Communication Choice and Agency: Thinking Beyond Spoken Language for Individuals on the Autism Spectrum

SIG 1

INTRODUCTION

This Perspectives activity focuses on communication choice and agency for individuals on the autism spectrum. These individuals are the key informants in decisions around the conceptualization, implementation, and evaluation of educational programming for autistic learners. Speaking autistic adults encourage families, professionals, and society to promote and accept all communication as equal.

LEARNING OUTCOMES

You will be able to:

- describe the relationship between physiological arousal levels (e.g., energy), emotion, and regulation
- identify strategies to assess agency in children with autism spectrum disorders
- identify at least two challenges and supports to communication choice for members of the autistic community
- list three key components of a supports-based approach to peer interaction

CONTENTS

Leveling Up Regulatory Support Through Community Collaboration by Amy C. Laurent and Jacquelyn Fede

Finding a Voice for Individuals With ASD Who Are Minimally Verbal Through Comprehensive Communication Assessment by Shelley K. Lund, Kristy Weissling, Wendy Quach, and Miechelle McKelvey

“Everyone Deserves AAC”: Preliminary Study of the Experiences of Speaking Autistic Adults Who Use Augmentative and Alternative Communication by Amy L. Donaldson, endever* corbin, and Jamie McCoy

Effectiveness of a Supports-Based Approach to Peer Interactions of an Autistic Student in the Classroom: A Mixed-Methods Study by Verónica Vidal and Laura DeThorne

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: July 28, 2021
End date: July 28, 2026

To earn continuing education credit, you must complete the learning assessment on or before July 28, 2026.
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This course is offered for 0.55 ASHA CEUs (Intermediate level, Professional area).