



An overview of the communication needs of children with ASD and/ or ADHD

Pinpoint Parent Support Group
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September 2016



Agenda

- What are social skills?
- An overview of the key communication difficulties of children with ASD and ADHD
- An overview of key strategies for supporting children with ASD and ADHD

- Questions and answers

What are social communication skills?





Key skills

- Looking/observation
- Waiting
- Eye contact
- Looking interested
- Self monitoring
- Appropriate comments/compliments
- Empathy
- Initiating
- Non verbal communication
- Facial expression
- Social hierarchy
- Greetings
- Clothing and culture
- Skills



Social communication skills

- The rules we use to interact with others in our society
- Based on social 'norms'
- Allow predictable interaction
- People with 'good' social skills are viewed by others as competent and successful



Key communication issues for young people with ASD

- Attention
- Language understanding
- Processing time
- Language ability versus functional communication
- Poor understanding of nonverbal communication
- Understanding 'friendship'

Other key issues for young people with ASD

- Protracted period of development
- Difficulties with flexible thinking
- Difficulties learning social rules
- Learning from mistakes/generalising skills

Key issues for young people with ADHD

- Not all children with ADHD present with social communication difficulties
- Due to difficulties with confidence, attention and impulse control, some children with ADHD may present with a similar profile of communication difficulties to children with ASD



Key issues for young people with ADHD cont.

- Research shows commonly a 3 year delay in emotional development
- Difficulties with planning and organisation
- Difficulties with impulse control resulting in social communication difficulties
- Difficulties with attention



Overview of key strategies for supporting children with ASD/ ADHD

- Visual support
- Importance of routine and structure
- Adapt language to the level of the child
- Modelling target behaviour
- Explicit teaching: 'in the moment' coaching

Visual support

- Physical structure
- Work system
- Schedules
- Visual structure (breaking down a task)
- Other visual support...e.g. social stories

Work system

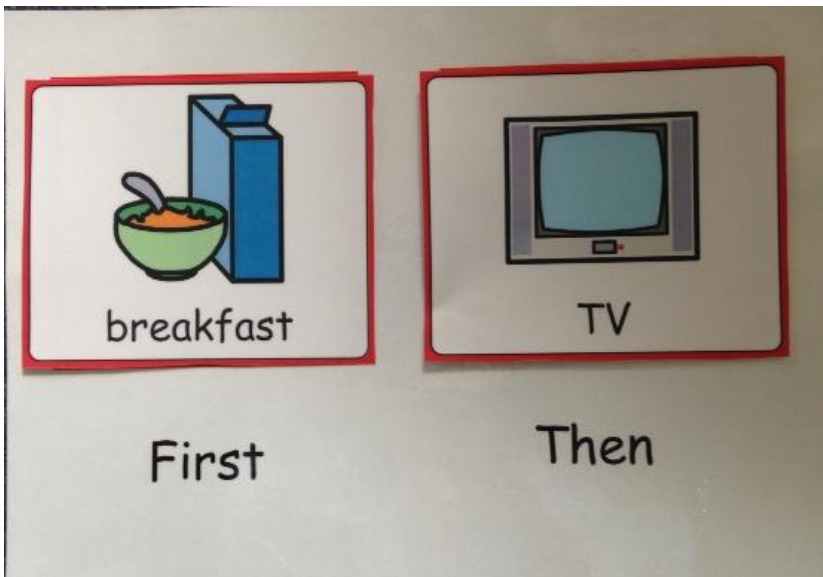
Work System





Schedules

Schedules



The image shows a visual schedule on a light-colored surface. It consists of two red-bordered boxes. The first box contains an illustration of a green bowl with orange cereal and a blue carton, with the word "breakfast" written below it. The second box contains an illustration of a television set, with the word "TV" written below it. Below the first box is the word "First" and below the second box is the word "Then".

breakfast

TV

First

Then

Schedules








Schedules

J
Jake's

Sa
Saturday

am
morning

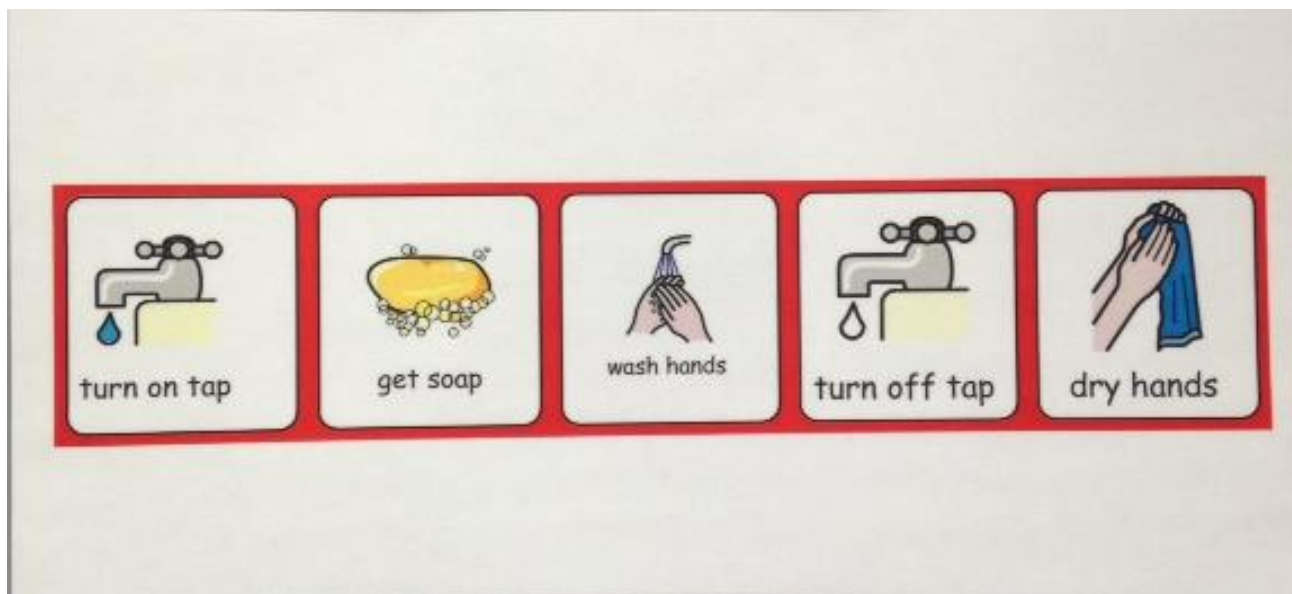
 get dressed	<input type="checkbox"/>
 eat breakfast	<input type="checkbox"/>
 computer time	<input type="checkbox"/>
 park	<input type="checkbox"/>
 lunch time	<input type="checkbox"/>

Visual structure

Visual structure



Visual structure



Visual structure

Get dressed

1. Put on underwear
2. Put on shirt
3. Put on trousers
4. Put on socks
5. Put on shoes

Other visual support

Other visual support



Lunch choice



sandwich



pizza



pasta



sausages


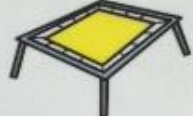



Other visual support



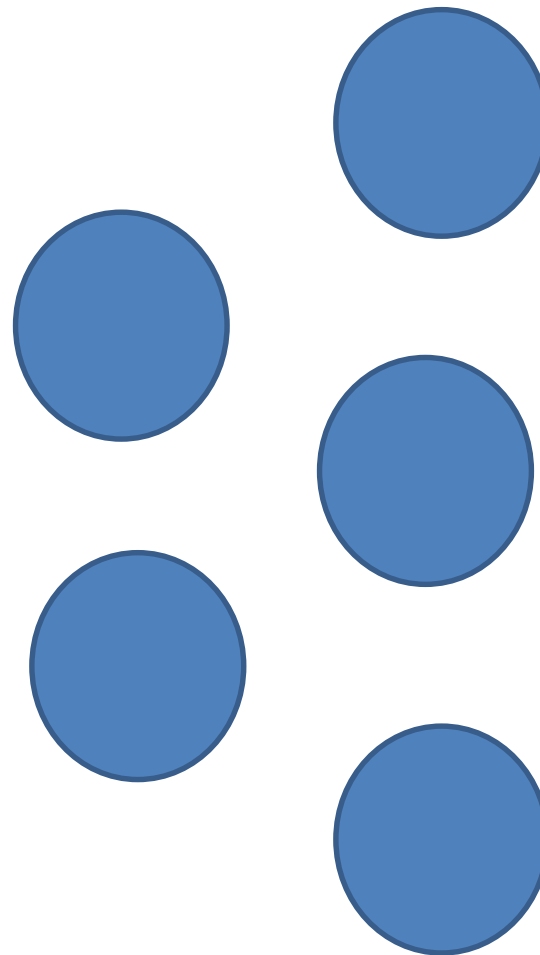
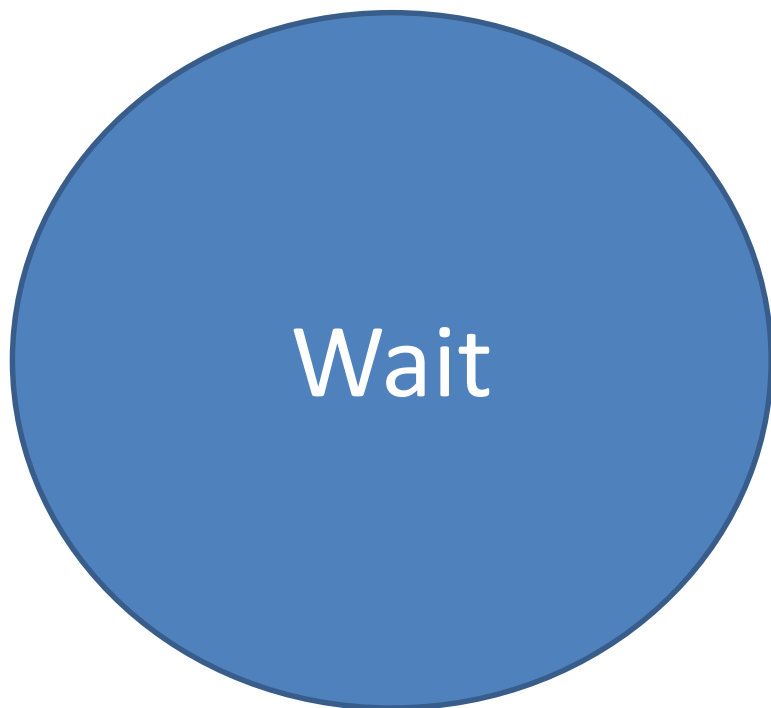
Things

I can

choose

 <p>skipping</p>	 <p>trampoline</p>
 <p>Lego</p>	 <p>Match Attax</p>
 <p>Comic</p>	 <p>garden</p>

Other visual support





The importance of language



Language of learning model

Level 1	Naming things
Level 2	Describing things Answering who?, what?, where?
Level 3	Talking about stories and events
Level 4	Solving problems and answering why? questions



Language

- What level of language understanding is your child at?

Strategies

- Match your child's language level
- Call his/her name first
- Keep instructions short
- 4 comments to 1 question
- Allow additional time for processing
- Model correct responses/use scripts
- Teach "I don't know"
- Use visual supports
- Beware at level 3 and 4
- May need to reduce language demands in stressful situations



Useful contacts

- The National Attention Deficit Disorders Information and Support Service (ADDISS)
www.addis.co.uk
- The National Autistic Society (NAS)
www.nas.org.uk