Emotional Competence and Well-Being in Kids With Speech and Language Disorders

INTRODUCTION

Communication disorders in children may affect social interactions and lead to negative emotional and behavioral outcomes. This journal self-study explores well-being, resilience, and emotional competence in school-age children. The articles discuss ways to identify risk factors to emotional well-being (including victimization and bullying), assess emotional competence, and support emotional expression in children who use AAC. The final article explores counseling and the role the SLP plays in addressing emotional issues as a part of intervention.

LEARNING OUTCOMES
You will be able to:

- discuss how children’s narratives can be used to identify risks to well-being and strategies that promote resilience
- explain risk factors for victimization in children with and without language impairments
- define emotional competence and describe how it affects a child’s development
- identify ways to support emotional expression in children who use AAC
- discuss the role of the SLP in counseling individuals who may experience emotional and behavioral reactions as a result of their communication disorders

CONTENTS

Well-Being and Resilience in Children With Speech and Language Disorders, by Rena Lyons and Sue Roulstone, published in Journal of Speech, Language, and Hearing Research ................................................................. CE-1

Supplemental Material ................................................................................. CE-22

Victimization, Bullying, and Emotional Competence: Longitudinal Associations in (Pre)Adolescents With and Without Developmental Language Disorder, by Neeltje P. van den Bedem, Julie E. Dockrell, Petra M. van Alphen, Shareen V. Kalicharan, and Carolien Rieffe, published in Journal of Speech, Language, and Hearing Research ................................................................. CE-25

Emotional Competence and Well-Being in Kids With Speech and Language Disorders


PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals

Start date: November 30, 2018  
End date: November 30, 2021

To earn continuing education credit, you must complete the test with a passing score on or before November 30, 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 0.55 ASHA CEUs (Intermediate level, Professional area).