

# ASD

## UNLOCKING LANGUAGE



**A Program to Teach  
Language and Communication**

**Marion Blank, Ph.D. & Suzanne Goh, M.D.**

# Asd Unlocking Language A Program To Teach Language And Communication

**Adrienne Fitzer, Peter Sturmey**



## **Asd Unlocking Language A Program To Teach Language And Communication:**

Asd Unlocking Language Marion Blank, Suzanne Goh, 2013-12 What is ASD Unlocking Language and what can it accomplish ASD Unlocking Language is a program designed to teach effective language and communication to children with autism spectrum disorders and other developmental conditions that affect language Upon successful completion of the program children are able to understand and talk about past present and future events in their home life such as eating playing bathing and dressing past present and future events in the outside world such as visits to the supermarket a trip to the zoo and activities at school simple stories and other early literacy skills Mastery of these skills enables children to become more active participants in the world around them The program may be implemented by a parent teacher therapist or other dedicated adult Who is the program for The program is for children who meet the following criteria In language the ability to say at least two words in sequence either spontaneously or through imitation such as go home bye bye want cookie While behaviors like these are fragmentary they are significant indicators that the child has the perceptual and motor base required for spoken language In behavior the willingness to respond effectively to adult guidance To benefit from language instruction a child must be able to cooperate in the teaching process If a foundation of cooperation is not yet present it can be established through the behavioral program outlined in Spectacular Bond Reaching the Child with Autism by Dr Marion Blank Dr Suzanne Goh and Susan Deland It is advisable to postpone ASD Unlocking Language until the Spectacular Bond program has been completed How is the program organized ASD Unlocking Language is organized into short daily sessions lasting about 20 to 30 minutes each Sessions take place once per day four or five days per week Skills taught in the lessons are also practiced outside the session in real world settings Depending on the child s skill and rate of progress the full program takes from 6 to 18 months to complete There are two components to the program Pre Language Skills and Language Skills

**Asd Unlocking Language** Marion Blank, Suzanne Goh, 2014-01-25 What is ASD Unlocking Language and what can it accomplish ASD Unlocking Language is a program designed to teach effective language and communication to children with autism spectrum disorders and other developmental conditions that affect language Upon successful completion of the program children are able to understand and talk about past present and future events in their home life such as eating playing bathing and dressing past present and future events in the outside world such as visits to the supermarket a trip to the zoo and activities at school simple stories and other early literacy skills Mastery of these skills enables children to become more active participants in the world around them The program may be implemented by a parent teacher therapist or other dedicated adult Who is the program for The program is for children who meet the following criteria In language the ability to say at least two words in sequence either spontaneously or through imitation such as go home bye bye want cookie While behaviors like these are fragmentary they are significant indicators that the child has the perceptual and motor base required for spoken language In behavior the willingness to respond effectively to adult guidance

To benefit from language instruction a child must be able to cooperate in the teaching process. If a foundation of cooperation is not yet present it can be established through the behavioral program outlined in *Spectacular Bond Reaching the Child with Autism* by Dr Marion Blank, Dr Suzanne Goh and Susan Deland. It is advisable to postpone ASD Unlocking Language until the Spectacular Bond program has been completed. How is the program organized? ASD Unlocking Language is organized into short daily sessions lasting about 20 to 30 minutes each. Sessions take place once per day four or five days per week. Skills taught in the lessons are also practiced outside the session in real world settings. Depending on the child's skill and rate of progress the full program takes from 6 to 18 months to complete. There are two components to the program: Pre Language Skills and Language Skills.

*Autism Communication Methods* Gideon Saxon, AI, 2025-05-05. *Autism Communication Methods* addresses the critical need for effective communication strategies for individuals with Autism Spectrum Disorder (ASD). It explores diverse communication styles focusing on practical tools like the Picture Exchange Communication System (PECS) and digital interfaces. The book emphasizes a multifaceted approach arguing that combining established methods with modern technology offers the best path to enhancing communication skills. For example, the book details how PECS can help individuals initiate communication, reducing frustration and promoting independence. The book progresses from foundational principles of communication challenges experienced by individuals with ASD to a detailed examination of PECS and then explores digital interfaces. It also covers how to create individualized support plans. What sets this book apart is its blended approach integrating traditional and digital tools and its emphasis on personalized strategies tailored to individual needs. This perspective recognizes the evolving landscape of technology and its potential to revolutionize communication support. Ultimately, this Parenting and Psychology focused book provides evidence based guidance in an accessible manner, making it a valuable resource for parents, educators and therapists seeking to improve communication skills and foster greater inclusion for individuals with autism. Each chapter builds upon the previous offering practical applications and insights for real world scenarios.

**Introducing Autism** Ruth Eren, 2024-06-01. Written by educators for educators, *Introducing Autism: Theory and Evidence Based Practices for Teaching Individuals With ASD* is an introductory text offering a broad picture of Autism Spectrum Disorder for students, teachers, related service providers and other school personnel who are engaged in the education of individuals with ASD. *Introducing Autism* imparts knowledge and understanding of the broad spectrum of ASD and suggests evidence based practices to support this population. Editor Dr Ruth Eren and the text contributors provide readers with a firm foundation of facts, strategies and processes that help explain and address the complex profile of an individual with ASD. As a result of this understanding, current and future practitioners will be equipped with the skills and strategies to work collaboratively and effectively with their school team as they create a program for a student on the spectrum. What's included in *Introducing Autism*: Content supported by case studies based in authentic educational settings; Evidence based practices suggested for use in the classroom; Voices from the Spectrum sections in each chapter which

feature the viewpoints from individuals on the spectrum

**Introducing Autism Theory and Evidence Based Practices for Teaching Individuals With ASD** will enable universities to offer a comprehensive course that provides a strong foundation of knowledge and understanding of ASD to prepare teachers and related service providers for certification

**Teaching Kids with Learning Difficulties in Today's Classroom** Susan Winebrenner, Lisa Kiss, 2017-02-28 A gold mine of practical easy to use teaching methods strategies and tips to improve learning outcomes for students who score below proficiency levels This fully revised and updated third edition of Teaching Kids with Learning Difficulties in Today's Classroom provides information on integrated learning problem solving and critical thinking in line with Common Core State Standards and 21st century skills It reflects the use of technology and schoolwide cluster grouping in support of all students and includes proven practical classroom tested strategies and step by step instructions for how to use them Sidebars throughout highlight special information for working with students on the autism spectrum tech tips describe technologies that are especially useful for kids with LD Digital content includes all of the book's customizable forms additional content organization charts and a PDF presentation for book study groups and professional development

*Special Needs, Different Abilities* Marjorie S. Schiering, 2019-07-24 This book describes the Interactive Method IM for teaching different abilities special needs and all learners It involves hands on techniques for retention of curriculum and the teaching of thinking from the elementary through college years Types of comprehension are defined along with how memory works Chapters address types of special needs and defines the term and different abilities in conjunction with creating lessons that result in memory acquisition and transference to personal success on tests or exams as well as daily situations regarding experiential learning Also offered are entry level means of instruction for developing a sense of self confidence efficacy reliance and skills necessary for future learning challenges In conjunction with this is the Reciprocal Thinking Skills Cognition to Metacognition Chart for identification and application of what one is thinking when engaged in the aforementioned IM A few examples of this are provided through a listing and explanation of the values of this method lesson objectives and application of these Personal narratives are provided by teachers and or parents of children with different abilities before the author's closing comments respective of one's being enough and practice of providing lift up statements to encourage student learners in the academic and social cognition environments

**Asd Pre-Speaking Program** Marion Blank, Suzanne Goh, 2014-02-10 ASD Pre Speaking Program is designed to teach a range of cognitive and linguistic skills to non verbal children with autism spectrum disorders and other developmental conditions that interfere with language development Note The term non verbal is often misleading since many of the children can comprehend and incorporate language A more accurate term would be non speaking Upon successful completion of the program children are able to attend to directions guidance and input from adults sustain attention to cognitive demands for periods up to 15 to 20 minutes gain the ability to retain increasingly complex sequences of visual information comprehend and respond to increasingly complex language based demands ASD Pre

Speaking may be implemented by a parent teacher therapist or other dedicated adult ASD Pre Speaking is organized into short daily sessions lasting about 15 to 20 minutes each Sessions take place once per day four or five days per week Skills taught in the lessons are also practiced outside the session in real world settings Depending on the child s skill and rate of progress the full program takes from 2 to 6 months to complete Four activities are used with each aimed at fostering attention sequencing memory and language Each activity starts with processing one piece of information e g matching one picture to another and then moves steadily so that the child is incorporating reviewing and acting upon four pieces of information e g having seen four pictures that are no longer in view the child selects via memory four pictures that match the originals NOTE This program is also included as part of ASD Unlocking Language Child Language Development Sandra Bochner, Jane Jones, 2008-04-30 This publication is concerned with the early stages of language acquisition and is designed for use by early childhood teachers nursery nurses special education teachers and others working with children experiencing difficulties in learning to talk Procedures are described that can be used to assess a child s current skills and plan activities to increase communicative competence The programme described is based on a developmental sequence that moves the early skills of joint attention turn taking and appropriate play to the more complex skills of asking and answering questions Other issues discussed include sound development and intelligibility the use of augmentative and alternative communication as stepping stones to speech working with children and with families The second edition has an expanded focus on the place of communicative intentions in early language development

**Language development in children with autism spectrum disorders** Oliver Selzer, 2013-01-15 Seminar paper from the year 2012 in the subject Pedagogy Pedagogic Psychology grade 2.0 University of Cologne language English abstract The development or acquisition of language separates the human being from any other mammal enabling him to efficiently communicate and socialize with every other member of the same race Thus acquiring and developing this form of communication is crucial not only for means of transporting meaning itself but for ensuring the human race to exist Under normal circumstances every child can acquire every existing language depending on its surrounding cf chapter two Normal circumstances imply medical cognitive and social parameters if these three determining factors play together typically a child may acquire a language in a stage like order In each stage fundamental elements or rules of language are being learned e g phonology morphology prosody etc In case of an autism spectrum disorder one or more of the three determining factors is deficient hence the acquisition of language deviates from its typical course As will be described in chapter one the actual type of autism plays a pivotal role in how problems in language acquisition will manifest e g children with Asperger syndrome or some other type of high functioning autism will be more likely to have problems in Pragmatics whereas children with low functioning type of autism may be challenged with producing language at all Hence in this paper I will examine this deviant development by looking closely into the fundamental rules of language in typical and autistic learners I will introduce very basic knowledge on medical cognitive and

social impairments autism spectrum disorders may consist of then the above mentioned comparison of fields of language will be conducted Chapter four will conclude with prospects on therapeutics and teaching introducing concepts and constructing possible classroom intervention

**The Autism Language Launcher** Kate Wilde, 2019-08-21 Do you want to help your child on the autism spectrum to verbally communicate with you and others You've picked up the right book The Autism Language Launcher gives you something totally new a step by step guide that ignites language lift off by using methods such as tapping into your child's innate intelligence going with your child instead of against your child and providing techniques that work with adults on the spectrum Written for parents relatives professionals educators or caregivers of a child or adult who is not yet verbal making some sounds using some words speaking in single words or using two word phrases this book uses the author's decades of experience with children and adults on the spectrum Kate also demonstrates how to effectively address your child's echolalia repetitious language and repetitive questions in a way that your child will find supportive bonding and even joyful Ultimately this book shows you how to make language happen

**T.E.L.L. (Teach Early Language for Living)** Susan Cairns, Moira Pieterse, Robin Treloar, Marilyn Cross, 1984 *Teaching Autistic Children to Communicate* Paige Shaughnessy Hinerman, 1983

**T.E.L.L.** Susan Cairns, Moira Monica Pieterse, 1983

**Language and Autism** Adrienne Fitzner, Peter Sturmey, 2009 This volume will provide the reader with a concise overview of applied behavioral interventions for language in people with autism spectrum disorders It is an edited work consisting of 12 chapters organized into two broad sections Part I deals with general aspects of language in people with ASD such as the nature of language impairments general approaches to language teaching behavioral conceptions of language and the evidence base for which approaches are effective Part II addresses specific programmatic issues including particular intervention questions such as how to teach specific functions e.g. mands tacts intraverbals and echoics specific intervention methods e.g. discrete trial training natural language paradigm and incidental teaching and intervening for problematic aspects of verbal behavior e.g. prosody and maladaptive verbal behavior

**Functional Language Program for Children** Jennifer Perkins Faulk, 2012

**Learning to Talk** Sandra Bochner, Penny Price, Linda Salamon, 1988 Guidelines for assessing the current language skills of a language delayed child and increasing the child's level of communicative competence are provided based on experience at the Environmental Language Intervention Project at Macquarie University's Special Education Centre in Australia The program is organized around five sequentially ordered levels from looking with an adult at an interesting event to the more complex skill of asking and answering questions Chapter 1 defines language and its stages of acquisition and chapter 2 outlines the steps in organizing and setting up a language program The kind of adult language facilitating children's language acquisition is outlined in chapter 3 The following five chapters describe procedures for assessing a child's current level of communication skill and for teaching new skills The levels include 1 prerequisites for talking 2 performatives and protowords 3 single words 4 early sentences and 5 ways of extending the meaning expressed by the child Chapter 9 suggests

ideas for implementing language training activities with groups and chapter 10 explores some issues in the use of signs as a supplement to speech The program is reviewed in chapter 11 Assessment and record forms are appended MSE

**Language Development: Foundations, Processes, and Clinical Applications** Brian B. Shulman, Nina Capone Singleton, 2009-02-19 **T.E.L.L** Sue Cairns, Moira Pieterse, 1984 Teaching Language to Children with Autism Or Other Developmental Disabilities Mark L. Sundberg, James W. Partington, 1998 Aux tats Unis il y a quelques millions d enfants qui ont re u un diagnostic de troubles reli s l enfance Le chiffre r el est inconnu mais certains parlent de 3 5% des enfants Am ricains qui rencontrent diverses difficult s Selon le DSM IV et l American Psychiatric Association c est la d ficience intellectuelle et les troubles envahissants du d veloppement qui sont les plus exigeants pour tablir une intervention ad quate Ces troubles seront pr sents toute la vie durant et n cessiteront une intervention intensive en raison de la d ficience intellectuelle de la d ficience de la parole et du langage de l adaptation sociale et de la d ficience physique associ e avec ceux ci Dans l optique d une intervention pr coce et de strat gies ducatives le but de ce document est d aider les parents et le personnel professionnel et sp cialis mieux comprendre la d ficience du langage et de la parole ainsi qu leur offrir des lignes directrices pour la mise en place d une valuation et d apprentissages individualis s Il est question des enfants autistes cependant l valuation et le mod le d intervention utilis s peuvent s appliquer une vari t d autres enfants rencontrant des difficult s du langage et de la parole telles le syndrome d Asperger le syndrome de Down le syndrome du X fragile ou de la d ficience intellectuelle Les aspects touch s par ce document portent sur l valuation du langage dans une perspective b haviorale et de l interpr tation de cette valuation de la communication de la mise en place d une intervention pour le d veloppement du langage de l imitation de l cholalie et de divers apprentissages d appariement de relations interpersonnelles de la r ception de l information ainsi que des besoins de l environnement et du milieu scolaire Language Builders for Verbal ASD Liz Elks, Henrietta McLachlan, 2009



## Reviewing **Asd Unlocking Language A Program To Teach Language And Communication**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Asd Unlocking Language A Program To Teach Language And Communication**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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### **Asd Unlocking Language A Program To Teach Language And Communication Introduction**

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