Social and Academic Success for Children With ASD

INTRODUCTION

This journal self-study addresses research and treatment ideas to improve the social and academic success of verbal elementary-age children with autism spectrum disorder (ASD). The self-study includes articles on two narrative intervention programs designed to improve the narrative abilities of children with ASD, which offer suggestions for how to implement such programs in clinical practice. It also includes a study that investigates how children with ASD understand and use gestures to identify nonpresent objects, with the intent of informing the design of intervention approaches for improved gesture use. A fourth article discusses teaching break requests to a child with ASD to help decrease problem behaviors and increase task engagement, which may improve the child’s achievement of treatment goals. Clinicians can use this information clinically to address the narrative and gesture skills of children with ASD and incorporate techniques to help address problem behaviors that may interfere with progress in treatment.

LEARNING OUTCOMES

You will be able to:

- explain the impact of narrative skills and gesture use during storytelling on social and academic success
- describe the strengths and weaknesses children with autism spectrum disorder demonstrate in relation to narration and gesture use
- identify the components of a narrative intervention program that appear to positively affect the narrative skills of children with ASD
- explain how teaching a child with ASD to request breaks during tasks may affect the child’s behavior and task engagement

CONTENTS

Systematic Individualized Narrative Language Intervention on the Personal Narratives of Children With Autism, by Douglas B. Petersen, Catherine L. Brown, Teresa A. Ukrainetz, Christine Wise, Trina D. Spencer, and Jennifer Zebre ...........................................CE-1

Narrative Intervention for Children With Autism Spectrum Disorder (ASD), by Sandra Laing Gillam, Daphne Hartzheim, Breanna Studenka, Vicki Simonsmeier, and Ronald Gillam .......................................................... CE-21

Supplemental Materials ......................................................................................... CE-35

The Use of Hand Gestures to Communicate About Nonpresent Objects in Mind Among Children With Autism Spectrum Disorder, by Wing-Chee So, Ming Lui, Tze-Kiu Wong, and Long-Tin Sit .................................................. CE-40
Teaching a Child With Autism to Request Breaks While Concurrently Increasing Task Engagement, by Shelley R. Kreibich, Mo Chen, and Joe Reichle ............................................................. CE-50

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals
Start date: May 12, 2016
Peer reviewed: April 27, 2017
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To earn continuing education credit, you must complete the test with a passing score on or before April 27, 2022.

This course is offered for 0.45 ASHA CEUs (Intermediate level, Professional area).