



Clearinghouse on Supervised Visitation Phone Conference Agenda



January 15, 2020
12PM/11CT

Discussion

1. Welcome and Announcements – Everyone is invited!
2. Check the listings on the website to ensure your program information is up to date and correct for the quarterly report. If you need to add or change anything email Lyndi Bradley at lbradley2@fsu.edu
3. **NEW REQUIREMENT** for A&V Report: “Do you have a child support case with the State of FL Child Support Services?”
4. Questions from Directors
5. Supervised Visitation & Children with ASD
6. Pro-Social Skill Building
7. Latent Vulnerabilities, Reward Processing, & Threat Processing
8. Client Behavior

<< [Back to Clients Listing](#) << [Back to Cases Listing](#)

Client Type:

Last Name: * First Name: * MI:

Date of Birth (YYYY-MM-DD):

SSN Last 4:

Gender:


Race/ethnicity of this Client

- (Check all that apply)
- American Indian or Alaska Native
 - Black/African American
 - White
 - Hispanic
 - Other Races - If you are A and V funded, you can not choose this category.
 - Asian
 - Pacific Islander
 - Two or More Races

Relationship to Child(ren)

If relationship is different for different children, please indicate separately for each child.

Last	MI	Date of Birth	Relationship to Child
Kid	Cutie	2005-01-02	Mother (Biological or adoptive) ▼

Do you have a child support case with the Florida Child Support Program? Yes No Don't know 

Client lives Out of state In state (Indicate county and city)

County of Residence:

City of Residence:

Annual income - all sources (to be recorded separately for each custodian & visitor) * ▼

Supervised Visitation & Children with Autism Spectrum Disorder

By Julia Papesch



Introduction

Autism Spectrum disorder (ASD) encompasses conditions that can range from minor to severe, with some children requiring more support than others. Parents and caregivers must take the time to get to know their child with ASD in order to assess their strengths and needs and to determine how best to communicate with their child. Supervised visitation is one setting in which both parents and supervisors should be educated on ASD and how best to interact with their child.

Objectives

- Define Autism Spectrum Disorder
- How supervised visitation supervisors can educate parents of children with ASD on how to communicate with their children
- Provide resources for parents of children with ASD.

What is autism?

ASD can include challenges with speech and nonverbal communication, social skills, and repetitive behaviors. They begin in early childhood, and they persist, and interfere with daily living. These challenges can range from minor to severe and may include:

- May not understand or appropriately use communication
 - Spoken language
 - Gestures
 - Facial expressions
 - Eye contact, etc.
- Social skills can be difficult
 - Recognizing others' emotions, intentions
 - Recognizing own emotions
 - Expressing emotions
 - Feeling overwhelmed in social situations
 - Gauging personal space, etc.
- Repetitive behaviors
 - Body movements
 - Motions with objects

- Staring at lights, spinning objects
- Ritualistic behaviors
- Narrow, extreme interests in specific topics
- Unvarying routine/resistance to change
- Sensory issues
 - Hyper-sensitivity (overly responsive) and hypo-sensitivity (under-responsive)
 - Sights, smells, sounds, tastes, balance, touch, body awareness
 - Accommodations based on personal hyper-sensitivities
 - Dim the lights, sunglasses or visor, food options that avoid aversions, ear plugs/headphones, etc.
 - Accommodations based on personal hypo-sensitivities
 - Sensory stimulating toys, visual supports for spoken information, strong tastes, firm touch, weighted blankets, opportunities to move around, etc.
 - Therapies that may help with this
 - Occupational therapy, speech therapy, CBT.



Supervised Visitation & ASD

Social service providers tasked with monitoring supervised visitation with children with ASD should take special consideration of the child's needs. They should also be diligent in helping parents effectively support their child, as well as teach the parents coping skills for themselves.

-Social service providers can teach parents how to communicate with their child.

- Parents should first learn about ASD, and then become experts on their own child. This includes understanding what their child likes and dislikes, and what triggers their child to become upset.
 - Parents can build on what their child likes and is interested in.
- Accepting their child for who they are goes a long way.
- Teach the child healthy, non-aggressive ways to express anger.
- If the child is doing attention-getting, irritating behavior, it's best to redirect it. If the child is behaving well, talk about it and reward it.
- Structure and safety are very helpful for children with ASD.

- Be consistent in your interactions with the child and try to translate what the child is learning in therapy to your interactions with them.
- Stick to a schedule.
- Reward good behavior consistently.
- Create a home safety zone – a private space in the home or room so the child can relax, feel secure, and feel safe.
- Parents can find verbal ways to communicate.
 - Understand that they may not understand nonverbal communication, so explanation may be necessary.
 - They take things very literally, so be careful of using things like metaphors.
 - Keep conversations focused and simple – one thing at a time.
 - They may only want to talk about a specific topic or interest, so keep that in mind.
 - They might see things a little differently – for example, different senses may be painful for the child that aren't for you.



- Parents can find nonverbal ways to communicate.
 - Look for their nonverbal cues (sounds, facial expressions, gestures)
 - Figure out motivation behind tantrum – it's often because you're not picking up on their nonverbal cues
 - Make time for fun, including physical activity. This is useful because many children with ASD have short attention spans.
 - Respect their personal space, but offer a hug if they may need it.
 - Notice child's sensory sensitivities

-Social service providers can help parents of children with ASD learn how to take care of themselves.

- Parents must be aware of their emotions and accept them as they are.
- If a parent feels they need professional help, they should seek it.
- If a parent needs a break, they should take one.
- Parents should take care of their own needs first, so that they can effectively take care of their child.



-Resources for parents

- Autismspeaks.org has toolkits for families of newly diagnosed children, a directory for resources, information about ASD, and more.
- The Individuals with Disabilities Education Act (IDEA) provides free or low-cost services to kids with disabilities such as ASD.
 - Medical evaluations, speech therapy, psychological services, physical therapy, counselling and training for parents, assisted tech devices
- Early intervention services (birth through age 2) – the child gets evaluated and if they qualify, an Individualized Family Service Plan will be made which describes child's needs and services they will receive. This includes physical, speech, behavioral, and play therapies.
- Special education services – (age 3+) – assistance through school, least restrictive environment where they are still able to learn, Individualized Education Plan (IEP) drafted which outlines goals for child.
- Online or face-to-face support groups for parents of children with ASD may be helpful in addition to individual, marital or family counseling.
- Respite care is when a trained caregiver looks after the child with ASD if the parents need a break.

Case scenario

A 35-year-old mother is visiting her 8-year-old child named Jake under supervised visitation. Jake has been diagnosed with ASD. Upon his mother's arrival, Jake is playing with toy cars on the floor and the monitor is sitting at the table. Jake sees his mother and his face lights up; they engage in a brief hug before Jake squirms away and goes back to his cars. His mother briefly looks hurt that Jake squirmed away, but the monitor explains that Jake likes his own personal space. It doesn't mean he doesn't love her, but he would prefer to have his own space. Jake's mom sits on the ground with Jake as he plays with his cars. Jake is lining his cars up in a neat row and telling his mom very detailed, advanced information about cars. Jake's mom is clearly bored with the topic, as she tries to ask Jake about school. Jake ignores his

mom's questions and goes back to his cars. Seeing mom's frustration, the monitor explains that a part of ASD is that the child may be interested in only one topic at the time, and it may be hard to engage them in anything else. The monitor says it would be best for Jake to build on his strength of car knowledge and to validate his interests. For the remainder of the session, Jake and his mom play with the cars, which makes Jake happy. Ten minutes before the session is supposed to end, his mom gets up and says that she has an appointment and has to leave early. Jake starts flapping his arms and crying, and Jake's mom is concerned. The monitor explains that Jake thrives on a rigid schedule, and his mom unexpectedly leaving early is causing Jake distress.

Throughout this supervised visitation, the monitor taught Jake's mom a lot about ASD and the child's specific behaviors. This will help the interactions between Jake and his mom go much smoother in the future.



Conclusion

ASD can seem impossible to manage if you do not have enough information about it. Parents especially must be educated on the proper ways to interact with their child in order to have a good relationship. Supervised visitation is a setting where social service providers can help parents of children with ASD learn about ASD and communicate well with their child.

References

<https://www.autismspeaks.org/what-are-symptoms-autism>

<https://www.autismspeaks.org/sensory-issues>

<https://www.urmc.rochester.edu/encyclopedia/content.aspx?contenttypeid=160&contentid=46>

<https://www.helpguide.org/articles/autism-learning-disabilities/helping-your-child-with-autism-thrive.htm>

<https://www.webmd.com/brain/autism/parenting-child-with-autism#1>

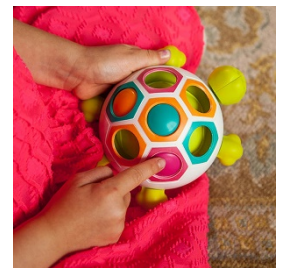
List of Toys for Children with ASD

Click on the pictures to find these toys online.

Babies/Toddlers:

For Sensory Purposes:

- *Pop and Slide Shelly*- A colorful turtle that has pop sliders in its shell that the child can move around. Helps with hand-eye coordination and fine motor skills while helping with focus and color recognition
- *Dimpl*- Five colorful silicone dimples that the baby can push in and out, can help with fidgeting and relieve stress
- Sassy Developmental Bumpy Ball- Has multiple textures and bumps that children can hold on to so they can develop fine motor skills and can offer stress relief



For Physical Purposes:

- *Little Tikes 2-in-1 Snug'nSecure Grow With Me Swing*- A great physical activity that helps the baby learn visual and spatial skills while helping with posture control



- *Fat Brain Toys Balance Teeter Popper*- Great to help with balance and fine motor skills



For Puzzle/Exploration Purposes:

- *Edushape Sensory Puzzle Blocks*- These textured blocks not only help with sensory but can also help with their creativity and imagination.



- *Sound Puzzles*- Kids put pieces of whatever theme the board may be in their proper shape, makes a sound related to that object once they put it in the right place. Helps kids learn about animals, instruments, tools, vehicles etc. while also teaching cause and effect



- *Melissa & Doug Basic Skills Board and Puzzle*- This wooden board has a happy bear with colorful fabrics you can put on the bear that helps children learn how to dress



Children & Teenagers

For Sensory Purposes:

- *Kinetic Sand*- easy to mold and break apart and causes little mess. Has a soothing texture that can help children relax
 - Ages 5 and Up
- *Play Piano*- Plays keys with shooting stars flying out of the pipes, makes different sounds as stars pop out
 - Ages 2-4 and 5-7



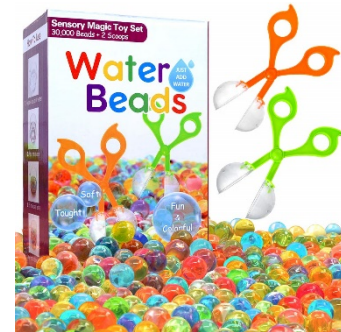
- *12-Sided Fidget Cube*- A calming, colorful fidget toy that has 12 different sides for the kid to play with and can be used for sensory purposes

- Ages 5 and Up



- *COMISU Water Beads for Kids Fine Motor Skills Toy Set*- the colorful soothing water beads are a great sensory toy for kids while the scoops in the set are great for hand-eye coordination and their motor skills

- All Ages



Educational Purposes:

- *Smart Kids Social Skills Game*- Includes six board games to help children with their social skills

- Ages 5 and Up



- *Teddy Wear*- Helps kids learn how to get dressed

- Ages 2-4 and 5-7



- *The Socially Speaking Game*- Teaches basic social skills and rules in conversation

- Ages 5 and Up



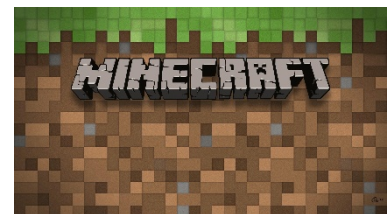
- *Emotion Balls*- Colorful balls that each have a facial expression on them that represents a specific emotion, can help kids differentiate between the emotions

- Ages 2-4 and 5-7



Puzzles/Exploring Purposes:

- *Legos*- Building blocks that can help with visual, spatial, and motor skills and with their imagination. Being able to create whatever they like and explore their creativity, also great to play with other kids.
 - Ages 5 and Up
- *Portal 2*- a strategy puzzle video game that is colorful and good for kids to enhance their cognitive skills. This is also a great multiplayer game that can help kids learn cooperation
 - Ages 11-14 and 15-18
- *Minecraft*- video game where the children get to control their environment and explore
 - Ages 5-7 and 8-10
- *Rainbow Ball*- a fun fidget puzzle ball that is colorful and easy to interact with.
 - Ages 2-4 and 5-7



For Physical Activity Purposes:

- *Space Hopper Ball*- Kids can sit and jump on these colorful balls to improve physical coordination and balance
 - Ages 5-7 and 8-10
- *Gonge Riverstones*- Colorful non-slippery stones that vary in size can help a child's physical coordination and balance while having fun jumping around, also can help with spatial skills
 - Ages 5-7 and 8-10
- *Play Monkey Balance Board*- Helps with physical coordination as the child tries to balance on the board, also very colorful
 - Ages 5-7 and 8-10



- *Jumper Mat and Card Deck*- Helps with balance, physical coordination, visual, and spatial skills. The Jumper Mat itself has different color footprints with each colored footprint having different textures. Now with the cards it can give out different patterns for the child to follow on the mat, helping with visual and auditory processing, though going without the cards the children can make their own patterns.
 - Ages 5-7 and 8-10



Pro-Social Skills



Teaching Children/Teenagers Pro-Social Skills

How to talk to a friend

"Talking With a Partner"

Courtney Fox, Responsive Classroom

Interactive Modeling used to teach children how to talk with a friend, including maintaining eye contact, and asking them questions too.

<https://www.youtube.com/watch?v=KfOm7PPzWQQ>

How children can make friends

"How to make friends"

Dr. Eileen Kennedy-Moore, Author of Smart Parenting for Smart Kids

3 tips for children so making friends is an easier, less daunting process.

<https://www.youtube.com/watch?v=pncYA21-iJc&feature=youtu.be>

Learning how to share

"Sharing Cookies"

Sesame Street in Communities

Learning happy words, feelings of happiness, learning that sharing makes you feel good and the other person feel good.

<https://www.youtube.com/watch?v=KTFJ9gjfAXg>

Learning Table Manners

"Learn Table Manners"

Family Education Series

Step by step instructions through cartoons, showing appropriate table manners, including use of a napkin, elbows off the table and using please and thank you whilst at the table.

<https://www.youtube.com/watch?v=mgZeziVUsZ0>

Conflict Resolutions Scenarios for Teenagers

“Conflict Resolution Scenarios”

The Greenville Family Partnership

Multiple scenarios that teenagers may find themselves in, like being in a bad mood, how to approach someone who is unhappy and how to share items and games even when someone doesn't want to.

<https://www.youtube.com/watch?v=1iMthJ7n4IM>

Learning Personal Space for Kindergarteners

“Personal Space Social Story General”

Animated story of “Joey” who is in Kindergarten and is learning to respect the personal space bubble, even when he is excited, he learns to always ask someone first if he can play with them or their toys.

<https://www.youtube.com/watch?v=QIXo700yqzs>

Advice for parents to get their kids to listen

“How to Get Your Kids to Listen and Engage”

Kris Prochaska, TEDxBend

A Ted talk for adults with techniques and advice to help your kids listen better and engage in conversations.

<https://www.youtube.com/watch?v=HtAtBBpXhjk&t=310s>

Healthy Relationships

“Friendimacy: The 3 Requirements of All Healthy Friendships”

Shasta Nelson

TEDxLaSierraUniversity

She discusses 3 important components of a healthy friendship; positivity, consistency and vulnerability.

<https://www.youtube.com/watch?v=hmJyWreER7A>

Teaching Kids How to Interact with People with Disabilities

“Teaching Children How to Treat People with Disabilities”

Steve Brostowitz, Kindergarten & Primary School Teacher

Early Education

Educating children that everyone is a part of the classroom, regardless of their description or labels. Suggestions like using social stories to explain there are different types of people in the world but we are all valued and loved.

<https://www.youtube.com/watch?v=xC5uGeXj2ps>

Advice for teenagers

“Career Advice for Teenagers: Value your Values”

Amy MacLeod

TedxKanata

A ted talk for teenagers to realize their potential and to start thinking about what their values are and how to use them to drive you to your career.

<https://www.youtube.com/watch?v=aKNUkN3yWTw>

Teaching Adults Pro-Social Skills

Healthy Relationships

“Skills for Healthy Romantic Relationships”

Joanne Davila

TEDxSBU

A Ted talk video about recognizing when a relationship is unhealthy. Joanne discusses a variety of skills that are useful in a healthy relationship, like insight, mutuality and regulation.

<https://www.youtube.com/watch?v=gh5VhaicC6g>

Body Language

“Body Language, the Power is in the palm of your hands”

Allan Pease

TEDxMacquarieUniversity

He discusses simple skills and body language techniques to make people feel empowered and how to show another person your strengths, from something as simple as a handshake.

<https://www.youtube.com/watch?v=ZZZ7k8cMA-4>

Parent, Teacher Relationship

“Building Relationships Between Parents and Teachers”

Megan Olivia Hall

TEDxBurnsvilleED

<https://www.youtube.com/watch?v=kin2OdchKMQ>

Remaining Calm in Stressful Situations

“How to stay calm when you know you’ll be stressed”

Daniel Levitin

TEDGlobal>London

https://www.ted.com/talks/daniel_levitin_how_to_stay_calm_when_you_know_you_ll_be_stressed/transcript

He discusses the fact that stress is inevitable and it’s a way you are able to survive. He also discusses the idea that we are all going to fail now and then and it’s something you can’t avoid. Prospective hindsight was described as the opposite of a post-mortem, it was a proactive way of looking at things by assessing everything that could go wrong and what you can do to prevent some of them from happening. When you are stressed, your body produces cortisol, which creates cloudy thinking, so thinking ahead and creating systems that will help you navigate through stressful times will help you through it.

Better Conversations

“10 Ways to Have a Better Conversation”

Celeste Headlee

TEDxCreative Coast

https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation

Celeste Headlee goes over 10 basic rules she thinks will help people have better conversations and enjoy them more. Some of these rules include using open ended questions, going with the flow, it's okay to say you don't know or that you aren't familiar with the topic, therefore it will facilitate learning.

Psychological Ways to Save Money

"3 psychological tricks to help you save money"

Wendy De La Rosa – The Way We Work

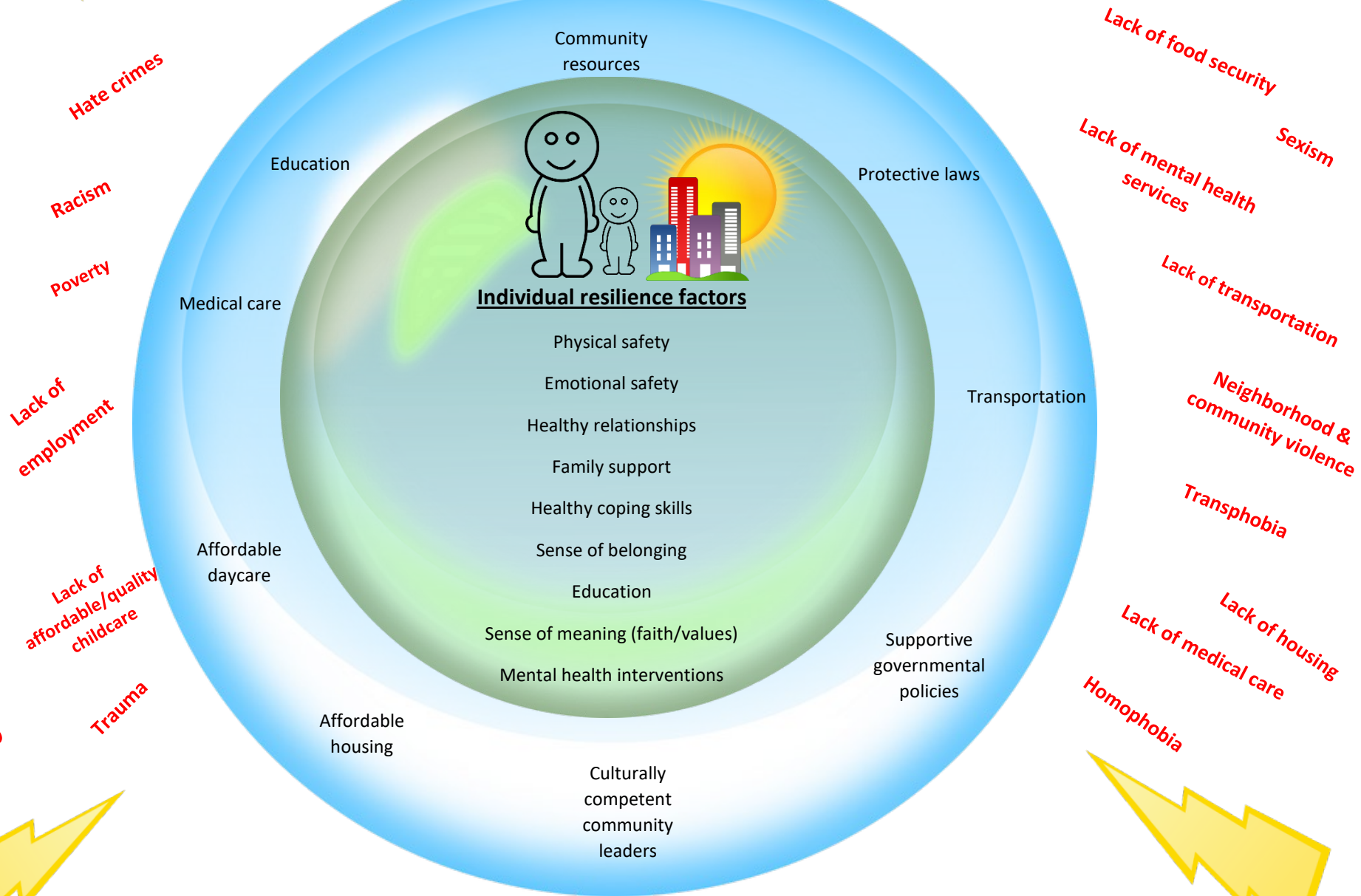
https://www.ted.com/talks/wendy_de_la_rosa_3_psychological_tricks_to_help_you_save_money

Wendy states financial well-being is important and that we can make decisions to improve it. She discusses the idea of 'pre-commitment', use of transition movements and getting a handle on small, frequent purchases, like getting coffee or eating out.

Resilience Factors and System Vulnerabilities



System Vulnerabilities



THE COMPLEX RESPONSES OF TRAUMATIZED CLIENTS

When you understand the complex individual responses of those who have suffered trauma, you will be better prepared to assist your client and avoid vicarious trauma.

- 
- Aggression and externalizing behaviors
 - Lack of engagement
 - Lack of executive functioning (planning, goal setting)
 - Short term receptivity without long-term follow-through
 - Lack of healthy coping skills
 - Lack of support for intervention
 - Acceptance and ultimate compliance
 - Lack of resources (for follow through)
 - Lack of emotional regulation
 - May misinterpret help for affection
 - Recovery and relapse (maladaptive coping)
 - Threat processing (over-reaction to minor threats)
 - Powerlessness
 - Anger, Resentment
 - Denial, push back
 - Exhaustion
 - Feeling overwhelmed
 - Depression, low functioning
 - Reward processing (disbelief that help will matter)
 - Fear (of authority)

**Contact the Clearinghouse at
850-644-1715**

