Take 5: Identifying Student Strengths

INTRODUCTION

SLPs often operate from a deficits perspective due to the practical need to focus on assessment and qualification for services. In this course – which is broken into six 5-minute blocks – the presenter will demonstrate how to focus on students’ communicative strengths in order to build rapport with students and foster positive, collaborative relationships with other stakeholders. Then the presenter will guide you through actionable steps to practice using a series of checklists to identify a student’s strengths and reflect on the results.

LEARNING OUTCOMES

You will be able to:

- Identify the communicative strengths of a student on your caseload who has social communication deficits

CONTENTS

Introduction to Concept ........................................................................................................ 5 min.
Review Examples .................................................................................................................. 5 min.
Create a Quick Plan ............................................................................................................. 5 min.
Try Your Plan ....................................................................................................................... 5 min.
Reflect on Your Plan ............................................................................................................ 5 min.
Learning Assessment ........................................................................................................... 5 min.

PROGRAM HISTORY and IMPORTANT INFORMATION

Original program date: August 6, 2018
End date: September 14, 2021

To earn continuing education credit, you must complete and submit the learning assessment on or before September 14, 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 0.05 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*