Success for Students With High-Functioning Autism

INTRODUCTION

This course focuses on the impact of Theory of Mind on effective social-pragmatic communication for children and adolescents with high-functioning autism. The course describes the typical Theory of Mind deficits among this population – including tact, proxemics, social rules, egocentricity, naïveté, and jocularity – as well as social communication deficits and issues associated with social-emotional regulation that this population often exhibits. The course then explores the unique assessments and interventions that can address the specific deficits and challenges of students with high-functioning autism, which are distinct from those of students with more severe autism. The course discusses in detail best practices in social-pragmatic assessment and evidence-based treatment strategies and techniques that SLPs can put into practice to equip students to overcome social skills deficits.

LEARNING OUTCOMES
You will be able to:
• describe how Theory of Mind, central coherence, executive functioning, and emotional intelligence affect social-pragmatic communication
• use assessment methods to evaluate social-pragmatic communication
• use evidence-based interventions to produce positive change in social-pragmatic communication

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PROGRAM HISTORY and IMPORTANT INFORMATION

Live recording date: February 29, 2016
Peer reviewed: February 8, 2017
Available through: March 1, 2022

To earn continuing education credit, you must complete and submit the learning assessment on or before March 1, 2022.
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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).