INTRODUCTION

This issue addresses syntax in school-age children, focusing on the effect of sentence combining treatment provided to weak writers. It further addresses inter-professional practice in schools, including values/ethics, roles and responsibilities, communication, and teamwork in early childhood settings, a clinic setting, and schools.

LEARNING OUTCOMES

You will be able to:

- identify the purpose of sentence combining treatment and to describe how it is carried out in practice.
- identify approaches to use when two members of a team have conflicting ideas.

PROGRAM HISTORY

Start date: July 12, 2018
Available through: July 12, 2021

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before July 12, 2021.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.10 ASHA CEUs (Intermediate level, Professional area).
Increasing Complex Syntax Use in Written Language in School-Age Students: A Multiple-Baseline Study of Sentence Combining
Celeste Domsch
Linda R. Rodriguez
Laura E. Titzman
Ellen Kester

Disclosures
Financial: Celeste Domsch has no relevant financial interests to disclose.
Linda R. Rodriguez has no relevant financial interests to disclose.
Laura E. Titzman has no relevant financial interests to disclose.
Ellen Kester has no relevant financial interests to disclose.
Nonfinancial: Celeste Domsch has no relevant nonfinancial interests to disclose.
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Laura E. Titzman has no relevant nonfinancial interests to disclose.
Ellen Kester has no relevant financial interests to disclose.

Speech-Language Pathologists Engaging in Interprofessional Practice: The Whole Is Greater Than the Sum of Its Parts
Ellen Stubbe Kester

Disclosures
Financial: Ellen Stubbe Kester has no relevant financial interests to disclose.
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