

Supporting Effective Communication

- Intentionality and communication
- Speech
- Language





Intentionality

- One of the primary distinctions between individuals with ASD and other developmental disabilities is this deficit in intentional communication
- Even when children are taught to communicate, it is often limited to instrumental reasons (as opposed to social or personal)





Intentional/Spontaneous Communication

- Not something that is typically taught
 - Which means we are working in the dark a bit
- Have developed pretty effective strategies to promote spontaneous instrumental communication
- Still quite challenged by the “social” initiation





Promoting Spontaneity

- Fading to the establishing operation
- The “minimal speech” approach
- Proximal communication
- Communicative temptations
- Up the ante





The Minimal Speech Approach

- Reducing amount of verbalizations or reducing length of utterance to facilitate comprehension
- May rely on “key words” alone





Proximal Communication

- Use of non-verbal strategies to encourage initiations
- Bursts of activity with pauses
- Interruption of highly preferred activity





Creating Opportunities for Communication

- Routines
- Communicative temptations
Prizant & Wetherby (1993)
- Songs





Up the Ante

- Expect just a little more during non-conventional initiations
- E.g.: The individual takes your hand and leads you to the juice, prompt the sign for drink rather than responding to the lead.





Research Based Strategies to Promote Initiations and Social Language

Video Modeling

Scripts

Fading to the EO

Schedules

Mand Training





Social Communication

- Difficult to “understand” or contrive the EO for social initiations
- May want to consider strengthening “responding behavior” as well as vocabulary

