Peer-Mediated Interventions for Preschool and School-Age Children With ASD

INTRODUCTION

Implementing effective approaches to enhance social communication with peers in natural environments is critical to improving core deficits in communication, joint engagement, and play skills. This webinar will discuss how SLPs can provide peer-mediated interventions (PMIs) for the preschool and elementary school students on their caseloads. The course will highlight the key components of setting up the environment, recruiting and training peers, teaching a range of communication skills, and measuring child-peer social progress. The webinar will describe approaches for increasing intentional communication of nonverbal preschool children using AAC as well as basic communication and conversation skills for elementary-age students, with an emphasis on matching the intervention context and strategies to specific student skills and needs.

LEARNING OUTCOMES

You will be able to:
- describe important components of PMIs and how to recruit and train peers
- identify strategies to teach children with ASD and their peer partners specific social communication skills to increase reciprocity, engagement, and play skills
- identify data collection procedures and how to measure effects of approaches, including social validation of outcomes

CONTENTS

Video
Introduction and Discussion of DSM-5 Diagnostic Criteria for ASD .......................... 7 min.
Components of PMIs and Supporting Research.......................................................... 15 min.
Recruiting and Training Peers .................................................................................. 17 min.
Setting Up the Environment for Success ................................................................. 19 min.
Social Communication Goals and Measuring Change ........................................... 23 min.
Communication Skill Instruction and Teaching Conversation Skills ............... 39 min.

Handouts
PPT slides
References
Additional Handouts/Worksheets:
- Target Communication Skills for Older Children with Higher Language
- Possible Conversation Skill Goals
- Creating Context-Appropriate Symbol or Written Text Cues
- Example Coding Sheet
- Peer Recruitment Letters and Sample Questions

ASHA Self-Study 17616
Example Coding Sheet for Child-Peer Communication Acts, Prompts, and Affect
Preschool Age Examples
Elementary and Older Examples
Social Impression Scale: Parent/Teacher Ratings of Child to Peer Interactions
Benefits and Outcomes

PROGRAM HISTORY and IMPORTANT INFORMATION

Live webinar date: September 12, 2017
Available through: September 13, 2021

To earn continuing education credit, you must complete and submit the learning assessment on or before September 13, 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.

This course is offered for 0.2 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