Autism and Telepractice
SIG 1

INTRODUCTION

This SIG 1 Perspectives activity focuses on how to work with students with autism spectrum disorders (ASD) and their caregivers via telepractice. The first article provides five practical tips for supporting families of children with ASD while implementing effective interventions via various telepractice modalities. The second article reviews the feasibility of implementing telehealth programs related to behavioral interventions for families and their children with ASD. The third article explores the usability of a web-based application of the JASPER social communication intervention. The fourth article discusses the results of a survey completed by speech-language pathologists who utilized telepractice to teach children with autism to access and use augmentative and alternative communication devices. The final article shares current available research related to the barriers of and solutions to conducting telehealth assessment and interventions for families and their students with ASD.

LEARNING OUTCOMES

You will be able to:

- describe how to implement tools, develop culturally responsive relationships, and use ethical and professional standards when engaging in telepractice with families and children with ASD
- state possible adaptations to and the effects of caregiver competency when delivering telehealth programming
- define the role of and methods for obtaining participant feedback through usability testing
- list strategies for enhancing the effectiveness of telepractice for caregivers and children learning to use and communicate with augmentative and alternative communication devices
- describe the needs of and barriers for caregivers when participating in telepractice

CONTENTS


Iterative Development of Caregiver-Implemented Behavioral Intervention via Telehealth: A Focus on Feasibility by Leslie C. Neely, Amarie Carnett, Sarah Hansen, Meghan Courtney, and Katherine Cantrell

Development and Usability Testing of a Web-Based Adaptation of the Joint Attention, Symbolic Play, Engagement, and Regulation Social Communication Intervention by Stephanie Y. Shire, Stacy Arbuckle, and Wenjing Bao
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Voices From the Field: Strategies for Effective Telepractice for Children With Autism Who Use Augmentative and Alternative Communication by Elizabeth E. Biggs, Michelle C. S. Therrien, Melinda R. Snodgrass, and Sarah N. Douglas

Coaching Caregivers of Young Children With Autism via Telepractice to Collect Assessment Data and Implement Interventions by James D. Lee, Christy D. Yoon, and Hedda Meadan

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: April 2, 2022
End date: April 2, 2027

To earn continuing education credit, you must complete the learning assessment on or before April 2, 2027.

This course is offered for 0.60 ASHA CEUs (Intermediate level, Professional area).