

# University Developmental Assessment Clinics



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# Speech and Language Intervention for Children with ASD

## Four Stages of Language Intervention

- Pre-Linguistic Language
- Emerging Language
- Advanced Language
- Transitional Language

# Pre-Linguistic Language Goals

## Social Communication Goals:

### Joint Attention

- orient toward people in the social environment
- respond to a caregiver's voice 3/4 opportunities
- shift gaze between people and objects
- pair communication gestures with eye gaze when requesting and protesting 3/4 opportunities
- direct another's attention for the purposes of sharing an interesting item or event
- attend to emotional displays of distress or discomfort
- share positive affect
- initiate social routines

### Social Reciprocity

- respond to the directions, requests or invitations of others 3/4 opportunities
- initiate bids for interaction
- increase the frequency of spontaneous bids for communication
- develop persistence in communication attempts

# Pre-Linguistic Language Goals

## Language and Related Cognitive Goals:

use a range of gestures to share intentions, e.g., showing, waving, pointing, 3/4 opportunities

turn pages and point to pictures in books 3/4 opportunities

observe and imitate the functional use of objects 3/4 opportunities

will use effective strategies for protesting, exerting social control, and emotional regulation in order to replace potential problem behaviors used for these functions

pair vocalizations with gestures to share intentions

# Emerging Language Goals

## Social Communication Goals:

### **Joint Attention**

- expand communication functions to seek specific emotional responses from others (e.g., seeking comfort, greeting others, showing off)
- recognize and describe emotional states of self and others

### **Social Reciprocity**

- comment to share enjoyment and interests
- recognize and describe emotional states of self and others
- increase frequency of communication across social contexts and interactive partners
- maintain interactions by taking turns
- recognize and attempt to repair breakdowns in communication

# Emerging Language Goals

## Language and Related Cognitive Goals:

word knowledge and use to include not only object labels, but also actions words, modifiers, and relational words

understand and use more creative combinations of words

engage in representational play

understand sequences of events in stories and answer Who, Where and What questions about the narrative

request assistance from others

use language to talk through transitions across activities

# Advanced Language Goals

## Social Communication Goals:

### Joint Attention

understand what others are indicating with gaze and gestures

determine causal factors for emotional states of self and others

use emotions of others to guide behavior in social interactions (e.g., selecting topics based on another's preferences, praising others, sharing empathy)

consider another's intentions and knowledge (e.g., requesting information from others, sharing information from others, sharing information about past and future events)

### Social Reciprocity

engage in topic maintenance (e.g., providing expansion comments)

maintain conversational exchanges with a balance between comments and requests for information

provide essential background information

initiate and maintain conversations that are sensitive to the social context and the interests of others

(i.e., executive functioning)

# Advanced Language Goals

## Language and Related Cognitive Goals:

enact social sequences in a representational manner by incorporating themes or modifications introduced by others (e.g., role-playing and visualizing an event before it takes place)

understand and use nonverbal gestures, facial expressions and gaze to express and follow subtle intentions (e.g., sarcasm and other non literal meanings)

understand and use intonation cues to express and follow emotional states

understand and use more sophisticated syntax to provide background information for one's listener

understand and use more sophisticated syntax to show relationships between sentences in conversational discourse

demonstrate story grammar knowledge and expand literacy skills

demonstrate problem solving, self monitoring and goal-directed behavior



# Transitional Language

## Language and Related Cognitive Goals:

Figurative language

Idioms

Metaphors

Humor

Inferencing

Identifying environmental cues and hidden rules

Expected versus Unexpected Behavior

Negotiating

Advocating for themselves

Questions ?