Autism in Early Childhood
SIG 1

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INTRODUCTION

This Perspectives (SIG 1) forum focuses on the treatment of young children with a diagnosis of autism spectrum disorder. The first article examines the effects of parent-mediated intervention on the spoken language of young children. The second article focuses on an embedded teacher-implemented social communication intervention for preschoolers. The third article examined peer mediated augmentative and alternative communication for young minimally verbal children. The final article reported on social communication predictors of successful inclusion experiences for students with autism in an early childhood lab school.

LEARNING OUTCOMES

You will be able to:

- explain why children with autism spectrum disorder (ASD) are at risk for atypical language development relative to their social communication abilities
- describe the core communication-related impairments of ASD
- describe peer-mediated and direct instruction approaches to improve social communication between preschool children with ASD and peers without disabilities
- describe social communication milestones that promote classroom active engagement of students with ASD

PROGRAM HISTORY

Start date: June 15, 2020
Available through: June 13, 2023

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before June 13, 2023.

This course is offered for 0.35 ASHA CEUs (Intermediate level, Professional area).
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DISCLOSURES

Effects of Project ImPACT Parent-Mediated Intervention on the Spoken Language of Young Children With Autism Spectrum Disorder
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Disclosures
Financial: Angela B. Barber has no relevant financial interests to disclose.
Lauren Swineford has no relevant financial interests to disclose.
Candace Cook has no relevant financial interests to disclose.
Ashton Belew has no relevant financial interests to disclose.

Nonfinancial: Angela B. Barber has no relevant nonfinancial interests to disclose.
Lauren Swineford has no relevant nonfinancial interests to disclose.
Candace Cook has no relevant nonfinancial interests to disclose.
Ashton Belew has no relevant nonfinancial interests to disclose.

Early Achievements for Education Settings: An Embedded Teacher-Implemented Social Communication Intervention for Preschoolers With Autism Spectrum Disorder
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Disclosures
Financial: This study was funded by the Institute of Education Sciences Award No. R324A120330 awarded to the Hugo W. Moser Research Institute at Kennedy Krieger (PI: Landa). The opinions expressed represent those of the authors and do not represent views of the Institute or the U.S. Department of Education.
Nonfinancial: Anne-Michelle Engelstad has no relevant nonfinancial interests to disclose. Calliope Holingue has no relevant nonfinancial interests to disclose. Rebecca Landa is the developer of the Early Achievements for Education Settings intervention and training materials but receives no royalties. The research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.
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Peer-Mediated Augmentative and Alternative Communication Interventions for Young Children With Autism Spectrum Disorder and Limited to No Spoken Communication
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Disclosures
Financial: The research summarized in this research note was funded by a grant awarded to Bourque through the Friends of the Life Span Institute at the University of Kansas and a grant through the National Institute on Deafness and Other Communication Disorders (1R01DC012530)
Nonfinancial: Kathy S. Bourque has no relevant nonfinancial interests to disclose.

Social Communication Predictors of Successful Inclusion Experiences for Students With Autism in an Early Childhood Lab School
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Disclosures
Financial: This research was supported by grants from the Marcus Foundation and the Children’s Research Trust awarded to the Education Sciences Research Core at Marcus Autism Center.
Nonfinancial: Michael Siller has no relevant nonfinancial interests to disclose.
Lindee Morgan has no relevant nonfinancial interests to disclose.
Sally Fuhrmeiste has no relevant nonfinancial interests to disclose.