Turning Problem Behavior Into Effective Communication

INTRODUCTION

All behavior is learned, and most behavior is communicative. Many learners with autism spectrum disorder (ASD) have difficulty communicating basic and complex needs, which often results in inappropriate behavior to convey messages. Professionals can support students with ASD by examining contextual features of inappropriate behavior in order to understand its message and then teaching students how to use more effective and efficient communication skills instead. While seemingly straightforward, this functional approach to improving communication skills requires careful consideration of several critical factors. In this session, the presenter will explore the communicative nature of behavior and provide suggestions for simple interventions to support socially appropriate communication that improves behavior and quality of life.

LEARNING OUTCOMES

After completing this session, you will be able to:

- identify the reasons behind problem behavior in students with ASD
- select communication skills to teach to replace problem behaviors
- design interventions to improve functional communication of learners with ASD

PROGRAM HISTORY AND IMPORTANT INFORMATION

Original program date: November 13, 2015
Peer reviewed: November 9, 2017
End date: November 9, 2020

To earn continuing education credit, you must complete the learning assessment on or before November 9, 2020.

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.

This course is offered for 0.05 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*