TABLE OF CONTENTS

Introduction and Learning Outcomes i
Faculty Disclosures ii

Hiding in Plain Sight: Text Comprehension, Hyperlexia, and Adolescents With Autism Spectrum Disorder by Shari Robertson

Linking Cognitive Processing, Psychosocial Development, and Social Competency to Intervention for Adolescents With Autism Spectrum Disorder Level 1 Severity by Lisa R. Audet

Narrative as a Critical Context for Advanced Language Development in Autism Spectrum Disorder by Lynne E. Hewitt
INTRODUCTION

These Perspectives (SIG 1) provided an overview of how the core deficits of individuals with autism spectrum disorder (ASD) impact reading comprehension, proposed the use of a client-directed model of intervention called social currency, and reviewed characteristics of narrative language that make it a critical context for advanced language development in adolescents with ASD.

LEARNING OUTCOMES

You will be able to:
- compare and contrast the development of reading for individuals who are typically developing and those with autism spectrum disorder
- describe an integrated approach to address the cognitive, social-communicative needs of adolescents and young adults with autism
- develop age-appropriate narrative language goals for adolescents with autism spectrum disorder for both fiction and personal experience contexts

PROGRAM HISTORY

Start date: July 12, 2019
Available through: July 10, 2022

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before July 10, 2022.

This course is offered for 0.20 ASHA CEUs (Intermediate level, Professional area).