Variations in Language Skills in Children and Teens With ASD

INTRODUCTION

While social communication deficits are prominent in people with autism spectrum disorder (ASD), both spoken and written language are also often affected. These language difficulties can be marked or subtle and can affect academic and social success. This journal self-study explores the ways that language deficits may present in higher-functioning children and teens with ASD and how the presence of autism may lead to differences in gesture use, making inferences from text, vocabulary, storytelling, and conversational skills. Clinicians working with children and adolescents with ASD can use this research to better identify variations in these skills and plan interventions to address the differences that impact school and interpersonal performance.

LEARNING OUTCOMES

You will be able to:

- explain different types of gestures and how they are used by teens with ASD
- discuss the components of a complete narrative analysis to best identify deficits in adolescents
- describe how vocabulary development affects inferencing skills in children with ASD
- discuss the components and observed benefits of a conversation skills curriculum for children with ASD
- explain how pragmatic and expressive/receptive language deficits may lead to subtle performance differences in children and teens with ASD

CONTENTS

Patterns of Gesture Use in Adolescents With Autism Spectrum Disorder, by Barbara Braddock, Christina Gabany, Meera Shah, Eric Armbrecht, and Kimberly Twyman ......................................................... CE-1

Story Goodness in Adolescents With Autism Spectrum Disorder (ASD) and in Optimal Outcomes From ASD, by Allison Canfield, Inge-Marie Eigsti, Ashley de Marchena, and Deborah Fein ......................................................... CE-9

Making Inferences From Text: It’s Vocabulary That Matters, by Rebecca Lucas and Courtenay Frazier Norbury ................................................................. CE-22

Description and Preliminary Evaluation of a Curriculum for Teaching Conversational Skills to Children With High-Functioning Autism and Other Cognition Challenges, by Eve Muller, Lynn R. Cannon, Courtney Kornblum, Jonna Clark, and Michal Powers ......................................................... CE-31
PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals
Start date: March 3, 2017
Available through: March 3, 2022

To earn continuing education credit, you must complete the test with a passing score on or before March 3, 2022.

This course is offered for 0.4 ASHA CEUs (Intermediate level, Professional area).