

CSULA NSSLHA Newsletter

April
2022



World Autism Month

What is Autism Spectrum Disorder (ASD?)

Autism spectrum disorder (ASD) is a neurodevelopmental disorder that is characterized by deficits in social communication and social interaction and includes the presence of restricted, repetitive behaviors. The core features of ASD include impairments in social communication, language, and related cognitive skills, and behavioral and emotional challenges. In addition to these features, there may also be sensory and feeding challenges present.

Changing Perspectives...

While ASD is categorized as a disorder in the Diagnostic Statistical Manual-Fifth Edition (DSM-5), individuals diagnosed with ASD have started to embrace their diagnosis as part of their identity. Neurodiversity is a common term used to describe the differences in the human brain that affect how one experiences and interacts with the world around them. ASD, ADHD, and Tourett's are examples of disorders in which a person may consider themselves neurodiverse, shifting the focus from impairment to identity.

Characteristics of ASD

ASD has common characteristics across the areas of language, cognition, social-emotion, and sensory processing. These characteristics can look different across the spectrum depending on the individual. Some social communication deficits result in impairments in joint attention and social reciprocity. Additional challenges with verbal and nonverbal communication behaviors for social interaction may be present.

Characteristics of Language and Cognition

- Delayed or impaired acquisition of words, word combinations, and syntax
- Deficits in use and understanding of nonverbal and verbal communication
- Vocal development deficits
- Symbolic play deficits
- Conversation deficits
- Literacy deficits
- Executive functioning deficits

Social-Emotional Characteristics

- Problems dealing with changes in routine
- Problems generalizing learned skills
- Difficulty sleeping
- Anxiety and/or social withdrawal
- Depression
- Restricted, repetitive patterns of behavior, interests, or activities

Sensory and Feeding Challenges

- Sensory modality difficulties
- Preference for nonsocial stimuli
- Patterns of food acceptance or rejection based on food texture of presentation
- Consumption of a smaller variety of foods



Between Friends

CSULA'S Adult ASD Communication Group

About the Group

The Between Friends Program is a social skills group facilitated by our very own CSULA SLP graduate students. It is a group for young adults with ASD and related social communication difficulties. Members participate in social problem-solving activities that include: learning to negotiate conversations in an age-appropriate manner; using social media wisely; dating etiquette; choosing and making friends; and using humor appropriately. The goal of Between Friends is to help clients build effective social relationships within a supportive group environment.

STUDENT CLINICIAN INTERVIEWS

Kamelah

It's been such a great experience. An Autism diagnosis has such a wide spectrum and I have seen that first hand as each of the clients in group are unique in their personalities, beliefs, cultures, etc. I have learned just how important wait time is for my client. It allows my client to process information and to think of a response. For the group, we focus more on the pragmatics. It's been such a fun experience to work with the other clinicians to create a space for friendships.

Describe your experiences with the group

Charlie

My experience so far has been amazing. All of the clients who participate in Between Friends bring something special to each session. Every week we learn something new about our Friends and it's great to see them shine.

Marissa

It's been very positive! Even though it has been challenging at times, Dr. Horner has helped mentor and advise us on how to support our clients to their fullest potential. This has pushed us to reach our fullest potential too. I've learned so much about how to be present and wait patiently for our clients in conversation.

Between Friends

CSULA'S Adult ASD Communication Group

STUDENT CLINICIAN INTERVIEWS

Continued

What are some client highlights?

Charlie

My client is a special individual. He is full of surprises and has been in Between Friends for some time now. So he acts like the leader of the group at points and it just makes me happy because he really cares about his Friends. We have a part of Between Friends where one of our clients will be the "Friend of the Week." This entails them picking the topic for next week and presenting something. My client decided the topic would be video games and presented a video of himself rapping. I was really proud of him.

Marissa

I love all of our clients! Each person is so unique and they bring their own quirks to our group conversations. For my client specifically, he has a lot to share, is very supportive of the other clients, he's kind, and he's working incredibly hard to learn appropriate responses in both casual conversations and for career purposes (email, networking, etc).

Between Friends

CSULA'S Adult ASD Communication Group

STUDENT CLINICIAN INTERVIEWS

Continued

How this program impacted your view on ASD?

Charlie

Our Friends are amazing individuals who have their own special interests, live full lives, and want to do the same things as any other young adult.

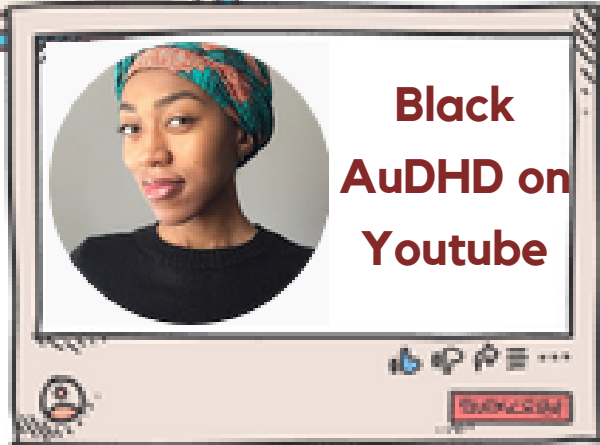
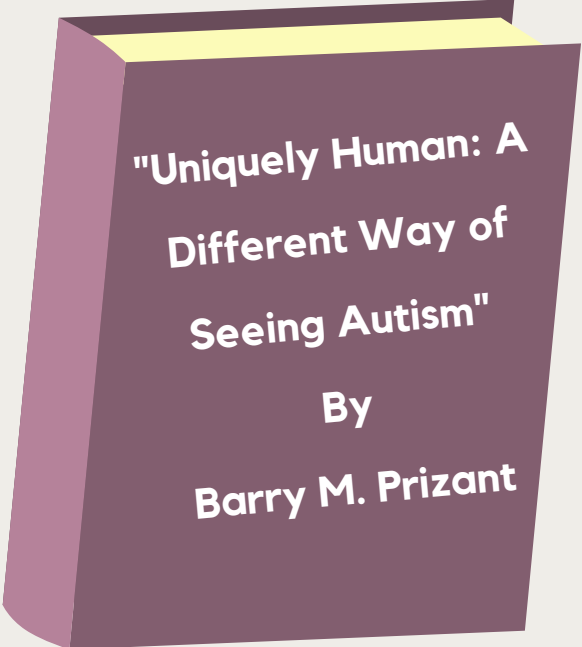
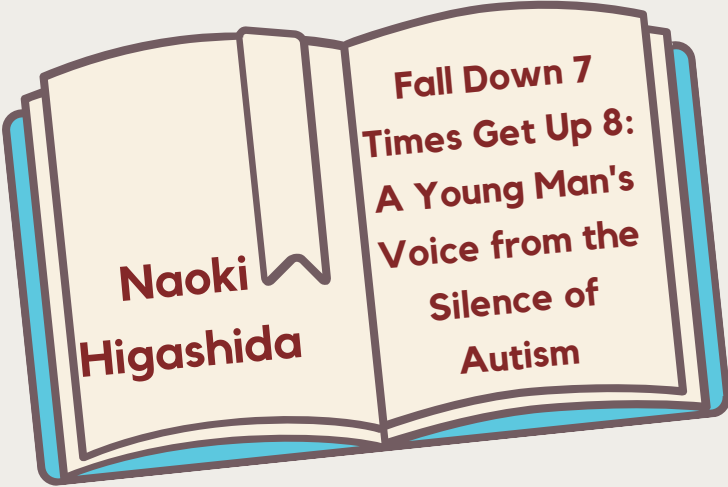
Marissa

I had never worked with anyone on the spectrum before this semester so it was truly eye-opening. It has also made me aware of how ableism had shaped my views prior to studying communication disorders. The group has shifted my perspective from seeing them as people who are disabled to people who are neurodivergent. Because of Between Friends, I'm considering working with this population in the future.

Kamelah

I've noticed that there is such a huge misconception around the term "Autism" and it's ultimately due to a lack of awareness or knowledge. Neuro typical people at times assume that each individual with Autism will be or act the same. It is important not to assume behaviors of someone due to a diagnosis. Our professors have always told us if you have treated an individual with a certain diagnosis, you have treated that one individual with that diagnosis. We cannot assume the same for each client we treat. This is something I hope to spread more awareness about.

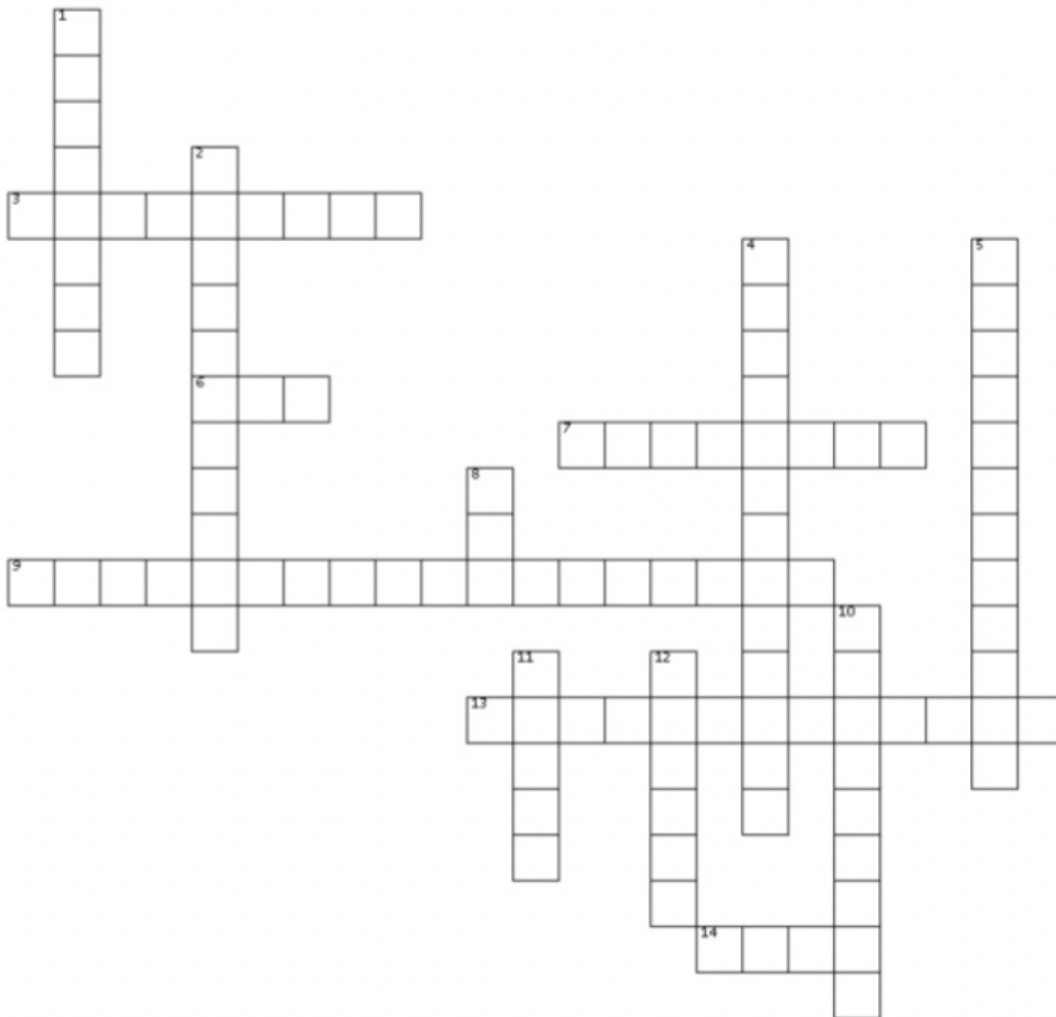
ASD-Centered Media Recommendations



April Crossword Puzzle

Complete the crossword puzzle and submit it to the NSSLHA points form to earn 5 NSSLHA Points.

Autism Spectrum Disorder



ACROSS

- 3. Each person with ASD has a distinct set of _____ and challenges
- 6. Acronym for the most commonly used behavioral interventions for ASD
- 7. The last word in the acronym ASD
- 9. ASD is a _____ disorder
- 13. ASD is characterized by deficits in social _____
- 14. More _____ than girls are diagnosed with ASD

DOWN

- 1. The second word in the acronym ASD
- 2. ASD is characterized by deficits in social _____
- 4. ASD awareness leads to greater _____
- 5. Early _____ leads to positive outcomes later in life for people with ASD
- 8. Most family and caregivers report observing symptoms of ASD with the first _____ years
- 10. One of the best ways to promote _____ is through discussion
- 11. April 2 is _____ Autism Awareness Day
- 12. The first word in the acronym ASD

PERSONAL STATEMENT TIPS

Applying to grad school? Here are some tips to consider when writing your personal statement

Make sure it's cohesive and concise! Your personal statement should be short and sweet. Make sure it's straight to the point but effective

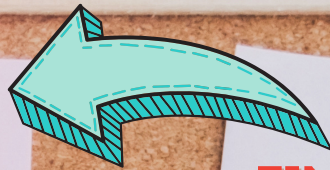
Research the schools you're applying to and what they have to offer. Mention how you can contribute to the program whether it's research or other things.

Be personal and unique! Write about the specific qualities and experiences that make you who you are. Keep in mind that admissions committees read hundreds of these, so find a way to stand out.

Don't just tell schools you're applying to that you're a good candidate but also show them why and how. Including examples of volunteer work, school related extracurricular or personal experiences.

If you are struggling or would like some extra support, consider COMD peer mentoring or making an appointment at the CSULA writing center!

NSSLHA Announcements



**CSULA NSSLHA
SPRING 2022 MEET &
GREET!**

4/27 @ 7:15pm-8:15pm

ID: 811 0774 5963

PW: SOCIAL22

**FINAL
CSULA
NSSLHA
MEETING
OF
SPRING
22!!!**

CSULA SPEAK!
Thursdays 7pm-8pm
ID: 819 1648 1133

Hidden Curriculum

4/26 @3:30pm

ID: 893 7173 6614

Peer Mentoring

Monday-Thursday

3:30pm-5:00pm

ID: 893 7173 6614

**COMD Graduation &
Honors Celebration!**

May 18, 2022

GE Ballrooms

**Graduating this
May?**

**See page 12 for
info on grad gifts**

**Interested in
Research
Participation?**

**See page 13 for info
on research
involvement**

CSULA NSSLHA
Spring 2022
Meet and Greet

WEDNESDAY 04/27/2022
7:15 PM - 8:15 PM

Join us via Zoom!

Zoom Link:

[https://calstatela.zoom.us/j/81107745963?
pwd=RG1RdVUvSStnUnNhaVF2bTMzUVVydz09](https://calstatela.zoom.us/j/81107745963?pwd=RG1RdVUvSStnUnNhaVF2bTMzUVVydz09)

Meeting ID: 811 0774 5963
Passcode: SOCIAL22

HIDDEN CURRICULUM

ARE YOU AN UNDERGRAD?
CERTIFICATE STUDENT?
TRANSFER STUDENT?
STUDENT???

JOIN US!


FOR A PEER MENTORING EVENT TO
DISCUSS...

1. WHICH CLASSES TO TAKE/ WHAT ORDER?
2. HOW TO REACH OUT TO PROFESSORS.
3. NAVIGATE STUDENT LIFE/ HOW TO GET INVOLVED.
& MORE!

When: Tuesday, April 26 @ 3:30 p.m.

Zoom Peer Mentoring :

893 7173 6614

 Apr 26

GRADUATION GIFT FORM

If you are graduating and have been active for TWO consecutive semesters, complete the form in our website to receive the graduation gifts (e.g., NSSLHA cords, stickers, pen, etc.)

www.csulansslha.com



Neuromotor Processes in Second-Language Word Recognition

IN THIS STUDY WE HOPE TO LEARN ABOUT THE
ROLE OF THE MOTOR CORTEX ASSOCIATED WITH
SPEECH PRODUCTION IN THE COMPREHENSION OF
THE NATIVE AND THE SECOND LANGUAGE

We will ask you to participate in a word-to-picture
matching task for approximately 45 minutes.

To learn more, contact:

Sarah Duarte

sduart20@calstatela.edu

To Participate You Must be:

18+ Years old

Bilingual (English and Spanish) or

English monolingual

Location: King Hall B122A, California
State University, Los Angeles.

THIS PROJECT HAS BEEN REVIEWED BY THE CALIFORNIA
STATE UNIVERSITY, LOS ANGELES INSTITUTIONAL
REVIEW BOARD FOR THE PROTECTION OF HUMAN
SUBJECTS IN RESEARCH. ADDITIONAL CONCERNS AND
COMPLAINTS, OR QUESTIONS REGARDING YOUR
RIGHTS AS A RESEARCH PARTICIPANT, SHOULD BE
DIRECTED TO THE ASSOCIATE VICE PRESIDENT FOR
RESEARCH (Phone number: 323-343-5368).



S.P.E.A.K.

Stuttering: People, Experiences, Awareness and Knowledge

Are you a person who stutters? Do you know a person who stutters? Are you a fluent ally that wants to support those who stutter?

About 5% of children stutter and about 1% of adults stutter. For those who stutter, it is a communication disorder that has adverse negative effects on their social life and mental health. Oftentimes, life for someone who stutters feels lonely — simply put, there are not many other people around who stutter. For that reason, there is a tremendous need to build a community for individuals who stutter and a tremendous need for education and awareness of the stuttering experience.

Join CSULA's newest organization! S.P.E.A.K. seeks to create an open and safe space for people who stutter and their allies to share their experiences with stuttering.

Where: Zoom

Meeting ID: 819 1648 1133

When: Weekly, Thursdays

@7:00-8:00pm

Contact: President - Alan Mendoza
amendo184@calstatela.edu

Zoom QR code





CSULA Department of
Communication Disorders



PEER MENTORING SPRING 2022

Monday-Thursday 3:30pm-5:00pm

**ZOOM MEETING ID:
893 7173 6614**

Join us to get assistance for your
COMD- related coursework and
questions and to connect with
peers!



NSSLHA Points

- Merch Mondays: 5 pts (25 pts max)
- General Meetings: 25 pts)
- Crossword Puzzles: 5 pts (see page 4)
- Peer Mentoring: 2 pts/day
- Volunteering: varies



To receive NSSLHA cords for graduation, NSSLHA members need to earn 75 points for two consecutive semesters

To receive points for completing your crossword, you must submit the attendance form (available on our website) with the completed crossword puzzle

Want to check your current totals?
Visit our website at www.csulansslha.com

