
Improving Efficiency of Intervention for Children With Language Challenges

INTRODUCTION

A significant proportion of treatment research aims to determine whether particular interventions are *effective* in addressing children’s language deficits, but just as important are ways to increase *efficiency* of these interventions in practice. The articles in this journal self-study examine a range of variables that promote efficiency. The first article manipulates two parameters of dosage—rate and distribution of teaching episodes—and compares the effects on vocabulary learning in preschoolers with autism spectrum disorder. The second article examines the dosage parameter of schedule (massed or distributed) on an intervention targeting grammatical morphemes in preschoolers with specific language impairment (SLI). The third article examines adequate intensity for vocabulary acquisition for children with SLI during interactive book reading. A final article demonstrates how the addition of one training component in early educator professional development leads to greater efficiency in children’s responses to the same intervention presented in the third article.

LEARNING OUTCOMES

You will be able to:

- describe how changing the rate and/or distribution of teaching episodes might differentially affect vocabulary learning in preschoolers with autism spectrum disorder
- define massed and spaced schedules and discuss whether dose schedule affects gains in morphosyntax acquisition in preschoolers with specific language impairment
- recommend practices regarding intensity of intervention for effective vocabulary acquisition for children with specific language impairment during interactive book reading
- describe how enhancing professional training in interactive book reading for early educators can lead to positive language outcomes in preschoolers

CONTENTS

A Comparison of High and Low Dosages of a Component of Milieu Teaching Strategies for Two Preschool-Age Learners With Autism Spectrum Disorder, by Hannah M. Julien and Joe ReichleCE-1

Dose Schedule and Enhanced Conversational Recast Treatment for Children With Specific Language Impairment, by Christina N. Meyers-Denman and Elena Plante.....CE-13

Interactive Book Reading to Accelerate Word Learning by Kindergarten Children With Specific Language Impairment: Identifying an Adequate Intensity and Variation in Treatment Response, by Holly L. Storkel, Krista Voelmle, Veronica Fierro, Kelsey Flake, Kandace K. Fleming, and Rebecca Swinburne Romine..... CE-26

Supplemental Materials CE-41

Improving Preschool Educators' Interactive Shared Book Reading: Effects of Coaching in Professional Development, by Stefano Rezzonico, Kathleen Hipfner-Boucher, Trelani Milburn, Elaine Weitzman, Janice Greenberg, Janette Pelletier, and Luigi Girolametto CE-64

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA's scholarly journals

Start date: August 14, 2017

End date: January 5, 2019

To earn continuing education credit, you must complete the test with a passing score on or before **January 5, 2019**.

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.



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.5 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