

# HCWA Early Interventions Table

The following table indicates the eligibility of interventions for funding under the Helping Children with Autism (HCWA) Package.

This table is based on the list provided in Table 6 in the 2011 Review<sup>1</sup>.

<b>Key</b>	<b>ER</b> = Eligible based on established research evidence
	<b>EE</b> = Eligible based on emerging or best practice evidence
	<b>EO</b> = Eligible only where used in partnership with other eligible therapy/ies
	<b>NE</b> = Not Eligible - Insufficient or no established, emerging or best practice evidence

## Comprehensive programs, including ABA, EIBI, combined approaches and developmental approaches

<b>ER</b>	<b>Applied behavioural analysis (ABA) or early intensive behavioural intervention (EIBI)*</b>
<b>EE</b>	<b>Early Start Denver Model (ESDM)*</b>
<b>EE</b>	<b>TEACCH -Treatment and education of autistic and related communication handicapped children*</b>
<b>EE</b>	<b>LEAP - Learning Experiences – An Alternative Program for Pre-schoolers and Parents</b>
<b>EE</b>	<b>PACT - Pre-school Autism Communication Trial</b>
<b>EE</b>	<b>Building Blocks -centred based and home-based</b>
<b>EE</b>	<b>SCERTS - Social-Communication, Emotional Regulation and Transactional Support*</b>
<b>EE</b>	<b>DIR/Floortime Approach*</b>
<b>EE</b>	<b>Developmental Social-Pragmatic (DSP) model*</b>
<b>EE</b>	<b>RDI - Relationships Development Intervention*</b>
<b>EE</b>	<b>The P.L.A.Y. Project® - Play and Language for Autistic Youngsters</b>
<b>NE</b>	<b>Miller Method</b>

## Service based treatments specific to autism

<b>EE</b>	<b>SERVAM - Sensory considerations, Environmental management, Routines and planned change, Visual supports, Autism friendly communication, Motivation</b>
<b>EE</b>	<b>Play Links</b>
<b>EE</b>	<b>Autism Specific Long Day Care - Supported placement in inclusive long-day care setting. Regular IEPs, IFSPs, regular therapy sessions and consultations</b>

## Family based including parent training

<b>EE</b>	<b>Hanen 'More than Words'*</b>
<b>NE</b>	<b>Hanen 'It takes two to talk'</b>
<b>EE</b>	<b>Pre-schoolers with Autism - Manualised parent training program</b>
<b>EE</b>	<b>Triple P – Stepping Stones adaptation</b>
<b>EE</b>	<b>Other parent training programs - Any training provided for parents/carers by approved service providers must adhere to the key elements of effective early intervention, must be autism specific, individualised and have a maximum of 6 parents in a group.</b>

<sup>1</sup> From Prior, M., Roberts, J. M.A., Rodger, S., Williams, K.& Sutherland, R.(2011). A review of the research to identify the most effective models of practice in early intervention of children with autism spectrum disorders. Australian Government Department of Families, Housing, Community Services and Indigenous Affairs, Australia. As yet unpublished.

## Therapy based

- EE** Speech Generating Devices (SGD) and other Augmentative & Alternative Communication (AAC)\*
- EE** PECS – Picture Exchange Communication System\*
- EE** Signing/Other AAC\*
- EE** Alert Program for self-regulation
- EO** Social Stories\*
- EO** Pragmatic Language Groups
- EO** Aquatic OT Programs – Autism specific
- NE** Cognitive Behaviour Therapy
- NE** Phonological Awareness/Literacy Groups
- NE** Sensory Integration Therapy/Sensory Diet/Multi-sensory Environment
- NE** Auditory Integration Therapy\*
- NE** Fast ForWord Program
- NE** PROMPT (PROMPTS for Restructuring Oral Muscular Phonetic Target)

## Single element components addressing one aspect of ASD

- EO** Sleepwise© - Positive Sleeping Practices for Young Children with Developmental Delay
- EO** PALS Social Skills Program - Playing and Learning to Socialise
- EO** Toilet Time© - Toilet Training for Young Children with Developmental Delay
- EO** Music therapy (when autism specific)\*
- NE** SoSAFE! (not relevant to early intervention age-group)
- NE** “Social Eyes”

## Not specific to autism

- EO** Circles of Support - inclusion program encourage other children to help the child participate in activities
- NE** “Super-nanny” - whole family support provided by a mental health nurse in the home
- NE** Narrative therapy
- NE** Physiotherapy / motor skills NOTE: with exceptions made for children with Rett Syndrome

## Teacher/ centre support

- NE** Teacher training – NOTE: exceptions may be made when individualised or small group training is required to assist the transition of a child to pre-school or school

\*More information on these interventions can be found on the autism spectrum disorder (ASD) specific pages of the Raising Children’s Network website – [www.raisingchildren.net.au/autism](http://www.raisingchildren.net.au/autism)

Please note that the list of interventions identified in the table above is not exhaustive and is intended to be a guide only. The Department will regularly review the list of eligible and ineligible early interventions.

For more information contact the ASD Support Helpdesk on 1800 778 581 or email [ASD.Support@fahcsia.gov.au](mailto:ASD.Support@fahcsia.gov.au)