Adolescents and Adults With ASD: Reading, Learning, and Classroom Engagement

FACULTY

Jennifer Collier, MA, CCC-SLP, has been working with children on the autism spectrum for more than 20 years. A Temple University graduate, she has worked in almost every setting – residential facilities, homes, clinics, hospitals, daycares, private schools, and public schools. She has four children, including a 16-year-old who is on the autism spectrum. Collier has worked with infants to adults, limited verbal to verbose. She has presented at FLASHA and ASHA for many years on many topics such as collaboration in classrooms, early intervention, parent and caregiver coaching, and the ASD journey she is on with her son.

Financial Disclosures:
- Financial compensation from ASHA for this presentation

Nonfinancial Disclosures:
- No nonfinancial relationships to disclose

Lynne E. Hewitt, PhD, CCC-SLP, is associate professor and chair of the Department of Communication Sciences and Disorders at Bowling Green State University and an ASHA Fellow. Her research and clinical interests are in language development and disorders, with a particular interest in communication impairments in autism, clinical pragmatics, language assessment, and intervention efficacy. In recent years she has focused much of her work on supporting adolescents and adults on the autism spectrum. She has served in many national service roles, including associate editor of the journal Language, Speech, and Hearing Services in the Schools, coordinator for ASHA’s Special Interest Group 1 (Language Learning and Education), a site visitor for the ASHA’s Council on Academic Accreditation, and member of ASHA’s Academic Affairs Board. In the past, she has been an Erskine Fellow at the University of Canterbury, New Zealand.

Financial Disclosures:
- Financial compensation from ASHA for this presentation

Nonfinancial Disclosures:
- No nonfinancial relationships to disclose

Shari Robertson, PhD, CCC-SLP, is a professor of speech-language pathology and Provost’s Associate at Indiana University of Pennsylvania. She recently served on ASHA’s Board of Directors as vice president of academic affairs in speech-language pathology. Robertson has published numerous articles, book chapters, and clinical materials and presented hundreds of workshops at state, national, and international venues on a variety of topics. In addition to these roles, she has successfully started and grown several businesses and currently owns a publishing company. She enjoys helping her fellow ASHA members find ways to nurture both their professional skills and their entrepreneurial talents. Robertson recently received the Annie Glenn award for National Leadership in Language and Literacy.

Financial Disclosures:
- Financial compensation from ASHA for this presentation
Nonfinancial Disclosures:

- No nonfinancial relationships to disclose

Jessica Dykstra Steinbrenner, PhD, CCC-SLP, is a research scientist at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. She is also an adjunct assistant professor in the Division of Speech and Hearing Sciences. Prior to returning for her research degree, she worked as an SLP with elementary and middle school children with autism and other developmental disabilities. Dykstra Steinbrenner is currently working for the Center on Secondary Education for Students with ASD (CSESA), a large multi-site grant developing and evaluating a comprehensive intervention program for high school students on the autism spectrum. She previously served as principal investigator on an applied research grant funded by the Organization for Autism Research, “Improving Social-Communication and Engagement of Elementary Students with Autism Spectrum Disorders: Adapting a Preschool Intervention for Elementary School Classrooms.” Her research interests are in the area of autism spectrum disorder with a focus on school-based interventions and individuals on the spectrum with significant communication needs. She also is interested in observational measurement and has worked to adapt and use observational coding systems for social communication and engagement.

Financial Disclosures:

- Grant funding for work on studies of evidence-based practices for children and adolescents on the autism spectrum
- Financial compensation from ASHA for this presentation

Nonfinancial Disclosures:

- No nonfinancial relationships to disclose