



Enabling Communication in Children with Autism

Carol Potter, Christopher Whittaker

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Addressing the complex issue of what constitutes a communication enabling environment for children with autism who use little or no speech, Potter and Whittaker show that the communication of these children can be significantly affected by a range of social and environmental influences. As well as providing an overview of the theoretical issues involved, *Enabling Communication in Children with Autism* provides detailed practical advice. Key elements of the recommended approach include

- * the use of minimal speech
- * proximal communication
- * the use of appropriate systems of communication including multipointing
- * providing many and varied opportunities for communication.

Arguing that encouraging spontaneous communication should be viewed as a major educational goal for these children, Potter and Whittaker demonstrate that these children can and do communicate in enabling environments and provide practical, proven strategies for creating such environments.

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