Intervention Strategies for School-Age Children With Autism Spectrum Disorder

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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
INTRODUCTION

The number of children diagnosed with autism spectrum disorder has been on the rise for many years, and SLPs are increasingly providing services to these children across settings, particularly in schools. The articles in this journal self-study address treatment options for a range of school-age children with autism spectrum disorder, from those who are nonverbal or have other severe impairments to those who are verbal and higher-functioning. The first article sets the stage for the discussion by reviewing how school-based SLPs rate their own knowledge, training, and confidence in working with this population of children. From there, the other articles discuss various interventions, specifically prelinguistic milieu teaching, systematic narrative treatment, the application of behavioral principles to speech-language pathology treatment, and how to set up and use video modeling to improve communication skills. SLPs will find that the information in these articles can be immediately applied to clinical practice.

LEARNING OUTCOMES

You will be able to:

- recognize strengths and potential gaps in personal knowledge and skills related to working with children with autism
- understand the unique language and behavior needs of children across the autism spectrum
- identify the need for behavioral interventions and specify appropriate methods to provide such treatment
- apply principles of described interventions—including prelinguistic milieu training, discrete trial training, errorless learning, and video modeling—to clinical situations

PROGRAM HISTORY

Start date: November 25, 2014
Peer reviewed: August 30, 2013
Available through: August 30, 2016

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before August 30, 2016.

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 0.6 ASHA CEUs (Intermediate level, Professional area).