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ARTICLE: Comparing Response Modes During Functional Communication Training:

Efficacy of Acquisition and Preference for Students with Autism

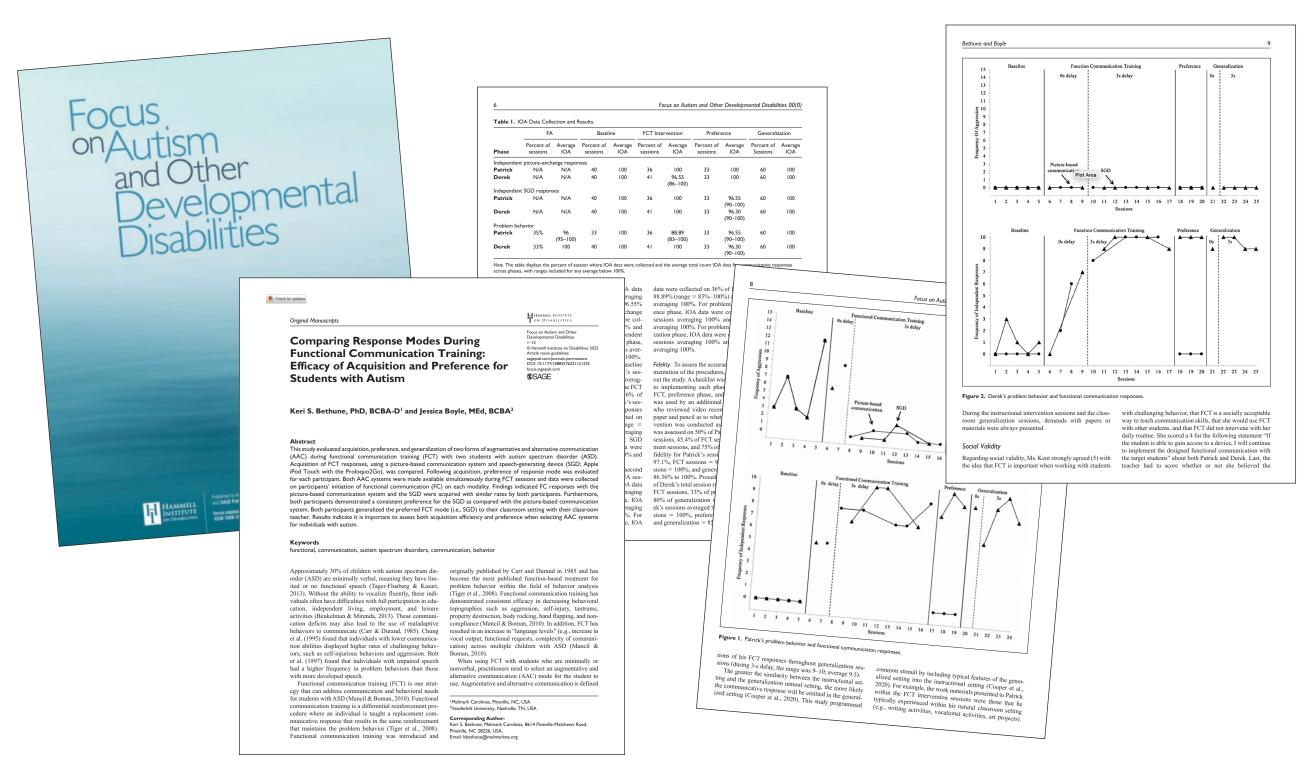
Approximately 30% of children with autism spectrum disorder (ASD) are minimally verbal, meaning they have limited or no functional speech (Tager-Flusberg & Kasari, 2013). Without the ability to vocalize fluently, these individuals often have difficulties with full participation in education, independent living, employment, and leisure activities (Beukelman & Mirenda, 2013).

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The study showed the importance of examining acquisition efficiency and preference for a particular AAC device before deciding which device should be given to a student with limited vocal communication. The AAC devices are often given to students with limited communication without assessing their acquisition or preference for that device.

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