Executive Function Skills in Preschool and School-Age Children

INTRODUCTION

While the definition of executive function (EF) varies in the literature, it includes, at its core, the skills people use to plan, organize, problem-solve, and set and achieve goals in their daily lives. EF skills start developing in early childhood, and children with EF dysfunction experience social and academic difficulties. This journal self-study explores issues related to the development of EF skills as well as principles and practical strategies for EF assessment and intervention in preschool and school-age children. It also presents an argument for the role of EF in social communication and discusses ways that SLPs can address these skills in treatment. SLPs working with children with EF deficits can use this information to improve assessment techniques and plan intervention strategies to better meet the needs of these children.

LEARNING OUTCOMES

You will be able to:
- explain how executive functioning skills develop and mature during childhood
- describe at least three ways to evaluate executive functioning in preschool and school-age children
- discuss the four common principles of executive function interventions for school-age children
- discuss the clinical utility of two specific intervention strategies designed to address executive functioning – the Get Ready*Do*Done Model and a situational awareness observation tool
- explain the relationship between social-pragmatic skills and executive functioning

CONTENTS

Developing Executive Control Skills in Preschool Children With Language Impairment, by Karole Howland ................................................................. CE-1

Assessment of Executive Functions in School-Aged Children: Challenges and Solutions for the SLP, by Jill Fahy ................................................................. CE-11

Acquired and Developmental Executive Dysfunction: Common Intervention Principles, by Lynn Drazinski ..................................................................................... CE-24

A Clinical Model for Developing Executive Function Skills, by Sarah Ward and Kristen Jacobsen ................................................................................................. CE-31

Executive Function Situational Awareness Observation Tool, by Sarah Ward and Kristen Jacobsen ................................................................................................. CE-44
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Executive Functioning and Social Pragmatic Communication Skills: Exploring the Threads in Our Social Fabric, by Michelle Garcia Winner and Pamela Crooke

PROGRAM HISTORY and IMPORTANT INFORMATION

Originally published and offered for ASHA CEUs as part of ASHA SIG 1 Perspectives, Vol. 21, No. 2, March 2014 and ASHA SIG 16 Perspectives, Vol. 15, No. 4, December 2014. More information on ASHA’s 19 Special Interest Groups (SIGs) is available at http://www.asha.org/SIG/join/.

Start date: August 7, 2018
End date: August 7, 2021

To earn continuing education credit, you must complete the test with a passing score on or before August 7, 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 0.35 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