

## **Promoting Speech and Language in Individuals Across the Autism Spectrum: Collaboration for Success.**

Πρώτηση λόγου και ομιλίας στο Φάσμα του Αυτισμού: Συνεργασία για Επιτυχία

**Friday afternoon, Nov. 1, 2013**

### **Integrating ABA & SLP / Εφαρμοσμένη Ανάλυση Συμπεριφοράς και Λογοθεραπεία-Συνδυασμός και ολοκλήρωση**

**for Parents SLPs and Other Professionals**

Speech-language pathologists (SLPs) and professionals in applied behavior analysis (ABA) frequently participate on support teams for children with autism. Collaboration between these professionals can enhance the team's work. However, overlapping areas of expertise, different terms used for similar instructional elements, and variations in addressing the same problems may complicate the collaborative process unless each professional understands the other's framework. This presentation will provide an overview of the complex learning profiles of learners with ASD. Specific focus will be on the areas of early learning and joint attention as well as the development of speech. Case studies within these areas will be presented to illustrate strategies for effective collaboration

Following the presentation, participants will be able to:

1. Describe the learning characteristics of children with ASD
2. Identify areas of overlapping expertise and roles for the SLPs and behavior analysts
3. Identify potential strategies to enhance collaboration between the speech pathologist and the behavior analyst

**Saturday, November 2, 2013**

### **9:00-11:00: Promoting Speech in Non-Verbal Children**

This workshop will provide an overview of the key components of an effective program to promote speech in children with ASD. It will begin with the development of joint attention and early social and linguistic development. It will then provide an overview of speech acquisition and the barriers often faced by learners on the autism spectrum.

Strategies to promote speech as well as enhance speech intelligibility will be presented. Despite early intensive intervention, some learners with ASD never develop functional speech. This workshop will conclude with an overview of augmentative and alternative communication (AAC). Issues unique to individuals on the autism spectrum will be highlighted.

Learner Outcomes:

Following this workshop, participants will be able to:

1. describe joint attention and its role in the development of linguistic and social competence
2. describe strategies to enhance language comprehension in learners with ASD
3. list several barriers often faced by learners with ASD in the development of speech
4. describe strategies to promote speech and enhance speech intelligibility in learners with ASD
5. identify several different AAC systems for learners with autism and discuss pros and cons for each system

### 11:30- 1:30: **Joint Attention: Assessment and Treatment**

Children with autism demonstrate deficits in joint attention early in development and these deficits often remain persistent throughout development. Deficits in referential looking, declarative pointing as well as failure to respond to name and other social cues are common in early development. It has been well documented that joint attention plays a critical role in the development of language and social skills. This workshop will provide an overview of joint attention as well as the specific problems associated with autism. Implications for assessment and intervention for learners with ASD will be presented, specifically as they relate to the development of language and social competence.

Learner Outcomes:

The participant will:

- Become familiar with joint attention and typical development
  - Gain an understanding of the deficits in joint attention present in ASD and how these affect language and social development
  - Be able to discuss implications of the research in joint attention on assessment of children with ASD
- Be able to identify strategies to address deficits

## **2:30-4:00 Promoting Spontaneous Language**

One of the hallmark features of autism is a lack of intentional communication. In many cases, we can teach participants to identify and label objects, actions and events. The problem, however, lies in their use of this knowledge to communicate their wants and needs. As staff, we play a vital role in assisting our learners to develop conventional and effective communication skills. Our responsibilities begin with having an accurate understanding of our participants' actual communication skills. In addition, it is essential that we select appropriate language and communication goals. Beyond that, we also can facilitate communication by providing the right type of environment for the participant. This workshop will provide an overview of the topics described above along with some strategies to help promote spontaneous use of language in learners with ASD.

Learner Objectives:

Following this presentation, participants will be able to:

- Understand the learning characteristics in autism that contribute to deficits in spontaneous use of language
- Review different research based strategies to promote initiations in children with autism.
- Review different research based strategies to enhance social language in children with autism.

## **4:30-6:00 Moving Beyond the Basics: Strategies for Addressing Higher Level Language Skills**

Abstract:

Despite advances in the development of speech and language, many individuals on the spectrum continue to struggle with the comprehension and use of abstract and non-literal language. Research in the areas of executive functioning, theory of mind and central coherence theory have provided us with a framework to better understand some of these challenges. This workshop will provide an overview of the unique deficits in the use of higher level language. Specific strategies to move individuals with ASD beyond the comprehension and use of basic language will be presented.

Learner Objectives:

Following this workshop, participants will be able to:

1. Identify specific deficits in the comprehension and use of abstract language in learners with ASD
2. Discuss the findings in the research in the areas of executive functioning, theory of mind and central coherence theory as they relate to the development of abstract language
3. Describe at least three different programs designed to promote abstract language in learners with ASD

Sunday, November 3, 2013

**9:00 11:00 AM Top 10 Mistakes Often Made When Working with Children with ASDs**

More than 30% of children with autism continue to demonstrate limited functional speech, challenges with receptive and expressive language, as well as a restricted range of social communication. In order to maximize their instructional time and avoid common mistakes, it is important to understand the information available from different disciplines including applied behavior analysis, psycholinguistics and cognitive psychology. This workshop will discuss the top 10 mistakes often made when working with children with ASDs, provide rationales for these problems and offer potential solutions

**Learner Objectives:**

Following this presentation, participants will be able to:

1. Describe core speech and language deficits present in individuals with ASD
2. Discuss at least 3 recent key findings in the autism research literature that relate to best practice today
3. Identify at least 3 common mistakes made by therapists when working with children with an ASD and describe the reasons for these mistakes
4. Discuss at least 3 possible strategies-solutions to avoid these common mistakes

**11:30 – 1:30 Managing Complex and Challenging Behaviors: The Role of the SLP**

**Abstract**

Many children with autism demonstrate a range of complex and challenging behaviors that often restrict access to less restrictive settings as well interfere with learning. These behaviors can range from interfering behaviors such as making noises or

repeating sequences of video dialogue to dangerous behaviors such as aggression and self-injury. It is almost always the case that these behaviors serve some sort of communicative function and are more frequent and intense in learners with limited communication skills. This workshop will provide an overview of the role the SLP can play within the functional behavior assessment (FBA) as well as the development of a behavior intervention plan (BIP). There will be an overview on the components of an FBA and a BIP. In addition, functional communication training (FCT) will be reviewed. Strategies to proactively address behavior problems within the speech therapy sessions will also be discussed.

### **Learner Objectives**

Following this presentation, participants will be able to :

1. Describe the components of an FBA and a BIP
2. Discuss the most common functions of behaviors
3. Describe functional communication training
4. Identify proactive behavior management strategies when providing speech-language therapy to children with ASD