What Are We Saying?

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I can…

• Identify basic information about Autism

• Recognize different types of communication

• Identify the relationship between communication and behavior and social skills

• Name strategies for encouraging communication in the natural environment
Autism Facts

• 1 in 44 prevalence
• Prevalence is higher in boys (4 boys are identified for every 1 girl).
• Most cases can be diagnosed by 18-24 months, but the median age of diagnosis is 4-5 years old.
• In Georgia, 20-30 children out of every 1,000 are diagnosed with ASD.

“People with ASD may behave, communicate, interact and learn in ways that are different from most people.” –CDC

New Data on Autism | CDC
Autism Spectrum Disorders (ASD) Medical Model

- Meets criteria outlined in the DSM-5
- Persistent deficits in social communication
- Restricted, repetitive patterns of behaviors, interests, or activities.
- Severity Assessment Scale (Levels 1-3)
  - 1 - Requiring Support
  - 2 - Requiring Substantial Support
  - 3 – Requiring Very Substantial Support

Autism Diagnosis Criteria: DSM-5 | Autism Speaks
Autism Spectrum Disorders (ASD) Educational Model

Eligibility and Placement is based on the adverse effect on the child’s educational performance in the areas of:

- Developmental rates and sequences
- Social interactions and participation
- Communication (verbal and/or nonverbal)

Deficits may also be in the following:

- Sensory processing
- Repertoire of activities and interests

Autism Rules and Regulations
Communication Deficits Associated with ASD

Why Teach Communication, Virginia Commonwealth University Autism Center for Excellence

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Is it Communication?

- Crying?
- Screaming?
- Physically Acting Out (hitting/biting)?
- Gesturing?
- Avoiding eye contact?
- Social distancing- standing alone?
- Gazing?

**Behavior=Communication**
Expected Communicative Abilities

Students with Autism Spectrum Disorders (ASD) demonstrate a variety of communication abilities compared to same age peers.

Although communication may look and sound different, it is still communication.

ALWAYS PRESUME Competence
I have the right to....

- have friends!
- ask for things.
- say "no"!
- tell you how I feel.
- make a choice.
- tell you what I think!
- take and give information.
Communication Bill of Rights

I have the right:

Communication Terms

- Expressive Language
- Receptive Language
- Fluency
- Pragmatics
- Social Communication
- Alternative and Augmentative Communication (AAC)
Pragmatics-Using Social Language

• Greetings (saying "Hello" or "Good-bye")
• Informing (saying "I'm going to get a cookie.")
• Demanding (saying "Give me a cookie right now!")
• Requesting (saying "I want a cookie please.")
• Promising (saying "I am going to get you a cookie.")
Changing Language for the Listener or Situation

• Communicating differently to a baby than to an adult or friend

• Giving more information to someone who does not know the topic

• Knowing to skip some details when someone already knows the topic

• Communicating differently in a public place than at home

www.asha.org
Changing Language for the Listener or Situation

Pragmatics

• Communicating differently to a baby than to an adult or friend
• Communicating differently in a public place than at home
• Knowing to skip some details when someone already knows the topic
• Giving more information to someone who does not know the topic

Sample Response/Reaction

• Students with ASD will respond to all individuals in the same way. They do not differentiate between adults, children, or law enforcement.

• Students with ASD will have a script for their favorite topics and are not always aware a listener’s response.
Following Rules for Conversations and Storytelling

• Taking turns being a talker and being a listener

• Letting others know when you start talking

• Staying on topic

• Using facial expressions and eye contact

• Knowing how close to stand when talking

www.asha.org
The AAC Tech Spectrum
Communication Book
Communication Devices

High Tech AAC Devices

Nova Chat

Touch Chat

DynaVox

I want to play
Encourage Stakeholders...

• To be consistent with chosen communication
• To engage in communication with their child
• To model communication
• To read to their child
Teach Stakeholders...

• How to promote language in all settings at home and in the community
• To recognize ways that their children are communicating (gestures, pictures, behavior, etc.)
• To presume competence
• To reinforce communication
Resources

• Communication Bill of Rights from the National Joint Committee for the Communication Needs of Person with Severe Disabilities

• Speech and Language Resources from GaDOE

• Autism Resources from GaDOE
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