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EICHSTÄTT-INGOLSTADT

**COMMUNICATION CHALLENGES IN AUTISM SPECTRUM DISORDER,  
DEVELOPMENTAL LANGUAGE DISORDER, AND SPECIFIC LEARNING DISORDERS**

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MA Special Education,

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## STEP 1

# PRESENTATIONS

# PEER EVALUATION PER GROUP

<https://www.smartsurvey.co.uk/s/PY18RW/>

1 HOUR

	ASD	SLD	SLD (with comorbid ASD reading)
Problems in social communication	+	+	+
Restricted and repetitive behaviour, interests, activities	+		
Communication difficulties (interaction)	+	+	+
Less expected to initiate conversations	+		
Difficulty with comprehension in general	+	+	
Difficulty Inferring from texts			+
Decreased understanding towards others' feelings	+		
Difficulty understanding and using spoken language		+	+
Difficulty in understanding words and long sentences		+	
Difficulty in fiinding the words they want to use		+	
Difficulty in saying what they want to say, even though they have ideas		+	
Putting their ideas into sentences that others can understand		+	+
Cognitive difficulties (e.g., in short term, working and procedural) memory		+	+
Poor Word reading accuracy and decoding			+
Poor Reading rate or fluency			+

			reading)
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Restricted and repetitive behaviour, interests, activities	+		
Communication difficulties (interaction)	+	+	
Less expected to initiate conversations	+		
Difficulty with comprehension in general	+	+	
Difficulty Inferring from texts	+		+
Decreased understanding towards others' feelings	+		
Difficulty understanding and using spoken language		+	
Difficulty in understanding words and long sentences		+	
Difficulty in finding the words they want to use		+	
Difficulty in saying what they want to say, even though they have ideas		+	
Putting their ideas into sentences that others can understand		+	
Cognitive difficulties (e.g., in short term, working and procedural) memory		+	+
Poor Word reading accuracy and decoding			+
Poor Reading rate or fluency			+

# ACCOMMODATING COMMUNICATION

<https://www.youtube.com/watch?v=TPDxa7NzLCY>

<https://www.youtube.com/watch?v=wSQCSmjwces>

## PERSONALISATION OF KNOWLEDGE

Taking into consideration:

- a) the difficulties discussed in the three disorders,
- b) the accommodations in communication you have watched in the videos,
- c) your knowledge and experience in foreign language teaching

DISCUSS.....

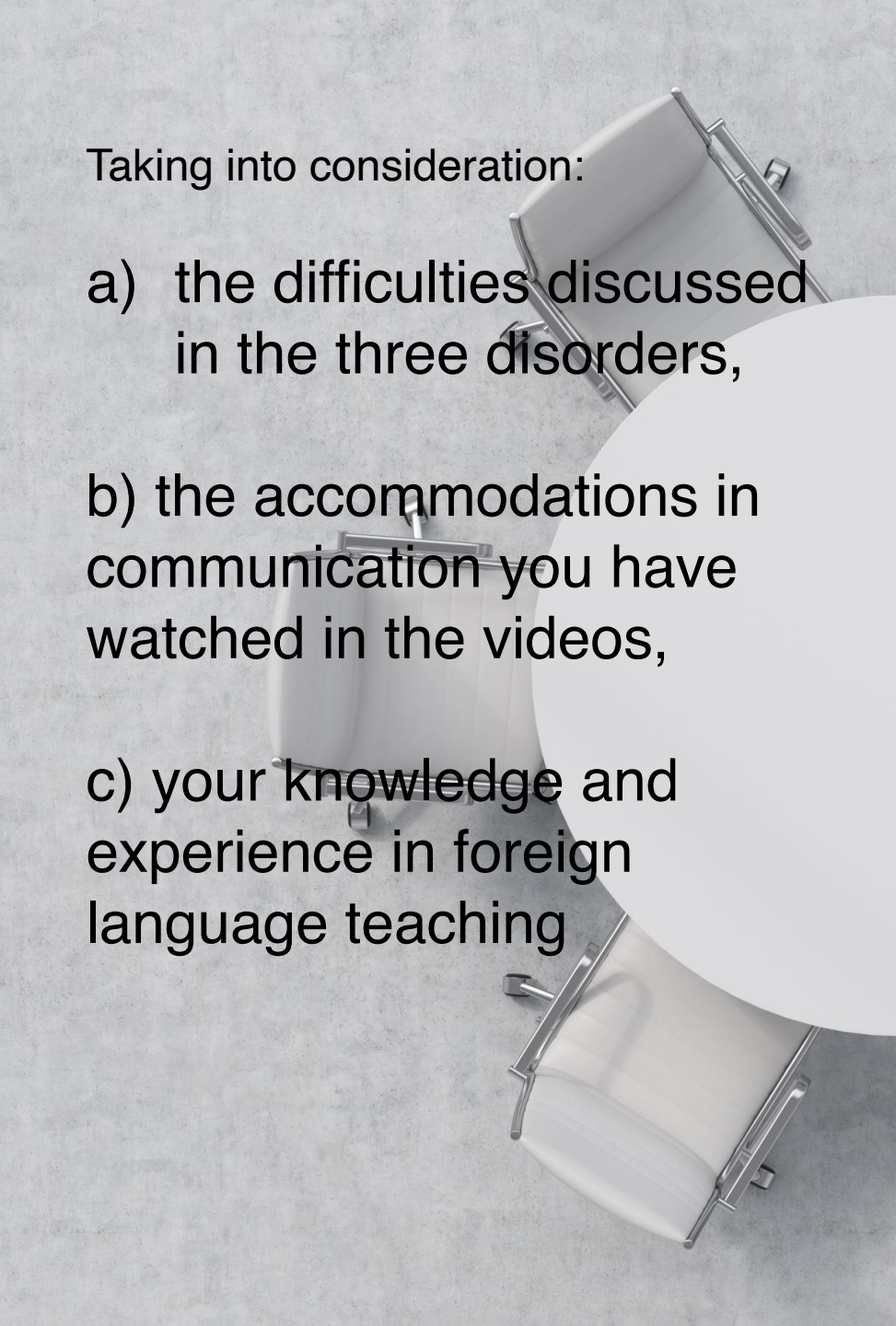




## CLASS DISCUSSION

Write down **two** vocabulary instruction strategies with your partner to **teach foreign language vocabulary** to your students who have:

- a) ASD,
- b) DLD,
- c) SLD (with impairment in reading).  
(2 strategies for each disorder).



Taking into consideration:

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(2 strategies for each disorder).



**His teachers said he was mentally slow, unsociable, and adrift in his foolish dreams.**



## ALBERT EINSTEIN

"School failed me, and I failed the school. It bored me. The teachers behaved like Feldwebel (sergeants). I wanted to learn what I wanted to know, but they wanted me to learn for the exam. What I hated most was the competitive system there, and especially sports. Because of this, I wasn't worth anything, and several times they suggested I leave."

# EVALUATION TOOLS

## [PEER EVALUATION](#)

<https://www.smartsurvey.co.uk/s/PY18RW/>

## [LESSON EVALUATION](#)

<https://www.smartsurvey.co.uk/s/8WNCES/>

THANK YOU FOR YOUR  
PARTICIPATION