Special Issues in Autism

INTRODUCTION

Clinicians who work with children with autism spectrum disorder (ASD) are aware of the challenges presented by the varied abilities and behaviors of this group. This journal self-study focuses on special populations of children with ASD, including those who are deaf, those who use AAC, and bilingual children. A final article discusses how intervention can be extended beyond improving social skills to working toward establishing and maintaining actual friendships. SLPs working with children with ASD can use information from these articles to improve clinical practice when working with children with these particular special situations.

LEARNING OUTCOMES

You will be able to:

• discuss how hearing and deaf children with ASD use echolalia
• describe the impact of least-to-most prompting on AAC use by children with ASD
• explain the real and perceived benefits and challenges of bilingualism in children with ASD
• explain aspects of friendship and how they can be incorporated into intervention for children with ASD

CONTENTS

Sign Language Echolalia in Deaf Children With Autism Spectrum Disorder, by Aaron Shield, Frances Cooley, and Richard P. Meier..........................................................CE-1


Autism and Bilingualism: A Qualitative Interview Study of Parents’ Perspectives and Experiences, by Sarah Hampton, Hugh Rabagliati, Antonella Sorace, and Sue Fletcher-Watson..........................................................CE-32

Friendship: Operationalizing the Intangible to Improve Friendship-Based Outcomes for Individuals With Autism Spectrum Disorder, by Erinn H. Finke........CE-44
PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals

Start date: October 26, 2017
End date: March 16, 2024

To earn continuing education credit, you must complete the test with a passing score on or before March 16, 2024.

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