

Promising Practices: Effective Early Intervention in Autism

(DVD running time approx. 22 min.)

English Version of Text	Somali Translated Text
<p>title- “Promising Practices: Effective Early Intervention in Autism”</p>	<p>“Rajooyin Waxtar Leh: Waxtarka Wax-ka-qabashada Hore ee Autisimka”</p>
<p>Narrator: This video was produced and has been translated to assist educators and family members to better understand how young children are affected by Autism Spectrum Disorders, and what scientists have found to be elements of effective early intervention. You will hear from different teachers and parents and see many examples of effective early intervention programs where this research by Dr. Dawson and Dr. Osterling and others, is put into practice. This video has now been translated into Somali so that this important information is more accessible to those who speak this language in our community. At the end of this video, you will find a list of resources that may be useful as you seek more information about Autism Spectrum Disorders. We hope you find this information helpful.</p>	<p>Wartebiyaha: Daawashadan waxaa loo sameeyay, oo loo turjumay, si barayaasha iyo xubanaha qoysaska looga caawiyo in ay si fiican u fahmaan sida ay xaaladdan Autisimka ay u saameeyso caruurta, iyo waxa ay culumada sayniska ka ogaadeen in ay yihiin cunsuurada saacidaya wax-ka-qabashada hore. Waxa aad barayaal iyo waalid kala duwan ka maqli doontaa, tusaalooyin badan oo wax ku ool u ah barnaamijyada wax-ka-qabashada hore. Taasoo ay cilmi-baaristan ee Dhaqaatiirta Dawson iyo Osterling iyo kuwa kaleba, ay dhaqan galinayaan. Barnaamijkan waxa luqadda Af-Soomaliga loogu turjumay si markaasi macluumaad muhiima ay si fudud u adeegsadaan jaaliyadda Soomaaliyeed ee halkan deggan. Dhammaadka daawashadan, waxa aad ka heli doontaa liistada ilaha wax kaa tari kara marka aad doonaysid macluumaad dheeraad ah ee ku saabsan xaaladda Autisimka. Waxaan rajaynaynaa in aad macluumaadkan ka heshay yididiilo fiican.</p>
<p>Music Playing</p>	<p>Muusikada La Cayaaro</p>
<p>Narrator: Autism is a neurological based disorder, that affects the way a child communicates, interacts with other people, and how they perceive and react to the world around them. Children with autism display a different combination of behaviors, ranging from mild to severe. Early identification of autism is vital because it’s only then that early intervention can take place. And ongoing research is making it very clear that effective early intervention can make a crucial difference for the children, for their families, and for the community.</p>	<p>Wartebiyaha: Autisimka waa xaalad saameeysa dareemaha maskaxda, oo wax u dhinta sida uu canuggu u warceliyo, ula dhaqmo dadka kale, iyo sida uu dareemo ama uga fal-celiyo aduunka ku heeraarsan. Caruurta autisimka qaba waxa ay muujiyaan dabeecado lammaanan ee kala duwan, kuwo fudud iyo kuwo adag. Aqoonsashada hore ee autisimka waa laga maarmaan, sababto ah waa marka kaliya oo wax-ka-qabashada hore la hirgalin karo. Waxaa cilmibaaris socota lagu caddeeyay, muhiimadda ay wax-ka-qabashada hore wax tar ugu leedahay caruurta, qoysaskooda iyo jaaliyadda.</p>
<p>Title: Promising Practices: Effective Early Intervention in Autism</p>	<p>Magaca: Rajooyin Waxtar Leh : Waxtarka Wax-ka-qabashada</p>

<p>Narrator: Throughout the country a variety of programs with different philosophies and approaches are showing promising results for young children with autism. These programs help young children make significant developmental gains in communication, social skills, and cognitive functioning; gains that may improve their outcome, and in the long run, may provide a cost-effective approach to their education.</p>	<p>Wartebiyaha: Waddanka oo idil waxaa ka socda barnaamijyo wata falsafado kala duwan iyo waxqabadyo muujinaya natiijooyin rajo fiican u leh caruurta yar-yar ee autisimka qaba. Barnaamijyadan waxay caruurta ka cawiyaan in horumar fiican ay ka gaaraan eraycelinta, xirfadaha bulshada, iyo fahmada xaasaasiga; horumar hagaajin kara natiijadooda, iyo marka muddo dheer ay socdaan, laga heli doono waxkaqab baajiya qarash waxbarashadooda ku bixi lahaa.</p>
<p>Lisa Hawthorne, Teacher, Early Childhood Special Education, Lakeville Public Schools: When we started the program we looked at a lot of research that was out there. The research referred to many different methodologies to use with kids with autism. We chose what was most appropriate from those methodologies and adapted them for our program.</p>	<p>Lisa Hawthorne, Bare, Waxbarashada Hore ee Caruurta u Qaasa, Dugsiyada Dadweynaha ee Lakeville: Markaan barnaamijka bilownay, waxaan eegnay cilmi-baarisyo badan oo horey loo falay. Cilmi-baarista waxay tilmaantay xeelado habdhaqanno kala duwan ee caruurta Autisimka qaba loo isticmaalo. Waxaan doorannay xeeladda aan isniri waa midda ugu haboon ee habdhaqanadaas oo aan ku socodsiinnay barnaamijkeenna.</p>
<p>Narrator: At first glance, programs with proven success rates seem to have little in common. But, when you take a closer look, common elements emerge and these elements provide a blueprint for approaching the challenge of autism. There are Six Elements that have been shown to be essential features of effective early intervention.</p>	<p>Wartebiyaha: Marka hore ee isha la mariyo, barnaamijyada la cadeeyey in ay yihiin kuwo guul leh, ayaa u eg kuwo aan wax ka dhaxeyn, laakin marka aad sii eegtid, cunsuuro ay isaga mid yihiin ayaa soo baxaya, cunsuuradaa oo na siinaya naqshad wax looga qabanayo dhibaatada autisimka. Waxaa jira Lix Cunsuur oo la ogaaday in ay leeyihiin waxyaabo muhiim u ah wax-ka-qabashada hore.</p>
<p><i>The First Element is Curriculum Content.</i></p>	<p><i>Cunsuurta u Horreeysa waa Dulucda Manhajka.</i></p>
<p>The curriculum of successful programs initially emphasizes five basic skills:</p>	<p>Manhajka barnaamijyada guusha leh waxa uu bilowga xoogaaraa shan xirfadood ee aasaas ah:</p>
<p><i>Listed on the screen (But not spoken): TRANSLATE and READ THIS LIST</i></p>	<p><i>Ku qoran boorka (Laakiin aan lagu dhawaaqayn): LISTADAAN LA TARJUMAYO IYO LA AQRINAYO</i></p>
<p><i>Ability to Attend</i></p>	<p><i>Awoodda Maqalka</i></p>
<p><i>Imitate Others</i></p>	<p><i>Ku Dayashada Dadka Kale</i></p>
<p><i>Comprehend and Use Language</i></p>	<p><i>Fahamka iyo Isticmaalka Luqadda</i></p>
<p><i>Play Appropriately With Toys</i></p>	<p><i>Sax loo Isticmaalo Qalabka lagu Cayaaro</i></p>
<p><i>Socially Interact with Others</i></p>	<p><i>Bulshonimo lagula Dhaqmo dadka Kale</i></p>

Autism is characterized by a failure to respond to social stimuli including facial expressions, gestures and speech. This is a difficult problem because knowledge of the world often comes directly from other people. The first skill and one of the most difficult skills to teach is the ability to attend or to focus on elements of the environment. That includes the ability to pay attention to other people, to share in activities with others, and to shift attention between two things.	Autisimka waxuu ku sifaysan yahay marka meesha ay ka maqantahay qaab ka jawaabid xita kan wajiga, xarakada iyo hadalka. Tan waa dhibato xun sababta oo ah barashada adduunka waxa si toosa looga bartaa dadka kale. Xirfadda u horreysa ahna midda ugu adag ee la baro waa awoodda dhug u haynta ama culays la saaro cunsuuradda jawiga ku heeraarsan. Kuwaas waxaa ka mida awoodda loo leeyahay in dhug loo yeesho dadka kale, wax lala sameeyo dadka kale, iyo maqalka loo qaybiyo laba shay.
Video Clip	Fiidiyo Gaaban
Adult showing visual choices to the young child, child chooses and adult says “Bounce bounce” Child says, “Bounce bounce” (other talking in background)	Dad waaweyn oo tusaya doorashooyin muqaala canug yar, cunugga ayaa wax dooranaya qofka weynna waxa uu leeyahay “ Bood bood ” Cunugga waxa uu leeyahay “ Bood bood ” (qof ayaa gadaal ka hadlaya)
Mike Snyder, Noah’s Father: He’s taking an interest in his surroundings when he was rather aloof. If you just left him in a room, he would basically sit in a room and be in himself, and nothing around him affected him. Now he’s discovered the Simpson’s TV show. Now he’s more connected to his environment.	Mike Snyder, Noah Aabihiis: Waxa uu daneeya waxa u dhow isaga oo aad moodid in uu maahsanayahay. Haddii aad kaligii qol uga baxdid, qolka ayuu ku jiraya oo wuu iska fadhiya isagoon waxa u dhow ee kale dan ka yeelanayn. Hadda waxa uu bartay barnaamijka TV ee Simpson. Hadda in badan ayuu kala socda jawiga ku heeraarsan.
Narrator: The second skill is the ability to imitate others , and that includes both motor and verbal imitation. Motor imitation is especially important because it is a basic mechanism for learning play and social skills, and it is linked to the development of the thought process.	Wartebiyaha: Xirfadda labaad waa awoodda dad kale lagu dayanayo , taaso ay ku jirto dhaqaaqa jirka iyo eraybixinta. Ku dayashada isticmaalka addimada waa muhiim sababto waxa ay aasaas u tahay barashada cayaaraha iyo xirfadaha bulshada, taaso ku xiran sida fikradda ay u korto.
Video Clip at Sand and Water Table:	Sawirka Fiidiyo Gaaban ee Miiska Sand iyo Water (Ciidda iyo Biyaha):
Teacher - “Clayton you blow. Clayton do this.	Baraha – Clayton adiga afuuf. Clayton kan samee.
Clayton – Imitates Blowing	Clayton – Waxa uu ku Dayanaa Afuufidda
Teacher - Oh Wow! Oh good blowing.	Baraha – Wakaa! Si fiicanaad wax u afuuftay.
Video Clip In Circle Time;	Fiidiyo Gaaban ee Wareegga Saacadda.
Teacher Singing - C’mon over and give me five ..	Baraha Heesaya Kaalayow gacmaha bac isku siinnee.
Teacher says to child – There you go – hands	Baraha canugga ku dhahaya; Waa ku kaa – gacmaha, sax!
Teacher continues singing – Give me five together.	Baraha oo sii heesaya – Aan gacmaha bac isku siinno.

Teacher says to child - Say Drake, give me five! Yeah!	Baraha cunugga ku dhahaya – War Drake, gacanta bac isku siinnee! Haa waa sidaa!
Narrator: Verbal imitation is also vitally important. It is a crucial first step in the development of speech.	Wartebiyaha: Ku dayashada eraybixinta ayadana waa muhiim. Wa tillaabo hore ee muhiimad u leh koritaanka hadalka.
Video Clip Snack:	Sawir Fiidiyo Gaaban
Teacher - What do you want Noah? Tell me Juice.	Baraha – Noah maxaad rabtaa? I dheh cabtitaan.
Noah – Juice	Noah – Cabitaan
Teacher - Good words Noah.	Baraha – Noah Waa Ereyo Fiican.
Paul Kachelmyer – Grant’s Father: The first lesson that was really taught to Grant when he got effective early intervention was the lesson of observing. He was taught to observe the simplest of tasks at first, for instance, somebody clapping hands, or somebody placing a block in a bucket, and was taught to imitate that. He learned that at about age 4 1/2. He learned how to do the first steps of early imitation. It was after that, that everything else was able to be taught to him.	Paul Kachelmyer – Grant Abihiis: Casharka ugu horreeyay ee wax-ka-qabashada hore ee la baray Grant ayaa ahaa cashar sida wax loo eego. Waxaa la baray in uu eego sida hawl loo qabto oo marka ugu horraysa ahayd in uu eego qof sacaba-tumaya, ama qof bulkeetiga lagu ciyaaro ku ridaya baaldiga yar, iyo la barayo inuu taa ku daydo. Waxaas waxa uu bartay marka uu jiray 4 1/2. Waxuu bartay sida loo sameeyo tallaabooyinka u horreeyay ee wax-ka-qabashada hore. Kaddibna, ay suuragal u noqotay in wax kasta ee uu awoodi karo la baro.
Narrator: The ability to <i>comprehend and use language</i> is the <i>third skill</i> . Many young children with autism are visual learners. So it is crucial to establish a mode of communication that includes visual symbols, gestures, and written words in addition to speech.	Wartebiyaha: Karaanka <i>fahamka iyo istimaalka luqadda waa xirfadda saddexaad</i> . Ilmo badan ee qaba autismka arigtada ayeey wax ku bartaan. Waxaa muhiima ah in la helo hab isfaham ah oo ay ku jiraan baaqyo muuqaal leh, gacma ka hadlid, iyo ereyo qoran ee soo raaca hadalka.
Video Clip Work Station:	Fiidiyo Gaaban ee Rugta Shaqada:
Drake - Bubbles	Drake – Xumboxumbo
Teacher - Super job Drake, I want Elephant Bubbles!	Baraha – Shaqo fiican Drake, Waxaan rabaa Xumboxumbada Maroodiga!
Drake - Bubbles	Drake – Xumboxumbo
Teacher - Bubbles	Baraha – Xumboxumbo
Video Clip Child Making Choices With Pictures	Fiidiyo Gaaban ee Cunug Kala Dooranayo Sawirro
Child - I want orange, red, blue, green car.	Cunugga – Waxaan raba gaari oranji, casaan, buluug iyo cagaar.
Teacher - Oh you want a lot of them! You want an orange car, a red car, a blue car, and a green car.	Baraha – Haa ma waxaad rabtaa kulligood! Waxaad rabtaa gaari oranji, gaari casaan, gaari buluuga, iyo gaari cagaara.

<p>Narrator: The ability to <i>play appropriately with toys</i> is the <i>fourth skill</i>. Children with autism tend to play with toys in repetitive ways and pretend play is often absent or delayed. Research has shown that many children with autism are capable of functional and symbolic play and that they can learn to play through direct teaching with specific prompts.</p>	<p>Wartebiyaha: Karaanka <i>sida saxda ah ee loogu cayaaro alaabta cayaarta</i> waa <i>xirfadda afaraad</i>. Caruurta autisimka qaba waxa ay ugu cayaaraan qalabka cayaarta siyaabo ku celcelisa ah. Ciyaarta iska yeelyeelka ah ee ilmaha kale lagu arko way ka maqantahay ama wey ka soo daahdaa. Waxaa cilmi-baarista lagu ogaaday in caruur badan ee qaba autisimka ay awoodaan in ay fahmaan sida cayaarta u dhacayso iyo calamadaha iyo si toosa ku baran karaan baaqyo qaas.</p>
Video Clip at Water Table	Fiidiyo Gaaban ee Miiska Biyaha
Teacher - Noah, give to Clayton. Look at, it's your turn Clayton, Nice sharing Noah. Child – Mine.	Baraha – Noah, Clayton sii. Fiiri, adigu waa markaad ku ciyaari lahayd. Clayton, Noah wadaagid Fiican. Cunugga - Kayga
Teacher - Good asking – Thanks Noah.	Baraha – Weydiin fiican – Mahadsanid Noah.
Video Clip Child Looking at Reflection In the Mirror	Fiidiyo Gaaban ee Canug Muraayadda ka Eegaya Hummagga
Child talks at his reflection in the mirror, checking to see where the child is behind the mirror.	Canugga waxa uu ka hadalayaa hummaggiisa isago eegayo in u jiro cunug taagan muraayadda gadasheeda.
Video Clip of Dramatic Play	Fiidyoy Gaaban ee Cayaar Xiiso Leh
Teacher - Ask Noah, he'll give you some tea. Pour in Matthew's cup. Good Sharing.	Baraha – Noah weydiiso, wuu ku siin doonaa xoogaa shaah ah. Matthew koobkiisa ku Shub. Wadaagid fiican.
<p>Narrator: Finally the <i>fifth skill</i> is the ability to <i>socially interact with others</i>, especially other children. The common characteristics of children with autism make learning social skills especially challenging. Often, it is easier to begin with child and adult interactions, and then progress to playing with other children, which requires more flexibility.</p>	<p>Wartebiyaha: Ugu dambayntii <i>xirfadda shanaad</i> waa karaanka <i>bulshonimo ee sida loola dhaqmo dadka kale</i>, siiba caruurta kale. Sifooyinka caadiga ee ka dhaxeeya caruurta autisimka qaba, ayaa ah, in ay ku adagtahay barashada xirafahada bulshadeed. Inta badan waxaa fudud in lagu bilaabo in ilmahu la mucaamiltamo qof weyn, kaddibna loo gudbo in caruurta kale lala cayaaro, taaso u bahaan dabacsanaan dheeraada.</p>
Video Clip with Two Boys In A Car To Get Gas	Fiidiyo Gaaban ee Laba Wiil oo Saaran Gaari Shidaal Lagu Shubayo
Teacher - Can you both fit in? OK – let's go get gas. Ok, in the back, Ok, let's go get some gas. C'mon up here, let's get gas. C'mon Drake, let's get gas! Ya, want gas? Nathan's going to help you turn it around.	Barahaha – Labaddinaba ma idin qaadaa? WAAYAHAY – soo baxa shidaal ayaan doonayna. Haa dhinaca dambe, Waayahay ina kaxeeya aan shidaalka doonanno. Inta imaada, shidaal aan soo qadanee. Soo bax Drake, shidaal aan doonanee! Haa, ma rabta shidaal? Nathan ayaa kaa caawinaya sida loo wareejiyo, oo ku tusaya.

Video Clip of Requesting Using Pictures	Fiidiyo Gaaban ee Lagu Codsanayo Isticmaalka Sawirrada
Teacher - “I want popcorn, yum, good for you.”	Baraha – Waxaan rabaa daango, dhadhami, waa wax kuu fiican, oo macaan.
Vickie Kachelmyer - Grant’s mother: I can’t tell you how my heart felt when he first handed me the juice sign. It was just a juice sign but it was like him saying, Mommy, I want some juice. That’s what I heard even though it was just a little piece of paper. I fell on the floor and I hugged him and I got him his juice. It was the most wonderful feeling in the world, because I had hope. And for almost three years I had none.	Vickie Kachelmayer – Grant’s hoyadiis: Ma malayn kartaan sida aan u farxay markuu ii dhiibay calaamada tilmaanaysa cabitaanka. Waxay u dhigantay isaga oo igu yiri; Hooyo cabitaan I sii, inkastoo ay warqad ku qornayd. Dhulka inta fariistay oo aan u qaadan waayay, ayaan siiyay cabitaankii u I waydiistay. Farxad iiga fiicnayd may jirin maalintaas sababtoo ah waxay ii sheegtay in wiilkaygu rajo ka leeyahay hada dhinaca autismka.
Narrator: The second element shared by successful programs for young children with autism is the need for highly supportive Teaching Environments and Generalization Strategies . Using individualized assessment as a guide, core skills, the skills we just talked about, are first established in a highly structured setting.	Wartebiyaha: Cunsuurta labaad ay wadaagaan barnaamijayada guusha leh ee caruurta yaryar ee qaba autisimka waa kuwo u baahan in si xooggan loo taageero Baridda Jawiga ku Heeraarsan iyo Xeeladaha Guud-ahaanshaha. Ayada oo qiimaynta shaqsiyeed tilmaan laga dhiganayo, xirfadaha u horreeya, kuwa aan hadda soo hadal qaadnay, ayaa marka hore lagu sameynayaa jawi aad nidaam habaysan leh oo xadidan.
Video Clip of Direct Teaching	Fiidiyaha Gaaban ee Wabarashada Tooska
Teacher - “Noah, touch green”	Baraha – “Noah, taabo cagaarka”
Narrator: Children are taught one-on-one or with a low ratio in an environment that limits distraction with specific tasks. The ability to perform previously learned skills in other situations is one of the major challenges faced by those teaching individuals with autism	Wartebiyaha: Caruurta waxaa wax loo barayaa hal hal qof ama fasal caruur yar qaadda, ee jawi xaddadan oo aan laheyn faragalin la xariirta hawlaha qaaska ah. Awoodda qabashada xirfadaha horay lagu soo bartay xaalado kale, waa mid ka mida arrimaha weyn ee horyaalla kuwa waxbaraya shaqsiyaadka autisimka qaba.
Video Clip of Child On Swing Generalizing Skills	Fiidiyo Gaaban ee Canug Qabanaya Xirfadaha Guud-ahaansha u Weecan
Teacher - Noah, touch red. Super job, you’re right that’s red. Touch yellow. Very good Noah, that’s right, that’s yellow.	Baraha – Noah, casaanka taabo. Fiican badan, sax ayaad ku tahay kaas waa casaan. Jaalaha taabo. Fiican Badan Noah, waa sax, kaas waa midabka jaalaha.
Video Clip of Circle Time	Fiidiyo Gaaban iyo Wareegga Waqtiga
Teacher and Children Singing and Children Bringing Appropriate Visual	Baraha iyo Caruurta oo Heesaya iyo Caruurta Si Quman U Muuqda

Teacher and Children - Brown Bear, Brown Bear what do you see? (Now it's your turn) I see a red bird looking at me	Baraha iyo Caruurta – Madaxkuti Maariin ah (xayawaan weyn oo dhogor badan) Madaxkuti Maarriin miyaad u jeeddaa? Hadda waa markaagi, Waxaan u jeeda shimbir guududan oo aniga i fiirinaysa
Narrator: Element three is the need for Predictability and Routine . Children with autism seem especially sensitive to changes in the environment and to the routine. They become more socially responsive and attentive if information is provided in a predictable manner.	Wartebiyaha: Cansuurta saddexaad waa baahida loo qabo ku Talagalka iyo Hab-raaca . Caruurta utisimka qaba waxa loo maleeyaa in ay ka didaan isbaddalka jawiga iyo wax iska bedelo hab-raac ay garanayaan. Hadii si nidaam ay garanayaan macluumaadka loogu fuliyo, waxa ay noqonayaan kuwo la socda bulshada oo dhug u yeesha.
Video Clip of Transition to Gym	Fiidiyo Gaaban ee U Gudbidda Qolka Jimicsiga
Teacher – It's time for, It's time for gym. Work puzzle then...	Baraha – Waxaa la gaaray wakhtigii jimicsiga, Halxiralayaal kaddibna...
Child – Gym	Cunugga – Jimicsiga
Teacher - Ok	Baraha – Wayahay
Narrator: Successful programs have strategies like visual schedules for minimizing a child's distress and confusion during transitions from one activity to another.	Wartebiyaha: Barnaamijyada guusha leh waxa ay leeyihiin xeelado; sida iyadoo jadwal muuqda oo tilmaamaya howsha, lagu yaraynayo walaaca iyo jaahwareerka marka canugga uu ka gudbayo hawl oo midda kale uu gudbayo.
Linda Hawthorne - Each schedule really is based on each child's individual needs. And the amount of activities they do during the day or what activities depends on how well they focus attention, are they successful doing it. And the teachers are real intuitive when they are doing that, they really have to keep a good eye on the children at all times.	Linda Hawthorne – Xaqiiqadii jadwal waliba waxa uu ku xiranyahay baahida canugga u gaarka ah. Muddada la galinayo hawlaha ay qabtaan maalintaas ama hawlo kale waxa ay ku xiranyihiin sida wanaagsan ay ugu soo jeedaan waxa ay qabanayaan, ama yihiin kuwo ku fiican waxa ay qabanayaan. Iyo barayaasha oo runti si aada u saadalin kara marka ay waxaas qabanayaan, xaqiiqada waa in ay il gaar ah ay ku hayaan caruurta wakhti walba.
Child crying	Canug oynaya
Narrator: Young children with autism can display very challenging behaviors. Successful programs try to prevent problem behavior.	Caruurta yar ee qaba autisimka waxa ay la imaan karaan dabeecado adag. Barnaamijyada guusha leh waxey isku dayayaan ka hortagidda dabeecadaha dhibaataada leh.

<p>A Functional Approach To Problem Behaviors, element four, emphasizes using high interest activities throughout the day. In other words, activities that include the play materials and topic areas that particularly appeal to the children.</p>	<p>Waxqabasho La Taabanayo ee Dabeecadaha Dhibaataada ah, cunsuurta affaraad, waxey xoogga saareysaa sida loo hirgaliyo hawlo aad loo xiiseeyo maalinka oo dhan. Hawlaha oo ay ku jiraan qalabka cayaarta iyo mowduucyada siiba ay caruurta aad u jecelyihiin.</p>
<p>Video Clip Child Making High Interest Choice</p>	<p>Fiidiyo Gaaban ee Caruur Daneeya Wax Sare</p>
<p>Child - ble.</p>	<p>Cunugga - ble.</p>
<p>Teacher - I want marble, ok, let's take it.</p>	<p>Baraha – Waxaan rabaa marmar, ma garatay, aan soo qaadno.</p>
<p>Narrator - When problems persist, a functional assessment is conducted. The team observes the behavior, looks at it's context, and identifies the cause of the behavior. Then the child is taught alternative communication skills, more appropriate behaviors that serve the same purpose for the child.</p>	<p>Wartebiyaha – Marka ay dhibaataadu sii jirto, waa in la qabto qiimeynta assaasiga. Kooxdu waxa ay baarayaan dabeecadda, eegayan waxa ay tahay, iyo in ay aqoonsadaan sababta ama assaasiga dabeecadda keeneysa. Kaddibna canugga waxaa la baraya siyaabo ka duwan ee xirfadaha wax laysugu sheego, Dabeecado ku haboon oo uu ku gaarayo isla natiijyadii uu dabeecadda xun ka lahaa.</p>
<p>Vickie Kachelmyer - The structure is the foundation for everything, in Grant's school, at home, and I never had a clue how important structure was, or what a building block it was until Grant began these special education programs specifically designed to meet the needs of children with autism and meet their individual needs.</p>	<p>Vickie Kachelmyer – Nidaamku waa asaaska wax kasta, ee ka jira dugsiga Grant, Runtii anigu kama war haynin, mana aqoon sida ay muhiim u tahay in ciyaalka autismka qaba loo sameeyo nidaam iyo jadwal ay raacaan iskuulka iyo gurigaba. Iskuulkan Grant wuxuu bilaabay barnaamijyadaan waxbarashada khaaska ah, waxna ka qabanaya baahida gaarka u ah caruurta autisimka qabta, qancinayana baahidooda gaarka ah.</p>

<p>Narrator: The Transition From Preschool to kindergarten or first grade, element five, is a critical point in the education of a child with autism. One of the most critical factors in preparing a child for school placement is the ability to function as independently as possible in a general classroom. That means learning critical skills, such as listening to directions, sitting quietly during activities, and raising a hand to get attention. As the child moves from one setting to another, parents and team members work together towards a successful transition.</p>	<p>Wartebiyaha: Ka Gudbidda Dugsiga Xannaanada loo gudbo ka barbaarinta ama darajada koobaad, cunsuurta shanaad, waa heer muhiim ka ah waxbarashada cunugga utisimka qaba. Mid ka mida xaaladaha ugu muhiimsan ee diyaargalinta dugsiga canugga waxa ay tahay kartida u suuragalisa in u iskiisa u mucaaltimo fasalka caadiga ah. Taas macnaheeda waa barashada xirfadaha muhiimka ah, sida dhageysashada tilmaan-raaca, si aadaab leh u fariisashada inta ay hawlaha socdaan, iyo uu gacanta kor u taago marka uu su'aal qabo. Kaddib marka uu canugga heer ka gudbo heer kale gaara, waalidka iyo xubanaha kooxda waxa ay ka wadashaqaynayaan si lagu gaaro isbaddal guul leh.</p>
<p>Kelly Coleman – Klayton’s mother: Knowing how he was when he came into the program, it was like, how are they going to get him to do these things? And I don’t know who I’d be more proud of – the teachers or him?</p>	<p>Kelly Coleman – Klayton hooyadiis: Aniga oo ogaa sida uu wiilkaygu ahaa markii uu barnaamijkan iskuulka bilaabay. Waxaan is orran jiray, sidee bay uga dhaadhicin doonaan in uu waxyaalahan sameeyo. Hasa yeeshee hadda isaga iyo barayaashiisaba aad baan ugu farax sanahay heerka ay gaarreen.</p>
<p>The final element in successful programs focuses on Family Involvement, because a child’s family is such an important factor in the child’s development.</p>	<p>Cunsuurta ugu dambeeya ee barnaamijyada guusha leh, waxaa xoogga la saarayaa Ka Qaybgalka Qoyska, sababto ah qoyska canugga waxa uu ka qaadanaa door muhiim u ah cunugga koritaankiisa.</p>
<p>Joyce Santo – I think it’s really, really important, that the educators help the parents realize what they’re already doing that’s having a huge impact, and then help them build on that.</p>	<p>Joyce Santo – Aniga waxaan qabaa waxa dhabta ah, oo ah in barayaashu ay waalidka ku caawiyaan waxa ay hadda u guriga ku qabtaan taaso saamayn weyn ku yeelanasa, kaddibna halkaasi wax ka caawisnimida laga sii wado, oo ilmahaas faa’iido u kordhinaysa.</p>

<p>Paul Kachelmyer - I think a lot of educators may not realize the emotions that a parent is going through. The educator is interested in educating the child. The parents have a whole lot of other things going on in their heads. One is, at least with us, a constant state of exhaustion. Grant never slept through the night until he was four years old essentially. The first year he was going to school he missed school probably half the time because his sleep pattern was so terribly erratic. Another is a terrible sense of being overwhelmed or with so many things to do. Dealing with schools, dealing with social workers, dealing with hospitals, dealing with doctors... Overwhelmed and exhausted, if an educator can remember those two things, they have to get by those two things in order to get a parent to be able to work toward anything else.</p>	<p>Paul Kachelmyer – Waxa ay ila tahay in barayaal badan aysan la socon qiirada waalidku marayo. Barahu waxa uu culays saaraya sida uu canugga wax u bari lahaa. Waalidkana waxa haya arrimo badan ee intaa madaxooda ka dhawaaqaya. Mid inaga nagu taxluuqa waa, xaalad aan dhammanayn ee daal joogta ah. Grant weligiis habeenka oo dhan ma seexan ilaa uu ka gaaray affar jir. Sanadka ugu horreyay ee uu dugsiga aadayay waxuu dugsiga ka baaqday ugu yaraan maalmaha lag rabay nuskood. Sababo la xariira waqtiga jiiifka oo ahaa kuwo aan xasilloonayn. Midda kale oo ahayd jaahwareerka hawlaha tirada badan ee daalka badan laga qaaday. Sida hawlaha dugsiga, hawl Wadeennada bulshada, isbitaallada, waxa dhaqaatiirta la xariira...Culays ka tan badan. Haddii uu baraha xasuusan karo labadaa shay, oo uu labada shay ka gudbaan si markaasi uu waalidku hawshiisa caadiga ah uu u qabsado.</p>
<p>Video Clip of Child on Platform Swing</p>	<p>Fiidiyo Gaaban ee Gosha Wiifowga Canugga</p>
<p>Teacher - Ready..Set...Go! Go Ann!</p>	<p>Baraha – Diyaar...Fiiri...Soco. Soco Ann!</p>
<p>Child - Ready, set, go!</p>	<p>Canugga – “Diyaar, fiiri, soco!</p>
<p>Teacher – Ready set go – oh here comes Drake too.</p>	<p>Baraha – Diyaar fiiri soco – Drake hadda ayuu soo socda.</p>
<p>Narrator: The most successful programs for young children with autism share more than these proven six elements. The eight programs examined by Dawson and Osterling and identified in this video are having a profound impact on many lives.</p>	<p>Wartebiyaha: Barnaamijyada ugu guul badan ee caruurta yar ee autisimka qaba waxey wadaagaan wax ka badan lixdan cunsuur ee la xaqiijiyay in ay shaqeeyaan. Barnaamijyada siddeedda ah oo ay baareen Dawson iyo Osterling ee daawashadan lagu qeexay waa kuwo samaan weyn ku leh dad badan noloshooda.</p>
<p>At this time, research does not tell us which types of intervention work best for different children, and how much is needed to be effective. The education process requires that these decisions must be determined by the team, and must be based on the individual needs of each child.</p>	<p>Waqtigan, cilmi-baarista ma ay noo sheegayso noocyada wax-ka-qabashada ee si fiican ugu shaqeynaya caruurta kala duwan, iyo xaddada la rabo in la qabto si lagu gaaro, in saameyn ku yeelata. Nidaamka wabarashada waxa laga rabaa, in go’amada ay gaaraan kooxda, iyo in go’aanka ku salaysnaado baahida shaqsiga ee canug kasta.</p>

<p>Barbara L. Troolin, Director of Special Services, South Washington County Schools: And at least with these children, we really see, the greatest opportunity for all agencies to work together. And right now for children that have been identified with an autism spectrum disorder, there are several agencies that have services and programs for this population. We rely on some of our institutes of higher learning, our training programs and our research to learn about those very effective methods, and then work with the family, and the other agencies to ideally see if we can plan together the most appropriate program for each individual child.</p>	<p>Barbara L. Troolin, Maamulaha Adeegyada Qaaska, Dugsiyada Degmada South Washington: Iyo ugu yaraan caruurta, xaqiiqadi ay noo muuqato, fursadda ugu weyn ee hayadaha oo dhan in ay wada shaqeeyaan. Iyo hadda in caruurta loo aqoonsaday jirrada autisimka, in ay jiraan dhowr hayadood iyo barnaamijyo dadka degaankan loo sameeyay. Waxaan ku tiirsannahay machadyada waxbarashada sare qaarkood, barnaamijyadeena tababarka iyo cilmibaaristeena si looga barto waxa ku saabsan hab shaqaynta, kaddibna qoyska lala shaqeeyo, iyo in ay hayadaha kale eegaan haddii aan isla qorshayn karno barnaamijka ugu habboon ee cunug kasta oo Autism qaba.</p>
<p>Mike Snyder - I try not to be unrealistic, we do the best we can, but I am very confident that whatever that best is, the program that Noah is in now is the foundation for everywhere that he goes from here. If that's mainstreamed by Kindergarten, or being semi-self sufficient, or fully functional in society when he's an adult, I don't know where that path goes, but wherever he gets to, he wouldn't have gotten there without the program that he's in today.</p>	<p>Mike Snyder – Iskuma dayo wax aan caqligal ahayn, waxaan isku dayaynaa wax aan kari karno, laakiin waxa aan ku kalsoonahay in waxa ugu fiican ay tahay, barnaamijka uu Noah hadda ku jiro in uu aasaas u yahay heer kasta uu gaaro. Haddii ay noqoto in sida caadiga ee Dugsiga Barbaarinta (Kindergarten), ama isku filaansho gaara, ama markuu koro noqda qof kaamil ah oo wax tar leh ee bulshada ku biira, ma garanayo halka ay waddadu ka tuuri doonto, laakiin meel kasta ee uu gaaro, ma uusan gaareen haddii uusan barnamijkan uu manta ku jira aheyn.</p>
<p>Vickie Kachelmyer – And I have hopes that he'll speak and that some day he'll be able to thank the people who introduced us to this program, because it was a very new program when he started it. I hope someday he can say thank you, it made all the difference in the world to me.</p>	<p>Vickie Kachelmyer – Iyo waxaaan rajeenayay in u la hadli doono. Isagoo u mahad dadka wax baray. sababta oo ah waxa uu ahaa barnaamijkani mid cusub marka aan bilownay. Waxa aan rajaynaa in maalin uun u ku orran doono mahadsanid, waxad aniga ii qabateen waa wax aad iigu muhiimsanaa.</p>
<p>End Quotes Not Spoken</p>	<p>Hadallada Halqabsiga Laguma Dhawaqayo</p>
<p>These promising practices provide both a challenge and a hope</p>	<p>Hawlahaan rajada fiican waxa ay leeyihiin rajo iyo waddo adag, labadaba.</p>
<p>A variety of resources and agencies must collaborate to develop comprehensive programs based on each child's needs.</p>	<p>Ilo kala duwan iyo hayadaha waa inay ka shaqeeyaan si ay ku dhisaan barnaamijyo midaysan ee ku salaysan baahida canugga.</p>