

CHAMPION - MAMC

**(Caregiver-Mediated Holistic Autism
Management Program for
Individualised Optimal Nurturing)**

BASIC PRINCIPLES



**CHILD DEVELOPMENT CENTER
DEPARTMENT OF PEDIATRICS**

FOREWORD

Early intervention in the form of behavioral modification therapy is the cornerstone of management of children with autism and literature suggests that early intensive behavioral intervention provides the best developmental outcome. However, most of these evidence-based interventions require specialized and highly trained professionals, and their services may not be accessible to many children in resource- constrained settings. Parent-mediated interventions may be an effective alternative, and the general consensus is that parents, who receive appropriate training, gain skills in the delivery of interventions, thus improving joint attention, social communication and behaviors of their children with ASD.

With the expected number of children with ASD in India likely to be around 30 lakhs, providing therapist-mediated services to the patients on a regular basis is not practically feasible, and parent mediated therapy becomes a necessity. To confirm the efficacy of parent- mediated therapy, a study was conducted at Child Development Center, Department of Pediatrics, Maulana Azad Medical College to evaluate the efficacies of comprehensive parent administered intervention programs with two different follow-up regimes (weekly follow-up versus 6-weekly follow up), in order to facilitate development of a feasible model of care of children with autism in India.

Firstly, a standardized parent-administered intervention program was developed for children with Autism by the CDC and the study team, including a comprehensive checklist of skills to be taught in various domains including social-emotional, receptive and expressive language, play skills, daily living skills and pre-academics.

90 children with Autism Spectrum Disorder, aged 2-6 years, with primary caregiver having at least secondary level education, were enrolled in the study. At baseline, all participants were administered standardized tools/ checklists for evaluation of IQ/DQ, Autism severity, adaptive functioning, behavioral problems and language levels. All children were then administered the designed checklist to assess the functional level of the child, and to decide the skills to be taught. Subsequently, parents of each child were psycho-educated regarding Autism, and were given hands-on training for administering the intervention over a period of 2 days. After that, patients were randomized into weekly and 6-weekly follow-up groups, for next 1 year.

Parents were asked to follow the intervention program given to them for at least 4 hours per day at home.

On comparing final assessment scores with baseline values, there was statistically significant improvement in all parameters including IQ/DQ, Adaptive behavior, language (receptive and expressive) and behavioral problems in both the groups. There was a mean increase of 16.33 points IQ/DQ in the weekly group, while the 6-weekly group showed a mean increase of 21.5 points. The Childhood Autism Rating Scale score (score for Autism severity) decreased by around 4 points in both the groups (4.58 in weekly vs 3.8 in 6-weekly group). There was no significant difference in the changes observed between groups, confirming the hypothesis that once parents become trained to administer intervention, weekly and 6-weekly follow-up sessions with therapists have similar efficacy.

Development of the intervention Program

The core team of experts led by a Developmental Pediatrician and including a Psychologist, a Special Educator, a Speech Therapist and an Occupational Therapist of the Child Development Center, MAMC developed the standard structured Behavior Intervention program based on developmental approach. The structured protocol was modifiable and could be individualized based on the child's core deficits and the normal development of the activities and skills, parental concerns, likes and dislikes of the child and the family routine. The program was created to be administered in the child's naturalistic settings and mainly consisted of usual parent -child interactions structured to target the core deficits.

For each of the goals in the checklist, a teaching technique was developed, which included multiple teaching strategies in various settings, which could again be individualized as per the needs or preferences of the child, or the efficacy of the technique. The teaching methods included techniques like Task Analysis, chaining, prompting, fading, shaping, modeling, differential reinforcement and generalization to be used in all social interactions in various settings throughout the day. The goals were further broken down into a sequence of steps using task analysis, such that the last step involved mastery as well as generalization of the objective.

Though the program was developed primarily for young children with Autism, it may be applicable for children with developmental delay as well, as the

program is based on developmental approach, and focuses on all domains of development. However, no randomized study has been carried out to establish the efficacy of this program in children with developmental delay alone.

GENERAL PRINCIPLES OF ASD INTERVENTION FOR PARENTS

1. Children learn better when things are done in a way that they find interesting. So, try to find out the child's likes and dislikes, for example, which toys/ games/ activities/ food items or even any object they like or dislike. As child's interests can vary over time, you may have to do this regularly and repeatedly.
2. Try to make the child establish and maintain eye contact in all activities. When interacting with your child, position yourself such that your face is at the child's eye level, and facing him/ her. Show objects/eatables/toys that he likes, at your eye level, call the child by his name, when he gives eye contact immediately give that object. Encourage child to maintain eye contact as he waves/ says bye/ responds to bye. When teaching social greetings like hello, bye-bye, initially bring them in the child's repertoire (that is, teach these gestures using rhymes/ playway method). After the child has learnt these gestures, teach them for social greetings only in the situations where use of these gestures is appropriate, ie, ask the child to wave bye-bye only when someone is leaving.
3. Regularly join in the child's activities as a play-partner and elaborate them (you may use exaggerated gestures/ expressions and sounds), so that child notices you and begins to enjoy your company. Let the child choose the play, and try to incorporate your teaching into these activities. Assist child when he/ she needs your help. Also involve child in your daily chores that he is likely to enjoy, by giving him little tasks to do, and praise him/ her for his/ her efforts.
4. Incorporate turn-taking in the activities. Keep your turn brief, and let child's turn be for a longer duration. Don't reinforce tantrums, ie, don't give in when the child screams or shouts for his turn/ to get the toy. Preferably give the toy before the child cries, or give it as soon as he becomes quiet.
5. If you notice child looking at something, join him and comment on it with enthusiasm. Point towards it and prompt the child to point as well.
6. Decrease TV watching and mobile phone/ I-pad use to maximum 1 hour per day. Instead, make use of the time to teach functional activities and to increase social interaction.
7. From the beginning, try to make the child mingle with kids of similar age and teach him the appropriate way to do so. Help him/ her to initiate interaction with them.

8. For children who don't respond to human voices, you may initially start by producing sounds that the child likes, for eg, animal sounds/songs/ poems so that he starts turning towards voices and responding to them. Singing of songs and poems; otherwise also, encourages children to imitate and hence, builds their vocabulary.
9. Encourage the words/ sounds that the child speaks by copying them, and using them in play. Gradually make them meaningful. Whenever child vocalizes, imitate him. Take turns to vocalize.
10. During daily routines and play activities, call out child's name frequently so that he understands that it is his name. Use a consistent single name, preferably the formal name, and avoid calling the child using multiple nicknames.
11. Different family members should take up responsibility for at least one activity daily that child enjoys, so that child doesn't get clingy to only one particular person, and becomes attached to other family members also. Regularly name family members and familiar people who are in child's vicinity.
12. Only close family members should display physical affection like cuddling/ hugging with the child. Teach the child to refrain from being too close to strangers.
13. While teaching any skill, initially you may need to help the child using physical assistance or give verbal hints, which are technically termed as prompts. (The term prompt would be used often in the document). Use prompts/ assistance only when child requires, and appropriate to child's need. Fade prompts rapidly, so that child does not become dependent on them and eventually starts doing the activities independently.
14. Reinforce the child's attempts/ success in activities by praising, and/or elaborating the activity as per child's likes.
15. Even though it is encouraged that you follow a time-schedule, remember to vary activities and reinforcements, so that the child does not become rigid about the activity/ reinforcement.
16. For unwanted behaviors, try to replace them with acceptable/ functional behaviors using techniques explained in the document.
17. When giving instructions to the child, use simple language and short sentences. Do not give elaborate explanations. This is specially important to remember if the child has done something wrong (just tell the child what he should do)

18. Once child starts talking meaningfully, also encourage age and situation-appropriate social chitchat.

CHECKLISTS

BEHAVIORAL TARGETS

CHECK FOR BEHAVIOURAL PROBLEMS		B	12	24	36	48	F
1.	No/minimal self-injurious behavior						
2.	No significant aggression						
3.	No irritability/ constant crying						
4.	No severe tantrums (define level)						
5.	No Masturbation (self gratification)						
6.	Is not aloof/ overfriendly/clingy						
7.	Is neither hyperactive nor underactive						
BEHAVIORAL GOALS							
8.	Sits calmly for few minutes with adult during activities that he likes						
9.	Participates in simple activities with adult for few minutes						

TARGET SIGNIFICANT SENSORY ISSUES THAT MAY INTERFERE WITH INTERVENTION

CHECK FOR SENSORY ISSUES/ RIGIDITY/ RITUALS/ STEREOTYPIES		B	12	24	36	48	F
1.	Has problems with certain kinds of textures/ touch/ hair cutting/ brushing						
2.	Focuses on lights/ looks oddly at things (squints/ angle of eye)						
3.	Excessively fond of/ aversive to certain sounds						
4.	Mouthing/ tasting everything/drooling						
5.	Smells objects						
6.	Excessively fond of swings/ likes things which rotate						
7.	Reacts less/ excessively to pain/hot or cold things						
8.	Displays excessive rigidity of behavior						
9.	Has ritualistic behaviours						
10.	Exhibits motor stereotypies- hand flapping, rocking etc						
11.	Has significant echolalia						

EARLY GOALS

SOCIAL-EMOTIONAL EARLY GOALS		B	12	24	36	48	F
1.	Establishes and maintains eye contact (looks at a person fairly consistently in the eye during interaction)						
2.	The child is generally aware of parents presence and desires their company						
3.	Holds parents/ caregiver's hands outdoors in risk prone areas (walking on roads, escalators, crowded areas)						
4.	Reciprocally enjoys cuddling and kissing a familiar adult						
5.	Recognises mother/ primary caregiver, father and siblings visually when named						
6.	Gives toy to familiar adult when adult requests						
7.	Knows different areas of his house, explores if any new thing is brought at home, or any change done in home environment						
8.	Recognises self in mirror and in pictures						
9.	Distinguishes between friendly and angry voices or facial expressions						
10.	Engages in parallel play (watches and imitates adult or another child's play activities)						
11.	Recognizes several people who come in regular contact, or visit regularly, in person and in photos (grandparents, neighbours, maid, teachers)						
12.	Shows a wide variety of emotions: joy, fear, anger, sympathy						
13.	Plays on his/her own for few minutes appropriately: coloring, building blocks, looking at picture books						
14.	Differentiates between his and others' belongings- should take care of his belongings						

IMITATION EARLY GOALS		B	12	24	36	48	F
1.	Imitates simple actions in play like clapping, trying to feed self, combing, talking on phone, taking cup to lips etc						
2.	Imitates oral- facial movements like blowing, puffing cheeks, putting out tongue, blinking, opening mouth						
3.	Imitates environmental sounds like animals, machines etc - छुक छुक for train, car horn, bow bow, moo etc						
4.	Imitates adult behaviors: imitates housework like dusting, brooming, mopping, watering plants, stirring, putting away toys)						
5.	Imitates single words on request and spontaneously						
6.	Imitates different actions to song or rhymes						

JOINT ATTENTION (with eye contact, tridactic) EARLY GOALS		B	12	24	36	48	F
1.	Looks at nearby object when someone points at it and says (child's name, Look!)						
2.	Looks at distal object when someone points at it and says (child's name, Look!)						
3.	Shows objects on request						
4.	Spontaneously shows objects						
5.	Spontaneously points with index finger to nearby objects that he finds interesting						
6.	Spontaneously points with index finger to faraway objects that he finds interesting						

RECEPTIVE COMMUNICATION EARLY GOALS		B	12	24	36	48	F
1.	Localises sounds of toys and playful vocal sounds (whistle) by turning toward sound source						
2.	Looks in direction of people who are speaking/ responds to voice by turning head towards the person						

3.	Looks / turns when name is called						
4.	Responds by stopping actions momentarily in response to “no” (verbal as well as gestural)						
5.	Responds to simple gestural requests- eg, come here while holding out arms, give me kiss while leaning out cheek near child						
6.	Responds to 5 simple commands when accompanied with gestures- give, come, go, take, sit down, wait, stop						
7.	Responds to simple verbal request when given in context (drink milk when glass is in front, give me the glass etc)						
8.	Responds to 5 simple commands without gestures- give, come, go, take, sit down, wait, stop, no						
9.	Gives/ points/ shows at least 10 familiar objects in daily activities, when asked verbally (e.g., baby, doll, spoon, ball, chair, car, block, cup, comb, plate, fan, phone, tv)						

EXPRESSIVE COMMUNICATION EARLY GOALS		B	12	24	36	48	F
1.	Makes variety of sounds spontaneously like aa, oo						
2.	Vocalises to request things						
3.	Makes Variety Of Sounds With Turn-Taking						
4.	Babbling with eye contact for communication						
5.	1-2 word approximations						
6.	Expresses refusal by pushing away object gently or giving back the object (does not throw)						
7.	Points to nearby objects for requesting						
8.	Points to indicate a choice between two nearby objects						
9.	Points to far-away objects for requesting						
10.	Points to indicate a choice between two far-away objects						
11.	Waves bye spontaneously while going, or in response to someone waving Bye-Bye						
12.	Shakes head for “no”						
13.	Says mumma or papa						
14.	Produces animal sounds for animal name						
15.	Produces varied modulations during songs/ poems etc						
16.	2 -4 word vocabulary (मम, दो, बाहर, चिज्जी, घूमी)						
17.	Names 8-10 familiar things						
18.	Says “no” verbally and shakes head						
19.	Nods head for yes						

GROSS MOTOR EARLY GOALS		B	12	24	36	48	F
1.	Avoids obstacles in path- goes around objects rather than bumping into them						
2.	Makes detours to retrieve objects (if ball rolls behind sofa/ bed, goes to the other side and tries to retrieve the object)						
3.	Runs without falling						
4.	Kicks a big ball- maintains balance, may be clumsy						
5.	Throws ball towards a target i. Rolls/ Throws ball forward- underhand or overhand (in standing position) ii. Throws ball back and forth with another person iii. Throws ball into a box iv. Throws ball sideways						
6.	Kicks ball back and forth with another person, attempts to hit ball with bat						

7.	Walks upstairs and downstairs, two feet per step (may hold railing, no adult assistance, no hands or knees on stairs)						
8.	Gets on and off furniture/ ride-on toys/ tricycle / small see-saw						
9.	Goes up and down slide independently						

FINE MOTOR/ OBJECT PLAY EARLY GOALS		B	12	24	36	48	F
1.	Shows interest in toys and objects by observing or exploring them						
2.	Imitates simple actions on toys/ objects- pressing a button/ rotating a knob on a toy, stacking a ring, placing one cube over another, pushing a car, banging a drum, poking/ pressing on playdough						
3.	Plays appropriately and spontaneously with many objects (eg throwing/ kicking/rolling/bouncing ball, shaking a rattle/ bell, stacking blocks, pushing a toy car, banging a drum, etc)						
4.	Plays appropriately/functionally with toys requiring multiple steps- simple construction sets/ blocks, or 3-4 types of toys of choice -Takes apart and tries to assemble fitted blocks, container-lid -Places forms in formboard/ shapes in shape sorter -Takes ring stack apart, places rings in the ring stacker (at least 3) -Stacks various objects (at least 3)/ stacking cups/ cubes/foam bricks/ katoris/ small glasses -Nests three to four cans/ nesting blocks/ katoris (with significant size difference) -Puts 3-4 pegs in a pegboard -Completes 2 piece puzzle						
5.	Scoops / pours with sand /rice /water						
6.	Scribbles using crayon- marks/ lines/ dots etc						
7.	Paints using finger paints						
8.	Puts coins in a slot in piggy-bank						
9.	Imitates at least 5 actions on play-dough/ clay/atta: poke, twist, squeeze, pat, stretch, break apart, roll using rolling pin, cut using butter knife or shape sorter shapes						
10.	Pastes stickers on paper, with adult help to peel the corner of the sticker						
11.	Screws and unscrews a loose lid						
12.	Opens container, takes out toys and plays appropriately						
13.	Completes play task and puts away toys						

SOCIAL PLAY EARLY GOALS		B	12	24	36	48	F
1.	Enjoys and actively participates in social games involving a song/ and-or action sequence- (ringa-ring roses, bubble blowing, peek-a-boo, आटे-बाटे (pat-a-cake), अक्कड़-बक्कड़)- the child should make eye contact, smile, imitate the actions and body movements and make some word approximations or sounds as well						

EARLY PRE-ACADEMIC/ COGNITION EARLY GOALS		B	12	24	36	48	F
1.	Scribbles on paper						
2.	Holds crayon with thumb and fingers (tripod grasp)						
3.	Sorts objects or things like beads/ rajma/ chana/ marbles/ fruits/ vegetables etc						
4.	Associates sounds to pictures of animals						
5.	Knows functions of common objects						
6.	Pastes on appropriate side						
7.	Matches identical objects						
8.	Matches identical pictures						
9.	Matches objects by colour						
10.	Matches object to picture						
11.	Understands concept of one						

SELF-HELP EARLY GOALS		B	12	24	36	48	F
EATING SKILLS							
1.	Eats finger foods						
2.	Holds and drinks from cup (may spill)						
3.	Eats using a spoon- (may spill)						
4.	Eats meals and snacks at the table/ sitting on the floor as per family norms						
5.	Picks small pieces of chapatti and feeds self						
6.	Eats food like rice/ dal/ pasta/porridge/ khichdi etc with spoon/ using hands independently						
7.	Eats a variety of food - textures, tastes						
8.	Sucks from straw						
9.	Is willing to try new foods						
10.	Scoops with fork- try with fruit pieces and noodles						
DRESSING							
11.	Takes off socks						
12.	Pushes arms through sleeves, legs through knickers/pants/ pajama						
13.	Takes off shoes when laces are untied / removes sandals when Velcro unfastened						
14.	Zips and unzips large zip on bags/ pants etc						
15.	Pulls pants down with parental help						
16.	Puts shoes on with someone's help						
17.	Pulls pants up with parental help						
18.	Undresses (front open tops) with parental help						
TOILET TRAINING							
19.	Indicates discomfort over soiled pants verbally or by gesture						
20.	Sits on potty or infant toilet seat/ squats with assistance for few minutes						
PERSONAL HYGIENE- HANDWASHING							
21.	Dries hands if given towel						
22.	Washes and dries hands partially, with soap/ liquid						
PERSONAL HYGIENE- BRUSHING							
23.	Brushes teeth with assistance- puts toothbrush in mouth, allows brushing						
24.	Brushes teeth in imitation						
BATHING AND HAIRWASHING							
25.	Cooperates with hair washing/ combing/cutting						
CHORES							
26.	Puts trash in dustbin (on cue/pointing)						
27.	Puts dirty clothes in hamper (on cue/ pointing)						
28.	Understands and stays away from common dangers like fire/ running on stairs/ sharp items/ stray animals						

ANY OTHER PROBLEMS		B	12	24	36	48	F

MIDLEVEL GOALS

SOCIAL-EMOTIONAL MIDLEVEL GOALS		B	12	24	36	48	F
1.	Joins in familiar songs or poems in a group setting (पोषम पा, ice water, freeze, कोकिला चिप्पाकी जीवें रात आयी वे, एक लड़की धूप में बैठी रो रही थी)						
2.	Sits with adult to share picture books for 5 minutes						
3.	Shares achievements (shows his drawings, getting stars in class etc)						
4.	Follows 4-5 simple parental commands in social context (greeting-say hello/ bye/ Namaste/ salaam, touching feet, comes when called, sitting properly, ask for an object, don't touch)						
5.	When approached by a stranger, smiles or responds only if parents approve (looks or turns to parents for approval)						
6.	Initiates interaction with similar aged children by smiling, taking child by hand etc (should not force)						
7.	Interacts with other children using simple gestures like come, give, take etc						
8.	Sits in a group with peers and attends to adult's familiar instructions in a sequence (like roly polly, raise your hands/ clap etc)						
9.	Begins to obey and respect simple rules like no shoes on bed, trash in dustbin, wash hands before meals etc						
10.	Will take turns in games with supervision						
11.	Attempts to help parent by doing part of chore (folding clothes, sorting vegetables, keeping vegetables in fridge, farm related activities etc)						
12.	Displays appropriate expressions depending on mood (happy, sad, mad, scared)						
13.	Labels emotions (happy, sad, afraid, angry) in photos, in other people, and/or in line drawings						
14.	Expressively identifies emotions from photos, in others, and/or in line drawings						
15.	Addresses appropriately depending on gender- whether boy/ girl, aunty/ uncle, didi/ bhaiya						
16.	Follows rules by imitating actions of other children (eg: stand in line, wait for turn, sit in circle)						
17.	Asks for assistance when having difficulty (with bathroom or getting something to drink)/asks for help when needed						
18.	Cooperates with adult requests, spontaneously (socially appropriate behavior)						
19.	Says 'please' (or uses intonation tone of request) and 'thank you' with reminder						
20.	Says sorry when reminded						
21.	Plays near and/ or talks to other children while engaging in play/ doing his own work						
22.	Requests by saying 'please' or using intonation tone of request						
23.	Says Thank you/ shukriya spontaneously						

RECEPTIVE COMMUNICATION MIDLEVEL GOALS		B	12	24	36	48	F
1.	Identifies several body parts (on self /another person/ in pictures)						
2.	Identifies by pointing 3 pictures in a book when asked.						
3.	Searches and locates 5 objects in the room, when requested verbally						
4.	Identifies 4 animal pictures or animal toys						
5.	Points to at least 4 clothing items on request						
6.	Understands 2-3 action verbs (run, jump, walk, catch, throw)						
7.	Understands some prepositions (in, out, on)						
8.	Obeys 2 part related commands on self or with object (take hanky and wipe face, pick up bottle and drink water)						
9.	Understands personal pronouns- you, your, I, me (मैं, आप, आपका, मेरा etc)						
10.	Can bring or take object; or get person from another room on verbal request						
11.	Listens to short stories						

EXPRESSIVE COMMUNICATION MIDLEVEL GOALS		B	12	24	36	48	F
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1.	Verbalises/ approximates 3 names (familiar people other than parents/ siblings)						
2.	Expressive vocabulary/ functional use of 20-30 words (objects, people, verbs- go, come, hot, more, this, items of daily use- food items, utensils)						
3.	Answers simple 'what' questions- naming						
4.	Imitates 2 word phrases						
5.	Speaks 2 word sentences (24 months)						
6.	Can verbalise his own name- maybe approximation						
7.	Labels 2-3 actions in vernacular language (run, jump, walk, catch, throw)						
8.	Asks 'what is this/ ये क्या है?						
9.	Uses pronouns- I/ me/ mine, you, yours (मेरा/मेरी, मुझे, मैं, आप, आपका, आपकी, मैंने, आपने) Refers to self using pronouns						
10.	Uses third-person pronouns like he/ she/ they, theirs, his/ hers, him/ her/ them (वह/ वो, ये, उसने, उसको, इसको, इनको, उनको, उन्हें)						
11.	Answers simple questions- name/ dress eg- pant/ shirt/ frock etc/ gender/where are you going eg-school, park, home etc/age etc, what will you eat/ play (may give choice)						
12.	Uses 3 word sentences						
13.	Delivers a simple message to another person (tell mummy आ जाओ, tell papa चाय, खाना, पापा जा - simple 2 to 3 word sentences)						

	GROSS MOTOR MIDLEVEL GOALS	B	12	24	36	48	F
1.	Imitates gross motor actions in sitting/ standing/ moving positions						
2.	Moves on ride-on toys without pedals, pushes with feet						
3.	Makes sharp turns at corners when running, without losing balance						
4.	Jumps- forward, off bottom step, backwards, sideways, on trampoline, over 2-8 inches string/ obstacle						
5.	Throws ball towards person with bat						
6.	Pedals tricycle						
7.	Kicks ball into target						
8.	Climbs monkey bars and ladders						

	FINE MOTOR/ OBJECT PLAY MIDLEVEL GOALS	B	12	24	36	48	F
1.	Stacks 8-10 blocks/ cubes/ stacking cups/ katoris/ glass/boxes						
2.	Makes 3 or more varied arrangements or designs using different types of blocks/ duplos/ boxes etc						
3.	Copies three different block-designs using cubes/ boxes/ blocks (making a bridge, tower, train etc)						
4.	Strings different types of beads/ rings on varied types of string						
5.	Runs a lace through loops/ holes						
6.	Moulds playdough/ atta/ pottery clay to make simple figures						
7.	Attempts to paint things/ on paper using paint brush						
8.	Folds paper in half						
9.	Glues and pastes						
10.	Snips paper using scissors						
11.	Completes 3-4 piece puzzle						

	PRETEND PLAY MIDLEVEL GOALS	B	12	24	36	48	F
1.	Pretends the use of at least 3 combinations of objects in play – cup and saucer/ bowl and spoon/bucket and mug/ bottle and glass/ teapot and cup						
2.	Produces at least 3 varied sounds while playing, related to the play (car sounds while playing with car, horn, train sounds, animal sound with animal toys, bell sound with telephone/ vocalising with telephone to ear)						

3.	Performs one action on a doll/ teddy bear/ soft toys - combing doll's hair/ putting doll to sleep/ feeding doll/ bathing doll						
4.	Performs two related actions on doll/ soft toy - bathing and dressing, feeding and giving a drink, putting to sleep and covering, dressing up and taking out						
5.	Uses common household objects or other objects for make-believe activities (for example, pretends a block or brick is a car, a box is a house/ car/ phone, etc.)						

INDEPENDENT PLAY MIDDLE LEVEL GOALS							
1.	Plays appropriately and variably with constructive toys (like blocks) or shape/ color matching, puzzles;,or art material (crayons/ paints/ play-dough) with only occasional adult attention (may play near another child, each doing different things)						
2.	Gets materials into play area, plays appropriately, and puts away materials after completing task						

SOCIAL PLAY MIDDLE LEVEL GOALS							
1.	Plays with 2-3 people, takes turns, understands concept of out under adult supervision in games like bat-ball, hide and seek, musical chairs, posham-pa						
2.	Runs with another in chase game (pakdam- pakdai)- runs and chases						

PRE-ACADEMIC MIDDLE LEVEL GOALS							
1.	Rote counting till 10						
2.	Matches/sorts by shapes (at least 3 different shapes)						
3.	Identifies 3-5 colors receptively (points when asked)						
4.	Identifies big and small						
5.	Identifies longer stick						
6.	Matches objects by association						
7.	Identifies more and less						
8.	Sorts objects by function						
9.	Begins to pick longer of two lines						
10.	Rote counting till 20						
11.	Names 2-3 colors						
12.	Concept of two (can count 2 objects)						
13.	Concept of three (can count 3 objects)						
14.	Concept of five (can count 5 objects)						
15.	Traces lines and curves with finger and writing tool						
16.	Matches / sorts by size						
17.	Traces a variety of shapes						
18.	Carries out simple two-step art projects (cut and paste, stamp with ink pad, folds paper and cuts on line)						

SELF-HELP: EATING MIDDLE LEVEL GOALS							
1.	Eats meal independently when served (can mix dal-rice by self)						
2.	Carries plate, cup to sink when finished						

SELF-HELP: DRESSING MIDDLE LEVEL GOALS							
1.	Matches socks						
2.	Puts on socks						
3.	Finds front and back of clothing						
4.	Dresses self fully, may require help with t-shirts and for fasteners (buttons/ hooks						

	etc)						
5.	Puts shoes on correct feet						

SELF-HELP: PERSONAL HYGIENE MIDDLE LEVEL GOALS							
1.	Uses toilet with assistance (Boys urinate standing up)						
2.	Rinses mouth without swallowing water, spits into sink						
3.	Brushes teeth when given verbal instructions						
4.	Washes hands using soap when adult regulates water						
5.	Washes own arms and legs while being bathed						
6.	Washes face with water with adult supervision						
7.	Washes face with water and soap with adult supervision						

SELF-HELP: CHORES MIDDLE LEVEL GOALS							
1	Knows where things of daily use belong- keeps things in their places						

ADVANCED GOALS

	SOCIAL- EMOTIONAL ADVANCED GOALS	B	12	24	36	48	F
1.	Greets familiar adults without reminder						
2.	Waits in line and walks in line with other children						
3.	Asks permission to use toy that peer is playing with (please दे दो)						
4.	Tells about achievements and recent happenings						
5.	Engages in socially acceptable behaviour in public (eg, not touching things without asking, not fidgeting around, sitting at a place where expected, no inappropriate comments, no tantrum in public)						
6.	Plays cooperatively with 2 or more children for more than 5 minutes (project or game)						
7.	Is able to initiate play with peers appropriately (eg, says- do you want to play /lets play / खेलोगे/ खेलते हैं)						
8.	Is able to make friends (initiates and plays cooperatively, shares toys, food, interests, is able to do simple age appropriate social chit-chat)						
9.	Uses words to express basic emotions (i'm happy, i'm sad, I'm angry etc)						
10.	Seeks out others for comfort in a group situation						
11.	Expresses subtle emotions also appropriately (eg, shy, ashamed, embarrassed, guilty, jealousy etc)						
12.	Is able to tell what makes him feel happy, sad, angry, afraid						
13.	Is able to tell why someone is happy, upset, sad, angry etc, based on the situation						
14.	Comforts playmates when they are upset						
15.	Begins to develop adaptive mechanisms when feeling upset, sad or angry- eg- asking for help, seeking comfort, avoiding the situation when possible and appropriate						

	COMMUNICATION ADVANCED GOALS	B	12	24	36	48	F
1.	Follows three part unrelated commands						
2.	Uses many prepositions- above/ below/ between/behind/ in front of						
3.	Gestures or vocalises - I don't know (when he really doesn't know)						
4.	Vocalises/ verbalises to comment. Makes short comments (socially appropriate)						
5.	Uses pronouns like हम, हमारी, तुम्हारी, हमने, इन्होंने, उन्होंने						
6.	Answers 'what' questions (eg, what did you do, what will you do, what happened)						
7.	Answers 'where' questions						
8.	Answers who' questions						
9.	Knows/ uses concept of past tense and future tense						
10.	Answers when' questions						
11.	Answers why' questions						
12.	Asks 'why' questions appropriately (for new things, and once he understands, he does not repeat)						
13.	Answers how' questions						
14.	Relates experiences using 2-3 short sentences sequentially						
15.	Understands complex sentences (eg- you can have ice-cream after you finish your roti)- sentences involving if/ because etc)						
16.	Tells telephone number, address						
17.	Carries on a simple conversation						
18.	Varied intonation and volume of voice as per situation						

	GROSS MOTOR ADVANCED GOALS	B	12	24	36	48	F
1.	Hops on one foot						

2.	Catches big ball (8-10 inches) from 6 feet						
3.	Kicks without holding onto object/ person, hits target.						
4.	Rides bicycle with training wheels (optional, if available)						
5.	Plays informal, outdoor group games (run and chase, jump-rope, pithoo (seven stones), hide and seek, hop-scotch), without supervision						
6.	Plays varied types of ball games- bat-ball, throwing ball in basket, bouncing, catch with rules/ points, football, bowling						

	PRETEND PLAY/ PEER PLAY ADVANCED GOALS	B	12	24	36	48	F
1.	Pretend plays with varied toys/ objects after assembling things/ toy parts (trucks/ cars on assembled tracks, assembling blocks into building and crashing with ball/ toy car, making tracks with bricks and moving car on it)						
2.	Arranges items for pretend play (arranging spoon and bowl for feeding toy, putting dress up items on self/ peer, children in villages can make simple play items from mud/ clay/ brick/ wood etc and play with them)						
3.	Does pretend play involving sequence of three related actions, using toys/objects (e.g. making tea- pouring in cup- drinking from cup; feeding doll- patting doll- putting to sleep - covering up)						
4.	Under supervision, takes turns in simple board games (snakes and ladders, ludo etc)						
5.	Knows how to decide turn- puggam-puggai, inky-pinky etc						
6.	Follows rules in simple games like run and chase, hide and seek, musical chairs, पोषम-पा , अक्कड़-बक्कड़ etc						
7.	Plays with others with minimal supervision, and does not fuss when caregiver leaves						
8.	Imitates peer in role- play routines like playing house/ dress up						
9.	Plays cooperatively with one or more children for more than 15 minutes						
10.	Plays simple board games and follows rules, even without supervision						
11.	Participates in varied role play like activities (with or without toys/ objects), incorporating dialogues (plays teacher-student, chor-police etc)						
12.	Invites peers to join him/ her in games/ play, by asking them verbally						

	PRE-ACADEMIC ADVANCED GOALS	B	12	24	36	48	F
1.	Identifies shapes (1 to 3)-receptive and expressive						
2.	Gives specified quantity of items upto 10						
3.	Matches numbers (in puzzles/ worksheets etc)						
4.	Matches letters (in puzzles/ worksheets etc)						
5.	Matches by quantities one to three (eg matches 3 toffees to 3 biscuits, one candy to one ball etc)						
6.	Matches/ sorts in two dimensions (eg, by colour and shape, color and size, size and shape etc)						
7.	Identifies colors (5 or more) receptive and expressive						
8.	Identifies shapes (5 or more)-receptive and expressive						
9.	Identifies numbers (5 or more)-receptive and expressive						
10.	Identifies letters (5 or more)-receptive and expressive						
11.	Matches number to quantity						
12.	Draws simple pictures						
13.	Colors within a boundary						
14.	Matches 3 letter words						
15.	Identifies written name						
16.	Writes/ prints own name						
17.	Matches uppercase to lowercase letters						
18.	Matches and understands 5-10 word (3 letter words) /object associations						

	SELF-HELP ADVANCED GOALS	B	12	24	36	48	F
	EATING						
1.	Gets drink or water independently in open container, without spilling (from dispenser/tap, and from bottle)						
2.	Serves self at table (initially parent holding serving bowl, then from bowl on table by himself)						
3.	Eats and behaves properly at restaurants						
	DRESSING						
4.	Unbuttons own clothing						
5.	Buttons own clothing						
6.	Buckles and unbuckles belt on dress or trousers and shoes						
7.	Ties shoe laces/ attempts to try pajama strings with help						
	PERSONAL HYGIENE						
8.	Goes to bathroom in time, undresses, flushes toilet, and dresses unaided (may need help with washing)						
9.	Washes face with soap when requested / on own						
10.	Uses towel to dry body after washing						
11.	Combs or brushes long hair						
	CHORES						
12.	Picks up toys and other personal belongings (clothes/ shoes/ books) and keeps them in appropriate location						
13.	Packs and carries own bag/ bottle-can open/ unzip bag, put in things and zip up						
14.	Handles fragile items carefully (eg glass/ breakable things)						
15.	Children in villages- helping in simple farming activities						

IMPORTANCE OF PLAY FOR TEACHING SKILLS TO THE CHILD

Play is an integral part of child development, and helps children to develop motor skills, language and communication skills, as well as problem-solving skills. Importantly, early experiences of play are crucial in helping children learn to understand body language, eye contact, joint attention, initiation, sharing, turn taking and other social skills. At later stages, participating in rule-based play offers the child a means to explore societal rules.

Typically developing children engage in imaginative and socially interactive play naturally, however, many children with Autism Spectrum Disorder are unable to play in a manner that is beneficial to their all-round development. Children with ASD commonly have very limited play- they may play with only a few toys, or play in a repetitive way. For example, the child may be highly skilled in making elaborate jigsaw puzzles or block games, but this play being repetitive and not social in nature, may hamper the child's overall development. Some children with ASD do have imaginative play, but this imaginative play may be limited to few scenarios, not shared.

Becoming a play partner to your child not only helps you to establish your presence and actively participate as well as reinforce your child's play (shift up); it helps you to develop more elaborate joint routines with your child, which eventually aid in building up better social and communication skills. (Importance of joint play- socially appropriate joint play between child and other person- family member, other kids as play partners).

While playing with your child, it is important to use multiple kinds of stimuli, like objects, toys, social games (tickling/ bouncing/ bubbles/ waterplay etc). Also remember to vary the kinds of toys during play, so that child does not get bored or excessively attached to them.

BECOMING A PLAY PARTNER TO YOUR CHILD

Let your child choose the play according to his likes and interests. Different children have different interests, and these may vary over time as well, so it becomes important to be aware of the child's likes and dislikes. This can be done by letting the child choose the toy or activity from a variety of age or developmentally appropriate ones.

For children who are not very fond of toys, follow the child's lead with whatever he is playing with (bottles, thread, pebbles, utensils etc and try to make the play social). Games like bubbles, tickling, water play, sand play, bouncing etc (games that majority of children find attractive/ fascinating) can be interspersed with these. This also helps in development of various senses like touch, vision, hearing etc. For children who indulge in repetitive meaningless jumping and bouncing excessively, try to make these activities social and gradually shift to meaningful play.

The aim of using a favorite activity or game is to draw the child's focus or attention to the play partner (developing social interest), and facilitate social interaction. Hence it is important that the child does not focus only on the game/ toy at hand, but also pays attention to the person who is playing with him.

In order to do this, once the child has chosen the toy/ play of his choice, it is important to remove all other toys/ objects (distractors) from the vicinity.

Position yourself at the level of the child, and try to join in his activity. Regulate or adjust the level of your participation according to child's comfort initially, ensuring that child is enjoying the play. During the initial stages, you may assist the child in his play, and not just give instructions. Being a good play partner also involves commenting on the actions, reinforcing or approving the actions and facilitating elaboration of the play. Once child is accustomed to your presence/ participation in the activity, you can slowly increase your level of participation, and become an active play partner, ie, building up or elaborating the game, always focusing on the social interaction.

The time taken for becoming an active play-partner may differ with every child. Some children warm up to the presence/ participation of an adult in the activity very soon, while others may take longer, or even few days.

MANAGEMENT OF PROBLEM BEHAVIORS- BEHAVIOR MODIFICATION

Children with Autism and other developmental disorders often have associated behavioral problems like irritability, hitting or biting others, spitting, temper tantrums, self-injurious behavior etc, many a times because of lack of any mode for communication. These undesirable behaviors have to be modified into desirable behaviors that are acceptable to the society (Behavior Modification). For this, we need to understand why the child is displaying these behaviors.

There are many different techniques of Behavior Modification, and the technique to be used varies with the function of that behavior, needs of the child, likes and dislikes, and the ability of the family to use any particular technique.

The first step in Behavior Modification involves understanding the reason why the child is showing that particular behavior. The A-B-C chart is used for understanding this. This ABC chart involves collecting information about the exact event or situations in which the particular problem behavior is shown. This is followed by documenting details of the behavior, as well as what happens immediately after it. Therefore, it is very important to document all this sincerely.

Once, the reasons for the abnormal behaviours are understood, the psychologist / therapist can give you a detailed plan to modify the behavior.

For example, a child was brought with the problem behavior is that he was hitting and pinching everybody. Only after ABC analysis, it became clear that he hit and pinched to call people, because they responded to him only when he did that. The behavior markedly decreased once he was trained to use other appropriate ways to get people's attention. The parents were counseled not to react to the pinching, simultaneously teaching the child to point/ say hello/ smile to start interaction. These skills can be taught using what is known as modeling, wherein another child or parent deliberately play-acts the desirable behavior, and preferentially gets what he was asking for. Gradually, the index child starts understanding the correct way.

A detailed step-by-step plan is usually given to the parents with short-term goals and long-term goals with suitable examples that are relevant to their household setting. Usually the psychologist does the behavioral training demonstration with the child, and then makes the parent follow it in the clinic

itself to start with, till the point parents are well rehearsed to follow on their own. A follow up A-B-C chart is filled to understand whether problem is minimized or not carried out in the manner it should have been. It also helps in understanding whether the behavior has been transformed into another problem. Depending on the status a follow up plan is given to parents and from time to time reviewed by the Psychologist.

INITIATING, ESTABLISHING AND MAINTAINING EYE CONTACT

ACTIVITIES : ALL ROUTINE ACTIVITIES AND PLAY TIME

- **BATHING/ DRESSING/ SOCIAL GAMES- TICKLING/ BUBBLES/ BOUNCING**
- **WHEN REQUESTING FOR OBJECT/ TOYS/ FOOD**
- **TABLE-TOP ACTIVITIES- OBJECT PLAY (BLOCKS, COLORS, PLAYDOUGH)**
- **FLOOR ACTIVITIES- PLAYING WITH CARS, PLAYDOUGH, FINGERPLAY**

METHOD:

- Always start with activities that the child enjoys
- Be at the eye level of the child whenever you are interacting with him.
- During bathing, do water play with the child- splashing/ sprinkling water. When child enjoys and starts participating in the activity, stop the activity and wait for eye contact. When the child gives eye contact, immediately restart the activity. Continue this activity for few minutes.
- If child starts water play by himself, join in and make it enjoyable and elaborate by adding squeaky toys/ bubbles etc. Pause and wait for eye contact, resume immediately once child gives eye contact. If child does not make eye contact, bring the toy/ object of interest close to your face, and if child looks at you after looking at the toy, immediately hand over the toy to the child.
- While dressing the child, tickle him/ do fingerplay. Stop and wait for eye contact. As soon as child gives eye contact, resume the activity. Try playing peek-a-boo using child's clothes.
- Keep child's favourite toys/snacks on a high shelf, in a transparent plastic jar with a lid, but where the child can see it. When child sees the toy, and asks for it, wait for eye contact, and immediately give him the jar. When child needs help to open the jar, wait for eye contact, and immediately open the jar, and give him the toy. Repeat the same steps when he needs help in operating the toy (bubbles/ mechanical toy/ sound and light toy etc)
- Call out the child's name- if he makes eye contact- reinforce with frolic play/ object of choice
- While giving any object/ toy/ food to the child, place it at your eye level, so that child can make eye contact with you, while taking it.
- When child is older (5-6 years), he should also be taught when not to make eye contact (when being scolded etc)

LOOKS TOWARDS PLAYFUL VOCAL SOUNDS AND HUMAN VOICES

ACTIVITIES: DURING SOCIAL GAMES, ACTIVITIES INVOLVING PLAYFUL HUMAN SOUNDS/ TOY BASED SOUNDS AND ADLs

MATERIALS/ TOYS: BUBBLES/ BALLOONS/ SOUND PRODUCING TOYS LIKE SQUEAKY TOYS, DRUM, TRUMPET/ UTENSILS/ MARACAS/ RATTLES (avoid toys that produce light)

METHOD

In a child who is not paying attention to even loud sounds, hearing impairment must be first ruled out.

Start play with any objects/ toys that child likes a lot (eg, ball/ balloon/ party blowouts etc). Make loud interesting sounds (eg, whistle) whenever you play with that object. Repeat brief cycles of this combined object-sound play (eg, blow bubbles and simultaneously whistle). Once the child starts associating the object play with the sound, produce only sound first, followed by the object play after a brief gap, and gradually increase the time between the sound production and play with the object, so that child listens to the sound and waits or gives indication for initiation of object play.

Produce variety of sounds and associate them with different object plays, so that child starts listening to and localizing different sounds including playful human sounds. Gradually fade out the object play and increase the sound play. To generalize, use variety of sounds; vary the distance and location from which the sounds are produced as well as the loudness of the sounds.

RESPONSIVE VOCALISATION (MAKES VARIETY OF SOUNDS WITH TURN TAKING)

ACTIVITIES - SOCIAL PLAY, OBJECT ACTIVITIES AND HIGHLY EXCITING PLAY DURING INTERACTION

METHOD

For children who are very quiet, or only able to produce some sounds, development of speech is encouraged initially by reinforcing whatever sounds the child makes.

Begin the play or activity with tickling or any social game to get the child to make the sounds, and reinforce this vocalisation by imitating it back instantly, thus prompting the child to vocalize again, thereby making it look like a game. The child's reciprocal vocalization should be highly and differentially reinforced regardless of meaning, to elicit the interaction.

Note the sounds (consonants and vowel) that the child can produce consistently, and use them often during play. Gradually add the sounds that are emerging in play, and encourage the child to vocalize in order to continue the game or to get any desired object.

Build up from the child's spontaneous vocalisations, and prompt the child to make intentional sounds during play activities that he enjoys (eg, sound of moving car/ animal sounds during play). Incorporate turn taking in vocalization as well during the games. Once child starts vocalizing in response to adults' sounds, the child's vocalization can be gradually shaped into syllables (like ba/ pa / ma etc) and then, words.

IMITATION OF SIMPLE ACTIONS

ACTIVITIES: SOCIAL GAMES, RHYMES, IMITATION DURING DAILY ACTIVITIES

METHOD:

Start doing one or two nursery rhymes with actions, with the child 1-2 times a day. Once he starts enjoying or initiating some actions, and you know that he/she wants to join in, choose the songs that the child enjoys, and is well practised and simple. (Hands up in the air/ clap your hands / मम्मी की रोटी गोल गोल/ मछली जल की रानी है). Try to follow the same actions while singing the rhyme or song.

Clapping – clap your hands

Tapping feet – Tap your feet

Hand movements- मम्मी की रोटी गोल गोल, मछली जल की रानी है / 123 ho ho ho

Start the song, and when it is time to imitate the action, start the action, then stop and prompt your child to do the action.

Initially you may need to manually guide through the action. Initially two people may be required- one to do the action and other to gently guide the child through the action.

Once the child imitates the action (with or without help), reinforce by smiling and praise the child at the end of the song.

Initially teach one action of the rhyme at a time. Perform the rest of the actions yourself while singing the song. When the child has learnt the first action (need not be perfect), and can perform the action independently / often – then start teaching the next action.

Initially use the same song to teach a particular a gesture. Once child starts imitating the action in one song. Use other songs that involve the same action. (e.g. Pat a cake/ आटे बाटे & clap your hands)

Introduce multiple actions in new songs. Name the actions as you do them.

Involve other family members and children; the child will enjoy imitating if there are more people doing similar actions.

PLAYS APPROPRIATELY WITH MANY OBJECTS/ TOYS

ACTIVITIES: PRESSING A BUTTON ON A TOY, PUSHING A CAR, PULLING THREAD ON TOY, ROLLING A BALL, HITTING BALL WITH BAT, BANGING A DRUM

METHOD

Let the child choose a toy, from a choice of many simple and interesting toys. Let him explore the toy. If he is playing non-functionally or inappropriately with the toy, then pick up a similar toy and start copying his action. Once he starts paying attention to you, model correct use of the toy; make sound effects as you perform the action. Offer the toy to the child for imitation of the action. If child imitates, reinforce by letting the child play with the toy. If child is not able to imitate, provide physical prompt (manually guide the child to perform the action). Gradually fade the prompts and let the child perform the action independently.

Once child starts imitating simple action on 1 toy, introduce more toys.

Once child starts imitating simple actions on multiple toys/ objects, encourage him to perform the action independently. Reinforce his spontaneous action by elaborating the activity. Repeat with different types of toys and objects, so that child learns to play with different kinds of toys appropriately.

ENGAGING IN PARALLEL PLAY WITH ADULT- WATCHING AND IMITATING ADULT'S PLAY ACTIVITY

ACTIVITIES: BATHING/ FLOOR ACTIVITIES – BLOCKS/ TOYS/ UTENSILS/ PEBBLES / PAPER/ CRAYONS/ SAND PLAY/ PLAY DOUGH/ WATERING PLANTS / WASHING CLOTHES/ ROTI ROLLING

METHOD:

Become a parallel play partner to your child, that is as your child plays with his materials, take similar materials and imitate the child's actions, with interesting sound effects, in order to catch child's attention. Elaborate your play, and observe your child imitating your actions. If child appears disinterested, modify your activity to catch his interest.

If the child is imitating simple actions, make the play more varied and increase the complexity slowly and gradually

Keep the play varied & introduce more activities with varied objects.

Eg: During block play, first imitate the child's actions with sound effects. Once child shows interest in your activity, elaborate the game by building a tower and crashing it with a car. Do this repeatedly and see if child imitates. Assist him if required. You may need to modify your actions to catch child's attention. While doing daily chores like washing clothes/ utensils, let child sit near you. Give him a small piece of cloth/ hanky/ small utensil and encourage him to imitate your actions, helping him whenever required. Similarly let him be near you and imitate you while rolling roti, watering plants etc.

TURN TAKING

ACTIVITIES: PLAYTIME

METHOD:

Introduce turn taking when child has started imitating your actions in parallel play. Start turn taking with objects – shaking a rattle/ scribbling with crayon, beating a drum with a stick. Initially use two sets of similar objects (two rattles/ two crayons). Give the child one set, and you take the other set. After playing with the object for some time, exchange the objects. Give your object to the child; simultaneously take the other from the child gently. Remember to never snatch the toy from the child. This will help the child to understand the give-and-take routine.

Once the child adapts to this exchange, hide one set, and take turns using one set only. Let the child play during his turn for some time, and then take the object, play with it very briefly, and give it back to the child. Prompt the child and let him understand about taking turns by saying my turn, your turn (मेरी बारी, आपकी बारी), whenever exchange of the object/ toy is occurring. Do this with different objects, and multiple types of games. Also, let the game/ interaction finally end with the child having taken his turn.

CHILD LOOKS AT AN OBJECT WHEN YOU POINT AT IT

ACTIVITIES: WHILE GOING FOR WALK, STANDING IN BALCONY/ROOF TOP, IN THE PARK, PICTURE BOOKS

METHOD

Try to find out objects that interest the child, by exposing him to different objects/ pictures of objects. Create situations/ take him to places where he can see these objects. Eg- vehicles, construction equipment, aeroplanes, animals, birds, kites, flowers, neon or blinking lights etc. Point to the objects and name them/ comment with exaggerated expressions and excitement.

If the child does not look towards the object, go a bit near to the object, and gently turn his face towards the objects, if required, and point.

If you see the child looking intently at an object, share his interest in the object by pointing at the object, naming it, and commenting on it, with exaggerated expressions excitement. Eg: CAR!!! WOW!!! NICE CAR etc. Try to elicit eye contact and smiles as you do so. Do the same whenever you happen to spot any interesting object by chance.

You can also point to and show interesting pictures to the child, with exaggerated expressions and comments. Look at the child, try to elicit eye contact, and share smiles. Do so while sharing picture books/ during story time also.

When child eventually starts looking towards objects/ things pointed at, continue the activity by showing him new things in the surroundings, as this facilitates learning.

CHILD POINTS TO NEARBY OBJECTS, TO REQUEST

ACTIVITIES: DURING ADLs, TABLE TOP ACTIVITIES, PLAY ACTIVITY

If your child does not know how to point, start by using bubble play to help the child learn how to form a point using his index finger. For this, help the child burst the bubble using only his index finger, thus eliciting pointing.

Place two toys in front of the child, out of reach, and ask him to choose one. (Place toys such that one of them is a favourite). Ask him which one he wants. You can model pointing by sitting at the child's level and showing how to point if he does not do so by himself. Initially, it helps to have another person participate, he/ she may stand behind the child and physically help (prompt) the child to raise his hand towards the object. Or, that person can model pointing to the object, and get the object, thus showing the child that pointing to an object can help you get it. In case another person is not available, you may need to physically prompt the child, initially. Immediately reinforce his pointing by giving him the toy and letting him play with it. Once child starts to point (maybe immature), wait for eye contact, before giving him the toy. Generalize pointing to indicate choice in daily activities like clothes/ snacks/ books etc.

When child is playing with puzzles, help child by pointing to the place where puzzle piece should be put, and prompt him physically to put in there. Later, incorporate turn-taking, encourage child to point where puzzle piece should be put, and put in the piece.

When showing pictures in picture book, point to the pictures. Gradually, encourage him to point to the pictures he likes, by physically prompting him to point. Name the picture/ comment on it with exaggerated expressions.

While playing with toys, like block building or puzzle solving, keep some parts of the toys/ puzzles slightly away from the child's reach. Wait for the child to point to request. If child does not point spontaneously, then prompt him to point to these toys.

Once the child learns to point to nearby objects during play activities, gradually generalize pointing to objects around him in the room that are at a distance. For this, place favourite toys/ snacks high up on shelves, so that child has to request you for it. Let him point at the toy he wants, prompt if required, and reinforce immediately when he points.

PLAYS WITH TOYS, AND PUTS THEM AWAY AFTER PLAYING

**ACTIVITIES: PLAYTIME, GENERALISE IN ACTIVITIES LIKE BOOKS/
COLORING/ PUTTING AWAY UTENSILS AFTER MEALS ETC**

METHOD:

After child has completed his play, prompt (show him/ lead him to the box where toys are to be packed up) him to pack up his toys and keep them in their proper place. This can be made more playful and interesting by taking turns with the child during pack-up time. (eg, you put one car, child puts other). He may need help initially, so assist him whenever required, till he learns to pack-up after play independently. Do this after every activity.

Packing up after play helps the child understand the concept of 'finished or over' and also allows him/her to move on to the next game without distraction.

Generalize this by asking him to keep his books in their place after story time/ book time; putting away colors/ paints etc after coloring.

After meals, you can ask him to pick up his plate/ bowl etc and put them in the sink.

EATS FOOD INDEPENDENTLY

ACTIVITY: DURING MEALTIMES

Meals should be served at the designated place. Click pictures of the child when he is eating at the table and show these pictures to him just before mealtime or snack time.

The adult should model sitting at the table/ place specified for meals. The child is prompted to follow through. Keep the meal times short (20-30 minutes). All meals and snacks should be served at the table/ on the floor (as per the family's norms). To help the child eat independently, start with dry food items that he likes, maybe finger foods/ snacks. Put a few small pieces of food in a plate and model eating. If he does not eat on his own, physically help the child to pick up a piece and eat it. Gradually reduce the physical help to verbal instructions.

When the child masters eating finger food independently, introduce food items like rice and dal, which have to be eaten with spoon.

TOILET TRAINING

Signs that the child is ready for toilet training include indicating wet or soiled pants, being able to sit on the toilet or squat with support, having regular bowel movements and being able to stay dry for at least 1-2 hours at a time.

Signs that might indicate that the child has wet his pants. These may include uncomfortable shuffling, tugging at pants, hiding in a corner, grimacing, becoming still etc. Whenever you observe these signs, acknowledge it by saying 'susu' or 'chi-chi', or whichever term is considered appropriate in the family. Use the same word consistently. Change his clothes preferably immediately, so that he does not get accustomed to staying in wet pants. Praise the child when he indicates wet pants verbally or by gestures, or by going and standing near the bathroom; and change his clothes (changing clothes should be done in private).

For children who are afraid of sitting on the potty seat, initially let the child sit on the seat with the lid closed (with diapers on). For younger children, let child watch parent/ sibling sit on the toilet seat and use the seat. Use the word susu/ potty (specify) everytime you take the child to the bathroom. Do not scold or insult the child when he accidentally wets/ soils his pants. Attend to the child and physically prompt him to push his pants down, simultaneously again labeling susu or potty.

Once you are familiar with the child's bladder pattern, assist the child to go to the bathroom and help him/ her to squat/ sit on the potty seat for few minutes at the scheduled time, and say the word susu so that child knows what's expected of him.

For potty training, fix a convenient time when he can be made to sit on the potty seat/ squat with assistance near an Indian toilet. Choose a time where neither you nor the child is in a hurry (afternoon/ evening if mornings are busy). Make the child sit on the potty seat/ squat near an Indian toilet and support him. Begin by making the child sit on the potty seat/squat very briefly stay with the child throughout the time he sits. If the child resists strongly, discontinue, and try again after a week or so. Later, let him sit for few minutes (5-10 minutes). Child may or may not pass each time he sits on the potty seat / squats. Praise him for his efforts irrespective of whether he passes or not. If child eliminates in the seat, differentially reinforce.

Also keep sensory issues like smell/ wetness in mind- eg clean the bathroom before he goes and try to gradually de-sensitize.

