Grammar Assessment and Intervention for Multiple Populations

INTRODUCTION

Studies have shown that grammar is foundational to a child’s communication and academic growth. SLPs who work with children with development language disorders (DLD) – regardless of the etiology of the disorder – need effective research-based grammar interventions in their toolbox. The articles in this journal self-study (selected from a Language, Speech, and Hearing Services in Schools forum, “Morphosyntax Assessment and Intervention for Children”) describe evidence-based approaches for grammar assessment and treatment and provide tools to support goal-setting and progress monitoring. The articles discuss new approaches and practical implications for practice.

LEARNING OUTCOMES

You will be able to:

- Discuss the importance of grammar treatment for children with DLD
- Identify evidence-based assessment and treatment approaches for children with syntax and morphology difficulties
- Describe measures used to track graphic symbol communication for children who require AAC

CONTENTS


Tracking Early Sentence-Building Progress in Graphic Symbol Communication, by Cathy Binger, Jennifer Kent-Walsh, Nancy Harrington, and Quinn C. Hollerbach (https://doi.org/10.1044/2019_LSHSS-19-00065) ........................................ 12 pages


PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in Language, Speech, and Hearing Services in Schools
See the entire Forum: Morphosyntax Assessment and Intervention for Children:
https://pubs.asha.org/toc/lshss/51/2

Start date: May 19, 2021  
End date: May 19, 2026

To earn continuing education credit, you must complete and submit the learning assessment on or before May 19, 2026.

This course is offered for 0.8 ASHA CEUs (Intermediate level, Professional area).