



cpdOT @ *kids*

*Autism Spectrum Disorder: Navigating OT
Interventions*

Friday 3rd July 2009



Program and Abstracts

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cpdOT@kids - Autism Spectrum Disorder: Navigating OT Interventions Program

Morning

- Chair** Professor Anita Bundy,
The University of Sydney
- 8:15** Registration desk opens
- 8:50** Welcome and Introduction
- 9:00** Contemporary understanding of Autism Spectrum Disorders
Dr Natalie Silove; Senior Staff Specialist, Head of Child Development Services, The Children's Hospital at Westmead
- 9:45** Sensory based intervention(s) and how this approach supports learning and behaviour
Danielle Lord; Occupational Therapist, Kid Sense Occupational Therapy
- 10:30** Morning Tea and Trades Display
- 11:00** Reducing negative behaviours in daily routines for young children with autism
Kim Bulkeley; PhD Candidate, The University of Sydney
- 11:20** Introduction to DIR®: Developmental Individual Difference Relationship Model® "Floortime™"
Georgina Ahrens; Occupational Therapist, Kids World: Paediatric Occupational Therapy

Afternoon

- 12:05** Using evidence about what motivates the child with ASD to engage in repetitive behaviour, to guide OT practice
Annette Joosten; Occupational Therapist, Lecturer, Curtin University of Technology, W.A
- 12:30** Lunch and Trades Display
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- 1:30** The BUILDING BLOCKS® approach to Early Intervention
Meaghan Beretta and Sarah Goddard; Occupational Therapists, Autism Spectrum Australia
- 2:15** Impact of the Sensory Protocol on the functional and behavioural responses of children with intellectual disability, sensory defensiveness and behaviour support needs
Lucinda Mora; Occupational Therapist, Statewide Behavioural Intervention Service, DADHC

Visit our website for the Book of Abstracts and Presenters Biographies:
http://www.chw.edu.au/prof/services/occupational_therapy/

- 3:00** Afternoon Tea and Trades Display
- 3:30** Therapeutic Listening®
Linda Collier; Occupational Therapist, The Sensory Gym
- 4:15** Forum – Navigating occupational therapy interventions: Presenters will form a panel for discussion and questions
- 5:00** Close

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Contemporary understanding of Autism Spectrum Disorders

Dr Natalie Silove

Senior Staff Specialist, Head of Child Development Services, The Children's Hospital, Westmead



Biography:

Dr Natalie Silove is the Head of the Child Development Services at The Children's Hospital at Westmead. This comprises three diagnostic and assessment teams in different geographical locations. She is Senior Staff Specialist and Consultant Paediatrician in the Child Development Unit at The Children's Hospital at Westmead (CHW). Natalie is primarily a clinician directly involved with individuals and families affected by developmental disorders. Her clinical practice is guided by the current evidence and best practice.

Natalie was invited by Federal Parliament, on recommendation of the Royal Australasian College of Physicians (RACP), to be a member of the National Autism Advisory Group. In this capacity she advised on the role of the paediatrician directly to the Hon Bill Shorten on the Federal Government "Helping Children with Autism Package" and worked closely with Medicare Australia and Department of Health and Aging on the new Medicare initiatives for Autism. Her clinical expertise in ASD has been recognized further by the RACP when requested to co-ordinate and write an evidence based consensus statement which is published on the RACP website. Natalie teaches extensively to pre and post graduates in medicine and psychiatry and has been an invited plenary speaker at a number of national and international conferences. Publications include peer reviewed journal articles, and book chapters. Cochrane publications include Auditory Integration Training in ASD. Natalie believes strongly in collaboration and consults for and liaises with Government on a State and Federal level, DADC, community and educational departments, all of whom play a vital role in the care of children with special needs. She is a strong protagonist for Early Intervention and evidence based practice.

Abstract:

"Contemporary understanding of Autism Spectrum Disorders" will highlight some of the current theories of the underlying pathogenesis of ASD. This will provide the basis for discussing the clinical presentation and spectrum of ASD in a developmental perspective. Controversial and not so controversial "myths" and "truths" around cause and intervention will be raised, to stimulate constructive and invigorating discussion for the remainder of the seminar!

Sensory based intervention(s) and how this approach supports learning and behaviour

Danielle Lord

Occupational Therapist, Kid Sense Occupational Therapy



Biography:

Danielle Lord has been running a private practice 'Kid Sense Occupational Therapy' for the past 10 years, which specialises in working with kids with Autism and Asperger's. She provides therapy services and consultation to children attending SSP's, Aspect schools, childcare centres, support classes and mainstream settings. Danielle has worked in multidisciplinary teams providing support for diagnosis, anxiety, and the behavioural difficulties associated with Autism and Asperger's. Danielle has experience in a variety of settings both in Australia and the USA and has presented at State and National Conferences.

Abstract:

Sensory based interventions and how this approach supports learning and behaviour - OT's currently use a range of strategies to promote attention, skill development and adaptive behaviour for children with Autism and Asperger's. The types of strategies selected are based on a variety of factors such as the environment, availability of resources, and the therapist's experience. This session will provide an overview of these strategies, review the most recent research and the implications for practice.

Reducing negative behaviours in daily routines for young children with autism

Kim Bulkeley

PhD Candidate, The University of Sydney



Biography:

Kim is an occupational therapist currently undertaking part time PhD studies at the University of Sydney, researching the effectiveness of occupational therapy intervention using a sensory processing approach with young children with autism. Kim is strongly committed to the provision of quality services for children with a disability and their families and has been involved in the community disability sector for over 20 years.

Abstract:

Occupational therapists increasingly support young children with autism and their families. A common aim of intervention is to address sensory problems that interfere with the child's participation in daily routines, however, many of the interventions used in current practice lack sufficient evidence to support their efficacy.

In today's presentation I will outline, and present preliminary findings from, a 14-week single-subject design study with 10 families of a preschooler with autism. The study will compare the outcomes from a sensory-processing-based intervention delivered by parents with those of an intervention targeting cognitive strategies to increase responsive parenting. The sensory-based intervention will be the subject of today's presentation.

The sensory-based intervention will target a problem behaviour identified by the parents. Following collection of baseline data, an individualized sensory-based intervention will be developed with, and implemented by, the family in the context in which the behaviour occurs. A parent will rate a single measure of the child's behaviour daily using a visual analogue scale on a personal digital assistant. Data analysis will compare changes in the level of the behaviour as a result of the two interventions. We will also compare the findings from a pre- and post-test battery to identify a profile of children who respond most positively to each intervention.

Introduction to DIR®: Developmental Individual-Difference Relationship Model® “Floortime”

Georgina Ahrens

Occupational Therapist, Kids World: Paediatric Occupational Therapy



Biography:

Georgina Ahrens gained her Bachelor of Applied Science – Occupational Therapy from the University of Sydney, Cumberland College in 1996, moving straight into the field of paediatrics initially in an early intervention team, working with children with a variety of disabilities. She then pursued further training by travelling to the United States and England. Under the supervision and guidance of specialist practitioners she was able to develop her skills in the areas of Sensory Integration and the DIR®/Floor time Model. During this time she received extensive training and experience within the fields of Sensory Integration, Auditory Integration and the Developmental Individual Difference Relationship Model (Floor time).

Georgina returned to Sydney in 2003 and established Kids World: Paediatric OT to provide specialist services to the clients within the Sydney metropolitan area. Over the past twelve years Georgina has continued to develop her experiences in the field of Autism Spectrum Disorders and Sensory Integration Dysfunction. In addition to her extensive clinical work Georgina provides professional lectures and parent workshops to share her knowledge with others both within Australia and internationally.

Abstract:

Developed by Stanley Greenspan, M.D. and Serena Wieder, Ph.D.

A brief overview presented by Georgina Ahrens OT:

The DIR® - Floortime Model is widely used to treat children who have difficulties with relating and communicating with others. This treatment model emphasizes six functional development levels that occur from birth to four years of age.

These levels of development are the basis for our ability to learn to attend and interact with others. The DIR® - Floortime approach identifies the child's core deficits in relating, communicating and thinking, taking into account the child's individual differences in processing and the family dynamics, to create an individualized program to coach parents in how to work with their child to reach these levels of development.

Georgina will provide a brief overview of this model, discuss current research and outcomes for clients and families and Occupational Therapists specific role within this model.

Using evidence about what motivates the child with ASD to engage in repetitive behaviour, to guide OT practice

Annette Joosten

Occupational Therapist, Lecturer Curtin University of Technology, W.A



Biography:

Annette Joosten has almost 30 years experience as an occupational therapist, senior clinician and therapy team leader providing therapy, consultation and professional development in Victorian schools and other state and non government organisations and in private practice. Employed full time in specialist and regular school settings, Annette has provided support for students with a wide range of learning needs including autism spectrum disorders, and worked collaboratively with teachers and families.

Annette has a Masters in Disability Studies (Flinders University), and is currently completing a PhD researching autism spectrum disorders and behaviour, (University of Sydney). Annette has presented at the World Autism Congress, a series of workshops in Thailand by invitation, and at many National, State and local conferences and workshops. Annette has published in the Journal of Autism and Developmental Disorders and a workbook of Social Scripts for children with autism. Annette is currently working as a Lecturer in the School of Occupational Therapy and Social Work, at Curtin University of Technology, W.A.

Abstract:

Research provides evidence that children with autism have more difficulty processing sensation than do typically developing children. Occupational therapists report that the most frequently used assessment, and approach when working with children with autism, is the Sensory Profile and sensory integration based therapy. But do we know how and when sensory processing difficulties contribute to repetitive behaviours? What else other than seeking or avoiding sensation might motivate a child with autism to engage in repetitive behaviour? Our research offers an evidence based rationale that the behaviours have multiple motivators and that designing and implementing intervention based on understanding the motivation is more effective than intervention that simply aims to reduce or eliminate the behaviours.

The participants in our study were 37 children with autism and intellectual disability and 37 children with intellectual disability alone. Using the Sensory Profile (Dunn, 1999; 2006) and the Motivation Assessment Scale (MAS) (Durand & Crimmins, 1988) which we revised, we have found that repetitive and stereotypic behaviours are multifunctional and have both intrinsic (i.e., sensory stimulation, anxiety reduction) and extrinsic motivators (i.e., escape, attention seeking, gaining a tangible object). We also found that the context in which behaviours occur influences motivation. For example, children with autism are more likely to engage in repetitive behaviour to reduce anxiety when they are transitioning between activities than during free time or when they are engaged in activity. These findings may aid with understanding anxiety in children with autism and our interpretation of the Sensory Profile and improve intervention outcomes.

The BUILDING BLOCKS® approach to Early Intervention

Meaghan Beretta and Sarah Goddard

Occupational Therapists, Autism Spectrum Australia



Biography:

Sarah Goddard is a Paediatric Occupational Therapist who has worked with BUILDING BLOCKS® since 2007. She provides services to families on the South Coast of NSW and facilitates the Hurstville centre based program. Sarah also sees home based clients and is a part of the new Occupational Therapy service offered through the FaHCSIA funding.

Meaghan Beretta is a Paediatric Occupational Therapist who has worked with BUILDING BLOCKS® since 2008. She provides home based services, assists with the centre based program in Miller and provides occupational therapy through the new FaHCSIA funding.

Abstract:

BUILDING BLOCKS® is a leading provider of early intervention services to children with autism and their families across the Sydney metropolitan, South Coast, Hunter, Central Coast, Illawarra and Canberra regions.

The BUILDING BLOCKS® theoretical model draws its methods from a comprehensive range of the latest research in the field of early intervention for young children with autism. A variety of approaches are utilised by BUILDING BLOCKS®, including: sensory integration and sensory-based Interventions, relationship-based, interactive interventions, developmental skill-based intervention, social-cognitive skill training and behavioural methods. BUILDING BLOCKS® has a strong emphasis on family centred intervention, adopting a *building capacity* approach.

Current research suggests that “a minimum of 20 hours per week over two or more years is essential for young children (with autism) to make major gains” (Roberts & Prior, 2006). BUILDING BLOCKS® provide a 2 hr, either in-home, or group session with the main aim being to *build capacity* within the family. BUILDING BLOCKS® aim to provide parents, other family members and preschool staff with empowerment to carry on working with their child both between our visits and in years to come after they have left our program.

BUILDING BLOCKS® offer a home based and centre based service, which includes collaboration with preschools and other services. With the announcement of new funding through the Helping Children with Autism package, we are now also able to offer specialised Occupational Therapy & Speech Therapy services as well as the Hanen Program parent training and Hanen centre-based service. Building Blocks also provides parent and professional training in metro and regional areas of NSW.

The BUILDING BLOCKS® team is comprised of Speech Pathologists, Special Educators, Early Childhood Teachers, Occupational Therapists, and Psychologists, and all team members follow a Transdisciplinary approach.

Roberts, J.M.A, & Prior, M. (2006). A review of the research to identify the most effective models of practice in early intervention of children with autism spectrum disorders. Australian Government Department of Health and Ageing, Australia.

Impact of the Sensory Protocol on the functional and behavioural responses of children with intellectual disability, sensory defensiveness and behaviour support needs

Lucinda Mora

Occupational Therapist, Statewide Behavioural Intervention Service, DADHC



Biography:

Lucinda Mora has a background in Occupational Therapy and has worked in a variety of roles across the disability and mental health sectors over the past 13 years. She currently works at the Statewide Behaviour Intervention Service (SBIS) at DADHC. SBIS is a tertiary service which supports clinicians to work more effectively with young people with Intellectual Disability and behaviour problems and their families.

Through Lucinda's career and postgraduate research she has developed a particular interest in children with emotional and behavioural disturbance and the role that sensory processing plays in emotional regulation.

She is currently running a play therapy pilot project for children with intellectual disability and a variety of psychological issues such as complex trauma disorder, conduct disorder and anxiety. Lucinda is also part of a monthly consultation clinic using systemic analysis to understand the impact of relationships and interactions on children and adults presenting with behaviour problems.

The study that Lucinda will present emerged from a high number of sensory based behavioural referrals to SBIS and a desire to see clinical research become a core part of DADHC work.

Abstract:

Many children with Autism Spectrum Disorder and Intellectual Disability have styles of sensory processing that prompt severe defensive responses (withdrawal, anxiety). Sensory defensiveness is when children interpret everyday sensory input as threatening or noxious (Dunn, 1999; Wilbarger & Wilbarger, 1991), thereby reducing their ability to participate in home, school and community life.

The purpose of this study is to determine whether the Sensory (Wilbarger) Protocol, when used by parents/carers under the guidance of trained DADHC Occupational Therapists improves behavioural and functional outcomes for children with severe sensory defensiveness. Children received treatment by being randomised into either the sensory protocol intervention or behavioural intervention group. Several instruments were used to gather information about the child and measure relevant variables prior to and at the conclusion of the intervention.

Preliminary findings indicate that there was a significant difference in functional performance and behavioural responses for the children who received the sensory intervention. These effects were evident throughout the period of intervention.

This study is being conducted in collaboration with Dr Chris Chapparo from the University of Sydney.

Therapeutic Listening®

Linda Collier

Occupational Therapist, The Sensory Gym



Biography:

Linda Collier graduated from The University of Sydney in 2001. She then went on to complete a Master of Occupational Therapy, where she focused most of her subjects on working with individuals with learning disorders and with autism.

Since completing her Masters in 2005, Linda has gone on to complete further units of continuing education including Therapeutic Listening®, Sensory Defensiveness (The Wilbargers' Therapressure Protocol), the M.O.R.E. course, and several introductory courses in DIR®/Floortime™.

Linda has three young children and loves being both a mum and having the opportunity to work with so many amazing children and their families. She is passionate about continuing her education in the areas of learning disabilities and autism spectrum disorders and hopes to complete research projects in the not too distant future in these areas.

Abstract:

Since the mid-1900s when Alfred Tomatis began his work with the therapeutic application of sound to treat specific symptoms and behaviours, there has been a veritable explosion in the types of auditory interventions available. As the effectiveness of sound as a treatment modality continues to achieve credibility, the rapid growth of this field of therapy will likely gain even more momentum.

At this time, there has been limited research conducted on sound therapy programs. However, this form of treatment has just become more "mainstream" in the past 15-20 years, and research is underway on a number of fronts. In 2007, the American Journal of Occupational Therapy published an article on "The Effect of Sound-Based Intervention on Children with Sensory Processing Disorders and Visual-Motor Delays" (Hall, Smith) which found quite favourable results from an 8 week therapeutic listening® program.

This presentation will:

- Describe the impact of listening on behaviour and function, as supported by the anatomy and neurophysiology of the peripheral listening mechanism
- Briefly describe sound therapy as a tool
- Present the current research outcomes regarding use of Therapeutic Listening® as a treatment modality