

LET'S TALK: COMMUNICATION IN AUTISM SPECTRUM DISORDER

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About Me

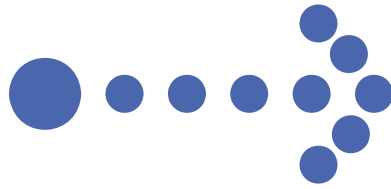
Special Education
Paraprofessional



Job Coach



ABA Therapist

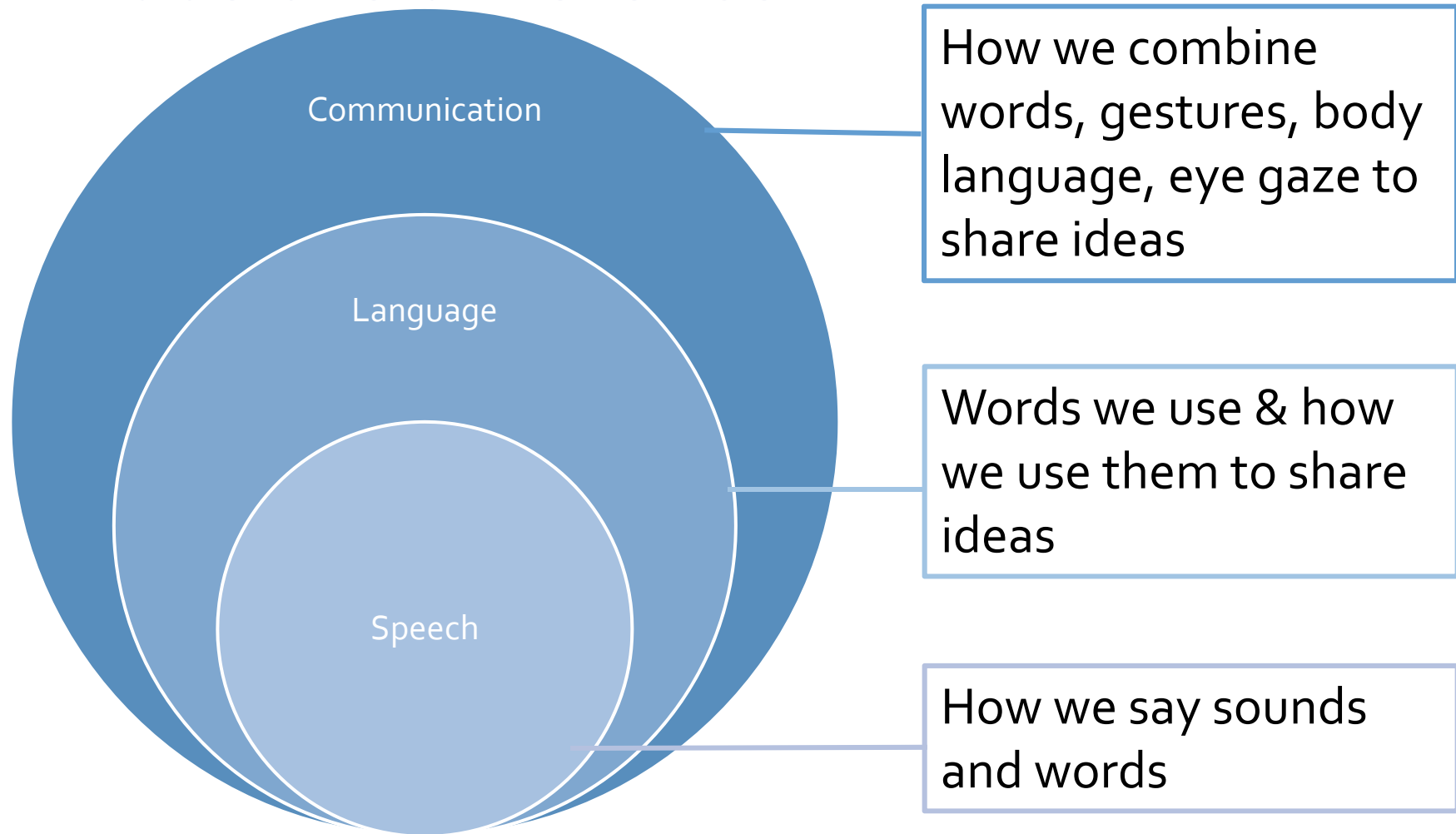


Agenda



SPEECH, LANGUAGE, & COMMUNICATION

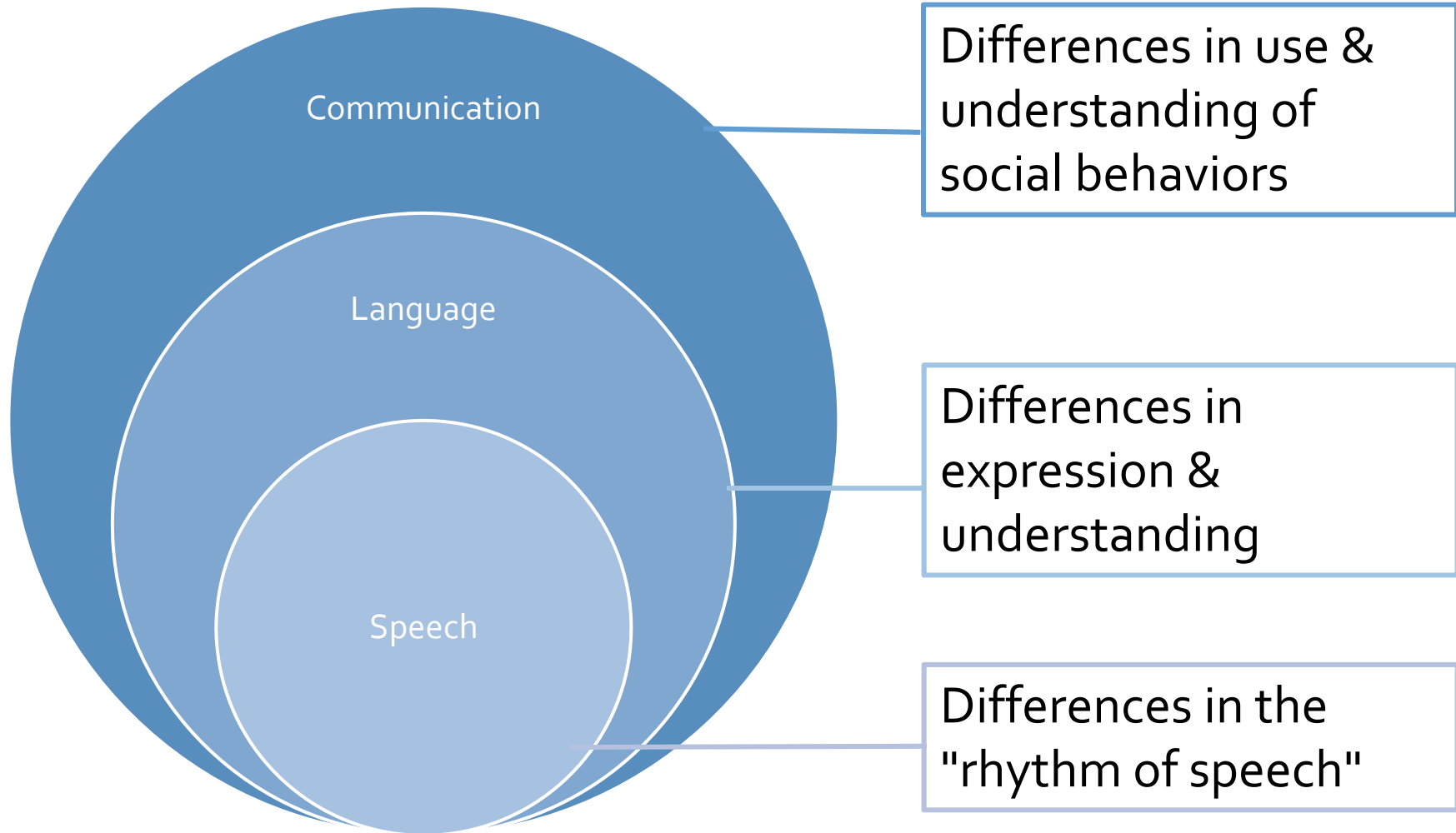
Speech, Language & Communication || What's the difference?



Source: American Speech Language & Hearing Association. Information for the Public: What is Speech? What is Language?
https://www.asha.org/public/speech/development/language_speech.htm

COMMON DIFFERENCES IN AUTISM

Speech, Language & Communication || Individuals with Autism



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Speech Considerations || Prosody

- Prosody is often considered the "rhythm" or "melody" of speech
- Can be used to convey:
 - Meaning
 - I want the BLUE shoe
 - I want the blue SHOE
 - Emotion & Attitude
 - Good for you

Speech Considerations || Prosody

"Sing-Song" or Exaggerated

Great changes in pitch

Abnormal emphasis

Sometimes associated with scripting

Monotone

Very little inflection change

Can be difficult to follow conversationally

No difference

Can be perceived fairly typically by communication partners

McCann, J., & Peppé, S. (2003). Prosody in autism spectrum disorders: a critical review. *International Journal of Language & Communication Disorders*, 38(4), 325-350.

Speech Considerations || Prosody

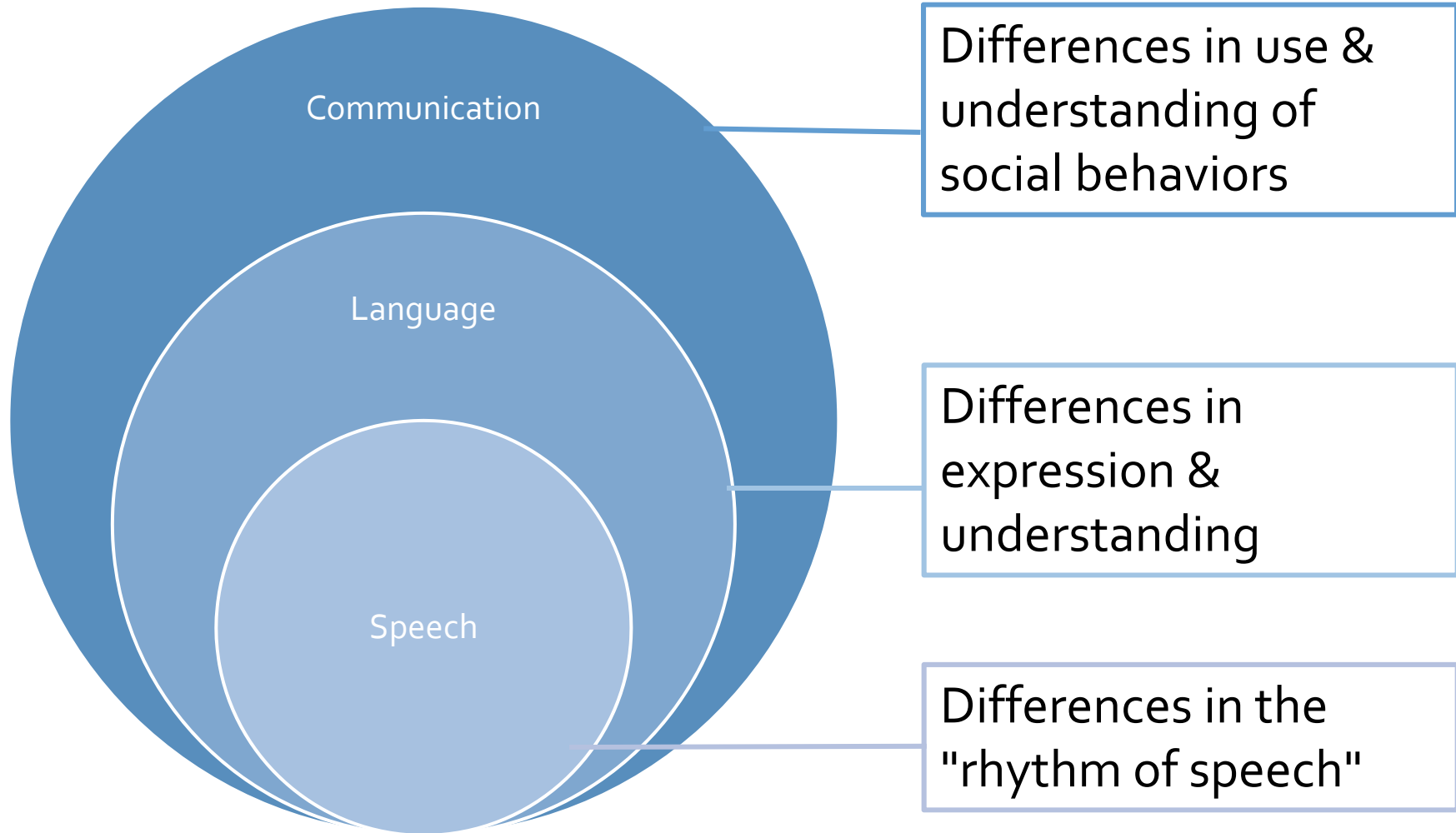
- Difficult to formally assess
- Overall, under researched, but **IMPORTANT!**
 - "May be one of the main barriers to social acceptance for individuals with autism"



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Shriberg, Lawrence D., et al. "Speech and prosody characteristics of adolescents and adults with high-functioning autism and Asperger syndrome." *Journal of Speech, Language, and Hearing Research* (2001).

Speech, Language & Communication || Individuals with Autism



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Language Considerations || Expressive & Receptive Language

- Differences and/or delays in language are often one of the first abnormalities noticed by parents
- Less speech-like vocalizations overall in childhood
- May exhibit a characteristic expressive and receptive language regression (mean regression age around 22-26 months)

Chawarska, K., Paul, R., Klin, A., Hannigen, S., Dichtel, L. E., & Volkmar, F. (2007). Parental recognition of developmental problems in toddlers with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 37(1), 62–72. <https://doi.org/10.1007/s10803-006-0330-8>

Patten, E., Belardi, K., Baranek, G. T., Watson, L. R., Labban, J. D., & Oller, D. K. (2014). Vocal patterns in infants with autism spectrum disorder: Canonical babbling status and vocalization frequency. *Journal of Autism and Developmental Disorders*, 44(10), 2413–2428.

Language Considerations || Expressive & Receptive Language

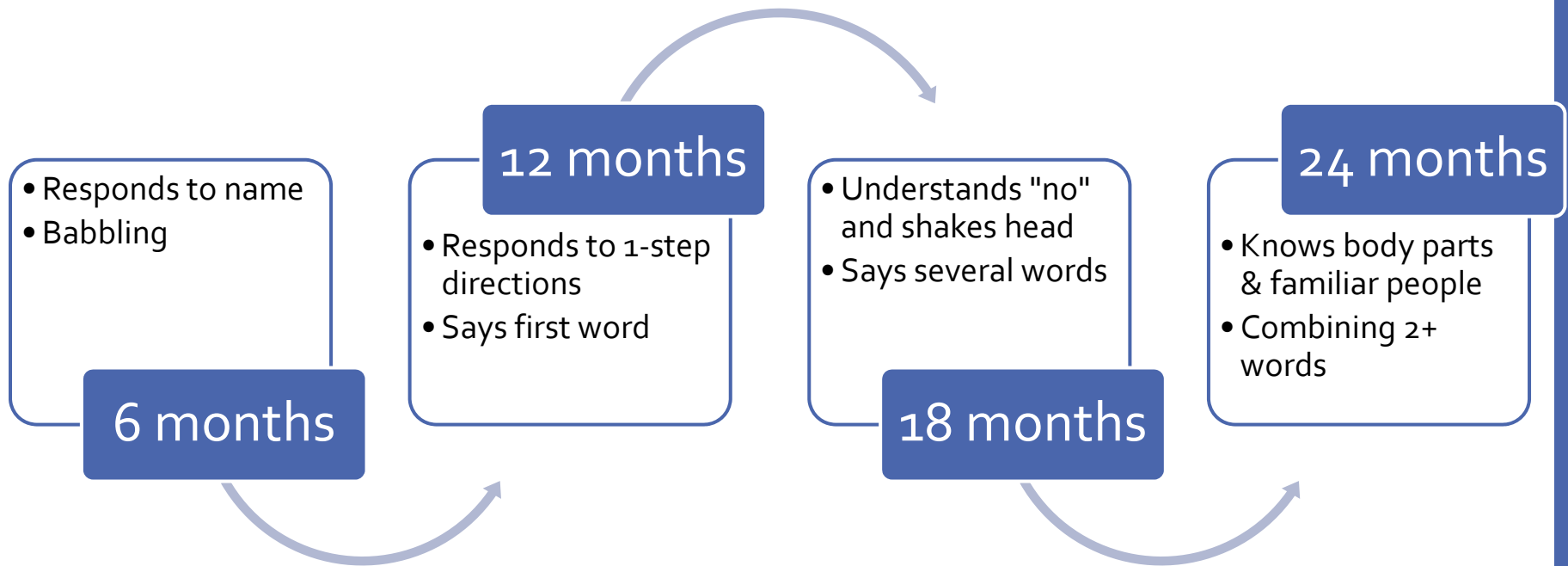
Expressive

Production of
language

Receptive

Understanding
of language

Language Considerations || Expressive & Receptive Language



Language Considerations || Expressive & Receptive Language

Signs of language problems include:

Birth-3 months	Not smiling or playing with others
4-7 months	Not babbling
7-12 months	Making only a few sounds. Not using gestures, like waving or pointing.
7 months-2 years	Not understanding what others say
12-18 months	Saying only a few words
1½-2 years	Not putting two words together
2 years	Saying fewer than 50 words
2-3 years	Having trouble playing and talking with other children
2½-3 years	Having problems with early reading and writing. For example, your child may not like to draw or look at books.

Language
Considerations ||
Bilingual
Language
Development &
ASD

5 Stages of SECOND LANGUAGE ACQUISITION

BilingualKidspot.com

1

SILENT OR RECEPTIVE PHASE

In this first stage, second language learners dedicate time to learning vocabulary of the new language. They may also practice saying new terms.

2

EARLY PRODUCTION

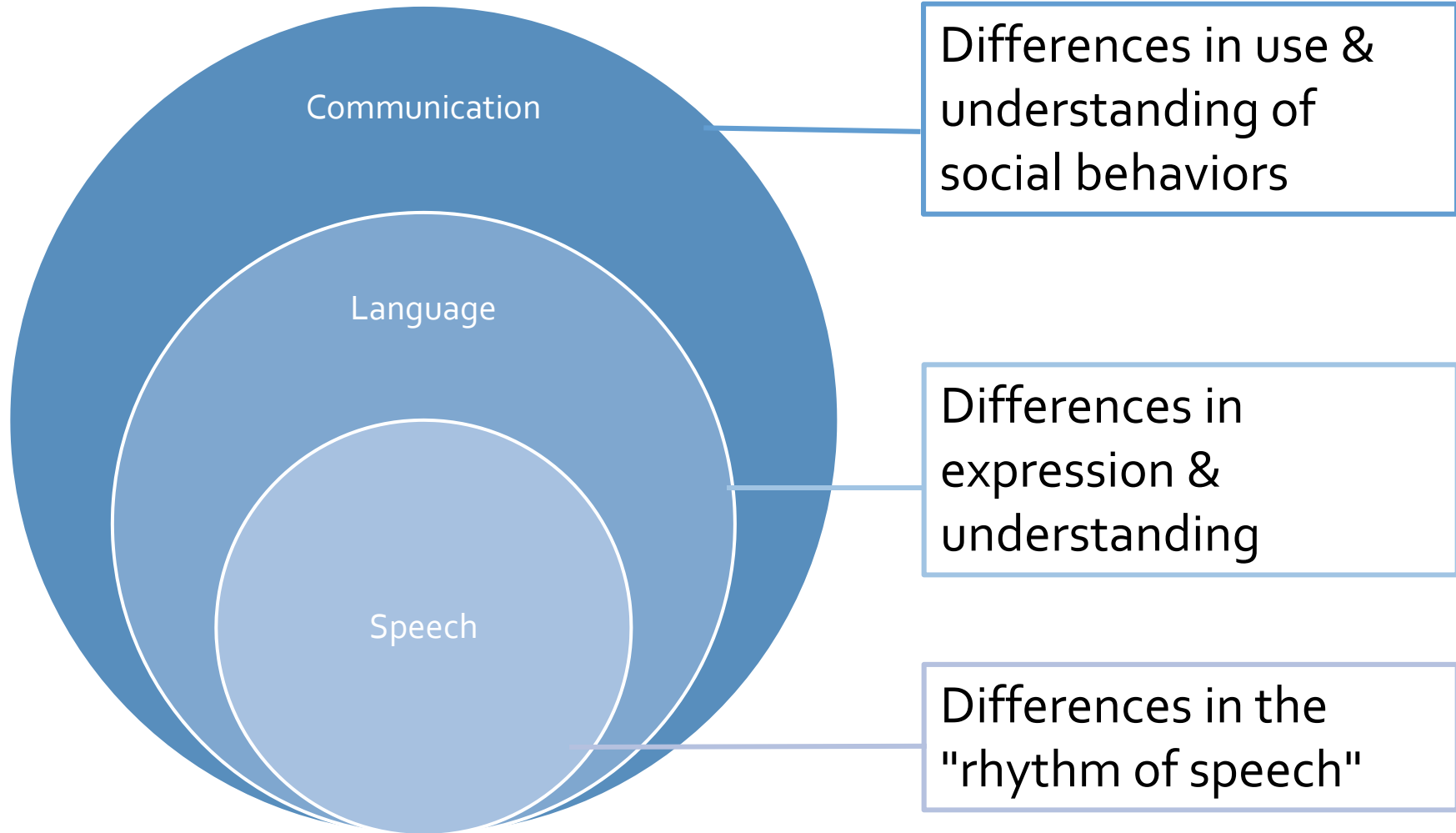
This second phase involves the second language user beginning to “collect” new words. During this time they may also start to say some terms and may even begin forming short phrases of early word combinations.

<https://www.asha.org/public/speech/development/Learning-Two-Languages/>

Language Considerations || Minimally Verbal Individuals

- 25-40% of individuals with autism can be described as "minimally verbal"
- Can be a concern for safety—Tune in to next week's session on Thursday, April 16th at 1 for more information on safety

Speech, Language & Communication || Individuals with Autism



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https://www.asha.org/public/speech/development/language_speech.htm

Communication | Social Communication

Use of gaze

Joint Attention

Understanding & use of facial expressions & gestures

Conversational skills

Shumway, Stacy, and Amy M Wetherby. "Communicative acts of children with autism spectrum disorders in the second year of life." *Journal of speech, language, and hearing research : JSLHR* vol. 52,5 (2009): 1139-56. doi:10.1044/1092-4388(2009/07-0280)

Communication || Social Communication



Communication || Non-linguistic Behaviors

What is challenging behavior?

- Challenging behavior is any that is “disruptive, offensive, dangerous, or destructive” (Katz, 2014).



from: <https://a.dfdn.com/BJ/wp-content/uploads/2014/02/YACER3-700c3001.jpg>

Communication|| Augmentative and Alternative Communication (AAC)

- For individuals who can't meet all their communication needs through speech
- The American Speech-Language-Hearing Association (ASHA) defines Augmentative and Alternative Communication (AAC) as **“all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas.”**

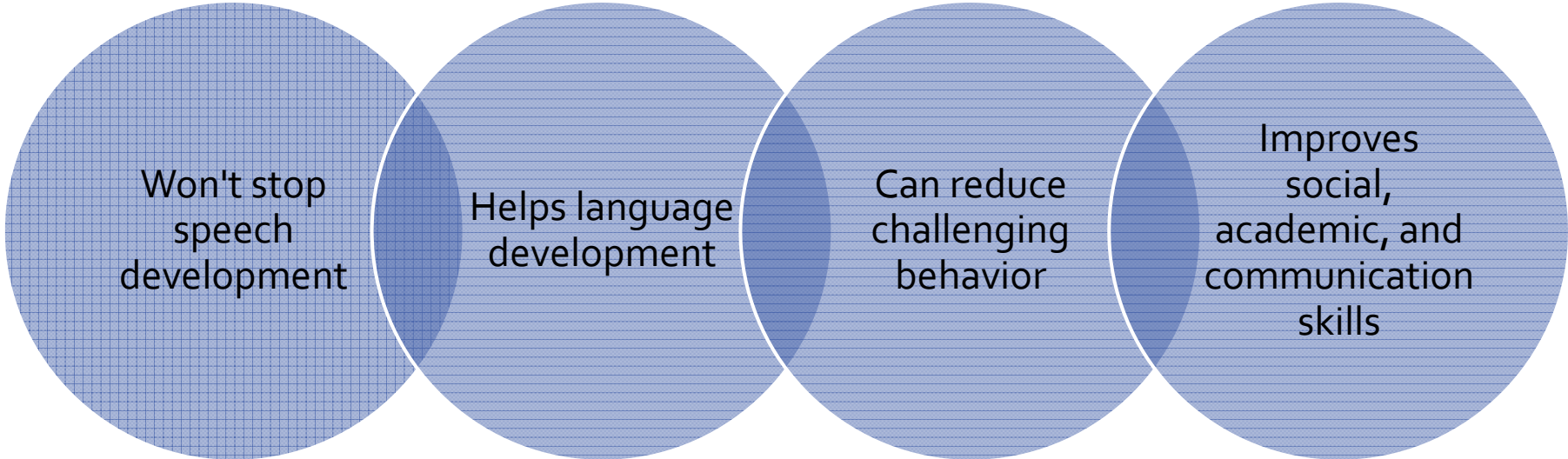
Communication | AAC

Types of AAC



AAC ranges from low-tech symbols such as picture choices, mid-tech recordable devices such as a Big Mack switch, and dynamic display high-tech devices such as a Saltillo NovaChat, PRC Accent, or Tobii Dynavox Indi.

Communication | AAC



Won't stop
speech
development

Helps language
development

Can reduce
challenging
behavior

Improves
social,
academic, and
communication
skills

RESOURCES

Supporting Communication at Home

Birth-2 Years

Talk to your child as you feed them, bathe them, dress them, etc.

Add on to what your child says

2-4 Years

Help your child learn new words

Look at pictures of people and make up stories

4-6 Years

Talk about where things are

Watch movies or tv together

<https://www.asha.org/public/speech/development/activities-to-Encourage-speech-and-Language-Development/>

Typical Speech & Language Development Information

- **Typical Communication Development Resources**
 - **ASHA's Communication Milestones:**
<https://www.asha.org/public/speech/development/chart/>
 - **Center for Disease Control Learn the Signs. Act Early Campaign:**
<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
 - **Linguistics Speech & Language Milestones:**
<https://speechhearing.columbian.gwu.edu/sites/g/files/zaxdzs1996/f/downloads/Milestonesguide.pdf>

More Information about Communication in Autism

- **ASHA's Information on Communication & Autism:** <https://www.asha.org/public/speech/disorders/Autism/>
- **Center for Disease Control Autism Information:** <https://www.cdc.gov/ncbddd/autism/facts.html>

Resources for COVID-19

- **Waisman Center**

Resources: <https://www.waisman.wisc.edu/covid-19/>

- **Autism Society of America**

Resources: <https://www.autism-society.org/covid-19/>

Virtual Learning Opportunities

- **Waisman Center Autism Facebook Live Series**

- April 16th: Autism & Anxiety
- April 23rd: Autism & Safety
- April 30th: Behavioral Supports

- **ECHO AAC: email**

aacpartnershipprogram@waisman.wisc.edu to sign up

- Needs Assessment for Families who use AAC: https://docs.google.com/forms/d/e/1FAIpQLSerOidiisXwUkQJ2uUUhNKY8mdoojFJOa7kLbJDuJBS1GEJCQ/viewform?usp=sf_link

- **Autism Society Facebook Live Series**

- <https://www.autism-society.org/covid-19/>

THANK YOU!



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