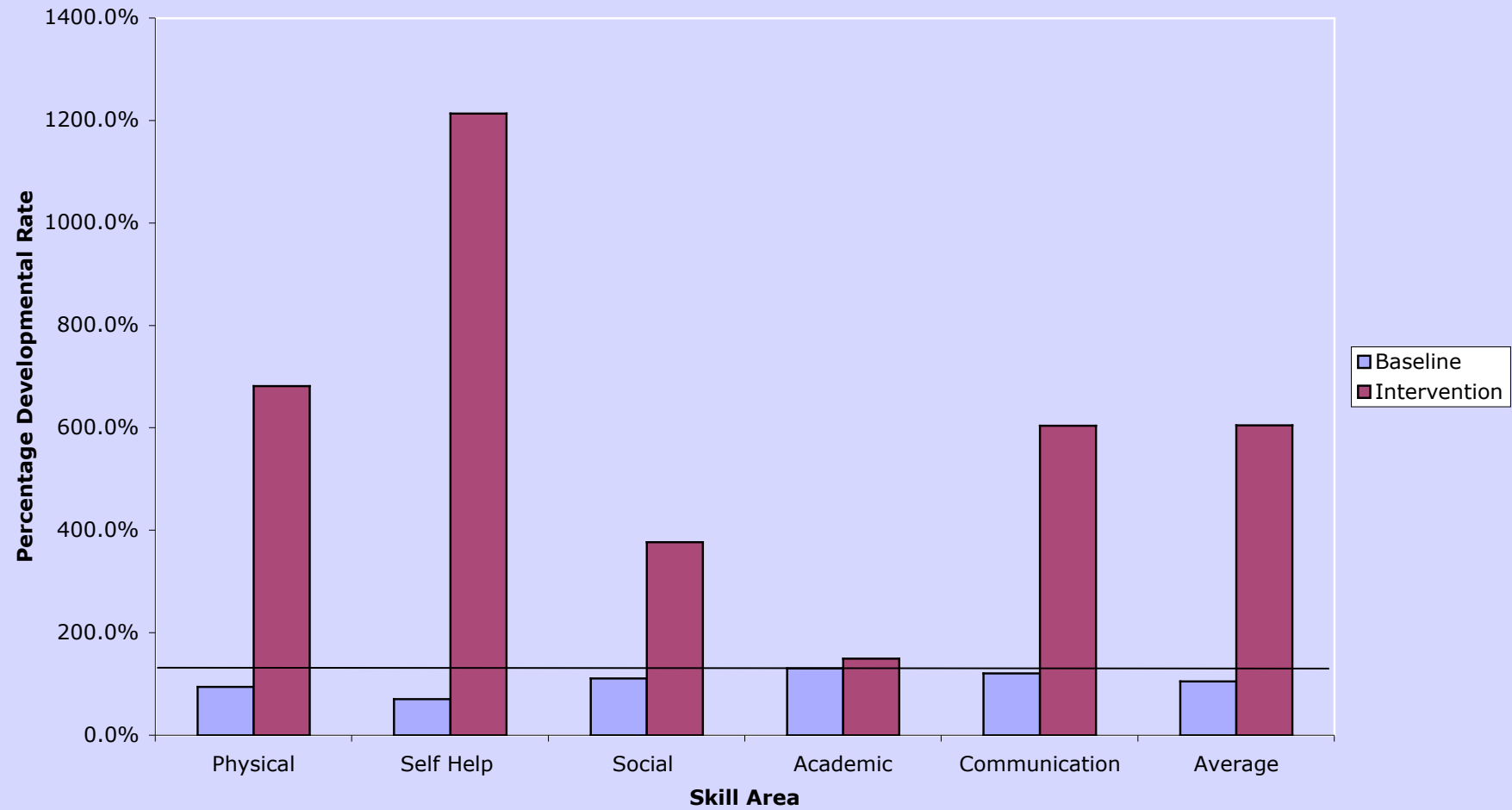
Developmental Rates at Baseline and During Teaching (HA)



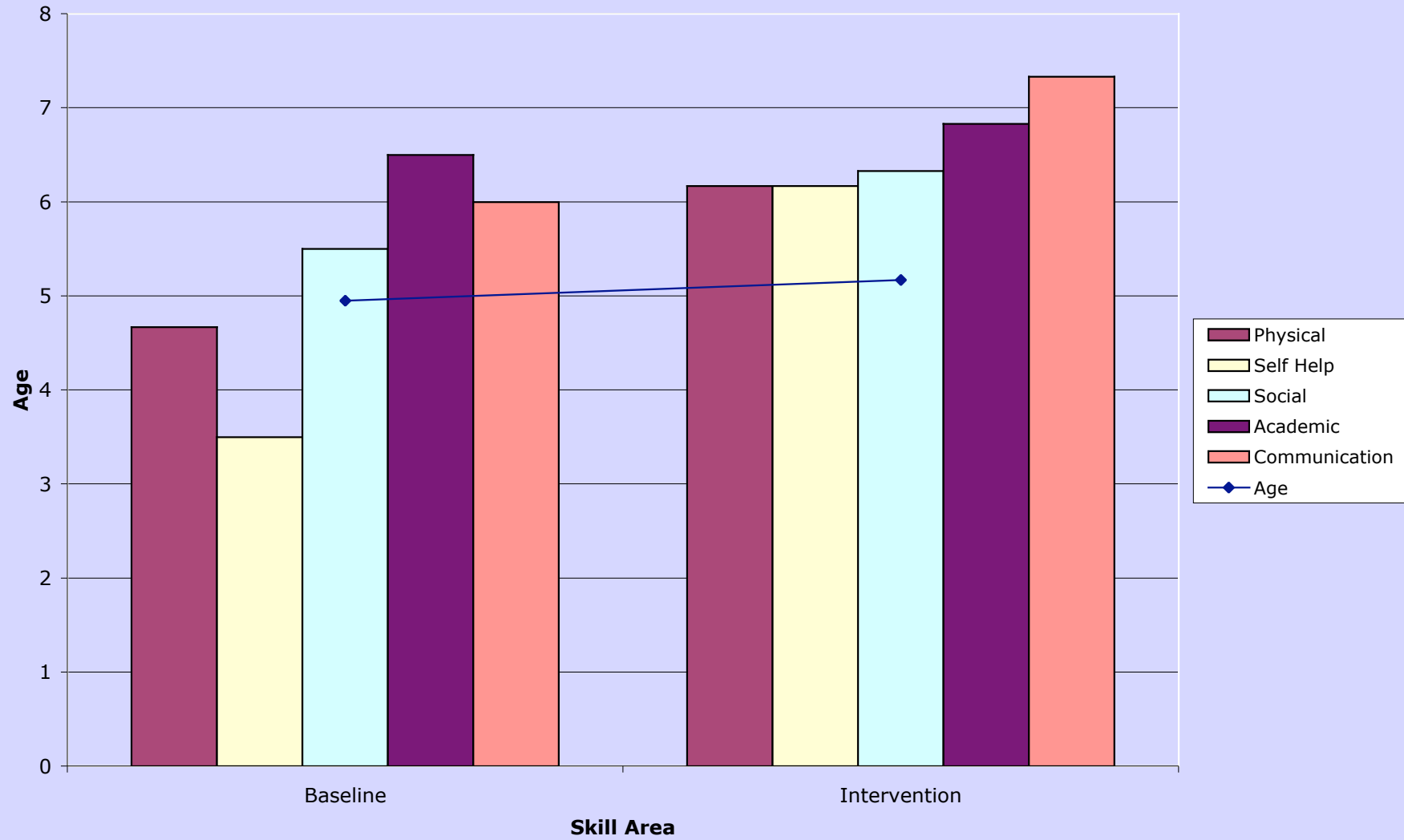
Developmental and Chronological Age (HA)



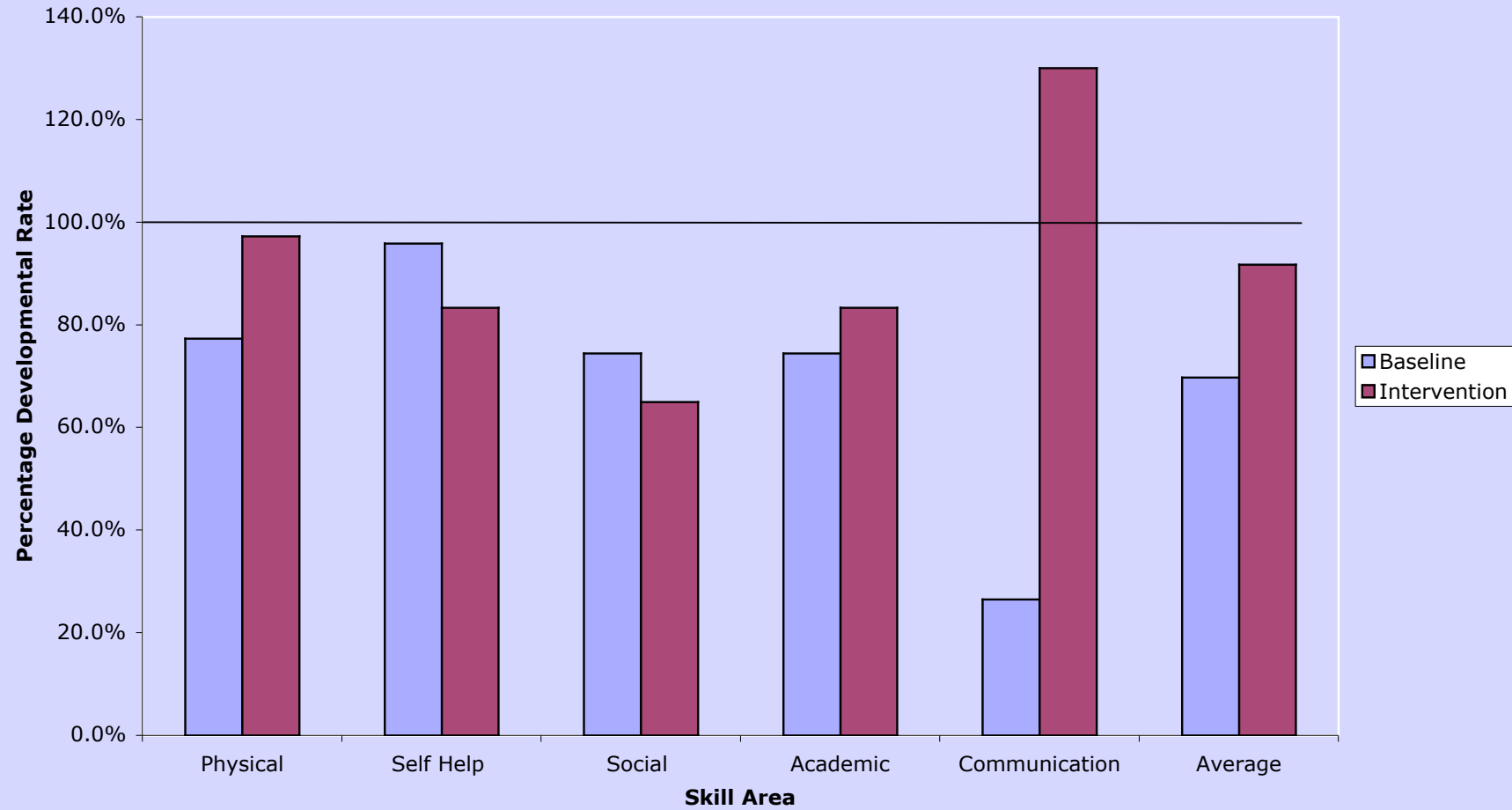
Developmental Rates at Baseline and During Teaching (GG)



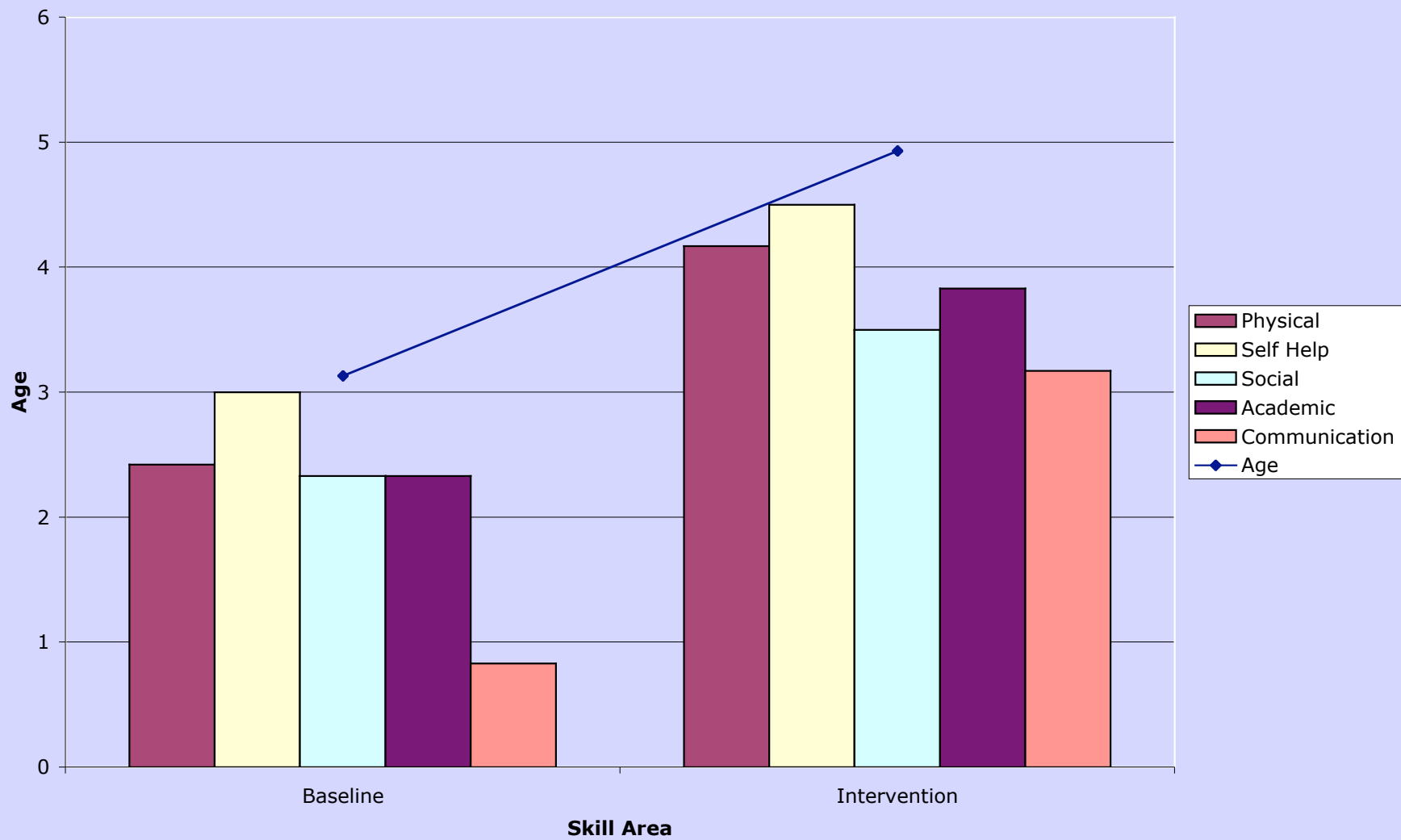
Developmental and Chronological Age (GG)



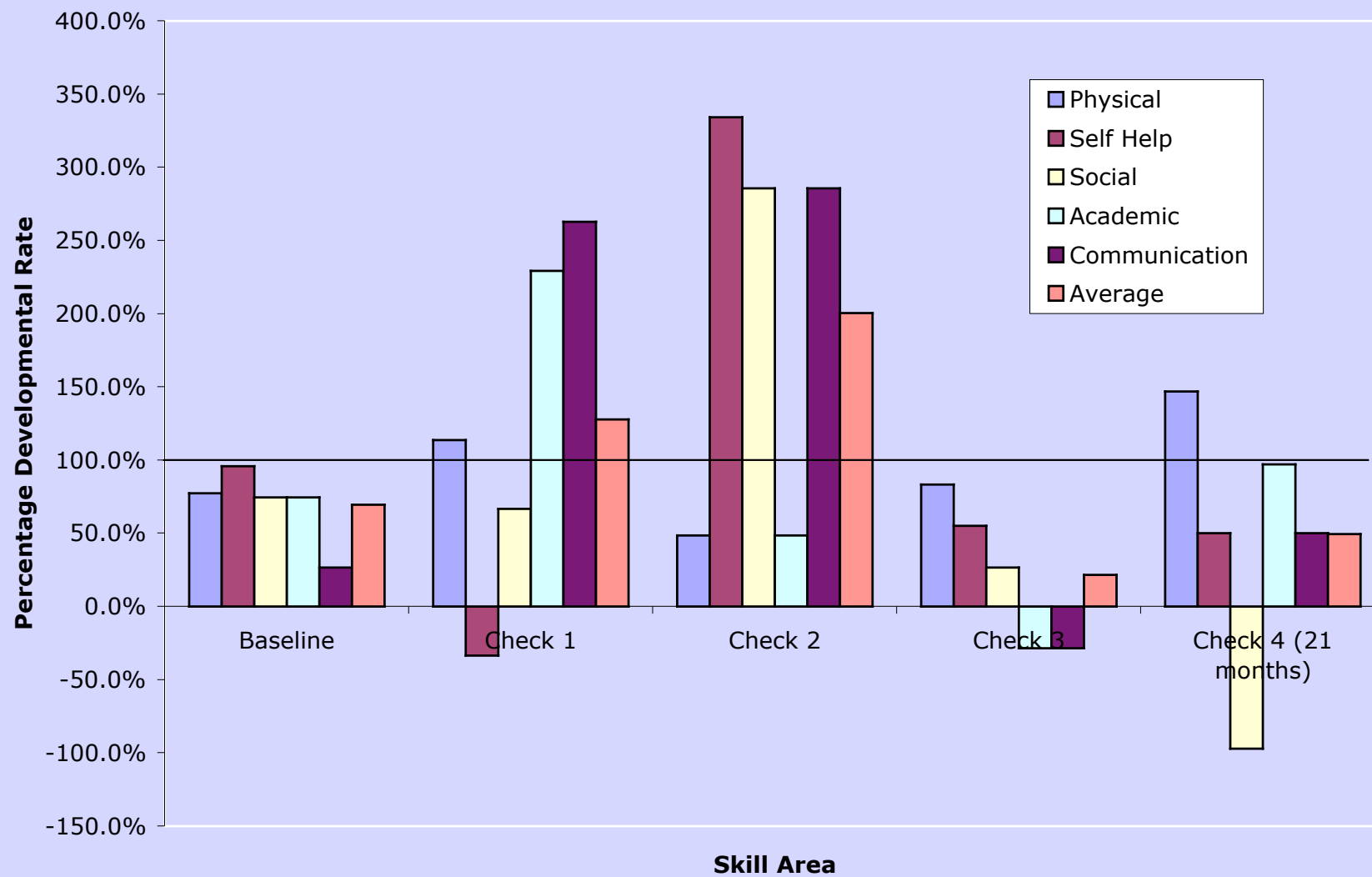
Developmental Rates at Baseline and During Teaching (MB)



Developmental and Chronological Age (MB)



Developmental Rates at Baseline and During Teaching (MB)



Summary

- Parents are GREAT teachers.
- Labeled children can learn at rates faster than non-labeled children if we have high expectations and potent teaching.
- When parents demonstrate dramatic results from their teaching they know that what they are asking for is realistic -- an education for their child.
- Schools have a higher likelihood of accepting a child as belonging if the child is academically advanced, and are more likely to listen to parents.
- Children should not have to earn a place in their regular school, but we also should not assume that social skills is all they are capable of.