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Lapbooks: Adding Creativity to Literature-Based Intervention 4
by Jennifer K. Rickard

Writing in Two Children With Autism: A Case Study for Assessment and
Goal Development by Anthony Koutsoftas 19

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

This Part focuses on literacy-focused speech-language services to students with disabilities, including language impairment and autism spectrum disorder (ASD). The first article provides a tutorial demonstrating the use of lapbooks in contextualized language intervention for school-age children with language goals. The second article is a research report of a case study of two sixth-grade students with ASD with practical recommendations for clinicians to incorporate. The author encourages clinicians to use cognitive-linguistic profiles alongside students’ writing samples to develop appropriate and attainable individualized education program goals for supporting the writing skills of children with ASD.

LEARNING OUTCOMES

You will be able to:

- list the benefits of using literature-based contextualized language intervention
- describe how to create a lapbook to creatively display the language activities completed and skills learned in a literature-based intervention unit
- apply an approach for assessing writing samples for children with ASD included within the general education classroom
- apply information from a writing assessment to develop treatment goals commensurate with grade level academic standards for children with ASD
- illustrate evidence-based, literacy-focused language intervention with school-age children

PROGRAM HISTORY

Start date: August 14, 2017
Available through: June 26, 2020

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before June 24, 2020.

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 0.15 ASHA CEUs (Intermediate level, Basic Communication Processes area).