

## Using the Alabama Early Intervention System's ASD Specific Strategies During Home Visits

<b>Routine/Behavior</b>	<b>Caregiver-Implemented Coaching</b>	<b>Following Child's Lead</b>	<b>Naturalistic Teaching</b>	<b>Modeling</b>	<b>Naturalistic Reinforcement</b>
Communicate with a sign/word	Dad is coached to choose one of his child's favorite activities to encourage communication (communicative temptation).	Child loves dancing to music.	Turn off music toy to create the need for the child to communicate that he wants more music.	Dad models saying and performing the sign language for "more."	Music is turned on immediately after child signs "more." Child is happy and returns to dancing with his dad and learns that signing gets his need met.
Pointing	Mom is coached to place favorite item in sight, but out of reach to encourage pointing to wants.	Child's thirsty.	Cup is placed on edge of counter so the child needs to request it by pointing.	When child fusses and reaches for the cup, mom models pointing toward sippy cup and saying "cup."	Child is immediately given his cup which reinforces that pointing works to identify needs.
Engage/interact with others	Caregiver is coached to encourage eye gaze while swinging (face to face positioning, verbal routine with pause).	Child enjoys swinging on the family's outdoor swing set.	Hold swing in a stopped position and say, "ready, set, go!" before pushing child. Start adding a pause to wait for eye gaze before saying "go" and pushing swing.	Caregiver models "ready, set, go!" (Eye gaze was being targeted here, but the next step would be saying "go!")	Child is pushed on swing when looks at caregiver. Eye gaze is reinforced by getting more of the desired activity.



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Respond to name	Mom is coached to set up a play routine that rewards her son for looking at her when she says his name.	Child loves being tickled.	Mom says "Tickle Sam!" and pauses for him to look at her before tickling him.	Mom models saying child's name when he's motivated to look at her.	Child is tickled after he hears his name and looks at his mom.
Imitate sounds	Dad is coached to add a fun phrase to one of his child's favorite activities.	Child has trouble remaining calm but is happiest when outside, especially loves being pulled in his wagon and counting activities.	Pause pulling child in the wagon to work on saying "1, 2, 3 Go!" Be animated and add a pause and expectant look to entice imitation.	Dad pauses wagon and models "1, 2, 3 Go!" before pulling.	Enjoys being pulled in the wagon after approximating "1, 2, 3 go!"
Use words	Grandma is coached to set up a verbal routine with a puzzle.	Child is interested in a latch puzzle.	Door on puzzle is held shut so child needs to imitate a verbal routine and action before door is opened.	Grandma models saying "knock, knock" and knocking on door.	Right after child makes the sounds, he gets to open the door and see what's under it.
Communicate wants	Parent is coached to offer a choice between two foods during mealtime to encourage communicating which he wants.	Child is hungry.	Offer choice between two foods by holding out and labeling the options.	Parent models pointing and labeling what the child reaches for.	Gets the desired food once communicates his choice.



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Calmly transition	Mom is coached to prepare for transitioning from outdoor play time to inside by planning a motivational activity to do inside.	Child really enjoys her sensory bin.	Help child follow directions by offering another fun activity using the "First, Then" strategy: "First go inside, Then play with sensory bin."	Model walking inside while expressing excitement about playing with the sensory bin.	Child looks forward to moving onto a motivating activity so he doesn't protest the transition inside.
Follow directions	Parent is coached to embed teaching directional or positional words while child plays.	Child loves trains.	Imitate child's play to get engagement and then pair directional words with actions.	Parent model's words like "in", "out", "on" and "under" while moving train.	Enjoys playing with her favorite toy while learning concepts that will help her understand directions.
Climb safely	Dad is coached to offer plenty of opportunities to climb approved play equipment and how to use redirection and praise.	Child often climbs on furniture.	Redirect to climb indoor slide, "Climb slide, not table." Encourage climbing play set, jumping on mini trampoline, etc. Praise appropriate climbing.	Dad asks older sibling to model climbing indoor slide, backyard play set, park playground equipment, mini trampoline, tricycle, etc.	Sensory need to climb is met safely by having multiple climbing options available. Child is praised for climbing appropriate items.



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Throw only appropriate items	Caregiver is coached to set up throwing activities, use redirection, praise and consequences.	Child enjoys throwing.	Offer frequent throwing activities and praise those behaviors. Redirect to "Throw balls, not cars." Help child clean it up or implement a temporary time out for the item thrown.	Caregiver models approved throwing activities such as throwing a ball back and forth in backyard, using mini basketball goal, and tossing specific toys into a laundry basket.	Sensory need to throw is met by participating in throwing activities throughout the day. Praise increases desire to throw approved items.
Play appropriately without damaging things	Grandma is coached to offer approved destructive play and to use praise and consequences.	Child loves tearing pages of books, knocking things down, and throwing items.	Offer approved destructive play opportunities often. Redirect: "Tear this paper, not books." "Push the cart, not the chair." Praise appropriate play. Provide consequence such as taking book away temporarily if tears it.	Grandma models approved destructive activities such as tearing construction paper, peeling off stickers, knocking down block towers, punching a bop bag, pushing toy shopping cart and throwing balls.	Sensory need to pull a part, push, knock down, and throw is met with approved activities multiple times a day. Praise encourages appropriate activities.

