

Cracking Some of the Mysteries with Clients on the Autism Spectrum

Arkansas Speech-Language-Hearing Association
Annual Convention 2019

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Disclosures

- I have **NO relevant financial relationship(s)** to disclose.
- I have **relevant nonfinancial relationship(s)** to disclose.
 - Serve on ASHA SIG 11 Coordinating Committee Member

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Learning Objectives

1. Identify & Review terms associated with repetitive language behaviors in autism & communication
2. Identify & Review terms associated with burnout and regression autism & communication

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Learning Objectives

3. Confer vital information regarding key elements needed for the discussed of reduction/reshaping strategies for successful implementation for functional and meaningful communicational skills.
4. Compare and discuss various signs and symptoms to help individual's with Autism who struggle with Autistic Burnout to reach successful implementation for functional and meaningful communicational skills.

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Questions?

1. Who here went through their Graduate program in the 1990's or earlier?
2. Who had a client on the AS as a graduate student?
3. Did your client display echolalia/echolalic behaviors?
4. What did your supervisor teach you to do about this/these behavior/s?

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Definitions

A **communication disorder** is an impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems.

- May be evident in the processes of hearing, language, and/or speech
- May range in severity from mild to profound
- It may be developmental or acquired
- Individuals may demonstrate one or any combination of communication disorders
- May result in a primary disability or it may be secondary to other disabilities

ASHA

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Definitions

Communication is the use of nonverbal (eye gaze, facial expression, body posture, gestures) and verbal (speech or spoken language) behavior to share ideas, exchange information, and regulate interactions.

Autism Speaks

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Definitions

Echolalia is the repetition of words, phrases, intonation, or sounds of the speech of others. Children with ASD often display echolalia in the process of learning to talk.

- Echolalia is sometimes referred to as **movie talk, scripted speech, idiosyncratic speech, and repetitive speech** because the child will remember and repeat chunks of previously heard information
- Echolalia was once thought to be non-functional, but is now understood to often serve a communicative or regulatory purpose for the child
- Immediate echolalia is the exact repetition of someone else's speech, immediately after the child hears it
- Delayed echolalia may occur several minutes, hours, days, or even weeks or years after the original speech was heard

Autism Speaks

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Definitions

Idiosyncratic language refers to language with private meanings or meaning that only makes sense to those familiar with the situation where the phrase originated.

Autism Speaks

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Definitions

Perseverative speech refers to repeating the same phrase or word over and over or bringing up the same topic repeatedly with a sense of "getting stuck" when it is no longer appropriate. Children with ASD who learn to talk usually have repetitive use of language.

Autism Speaks

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Examples

Echolalia

<https://www.youtube.com/watch?v=1821182>

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Spectrum of Broad Treatments

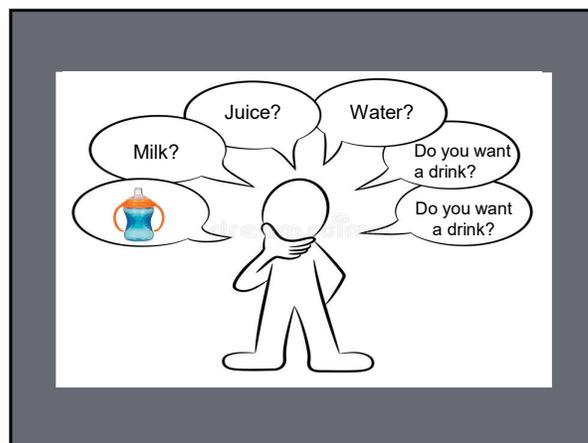
ABA	Applied Behavior Analysis	TEACCH	Treatment and Education of Autistic and Related Communication Handicapped Children	DIR	The Developmental Individual Difference-Relationship-Based Model of Intervention	SCERTS	Social Communication Emotional Regulation Transactional Support
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There are many other well thought out **“plans of action”**

But do any of these address what to do when a client’s chief method of communication is echolalia?

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Therapy Approaches

Echolalia is sometimes referred to as movie talk, **scripted speech**, idiosyncratic speech, and repetitive speech because the child will remember and repeat chunks of previously heard information

So let’s change the Script!

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LANGUAGE IDEAS

<p>Traditional Language Development</p> <ul style="list-style-type: none"> • We build on labeling nouns (bottom-up learning) • Core vocabulary of 100 labels • Add actions/ descriptors to labels • Child naturally learns to add properties such as prosody • Naturally learns perspective such as mine vs yours 	<p>Not Traditional Language Development</p> <ul style="list-style-type: none"> • Gestalt language-processing style (top-down learning) • Uses negative behaviors to avoid communication • If verbal, utilizes odd speech patterns • Does not take the perspective of others
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Perspective Speak Definition

Most easily defined as language that is spoken from the perspective of the speaker

- Develops in neurotypical children
- Marked by perspective specific words Me, I, Mine
- You, Your, Yours
- His, Hers, Her, Him, He, She

Ellenbaum et al., ASHA 2012

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Perspective Speak

A therapy approach used to teach children to understand and use perspective-specific vocabulary appropriately and eventually independently

- First teaches vocabulary as a reference to self: “I” (director & responder)
- Teaches possession: mine/my vs. your(s); (director & responder)
- Differences His, Hers, Her, Him, He, She
- “you/your” becomes a references to the communicative partner; “my/mine remains” a reference to child
- Your/My switches (specific vocabulary is assigned to different reference points)

Ellenbaum et al., ASHA 2012

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Perspective Speak
Great idea!

But who has an assistant who can be the responder?

What do I do to teach this idea?

- I have an in-service with all adults in the client's life to teach my version of perspective speak.
- I recruit other members of my group therapy session to be a responder

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Perspective Speak

If there is one impression about this technique that I hope you leave with is that it all really comes down to this:

You have to put it **"IN"**
the way you want it to come **"OUT"**!

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Learning to Change the Script

So Let's Practice for a Minute
(or several)

Come on now, I know you want to!

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What do you think is wanted? What should the script be?

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Autistic Burnout

<p>Definition of NT BURNOUT</p> <p>1: The cessation of operation usually of a jet or rocket engine</p> <p>2: Exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration</p> <p>2b: A person suffering from burnout</p>	<p>Management of BURNOUT</p> <p>Stop working Find a release Take a break from Alcohol & Caffeine Ask for less responsibilities Have a heart-to-heart with someone Make work more fun work away from your desk Use FMLA if necessary Get plenty of sleep, exercise, and eat well QUIT YOUR JOB</p>
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What is Autistic Burnout?

Autistic Burnout is an accumulation of years of trying to appear normal and cope as a Neurotypical (NT). The Strain and drain of it suddenly becomes too much and a person with Autism falls apart.

ALL AUTISTIC SYMPTOMS GET WORSE

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What is Regression?

Neurotypical:

Regression is a psychological defense mechanism in which a person abandons age-appropriate coping strategies in favor of earlier, more childlike patterns of behavior. This regression is a form of retreat, bringing back a time when the person feels safe and taken care of.

Autism Spectrum:

There is no universally agreed definition; however, all definitions support that regression involves the loss of a previously attained skill, such as language.

- Language regression refers, to the loss of verbalizations
- Language/social regression, indicates other social behavior involved in addition to the language

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Temper Tantrum vs. Autistic Meltdown

Temper Tantrum	Autistic Meltdown
<ul style="list-style-type: none"> ➤ Temper tantrums are unpleasant and disruptive behaviors or emotional outbursts. ➤ They often occur in response to unmet needs or desires. ➤ Tantrums are more likely to occur in younger children or others who cannot express their needs or control their emotions when they are frustrated. 	<ul style="list-style-type: none"> ➤ Many autistic people will show signs of distress before having a meltdown, which is sometimes referred to as the "rumble stage". ➤ They may start to exhibit signs of anxiety such as pacing, seek reassurance through repetitive questioning or physical signs such as rocking or becoming very still.

Autistic meltdown is a short term event

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The Signs & Symptoms

ASK AN AUTISTIC

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What is AUTISTIC BURNOUT?

A guide from Autism Women's Network

signs

- Loss of motivation, hard to cope about goals when everyday life is overwhelming
- Loss of interest in activities, hobbies, decision-making, organization, etc.
- Difficulty with self-care
- Loss of social interest or motivation
- Loss of speech, selective mutism
- Changing appearance
- Anxiety, cognitive issues
- Irritability
- Increased need for sensory input or use social skills
- Overall seeming "more autistic" or stereotypical
- Peak from period of high energy before collapse

causes

- Passing as neurotypical / suppressing autistic traits
- Doing "too much" / too much filtering, having less energy
- Changes, good or bad (relationships, jobs, living arrangements, belongings, environment, routines...)
- Sleep deprivation, poor nutrition, dehydration
- Stress
- Sensory or emotional overload

strategies

- Time
- Reducing demands, managing rooms
- Lower of demands
- Planning, sensory diet
- Resting
- Self-care
- Supportive and support
- Boundaries
- Self-advocacy (public)
- Being honest (when safe)
- Dropping the mask/ facemask
- Journaling
- Flexible work
- Creative projects, passions, special interests
- Finding pleasure in emotions and your body

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Fitting in... Autistic Burnout

What is it?

1. Late onset loss of functionality due to sustained monumental efforts.
2. Happens to MANY young ASD adults and many more all the way up into 50-60 years.
3. Often directly related to failing at "fitting in" with NT social skills despite faking it all the time to make it

ASD Adult NEEDS:

1. Know basic polite skills
2. Acceptance.
3. Protection.
4. Friends who "get" him..
5. Education on awareness and advocacy.
6. Mentorship.
7. Vocational training in a strength area.

NEVER:

1. Assume social skills learned in a classroom will work outside of the classroom.
2. Under estimate how hard it is to be someone you are not neurologically meant to be.
3. Assume that NT social skills are the only way to success and/or integration in society.
4. Under estimate the importance of "like" people/friends for social interactions and practicing of ASD social skills.
5. Believe the books have all the answers. Ask about Autistic Burnout on forums where there are autistic adults.

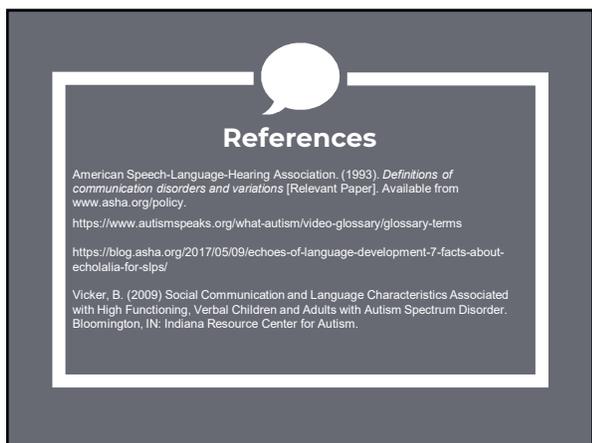
No ASD book or NT professional references Autistic Burnout. Only ASD adults talk of it. Please treat this as a real and serious threat until it can be disproven as a threat.

Visit Karla's ASD Page for more information

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Now That's Over

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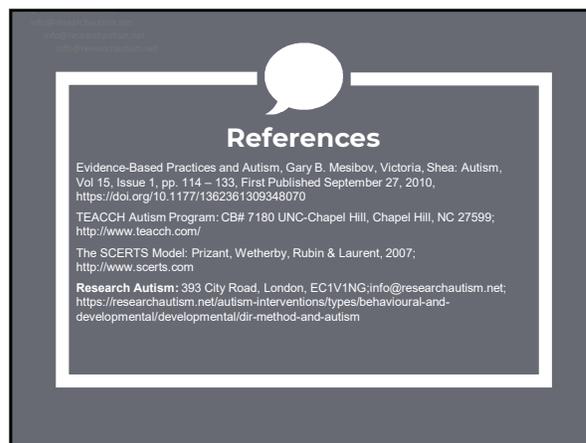
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The SCERTS Model: Prizant, Wetherby, Rubin & Laurent, 2007; <http://www.scerts.com>

Research Autism: 393 City Road, London, EC1Y 1NG; info@researchautism.net; <https://researchautism.net/autism-interventions/types/behavioural-and-developmental/developmental/dir-method-and-autism>

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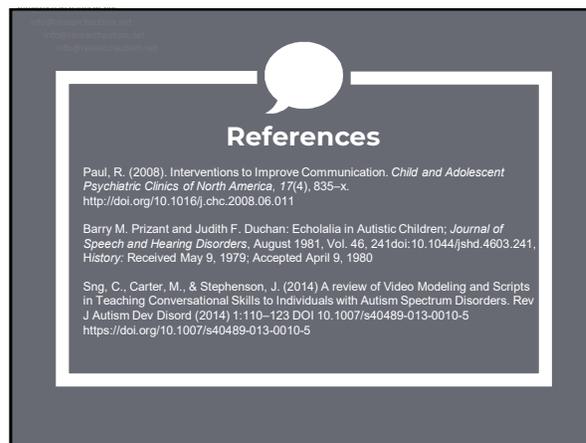
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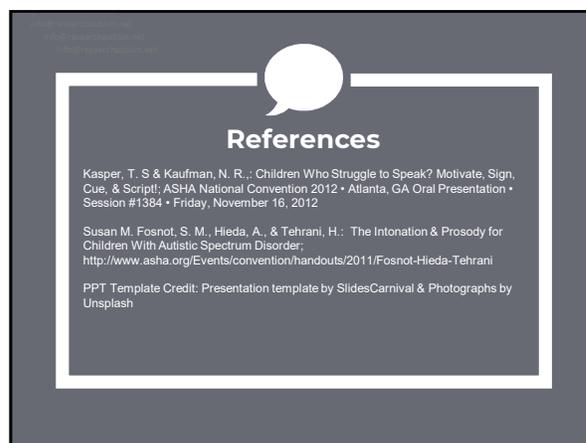
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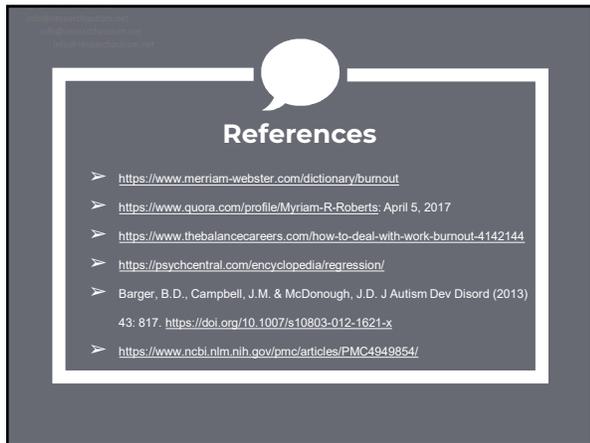
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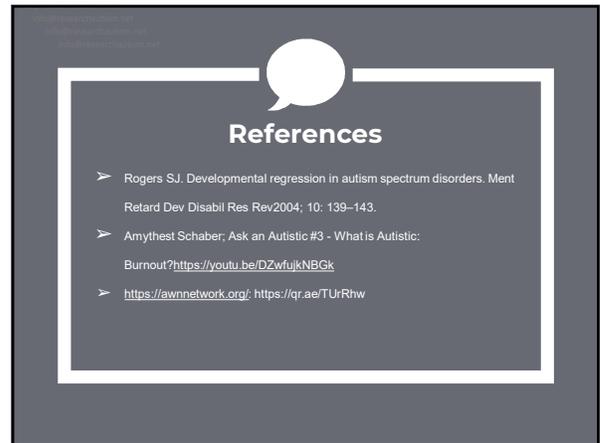
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Slide 37 features a dark grey background with a white speech bubble icon at the top center. Below the icon, the word "References" is written in white. A white-bordered box contains a list of five references, each preceded by a white chevron symbol. The references are: a Merriam-Webster dictionary entry for "burnout"; a Quora profile link for Myriam-R-Roberts dated April 5, 2017; a link to an article on "how-to-deal-with-work-burnout-4142144"; a link to an encyclopedia entry on "regression"; and a journal article by Barger, B.D., Campbell, J.M., & McDonough, J.D. in "J Autism Dev Disord" (2013), volume 43, page 817, with a DOI link.

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Slide 38 features a dark grey background with a white speech bubble icon at the top center. Below the icon, the word "References" is written in white. A white-bordered box contains a list of three references, each preceded by a white chevron symbol. The references are: a journal article by Rogers SJ in "Ment Retard Dev Disabil Res Rev" (2004), volume 10, pages 139-143; a video by Amythest Schaber titled "Ask an Autistic #3 - What is Autistic: Burnout?" with a YouTube link; and a link to "awnnetwork.org" with a QR code link.

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