

Teaching Young Children with Autism
Spectrum Disorder
Self-Regulation Skills

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Who Am I?

Preschool -Special Education Teacher at Alpine School District
(specifically for Young Children with Autism Spectrum Disorders)
20-year Autism Advocate

(Supported All Ages with ASD Across the Life Spectrum 0 – 65 yrs. in
Schools, Private Therapy, Homes, Group Homes, Respite, Transition, Employment)
Autism Specialist

(Floor-Time, P.L.A.Y. Project, ABA, RDI, PECS, Child Development, Attachment Theory, Etc.)

Director – Autism Consulting 2002 - Present

Program Director - DDI VANTAGE Early Intervention (2002 – 2009)

Early Childhood Director – Autism Journeys (2009 – 2011)

Program Coordinator – Community Treatment Alternatives (1992 – 2002)

Student @ Utah State University

(BS Sociology/ Minor –Child Development, Social Work, EC- ATP to Masters)

Educator /Presenter

A Working Mom

A Wife

Mom of a Biological Child

Mom of an Adopted Child

Step-Mom

Step-Grandma

Mom of a Child with Special Needs

Why Are You a Preschool Teacher?

You Know You are a Preschool Teacher when.....

- *You go all day without a bathroom break for yourself.
- *You get as excited as your 6 yr. old for the Toys-R-Us Catalog.
- *You have chapped hands from washing them so many times.
- *Your husband sings "The Wheels on the Bus" in the shower.
- *You tell your 13-year old, "Use your words if you need help."
- *You find M&M's, fishy crackers and princess stickers in your pockets every night when you change your clothes.
- *You forget how to sit in an adult size chair and prefer the floor.
- *All of your clothes are stained with paint and chalk.
- *You play with Play Doh to relax.

I Am a Preschool Teacher Because...

I want Functioning, Independent and Happy Adults in the World!

**Due to my experience working with adults with ASD, I focus on educating Parents regarding the importance for Young Children to acquire Foundational Skills necessary for Adulthood.*

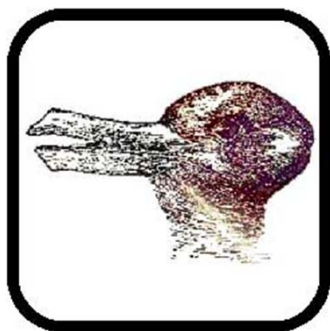
(Children Grow-up and Become Adults with Disabilities)

**I Emphasize for Parents how critical it is that ALL Young Children learn how to Self-Regulate, Follow Rules and learn how to Manage Behavior.*

**I empower Parents to gather information, knowledge and confidence regarding Autism Spectrum Disorders and utilize it to discipline children with techniques that developmentally appropriate.*

(Note: A Different Session Addresses Disciplining Young Children.)

Perspective



What Do
You See?

- [The Dragonfly](#)
A day with my Daughter....

"I wish I could See 360 degrees"



Objectives



- *To Expand Your Understanding of Regulating Skills with Young Children with Autism Spectrum Disorder.*
- *To Empower You with Knowledge Regarding Self-Regulating Skills and the Importance for Young Children with Autism Spectrum Disorders to Learn How to Regulate.*
- *To Provide You with Information to Share with Parents Regarding Self-Regulation and Following Directions.*

What is Autism Spectrum Disorder?

*“If you have met One Child with Autism,
You have met One Child with Autism...”*

- **An Overview of Autism Spectrum Disorders (Tony Atwood, 2000 p.20)**
According to the diagnostic criteria of the American Psychiatric Association (APA), autism, also known as Pervasive Developmental Disorder (PDD) or Autism Spectrum Disorder (ASD), occurs when a child has a severe qualitative impairment in **reciprocal social interactions** and communication **skills** and a restrictive range of activities and interests (APA, 2000). Specifically, the child with autism does not appear to have the intuitive ability to socialize, **has difficulty with verbal and nonverbal communication**, and demonstrates a tendency to engage in unusual interests and ways of playing. Although not included in the diagnostic criteria, there can also be problems with **sensory perception**, an unusual profile of cognitive skills, and very subtle signs of movement disturbances.
- **Signs of Autism Spectrum Disorders (Tony Atwood, 2000 p.21)**
Sleep disturbances, feeding problems (1st year), parents unable to comfort the child, lack of social interest, prefer playing alone, lack of non-verbal communication (eye gaze, pointing, etc.), not interested in most important aspects of daily life but prefer to relate more to objects rather than people. Very young child may be fascinated and delighted with sensory experiences, such as the feeling of the wind on the face, watching leaves blow, spinning wheels on a toy truck. When excited the child may literally jump for joy or have an unusual way of expressing pleasure by characteristic hand flapping and a contorted facial expression. Child may shun approaching peer or adult and reluctant to share an activity with another child. In addition, the child according to parents is, “unlike most other children.”
- **Resources**
There are extensive resources available.

Be cautious with the information and resources that you utilize and provide to parents.

Autism Spectrum Disorder in UTAH?

- **Current Statistics:**
1 in 32 Utah Boys has autism
“Highest Rate in the Nation”
- **What We Know:**
You Will Have Children
with ASD in your Preschools!
- **Interventions:**
Many Approaches

Interventions with Young Children?

- Interventions: Just A Few, The Difference

Behavioral Approaches –
ABA (Applied Behavioral Analysis)
Extensive Research

Developmental Approaches –
Rogers, Greenspan
Research Growing

D.I.R. Model (Greenspan)

- Developmental, Individual Differences
and Relationship –based.
- One-on-One Intensive Engagement.
- Child Centered – “meet them where they are.”
- **6 Functional Developmental Levels**
 1. Self Regulation and Shared Attention
 2. Engagement
 3. Two-way Communication
 4. Complex Two-way Communication
 5. Shared Meaning & Symbolic Play
 6. Emotional Thinking

How Do You Intervene?

Individually It's The Law!

**YOU Must Know
Early Child Development!**

Where Do We Start?

At the Beginning - #1

What is Self - Regulation?

Regulation (noun)

1 They obey all the regulations: rule, ruling, order, directive, act, law, bylaw, statute, edict, canon, pronouncement, dictate, dictum, decree, fiat, command, precept.

WHAT?

Why Is It So Important?

**It is Critical In Order to Attach
To Others and the Environment!**

When Do We Learn Self - Regulation?

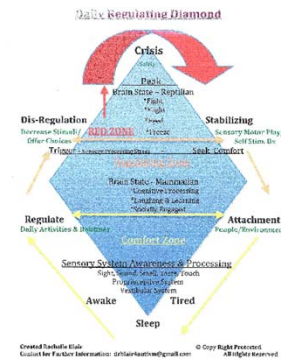
- The Infant –
- The Toddler –
- The Adolescent –
- The Adult –

Brain Development in the Early Years?

The Early Childhood Years are Different!

Why?

Daily Regulating Diamond



Defining The Diamond

- Sleep –
- Awake –
- Sensory System Awareness –
- Sensory System Processing –
- Regulate –
- Attachment –
- Tired –
- Dis-Regulation –
- Stabilizing –
- Peak –
- Crisis –

Daily Regulating Diamond – The Zones

- The Comfort Zone (Yellow) –
 - Sensory Awareness & Processing –
 - Regulate & Attachment –
 - Daily Activities & Routines –**
 - People / Environment –**

- The Regulating Zone (Orange) –
 - Triggers –
 - Brain State –
 - Seek Comfort –
 - Decrease Stimuli / Offer Choices –**
 - Sensory Motor Play / Self Stim. Bx –**

- The Red Zone (Crisis) –
 - Dis-Regulation –
 - Stabilizing –
 - Peak –
 - Crisis –
 - Safety –**

Solving the Mystery! “Find All the Clues Velma...”

- *Teaching Young Children with ASD to Self-Regulate is difficult...
- *Gather All the Information You May Need.
- *Expand Your Perspective.
- *Use Developmentally Appropriate Interventions & Techniques That Encourage Attachment, Self-Regulating and Increased Communication Skills..



**What Do
You See?**