

TRI-STATE WEBINAR SERIES

Autism in Early Childhood: Joint Engagement and Joint Attention strategies

Developed by: Lori Chambers, M.S., CCC-SLP, Lindy McDaniel, M.S.Ed, Teri McGill, M.A.Ed, and Katie Wells, M.Ed
Presented by: Katie Wells, M.Ed





Tri State Webinar Series 2015

Tri-State Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:



COLORADO
Department of Education

This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.



TASN
Autism and Tertiary Behavior Supports
www.kstasn.org

TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawie, KS 66070, 785-876-2214.



The contents of this power point presentation were developed under a grant from the Nebraska Department of Education, IDEA parts B and C from the U.S. Department of Education. However, this content does not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government.

Tri State Webinar Series 2015

Katie Wells, M.Ed - Colorado



- Autism Specialist with the Colorado Department of Education

Tri State Webinar Series 2015

Four Part Series: Autism and Early Childhood

April 13, 20, 27 & 28

April 13:

- *Joint Engagement and Joint Attention Strategies*
Presented by Katie Wells, M.S. Ed.

April 20:

- *Preparing for Purposeful Play*
Presented by Lori Chambers, M.S., CCC-SLP

April 27:

- *Teaching Object Based Play*
Presented by Teri McGill, M.S. Ed.

April 28

- *Incorporating Play into the Natural Environment*
Presented by Lindy McDaniel, M.S. Ed.

Tri State Webinar Series 2015

Learner Objectives

The participants will:

- Gain an understanding of the developmental stages that relate to Joint Engagement and Joint Attention
- Be able to define and give examples Joint Engagement and Joint Attention for students with Autism.
- Apply strategies to build Joint Engagement and Joint Attention

Presentation Summary

This webinar is the first in a series of four for early childhood educators. Today we will focus on joint engagement and joint attention. You will be introduced to applicable strategies to facilitate these developmental milestones in your classroom.

What is Joint Engagement?

- **Joint Engagement is the Precursor to Joint Attention**
- Joint engagement is the ability for one person to engage with another person or object.
- Joint engagement is strongly linked to communication.
- Joint engagement is a precursor to joint attention which is a skill children need to become readers and use communication devices.
- Think of a typical child's development as joint engagement gets stronger sounds, babbling and speech start to emerge.

Joint Engagement

- Student is engaged with the object but does NOT bring you into it.



Is there a desire to engage with others?



Tri State Webinar Series 2013

How can we increase the desire to bring others into this play?



Tri State Webinar Series 2013

Poll Question

- What is an example of Joint Engagement?
 - A. The child pays attention to others in the classroom and initiates play
 - B. The child is able to attend to an object but does not initiate bringing anyone else into his play
 - C. The child sits in the block area but does not engage with any toys or peers
 - D. None of the above

Tri State Webinar Series 2013

- The answer is B.
 - The child is able to attend to an object but does not initiate bringing anyone else into his play

Tri State Webinar Series 2013

What is Joint Attention?

- Joint Attention (JA) is recognized as one of the earliest forms of communication in young children and involves coordinated attention between a social partner and an object or event in the environment (Taylor, 2009)
- The capacity to use gesture and eye contact to coordinate attention with another person to share the experience of an interesting object or event

Joint Attention

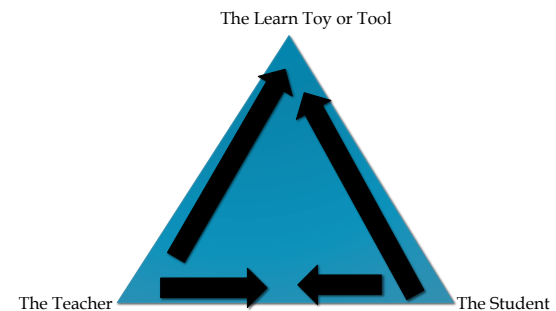
- Joint attention is shifting of eye gaze between an object and a communication partner for the purpose of requesting or shared enjoyment
- Emerges in infancy and develops into more complex forms of social sharing
- Joint attention includes alternating eye-gaze, and initiating and responding to gestures (pointing, showing)

Typical Development of Joint Attention

- 2-3 months: infants smile in response to parents smile or voice
- 8 months: follow a parents gaze (e.g., parent looks at the clock, infant will follow)
- 10-12 months: follow a point, then look back at parent
- 12-14 months: initiate a point
- 15-16 months will draw a parents attention to an object of interest with sound, point, looking back and forth



Joint Attention is a Triad Between Yourself, the Student and an Object



Is there a desire to engage with others?



Tri State Webinar Series 2013

Poll Question

- What is an example of Joint Attention?
 - A. The child plays with a train and pulls on a peers arm while pointing to the train
 - B. The child plays alone with a train in the block area
 - C. The child initiates an interaction with a peer and develops a play scheme for pretend play.
 - D. None of the above

Tri State Webinar Series 2013

- The answer is A.
The child plays with a train and pulls on a peers arm while pointing to the train

Tri State Webinar Series 2013

How does Joint Attention look different for the child with Autism?

- difficulty shifting attention from one thing to another
- fewer displays of positive affect along with joint attention behaviors
- Limited motivation to respond to/engage in social interactions
- referencing mouth instead of eyes



- “Kids who are successful at initiating joint attention are more successful than those that only respond to interactions.”

• -Carahan and Williamson, 2014

Joint Attention Leads to Shared Enjoyment ...

- Being interested in the things that other people are doing or thinking. Young children do this by;
 - Watching others and imitating them
 - Drawing people’s attention to things by pointing and bringing things to show them as to say “look at this!” “What do you think about it?”

Shared Enjoyment



Joint Attention Leads to Shared Enjoyment ...

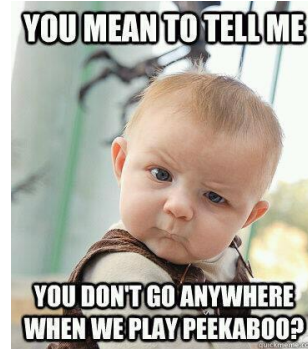
Lots of LOOKING!!!

- Look at others when talking
- Look when listening to another child
- Look when their name is called
- “Check in” by looking at others (referencing/shifting)

Emily Iland, Inc. 2011

Joint Attention/Sharing Engagement Across the Daily Routine

- **Time Delay...**
- Face to Face Games (Peek-a-boo, bouncing on knee, tickling, to increase gaze shift)
- "Spotlighting"
- Mirror-play activities
- Communication temptations to increase vocalization and elicit point (hold desired item up, have reinforcing items out of reach, hide fascinating toys close by etc)



Tri State Webinar Series 2015



Joint Attention/Sharing Engagement Across the Daily Routine

- Observe child's focus, bring objects to joint line of regard
- Turn-Taking Games
- Shared interaction (wind-up toys/activation toys that need an adult to turn on, open etc)
- Showing : Look at the __, Where's Mommy?, Point to __, and Giving (Give me __)
- Teach imitation



Increasing Joint Attention
Through Commenting



Increasing Joint Attention Through Commenting

- Commenting helps to teach a child to “tune into” the world happening around him.
 - Commenting
 - Describes a child’s actions and play
 - Build anticipation in an activity or routine by pausing dramatically
 - Can help to expand activity and add new action
- Resource: First Steps in Intervention with your child with ASD by :Christie, Newson, Prevezer, and Chandler; 2009



Help your kids tune in!



Tri State Webinar Series 2015



Increasing Joint Attention Through Commenting

- Three types of Comments
 - Simple Language or spoken word
 - Chanting in Rhythm (example)
 - Simple Songs

Resource: First Steps in Intervention with your child with ASD by :Christie, Newson, Prevezer, and Chandler; 2009



POINTING...

Joint Attention and Pointing



Joint Attention/Shared Engagement - Pointing

- Pointing is the first and most important gesture
- A gesture is a signal someone makes intending to be seen and understood. A gesture includes eye-contact in order to make sure the communication partner received the message
- Pointing and following a point develops before words
- When a child points they show beginning understanding of abstract signals- - gives the child enormous power to communicate, grab our attention and show us something.



Pointing



Tri State Webinar Series 2013



5 Reasons to Teach Pointing

Resource: First Steps in Intervention with your child with ASD by Christie Newton, Devereux, and Chandler: 2009

1. Teaching children that communication and making signals to people is **useful** and may bring him pleasure
2. Giving the child the **easiest signal** that will give the **quickest results**
3. Pointing is a **versatile gesture**- one that can be used in many different situations (not just for the things we have given them signs or words for)



5 Reasons to Teach Pointing

4. A child can use a point **effectively even when they don't know the names of the objects**(both signs and spoken language need that knowledge first)
5. Pointing **prepares the child for real words and varied vocabulary** (they point- -and focus on an object – we say the name of the object)

Tri State Webinar Series 2013



How to Teach Pointing

- Touch Pointing- pointing by touching the item such as pointing in picture books or objects. This more concrete
- Distance Pointing- Pointing to items they see to show you or to get something they want or need. This is more abstract.



Summary

- Joint Engagement and Joint Attention are teachable skills and children with Autism need these skills.
- Shared enjoyment and learning from others is not possible without Joint Engagement and Joint Attention
- Teachers can incorporate strategies through out the day.
- Commenting and Pointing are great places to start.

"If a child can't learn the way we teach, maybe we should teach the way they learn."

Ignacio Estrada

Copyright 2015 by Ignacio Estrada, www.ignacio.net

Tri State Webinar Series 2015



Study Questions

- Give 1 example of Joint Engagement:
- Give 1 example of Joint Attention:
- Why are they different?
- Why is it important to identify if a student has Joint Engagement?

Tri State Webinar Series 2015-2016

References

- Christie P, Newson E, Prevezer W and Chandler S. 2009. *First steps in intervention with your child with autism: Frameworks for communication*. London: Jessica Kingsley.
- Doyle, B.T., Iland, E, 2004. *Autism Spectrum Disorders from A to Z*. Future Horizons Inc.
- Rocha, M., Schreibman, L. & Stahmer, A. 2009. *Effectiveness of training parents to teach joint attention in children with Autism*. Journal of Early Intervention. Sage Publications.
- Taylor, B.A. (2009). Improving Joint Attention and Reciprocal Language Skills in Children with Autism (PowerPoint slides).

Tri State Webinar Series 2015-2016

THANK YOU!

KATIE WELLS, M.ED



Tri State Webinar Series 2015-2016