Service Provision for Children With Autism Spectrum Disorder

INTRODUCTION

This journal self-study explores issues related to service provision for children with autism spectrum disorder (ASD) by taking learners through the typical intervention process. The course starts with a review of speech sound assessments for children with ASD, an area that is not as commonly addressed in this population as other areas of communication. It then moves to how documentation of assessment results can be improved by adopting a strengths-based approach. A discussion of how SLPs in the U.S. and Taiwan use evidence-based interventions for ASD follows. And the course concludes with a discussion of an innovative way to approach social skills and friendships for children with ASD. Each article includes specific recommendations that clinicians can incorporate immediately into practice to improve all aspects of service provision for children with ASD.

LEARNING OUTCOMES

You will be able to:

- describe the necessary components of a speech assessment for children with ASD
- explain the benefits of using a strengths-based perspective when documenting assessment results
- compare and contrast the use of evidence-based interventions for children with ASD in the U.S. and Taiwan
- describe the components of a supports-based approach to improving the social interactions of children with ASD

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A Systematic Review of Speech Assessments for Children With Autism Spectrum Disorder: Recommendations for Best Practice, by Kate Broome, Patricia McCabe, Kimberley Docking, and Maree Doble ................................................................. CE-1

A Pilot Study on Professional Documentation: Do We Write From a Strengths Perspective? by Matthew J. Braun, Winnie Dunn, and Scott D. Tomchek ..............CE-20

Intervention Techniques Used With Autism Spectrum Disorder by Speech-Language Pathologists in the United States and Taiwan: A Descriptive Analysis of Practice in Clinical Settings, by Ming-Yeh Hsieh, Georgina Lynch, and Charles Madison ................................................................. CE-30

Illustrating a Supports-Based Approach Toward Friendship With Autistic Students, by Verónica Vidal, Scott Robertson, and Laura DeThorne.......................CE-44
PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in American Journal of Speech-Language Pathology

Start date: September 7, 2018
End date: September 7, 2021

To earn continuing education credit, you must complete the test with a passing score on or before September 7, 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 0.35 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