



Effective Communication: Intervention

60 Minutes



Speech

- The key is term is “functional”
- Functional speech means that the speaker can be understood by all listeners in all contexts

- Consider the stranger test periodically
- Sometimes you need to “wait” and not to
- initial attempts if not intelligible
in





Functional Speech

- If participant has speech but is NOT intelligible in all situations with all listeners:
 - Must consider AAC



AAC

- **Augmentative-** “any approach designed to support, enhance, or supplement the communication of individuals who are not independent verbal communicators in ALL situations” (Nicosi, Harryman, & Krescheck).
- An augmentative communication system supports *existing language and communication skills.*



AAC

- Can range from teaching gestures to use of voice output systems
- Examples of AAC include:
 - Picture boards/wallets
 - PECS
 - Signs
 - Voice output systems



AAC

- Consider teaching system as “backup” system. Learner must be able to understand concept of “not being understood”.





Examples of “Backup Systems”

- Card in wallet with personal information such as address, phone number, specific medical alerts
- Picture wallet
- Pictures posted in key locations (e.g., fridge, closet)
- Signs





Language Comprehension

- In some cases, expressive skills are better than receptive skills.
- Must be very thorough when assessing the individual's language comprehension
- Often, individual may rely on visual and environmental cues for comprehension





Language Comprehension

- Plays a critical role in development of speech
- Individual with ASD may appear to be “non-compliant” or defiant when in actuality, it is simply lack of comprehension





Language Comprehension

- Continue to expand vocabulary
- Teach concepts across multiple environments
- Be aware of visual supports
- Explicit programming to promote abstract and non-literal comprehension





Abstract and Non-Literal Language

- Must work on comprehension of gestures and prosody
- Must be aware of participants limitations with regard to non-literal language
- Teach compensatory skills

