





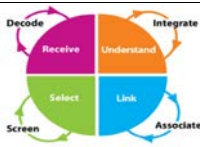



Verbal communication differences in the autism spectrum

Communication area	Difference in autism / how this can present in autistics 	Strategies for educators
 <p>Filtering input</p>	<ul style="list-style-type: none"> Struggle to filter sounds and know which sounds to attend to Experience sounds as overwhelming Struggle to look AND listen at the same time 	<ul style="list-style-type: none"> Keep background noise down &/or let student work in quiet area Let student wear headphones Do NOT require eye contact, ask student to orientate towards only
 <p>Prioritizing input</p>	<ul style="list-style-type: none"> No preference for human voices Struggle to know what to listen to when Can get caught up in listening to 'captivating sounds' 	<ul style="list-style-type: none"> Signal to gain attention before speaking using a pre-arranged signal that all students recognise Let student wear headphones
 <p>Literal language</p>	<ul style="list-style-type: none"> Say what I mean and mean what I say Interpret language literally Misinterpret idioms and slang Use own name not pronouns 	<ul style="list-style-type: none"> Don't ask questions unless you are prepared for an answer Say what you mean and mean what you say Model pronoun use
 <p>Repetitive language/echolalia</p>	<ul style="list-style-type: none"> Repeat words or phrases immediately after hearing them; eg repeating a question instead of answering it Repeat words or phrases after a delay; eg using phrases from a movie Use scripted language in interactions; eg using a particular phrase to start every conversation 	<ul style="list-style-type: none"> Model responses but do not correct; eg move on to next part of conversation Try and interpret why that phrase was chosen and respond to probable meaning Teach a variety of scripts for interactions
 <p>Language skill development</p>	<ul style="list-style-type: none"> Uneven skill and vocabulary development eg; higher level vocabulary in areas of interest May not respond to or initiate speech whilst having reasonable understanding or may talk fluently with gaps in understanding May not understand/use or notice body language 	<ul style="list-style-type: none"> Introduce new vocabulary and develop new communication skills through areas of interest Scaffold two way communication, check understanding and provide reasons to communicate needs/wants Narrate your body language; eg I am smiling because I am happy
 <p>Auditory processing</p>	<ul style="list-style-type: none"> May struggle to process speech; eg can only understand 1 step instruction May need time to respond to questions May have a perfect auditory memory 	<ul style="list-style-type: none"> Check how many steps at a time can be processed, then communicate using this Provide the required time and teach peers to provide time Use this to aide leaning (rote)
 <p>Use of context</p>	<ul style="list-style-type: none"> May monologue on topics of interest May not be able to speak when anxious or distressed May miss contextual cues that would assist understanding. 	<ul style="list-style-type: none"> Provide time to talk about interest Provide alternate communication system and do interoception Narrate contextual cues; eg I am saying hello because it is the first time I have seen you today
<p>Detail focus</p>	<ul style="list-style-type: none"> May get stuck on one detail of information in verbal form and miss the important chunks before and after 	<ul style="list-style-type: none"> Check for comprehension Use task checklists Explain, wait, re-explain