



Parent Perspective – Coordinating the team

Paula, Mother of Bella

We are working on 'first - then' with Bella so there are a few cards that are used here at the clinic and also in day-care but I found that the one that I am using at home really worked with Bella so I made a photocopy of that and brought it in to be used at day care and in speech therapy. Along the way, I have found that whatever I find works, if I can get speech and day-care to do the exact same thing it gets through to Bella rather than changing them around. Her speech pathologist and I work really well together, at the moment; Bella says “Mama” but she doesn't understand the concept of it and if I am out of the room to yell out “Mama”. So in a speech session; I come out of the room and her speech pathologist will say "where's Mama?" and she will get Bella to say "Mama" and then I come into the room. Whatever I find at day-care that I would like Bella to do, I get her speech pathologist to help me with and then I take on the idea at home.

At the moment Bella is going to mainstream primary school next year, so day-care have made a list of what they think she will need at school and we are all working on that; in the clinic, at home, and at day-care. A typically developing child gets it naturally, with a child with autism, you need to start from the beginning. Something as simple as waving hi, needs to be taught. If you just break it up with three little goals, work on them, get them perfect, then move onto the next three goals that helps. To have everyone on the same page is really important.

*** This is an approximate transcription only; minor modifications have been made to assist the reader.*