

# The BOLD Program:

(Behavioral Organization Leading to Development)

## Effective parenting for children on the autism spectrum

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# The Pervasiveness in Pervasive Developmental Disorders

- Every key domain of functioning is affected (motor, vision, GI, language, social perception, etc. etc.)

# Setting the Stage

- Prepare for a roller coaster ride

full of twists and turns (inevitable in a field that  
that has not yet defined the essential parameters)

but intriguing and hopefully clarifying

# Where Do We Start?

- Generally the answer has been skills (language, “cognition,” OT, etc.)—& lots of it (40 hours a week seen as the “ideal”)—what the ADULT deems the child should learn (vital!!!)
- But intervention is an adult-child partnership
- “Neglected” --views of a key participant—the CHILD  
child’s view of the relationship & the world –not simply neglected but intentionally avoided

# Views on “The Relationship”

- o From ABA: Instructional control “usually involves pairing yourself with reinforcement and slowly adding simple instructions to the play.”
- o RDI: assume behavioral control exists; once relationship developed, skills will follow
- o Floor time: child “supposedly” leads
- o **OUTCOME: for all, problematic**

# The Facts of Life in ASD

- Key to the syndrome: child views social world as confusing and noxious
- Those feelings must be minimized for significant progress to be achieved

HOW?

# Sequence of Intervention: Stage 1

# 1 Simplify the child's world including elimination of all requests for language—language is an end point; not a starting point

#2 Minimal demands but 100% compliance for those demands

#3 Focus is on **inhibition**

# The Next Step: Stage 2

**Perception of Patterns**—a key to human cognition—in all realms

Some examples in language

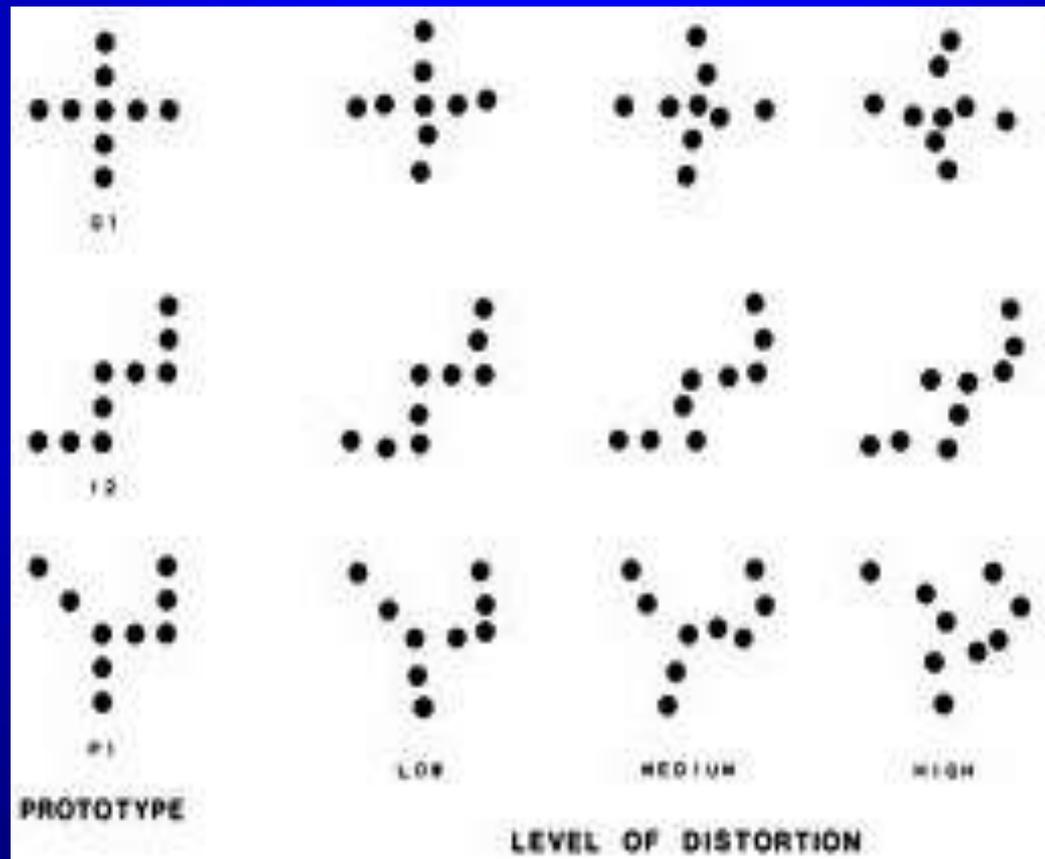
“I eated the cookie.”

“He taked the glass.”

“I had two milks.”

“My footes hurt.”

# Illustration of Distorted Perception



# Needed: Organized Systems

- Language
- Music
- Physical skills
- Math

In all, there are perceptible patterns-but teaching must be structured to facilitate their perception

# The Steps to Language

- A key set of precursor skills underlie language development

Memory

Attention

Sequencing

Concentration

Motor skill

Variation

*Sample task*



# Moving into Language

What are the essential  
components in a  
language SYSTEM?

# Essential Components

Nouns: (what nouns)

Verbs: (what verbs)

Therefore SENTENCES

# Sample Segment of a “Teachable” Language



Here is a kid.

She is jumping.

# The Content of the “Little” Words

- The cat is here.
- The cat was here.
  
- The girl is walking the dog.
- The girl is walking **to** the dog.
  
- The man looked **at** the car.
- The man looked **for** the car.

# Forms for Presenting Language

- **Commands**

Use this to build up noun-verb sequencing of up to 4 units

- **Statements**

Use these for imitation--to build up speech production and retention of 8-10 word sentences

- **Questions**

Use this to give system for understanding communication

# Addressing Comprehension: Creating Patterns in Question Asking/Answering

- Who are these?      Which one is not an X?
- These are Xs.      This one is not an X.
- Which one can Y?      Where is the X?
- This one can Y.      Here is the X.
- What were they doing?
- They were Ying.

# Going Beyond the “Seen” (the present)

- Past (the boy was jumping, now he is resting)
- Negation (this is an animal but it is not a dog)
- Future (the kids are going to ...jump)

# Sample Language Attainment



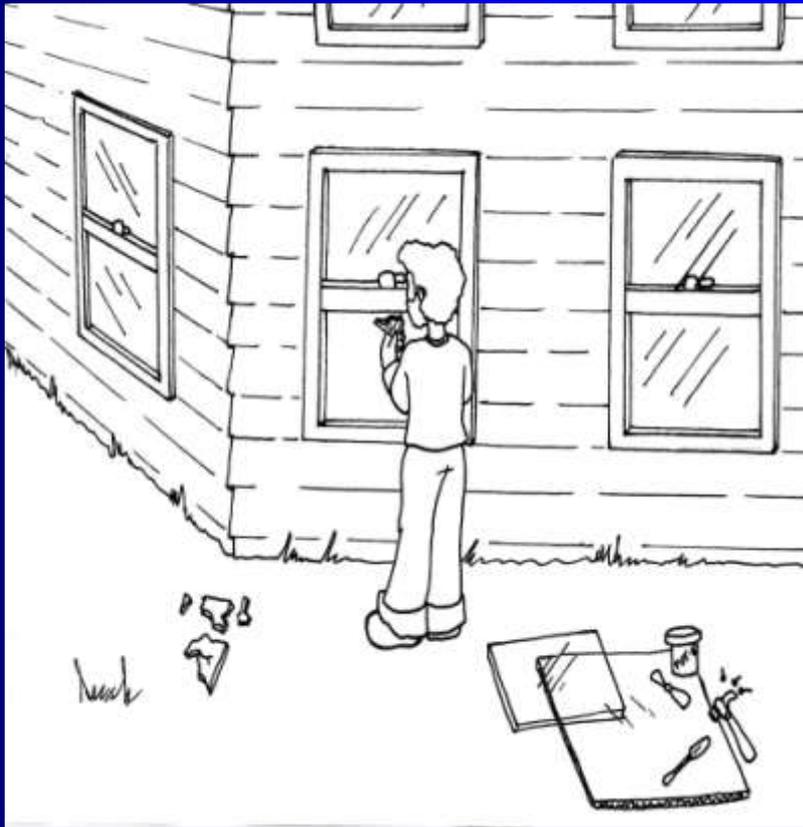
*This window has to be fixed*

*Point to the window that needs to be fixed*

*The man is going to fix the window*

*Who is going to fix the window?*

# Sample Teaching Material:



*Now the man has  
fixed the window.*

*Did the man fix the  
window?*

# Summary of “Story”

- There was a window that was not \_\_\_\_\_ (good). A man fixed the \_\_\_\_\_ (window). Then the window was \_\_\_\_\_ (good).

# The Next Step: Stage 3

## Literacy

1. For those who speak, expands language & opens pathways (academic)
2. For those who do NOT speak, provides alternative system for language development

# Literacy?

**The basic, reasonable dominant view**

*“Rather rarely, one finds a child who cannot talk but who can eventually learn to read and write, and can communicate in this way.”* Silent Words (citing Elgar & Wing, 1969)

# Literacy and Autism

- Hyperlexics- self-taught; little or no comprehension
- Children who speak but not mainstreamed-limited, scattered efforts-results uneven (some become readers, others have fragmented skills)
- Children who do not speak-almost no effort at literacy; some work on isolated skills (e.g., alphabet) –50% of children with autism are non-verbal

# Why the Neglect?

- Key (unstated) assumption: in NT children, oracy precedes literacy
- Therefore in the absence of oracy, literacy is not attainable

# Teaching Decoding

No possibility of involving the complex sound analysis of phonics (“sounding out”)

No need to involve phonics!!!!

Visual processing, if programmed correctly, is effective and PREFERABLE

present

He was there to present the  
talk

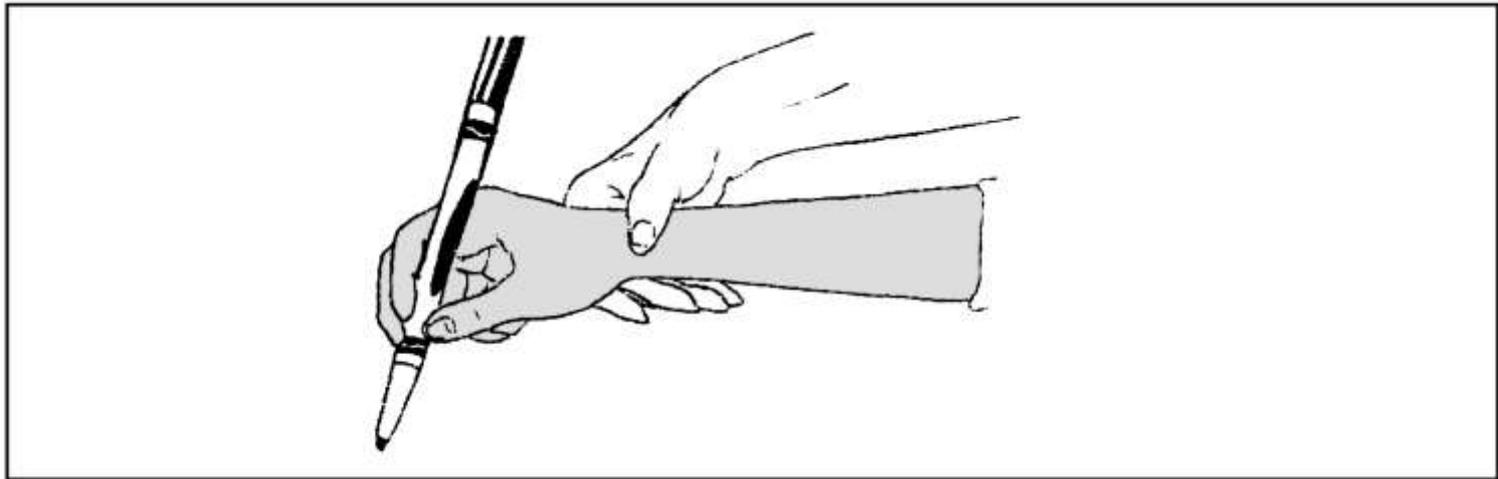
record

He did not know he had to  
record the talk

# Listening/Speaking Reading/Writing

- Literacy: Need a means of expression
- The system for this is writing
- Writing involves the motor system: a system that is weak in ASD
- Solution: Hand support

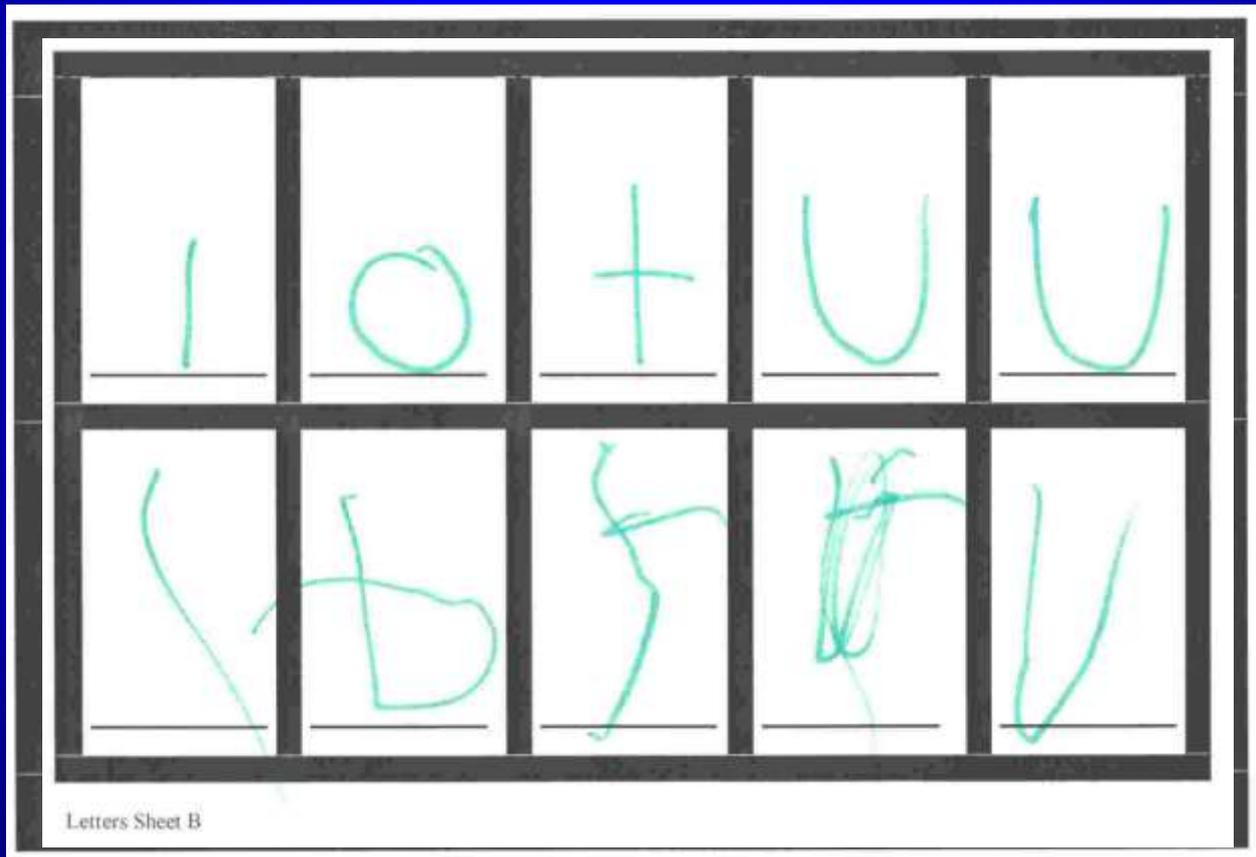
# Illustration of Hand Support



# Sample Writing: Hand Support



# Sample Writing: No Hand Support



# Sample Segment of Text



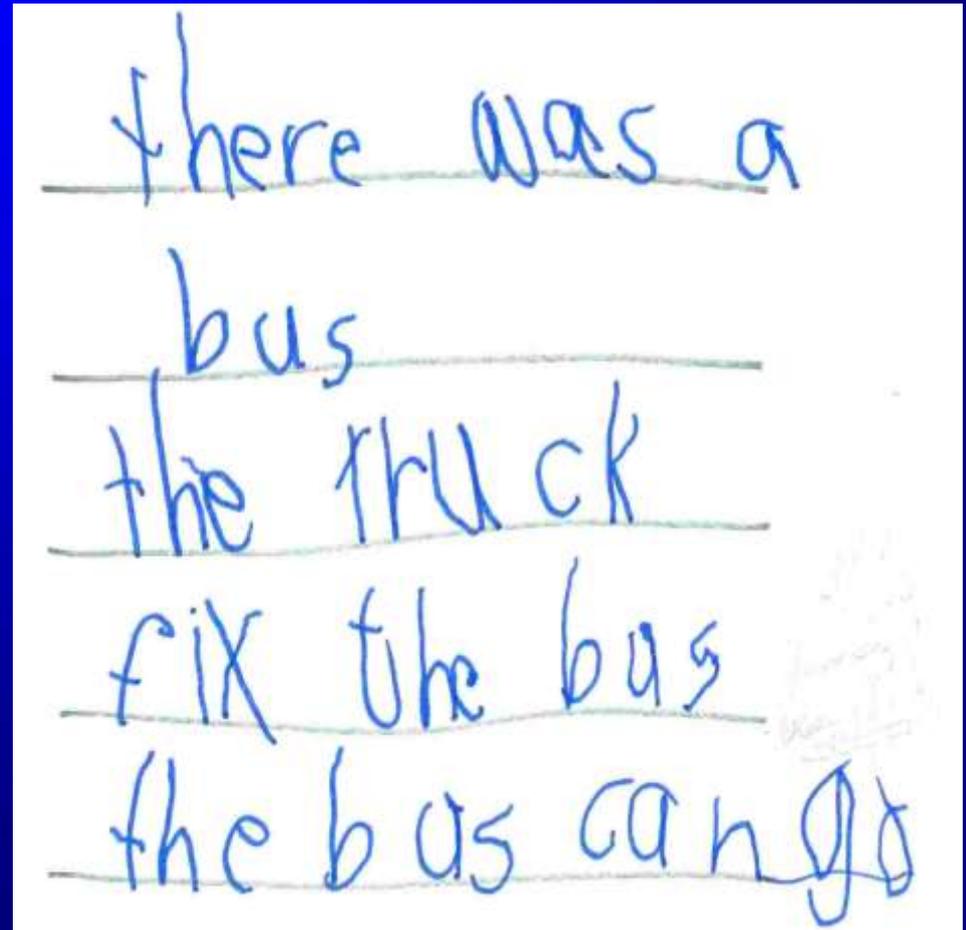
She was  
jumping. Now  
she is resting.

# Extending the Texts

- simple science texts (e.g., needs of plants, weather patterns, animal life, etc.)
- action sequences (e.g., major events,)
- math texts (e.g., word problems, recipes, etc)
- AVOID narrative

# “Main Idea” from a Nonspeaking Autistic Child

- reproducing the meaning of sets of sentences (“the main idea”)



there was a  
bus  
the truck  
fix the bus  
the bus can go

# Points of Caution

- this is not a cure !!!
- the skills of effective interaction, language & communication significantly ameliorate but do not solve the problems of communication
- replacing the term “nonverbal”