Increasing Oral and Literate Language Skills of Children in Poverty

INTRODUCTION

This session will discuss the effects of poverty on low-socioeconomic-status (SES) children and investigate whether academic underachievement is caused by language impairment, environmental factors, or a combination of both. In order to differentiate language impairment from language difference based on environmental factors, participants will learn how to get away from knowledge-based testing and conduct dynamic assessment of information processing skills. We will address the issue of building oral and literate vocabulary skills in low-SES children and discuss how to build executive functioning skills as well. Increasing academic achievement and helping students in poverty meet new Common Core State Standards in language will be emphasized.

LEARNING OUTCOMES
You will be able to:
- carry out three methods of language testing that involve dynamic assessment and information processing
- explain 5-10 specific strategies for increasing vocabulary skills in low-socioeconomic-status (SES) students, including how to build vocabulary that supports knowledge required by Common Core State Standards
- describe three specific strategies for increasing the executive functioning skills of low-SES children

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PROGRAM HISTORY and IMPORTANT INFORMATION

Original start date: November 13, 2014
Peer reviewed: October 8, 2014, and May 7, 2017
End date: May 7, 2020
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To earn continuing education credit, you must complete and submit the learning assessment on or before May 7, 2020.

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 0.4 ASHA CEUs (Intermediate level, Professional area).

STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006