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

INTRODUCTION

This course includes four recorded sessions from the 2017 online conference “Communication Interventions for Adolescents and Adults With Autism.” These sessions focus on communication interventions related to learning, with the goal of improving reading comprehension, conversation skills, narrative skills, classroom engagement, and curriculum access for adults and teens with autism spectrum disorder. The conference included a total of 16 sessions, with the broad goal of giving SLPs tools to help students and clients develop or enhance friendships and strengthen work-life relationships to support their academic and workplace success.

The four sessions in this course are:

- Strategies for Accessing Curriculum and Improving Learning, by Jennifer Collier, MA, CCC-SLP
- Classroom Engagement for Adolescents, by Jessica R. Dykstra Steinbrenner, PhD, CCC-SLP
- Reading Between the Lines: Facilitating Reading Comprehension, by Shari Robertson, PhD, CCC-SLP
- Using Narrative to Support Learning in Adolescents and Adults, by Lynne E. Hewitt, PhD, CCC-SLP

LEARNING OUTCOMES

You will be able to:

- select strategies to address learning and curriculum-access challenges and create a realistic treatment plan
- select evidence-based practices and strategies to use based on characteristics of the adolescent, setting, and/or activity
- identify and apply appropriate methods of reading comprehension assessment as well as apply evidence-based intervention strategies to target reading comprehension
- design interventions using expository, fictional, and personal experience narratives that support language and social learning outcomes

PROGRAM HISTORY AND IMPORTANT INFORMATION

Online conference dates: March 1–13, 2017; August 2–14, 2017
Peer reviewed: February 19, 2018
End date: April 10, 2021

ASHA Self-Study 17063
To earn continuing education credit, you must complete the learning assessment on or before **April 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).

**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*