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 Reichle, published in Language, Speech, and Hearing Services in Schools .........................................................CE-1

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

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Supplemental Materials .................................................................................CE-41


PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals

Original start date: August 14, 2017
End date: August 14, 2021

To earn continuing education credit, you must complete the test with a passing score on or before August 14, 2021.

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This course is offered for 0.5 ASHA CEUs (Intermediate level, Professional area).