

BUILDING INTERACTIVE SOCIAL COMMUNICATION

Building Interactive Social Communication

(BISC) is a federally funded research project that supports early intervention providers who serve toddlers with early signs of autism, language delays, and other social communication concerns. The BISC intervention focuses on social communication during the sensitive learning period before age 3.

Providers are supported to promote active parent engagement in the learning process by following a developmentally sequenced program to build foundational competencies. Providers then guide parents to apply newly learned concepts to help their child learn through everyday parent-child interactions.

How will providers learn BISC?

Providers are randomly assigned to an intervention or control group.

- Providers in the intervention group will learn and deliver the BISC intervention for 20 weeks and integrate it within their weekly scheduled sessions. They will learn through self-study and weekly 30-minute virtual meetings with an intervention consultant.
- Providers in the control group will deliver their usual intervention to families for 20 weeks and receive self-study materials at the end.

CONTACT INFO

Please send questions to:

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Highlights

- Research-tested, targeted preparation to serve toddlers with communication concerns
- Developmentally sequenced curriculum to effectively support communication challenges now and in the future
- 15-30 professional development hours
- Monetary stipends for all participating providers and families
- Participation, including initial activities, will last approximately 24 weeks

If you are interested in participating, add your name to the contact list here:

[BISC Interest Form](#)

Feedback from Providers in a Previous BISC Study

“It was very easy to learn and very easy to implement.”

“[The child will now] go up to mom and dad to get love, to get support, and also to engage in play. He actually wants them to be included, whereas before it was just him in his own world, just sitting there and playing, and we were kind of bothering him.”

“[The child] progressed in social skills, speech and language skills, and reciprocity. Her play skills improved. Even her motor skills improved. And her overall mood was better, decreasing some of the behavior and some of the frustration.”

“The mom really became my teacher. I would give her the concept and she would give me ideas on how she was going to approach it. And then she became like the teacher of the extended family.”

“I'm an OT. A lot of times, [outcomes were] to ‘reduce their bad behavior through sensory stuff.’ But I could do all the sensory stuff I wanted, but he never looked at mom, he never understood her feelings....He didn't pay attention to her face, and all the times that he was aggressive, he never understood he was hurting anyone... He does now. He can listen.... Once we got that foundation established with him, it just all fell into place.”

“I saw a decrease in his tantrums. He would just have these longest, biggest tantrums at the beginning. And [the parent] noticed that she was able to redirect him more because she says she felt like she [now] has some tools and things to work with now to get his attention.”

Feedback from Parents in a Previous BISC Study

“His social interactions are so much better with me [and] with everybody, even new people.”

“He'll initiate interactions with kids now. His verbal communication has drastically increased.”

“It was easy. We would just build it into our daily routine.”

“He engages more with me now and wants to play more and wants me to participate more in his play.... Now we can actually take turns playing and ... engage with each other.”

“It gave me that groundwork to start...just finding opportunities to engage with him more.”

“I felt like I had a lot more confidence. I think after halfway through, I felt a lot more confident. I think I would say that I progressed a lot.”

