Autism Spectrum Disorders: Interventions for Communication and Learning

INTRODUCTION

This course provides SLPs with a framework to aid them in planning appropriate, contextually valid, and evidence-based interventions for the growing population of children with autism spectrum disorder (ASD), particularly young children and children who are minimally verbal. Using two case examples, the course presents an array of strategies for selecting learning priorities and targets that truly make a functional difference in a child’s life. The speaker also discusses connections to school standards and how to modify strategies for children of various ages. The course also includes a brief discussion of new and old diagnostic systems and their possible impact on practice.

LEARNING OUTCOMES

You will be able to:
- construct a cohesive intervention plan for children with ASD that is contextually valid and supported by literature
- identify and apply an array of strategies to support communication and learning in children with ASD

CONTENTS

Video:
Introduction and Overview............................................................... 5 min.
Diagnosis Frameworks................................................................. 21 min.
Cognitive Learning Styles.............................................................. 48 min.
Choosing Goals and Service Delivery ........................................ 7 min.
Joint Attention, Engagement, and Play......................................... 9 min.
Consistent Communication......................................................... 32 min.
Transitions ................................................................................. 3 min.
Finishing Independent Work......................................................... 4 min.
Play Appropriately With Peers.................................................... 31 min.
Self-Regulation and Self-Management ........................................ 10 min.
Reading Comprehension.............................................................. 9 min.
Respond Appropriately to Writing Prompts................................. 5 min.
Conclusions ............................................................................... 1 min.

Handouts:
PPT Slides
Appendix 1: DSM-5 Autism Spectrum Disorder: Guidelines & Criteria Exemplars
Appendix 2: Guidance from ASHA Ad Hoc Committee on Autism Spectrum Disorders
Appendix 3: Suggested Articles and Resources
Renewal Notes, 2015
PROGRAM HISTORY and IMPORTANT INFORMATION

**Original program date:** September 25, 2014  
**Peer reviewed:** August 2015 and July 2018  
**End date:** August 10, 2021

To earn continuing education credit, you must complete and submit the learning assessment on or before **August 10, 2021**.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at [www.asha.org/shop](http://www.asha.org/shop).

This course is offered for **0.3** ASHA CEUs (**Intermediate** level, **Professional** area).

**STATEMENT ON EVIDENCE-BASED PRACTICE**

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term **evidence-based practice** refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

*Adopted by the Scientific and Professional Education Board, April 2006*