Teaching Approaches to Vocabulary and Word Learning

INTRODUCTION

A strong vocabulary is essential to social, academic, and professional success. Many people on the SLP’s caseload learn words slowly and, as a result, accrue a small, limited vocabulary. The good news is that word learning is a fairly tractable problem space. In this webinar, we will explore different approaches to word learning and how best to tailor word teaching to your clients.

LEARNING OUTCOMES

You will be able to:

- conduct a dynamic assessment of word learning
- select words to teach
- list three teaching strategies

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PROGRAM HISTORY AND IMPORTANT INFORMATION

Live recording date: February 7, 2017
Peer reviewed: November 25, 2017
End date: November 25, 2020

To earn continuing education credit, you must complete the learning assessment on or before November 25, 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 0.2 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