Effective Social Communication Interventions for Young Children With Autism Spectrum Disorder

INTRODUCTION

This course explores evidence-based intervention strategies for strengthening social communication in children (ages 3 through 8 years) with autism spectrum disorder (ASD). The program describes the established and emerging evidence for the interventions that are used most often to support young children and their families and illustrates effective interventions using video clips. The course emphasizes how to use evidence-based practices when identifying appropriate interventions to achieve targeted goals, implementing the selected interventions, and evaluating their effectiveness.

LEARNING OUTCOMES

You will be able to:

- identify and apply the available evidence when selecting social communication interventions for young children with ASD
- implement strategies to support joint attention, two-way communication, and play for young children with ASD and their families

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ASHA Self-Study 16405
PROGRAM HISTORY and IMPORTANT INFORMATION

Original recording date: August 10, 2016
Peer reviewed: May 8, 2017
End date: May 8, 2020

To earn continuing education credit, you must complete the learning assessment on or before May 8, 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 0.35 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