Enhancing Pretend Play Skills in Preschoolers With Autism Spectrum Disorder

INTRODUCTION

SLPs and audiologists should use the most current evidence-based research to achieve the best outcomes for their clients. This course will share current and emerging research in pretend play as a method of developing communication skills. It will provide a clear rationale for SLPs to work with preschoolers with autism spectrum disorder (ASD) on pretend play skills as part of speech-language intervention. Additionally, the course will present goals and strategies SLPs can put into practice in their work with these children.

LEARNING OUTCOMES
After completing this session, you will be able to:
- use current research to explain to parents, teachers, and administrators why pretend play goals should be considered in planning treatment to support the communication development of children with ASD
- enhance the implementation of clinical research in intervention with preschoolers with ASD by using a developmental sequence to guide the selection of appropriate, individualized pretend play goals
- support the development of pretend play with evidence-based strategies that take into account behavior and learning patterns that are commonly encountered in young children with ASD

PROGRAM HISTORY and IMPORTANT INFORMATION

Original recording date: November 17, 2016
End date: November 17, 2020

To earn continuing education credit, you must complete and submit the learning assessment on or before November 17, 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