
Social Communication in Preschoolers and School- Age Children: Assessment and Intervention

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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

INTRODUCTION

One of the responsibilities of school-based SLPs is to address the problem-solving and social communication skills of children with diverse linguistic profiles. Children with language impairment may experience problems in social communication because of specific social cognitive or pragmatic deficits (e.g., misreading of social cues, limited strategies for peer group entry), or as a consequence of peers' negative perceptions of their language abilities. In this audio self-study, we focus on assessment and intervention strategies to address diverse social communication difficulties. We'll present a model of social communicative competence to provide a framework for comprehensive assessment of children's social communication. Finally, we provide evidence-based intervention strategies to address specific social communication problems.

LEARNING OUTCOMES

After completing this program, you will be able to:

- describe social communicative behaviors in children with and without language disorders
- discuss a framework for viewing social communication competence
- design an assessment protocol for evaluating children's social communication performance
- develop intervention strategies to address social communication problems in preschoolers and school-age children

PROGRAM HISTORY

Original Start date: October 5, 2006

Peer Reviewed: September 9, 2013

Available through: September 9, 2016

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before
September 9, 2016.

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 .2 ASHA CEUs
(Intermediate level, Professional area).



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.

SPEAKER

Geralyn R. Timler, PhD, CCC-SLP, is an assistant professor at the University at Buffalo. She received her PhD from the University of Washington in 2000. Her research focuses on social communication and social cognitive skills in diverse clinical populations including children with fetal alcohol spectrum disorder, attention deficit hyperactivity disorder, and specific language impairment. Her articles have appeared in the following publications: *Language, Speech, and Hearing Services in Schools*, *American Journal of Speech-Language Pathology*, *Research in Developmental Disabilities*, *Seminars in Speech and Language*, *Topics in Language Disorders*, and the *Journal of Positive Behavior Interventions*. Her work has been presented at the American Speech-Language-Hearing Association, the Symposium on Research in Child Language Disorders, the International Association for the Study of Child Language, and the Society for Research in Child Development.

DISCLOSURES

Geralyn R. Timler has the following relationships related to the content of this course:

Financial:

Assistant professor, University of Buffalo
Speaker received financial compensation from ASHA for the contents of this presentation.

Nonfinancial:

None