

CHILD DEVELOPMENT CENTER PRESENTS

# IDENTIFYING LEARNING DIFFICULTIES AND DEVELOPMENTAL DELAYS: AN OVERVIEW FOR EARLY CHILDHOOD EDUCATORS

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## QUALITY OF SKILLS (LANGUAGE)

- Child can talk but usually does so in the form of echolalia
- Child will walk around labeling items but tantrums rather than using words to request preferred objects/activities
- Child will only follow simple instructions part of the time

## QUALITY OF SKILLS (INTERPERSONAL)

- Consistently more interested in objects/idiosyncratic activities than people
- Will stay near a person only when that person has an object the child likes
- Tantrums much more frequently/intensely than most children their age

## QUALITY OF SKILLS (PLAY)

- Engages in sensory-seeking behavior with toys rather than using them for their intended purpose
- Limited, rote (if any) pretend play
- Unable to sit with one activity/toy for more than a few seconds

## HOW DID MY CHILD GET AUTISM?

- Up to 20 sets of genes may play a part (Autism Speaks)
- Possible environmental triggers (Autism Speaks)
- NOT DUE TO BAD PARENTING

## GENERALIZATION OF SKILLS

- Behavior treatment plans must be carried out in all settings - not just home or school
- New skills should be practiced in all settings - not just home or school
- New skills should be taught using various teaching materials

# ANALYSIS OF BEHAVIOR

- ABA is the analysis of behavior in an applied setting
- Why is the child doing what they are doing?
- What is the function of their behavior?

## TREATMENT PLANS

- Once the function of the child's behavior is determined, a treatment plan can be implemented
- The treatment plan must be carried out by everyone involved in the child's life or the child will demonstrate different behaviors with different people



## TREATMENT PLANS NOT BLUEPRINTS

- If a specific treatment plan works for one child that does not guarantee it will work for other children
- This is why we rely on A→B→C data (antecedent, behavior, consequence)

**FOR MORE INFORMATION:**

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