

Best Practice Principles for ASD Service Delivery

- ◆ To use highly supportive and structured intervention methods based on the principles of Early Childhood Development and Applied Behaviour Analysis (ABA).
- ◆ To involve each family through the provision of a family-centred approach to practice.
- ◆ To consider family systems, culture and beliefs in service delivery.
- ◆ To provide year-round and daily service delivery to families and service providers.
- ◆ To utilize a multi-disciplinary and integrated approach to service delivery.
- ◆ To use a functional and proactive approach to development in the support to children with challenging behaviours.
- ◆ To include typically developing peers in the education and development of children with ASD.
- ◆ To develop a coordinated and consistent plan to assist children with ASD to make successful transitions to kindergarten, and youth to adulthood.

Who is eligible for services?

Services are available for children and youth from 18 months to 19 years of age with a suspected or confirmed diagnosis of Autism Spectrum Disorders.

Permission from parents or guardians is required to access ASD services.

Who can refer to the program?

Anyone can refer children or youth to the program. You do not need a referral from a health care professional.

Contact us

For information on Autism Spectrum Disorders Services, contact:

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Autism Spectrum Disorders (ASD) Services



The ASD Team

An Autism Spectrum Disorders Consultant and Support Worker provide ASD services for the Mamawetan Churchill River Health Region. The Centralized Services Team is made up of a Pediatrician, Occupational Therapist, Behaviour Specialist and a Psychologist. This team will provide enhanced services to clients/families in close proximity to their home health region.

Consultation Services

- ◆ Initial screening to identify children and youth with suspected Autism Spectrum Disorders.
- ◆ Contributing to and/or coordinating the assessments and diagnosis for ASD.
- ◆ Contributing to the development and monitoring of individualized program plans that are provided through the ASD support worker and/or other community partners.
- ◆ Assisting families to increase their understanding of ASD and their child's development.
- ◆ Assisting families in developing support services by linking them to appropriate programs and resources.

Support Services

- ◆ Working directly with individuals presenting with ASD and their families to deliver an individualized program plan as designed and supervised by the ASD consultant or other qualified health care professionals.
- ◆ Services will be delivered in the most appropriate environment (i.e. home, child care centre, school or community settings, etc.).
- ◆ Facilitate ASD awareness workshops and sessions for family networks, schools, and community agencies working with children with ASD.

Respite Services

- ◆ Supports summer programming and respite care that will offer social and recreational opportunities for children with ASD.
- ◆ Available to children and youth with a suspected or confirmed diagnosis of ASD who have not graduated from high school.

Common ASD Characteristics

Research suggests that Autism Spectrum Disorders are neuro-biologically based, are pervasive in nature, and affect an individual's brain development, and how the brain functions in processing information. The following are some behavioural signs for ASD:

- ◆ **Doesn't respond when name is called.**
- ◆ **Rarely makes eye contact when interacting with other people.**
- ◆ **Doesn't smile socially.**
- ◆ **More interested in looking at objects than at people's faces.**
- ◆ **Avoids or ignores other children when they approach him/her.**
- ◆ **Has odd or repetitive ways of moving hands and/or fingers.**
- ◆ **Seems oversensitive to certain textures, sounds or sights.**
- ◆ **Lacks interest in toys, or plays with them in an unusual manner (i.e., lining up or pinning objects, etc.).**
- ◆ **Has to perform activities in special ways or sequences.**
- ◆ **Fails to achieve any of the following developmental milestones:**
 - ◆ **Babbling by 11 months;**
 - ◆ **Simple gestures, e.g. waving by 12 months;**
 - ◆ **Uttering single words by 16 months;**
 - ◆ **Uttering 2-word phrases (noun & verb) by 24 months.**

***"If a child cannot learn in the way we teach,
we must teach in a way the child can learn."***

~ Dr. O. Ivar Lovaas