A Parent-Mediated, Play-Based Treatment Program for Autism Spectrum Disorder

INTRODUCTION

This course examines The PLAY Project, an evidence-based home intervention and consultation program for young children with autism spectrum disorder (ASD). The program uses developmentally appropriate, play-based methods and coaches parents and other caregivers to extend treatment beyond the therapy sessions. The presenter explores the program’s main assessment and intervention principles, highlighting specific techniques and activities. The course also presents multiple case studies as useful examples of children's progress in treatment, the practical challenges of implementing a program, overcoming funding obstacles, and the importance of multicultural awareness in ASD intervention, including the adoption of the model for Ohio’s Part C Early Intervention System and a project that implemented the program with a low-income, underserved population in the Caribbean island country Saint Kitts and Nevis.

LEARNING OUTCOMES

You will be able to:

- develop appropriate treatment objectives based on children’s functional development levels
- implement play-based intervention methods to increase joint attention, engagement, and reciprocity
- use children’s interests to reduce negative behaviors and sensory challenges
- instruct caregivers in activities to extend and support therapy

Content disclosure: This presentation focuses on The PLAY Project intervention for children with autism spectrum disorder and does not include information on other treatment products.

CONTENTS

Video
Introduction ........................................................................................................................................ 5 min.
Chapter 1: Play and Brain Research .................................................................................................. 31 min.
Chapter 2: The PLAY Project ........................................................................................................ 124 min.
Chapter 3: Case Studies ................................................................................................................ 141 min.
Chapter 4: Ohio Implementation ................................................................................................... 31 min.
Chapter 5: Conclusions ................................................................................................................ 5 min.

Handouts
PPT Slides
Resources and References
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Appendices
- Resources for Creating a Unique Profile
- Functional Emotional Developmental Level Rating Chart
- Comfort Zone Profiles
- Checklist of Communicative Functions and Means

PROGRAM HISTORY AND IMPORTANT INFORMATION

Original program start date: January 18, 2016
Peer reviewed: December 7, 2015; October 28, 2018
End date: December 8, 2023

To earn continuing education credit, you must complete and pass the exam on or before December 8, 2023.

This course is offered for 0.6 ASHA CEUs (Intermediate level, Professional area).