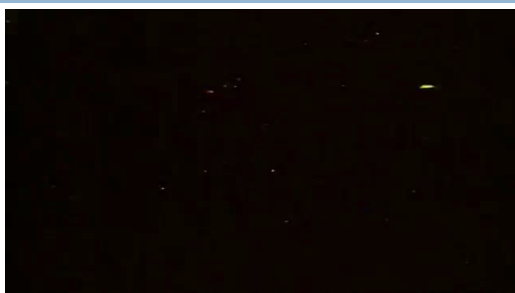## COMMUNICATION & INTERACTION DIFFICULTIES: INTRODUCTION - LECTURE 3

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Opening Task: Group-work Recap

- Q.1 Give the six key areas that children with general learning difficulties need help in.
- Q.2 Give 6 components of a dyslexia intervention.

- Answer:1) Inter-personal Relationships 2) Planning 3) Teaching 4) Communication 5) Classroom Design 6) Resources and Materials
- Answer: 1) structured 2) cumulative 3) multi-sensory 4) repetitive 3) focused on phonological awareness, text reading and decoding skills 4) delivered by trained personnel

DVD – Clip – What is Autism

Outline of Introduction to Communication & Interaction Difficulties

- Defining Communication & Interaction Difficulties – Autistic Spectrum Disorders
- Defining Communication & Interaction Difficulties – Specific Language Impairments
- Debates and Controversies in Autistic Spectrum Disorder
- Debates and Controversies in Specific Language Impairment
- Closing Task: Group Discussion on difficulties a child with autism would face in a Parish Youth Group

Two Main Types of Communication & Interaction Difficulties
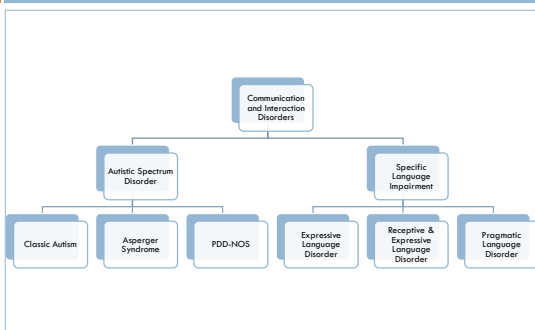
Autistic Spectrum Disorder

- Continuum: includes autism, Asperger syndrome, pervasive disorder of childhood (not otherwise specified), childhood disintegrative disorder
- Dyad of impairments in 1) social communication and interaction 2) unusual restricted repetitive behaviours and interests
- Prevalence: 1-2%
- Gender: boys are 4 to 10 times more likely to be diagnosed than girls
- Neurodevelopmental disorder – biological basis
- Theorems: 1) Theory of Mind – false belief test
  2) Executive Dysfunction – card sorting test where order changes
 3) Central Coherence – embedded figures test
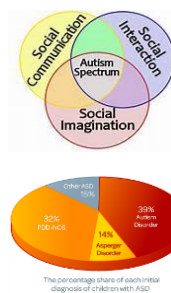
Specific Language Impairment

- Specific Language Impairments: language problems in the absence of autism, cognitive, hearing or brain damage
- Cause: genetic, neurobiological, cognitive, environmental
- Prevalence: 6% - Boys (x2) Girls
- Markers: Poor comprehension, late talker
- Family history of language impairment
- Almost identical development to peers: but delayed
- Link: General versus Specific Learning Difficulties

Types of Specific Language Impairments

- Expressive, Receptive & Expressive, Pragmatic
- Question: Is receptive-only SLi possible?

Types of Specific Language Impairment

- Expressive: 33%
- Receptive & Expressive: 50%
- Pragmatic: 17%
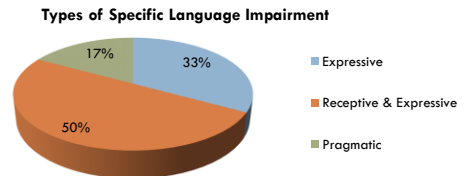
Debates and Controversies in Autistic Spectrum Disorder

- Rise in ASD Rates – 1989 to 1999 California saw a rise of 273% in the number of children with Autism
- Gender gap: Boys are x 4 times likely as girls to be diagnosed with Autism and x 10 more likely to be diagnosed with Asperger Syndrome than girls
- Is Autism on a continuum or actually different conditions with similar overlapping behaviours?

Debates and Controversies in Specific Language Impairment

- Is SLI a continuum of severity with Receptive-Expressive at the furthest end or qualitatively different problems with a common language basis?
- Multitude of difficulties: e.g. articulation, phonology, syntax, morphology, semantics, pragmatics
- Is Pragmatic Language Impairment a symptom of Autistic Spectrum Disorder or a separate disorder?
- SLi definition is a 'negation' definition i.e. it is defined not by what it is, but by what it is not.

Closing Task: Group Discussion

- In groups discuss the following:
- 1) difficulties that a child with Autism would present with in a parish youth group in Kenya
- 2) how other people in the youth group might react to those difficulties
- 3) what you could do as a youth leader to help to overcome these difficulties

COMMUNICATION & INTERACTION DIFFICULTIES: ASSESSMENT - LECTURE 2

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Opening Task: Recap Group-work

- Divide the following into Autistic Spectrum Disorder and Specific Language Impairments: RLi, CA, PDD-NOS, ELi, PLi, AS
- Explain what the letters mean

Outline of Assessment of Communication and Interaction Difficulties

- Assessment and Investigation of ASD
- Challenges in Assessing ASD
- Warning Signs of SLi
- Task: Signs and Symptoms of ASD
- Assessment and Investigation of SLi
- Issues in Assessing SLi
- Closing Task: Group Discussion on difficulties a child with a language impairment would face in a Parish Youth Group in Kenya

Assessment and Investigation of ASD

- Multi-disciplinary Approach
- Multi-setting assessment
- Observation: takes place in structured (e.g. classroom) and unstructured (playground) settings with varied degree of 'social press'
- Interviews: e.g. structured interaction schedule e.g. Autism Diagnostic and Observation Schedule
- Physical Examination: seizures (33% have epilepsy) hearing test, genetic testing
- Cognitive Test: approximately 50% of children with ASD have MLD or SLD
- Giftedness: approximately 10% have "savant" abilities

Multi-Disciplinary Assessment

Multi-Setting Assessment

Task: Signs and Symptoms of ASD

- Group the following 12 symptoms into the table headings below:

Social Communication and Interaction	Restricted Interests, Behaviours & Activities

- Doesn't smile socially, lines toys up, does not point or wave bye-bye, over-sensitive to certain sounds, does not respond to name, poor eye contact, tantrums, had some words which have now been lost, prefers to play alone, repeatedly plays with the same toy, gets things for himself/herself, appears deaf

Assessment and Investigation of SLi

- Step 1: Collect information on the child's language background e.g. (functional v's academic fluency)
- Step 2: Use a standardised language test and record scores
- Step 3: Arrange a meeting with the child on their own and record the language that they use

Assessment and Investigation of SLi

- Step 4: Collect audio/video recordings of language used over time examining progress and range.
- Step 5: Make a written summary of language used in everyday situations focusing in particular on grammar
- Step 6: Interview caregivers, teachers and other professionals working with the child using questionnaires or structured interviews

Challenges in Assessing ASD

- Differential Diagnosis
- How to distinguish ASD from Developmental Delay
- How to distinguish ASD from Attachment Disorders
- Co-morbidity of conditions
- ASD & Dyspraxia: +50% of children with ASD will have problems with motor control & coordination
- ASD & Cognitive Problems: 50% of children with ASD have IQs that fall in the MLD to SLD range

Issues in Assessing SLi

- Differential Diagnosis
- Language and Behaviour
- Use of Language Tests

Advantages of Language Tests	Disadvantages of Language Tests
Standardised with age-appropriate norms	Language is too rich and complex
Objective – same conditions for everyone	Bias: phonology, syntax and semantics
Comparisons can be made easily	Ignores: pragmatic, conversation skills
Progress can be measured easily	Benefits native speakers
	Artificial setting, unrealistic

Closing Task: Group Discussion

- In groups discuss the following:
- 1) difficulties a child with a language impairment would present with in a parish youth group in Kenya
- 2) how other people in the youth group might react or respond to those difficulties
- 3) what you could do as a youth leader to help to overcome these difficulties

COMMUNICATION & INTERACTION DIFFICULTIES: INTERVENTION - LECTURE 3

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Opening Task: Group-work Quiz

- Which of the following in a structured interview for autism: (a) Wechsler Abbreviated Scale of Intelligence (b) Clinical Evaluation of Language Fundamentals (c) Autism Diagnostic and Observation Schedule

- Which of the following is a challenge when diagnosing autism (a) co-morbidity of conditions (b) lack of parental acceptance of a diagnosis (c) the low cognitive ability of all children with autism

- What percentage of children with autism have IQs that fall in the Moderate to Severe Learning Difficulties range: (a) 25% (b) 50% (c) 100%

Outline of Interventions for Children with Communication and Interaction Difficulties

- Recap on Dyad of Impairments
- Interventions for Children with ASD
- Interventions for Children with SLi
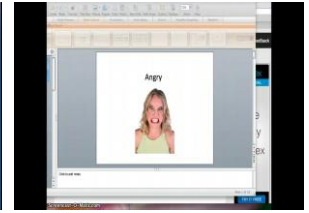- Case Study: EdPowerment: Autism Connects Tanzania

Interventions for Children with ASD

- Focus: Maximise 1) social & communicative abilities, 2) cognitive development 3) academic attainment
- Appropriate Educational Placement
- Behavioural Interventions: 1) intensive 2) early
- Social Communication Interventions: Circle of Friends, Social Stories
- Parenting Training & Support: e.g. Incredible Years
- Environment: visual, structured, predictable, chances to interact and develop social skills with peers

Interventions for Children with ASD: ABA and Social Stories

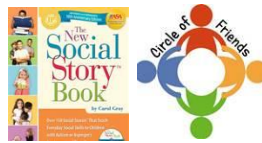Applied Behaviour Analysis   Social Stories

Interventions for Children with ASD

Behavioural Interventions e.g. ABA

Social Skills Training e.g. Social Stories and training for peers e.g. Circle of Friends

Parenting Training

PECS

Visual and Structured Classroom

Interventions for Children with SLi

- Professional Involvement: Speech & Language Therapy
- Home: tell stories, play language games, talk to children, scaffold language by repeating correct forms, encourage verbal expression
- School/Youth Club: model correct use of prepositions, pronouns, verbs etc., read stories to children, use diagrams & handouts, use drama, ask open questions, provide thinking time, play games, use show and tell, access to a library etc.
- Reading Clubs: older readers read to and talk with younger children who have language problems
- Information Technology: e.g. typing programmes, language apps etc.
- Games: make verbal interaction fun through the use of speaking games

Interventions for Children with SLi

Speech and Language Therapy

Parent modelling of language structures

Use of stories and language modelling

Information Technology & Games

Case Study: The Story of Grace, Eric and Edpowerment in Tanzania

Case Study: The Story of Grace, Eric and Edpowerment in Tanzania

Any Questions

□ Recap of Answers of Previous Quizzes