Children With Autism: School Supports

INTRODUCTION

This course includes five recorded sessions from the 2018 online conference “Children With Autism: Matching Interventions to Communication Needs.” Taken together, these sessions provide practical strategies for school-based SLPs to improve the school experience for school-age students with autism spectrum disorder (ASD). The conference included a total of 13 sessions, with the broad goal of presenting current best practices in intervention for school-age students with ASD. Conference sessions focused on tips and strategies SLPs can use to choose the most appropriate interventions for each child using an evidence-based approach that balances family preferences, research, and clinical judgment/expertise.

LEARNING OUTCOMES

You will be able to:

- list evidence-based environmental supports that can be used in the classroom to improve engagement and behavior of students with ASD
- select targets for social interventions for children with ASD
- identify characteristics that put children with ASD at risk for being bullied
- create accommodations for students with ASD that address the disconnect between their learning styles/abilities and academic demands
- write IEP goals and objectives that are specific to the evidence-based, social-language learning needs of children and adolescents with ASD

CONTENTS

- Classroom Environmental Supports for Students With ASD, by Jessica R. Dykstra Steinbrenner, PhD, CCC-SLP (70 minutes)
- Friendships, Social Skills, and Interventions at School, by Connie Kasari, PhD (70 minutes)
- SLP Knowledge and Perceptions of Bullying, by Erin Ofe Mauldin, MS, CCC-SLP (49 minutes)
- Service Delivery Models for Working with Students With ASD, by Catherine B. Zenko, MS, CCC-SLP (61 minutes)
- A Blueprint for Constructing IEPs for Children With ASD, by Diane Twachtman-Cullen, PhD (72 minutes)

PROGRAM HISTORY AND IMPORTANT INFORMATION

Online conference dates: April 18–30, 2018; August 1–13, 2018
End date: September 5, 2021
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To earn continuing education credit, you must complete the learning assessment on or before September 5, 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 0.5 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