



Are you ready to apply to become a child language specialist?

Child language specialists are speech-language pathologists with advanced expertise in child language. The American Board of Child Language and Language Disorders (ABCLLD) verifies that Board Certified Specialists in Child Language have **advanced knowledge, skills, and leadership** that address the form, content, and use of language. The following ABCLLD Competency Framework for Child Language and Language Disorders is a document that guides the Board in determining whether you have advanced knowledge, skills, and leadership.

To apply for specialty certification, you will be creating a portfolio to highlight what you have accomplished throughout your career. You can refer to the domains and performance indicators, such as those listed in this framework, to evaluate your experiences and accomplishments to determine whether they are advanced.

Ready to apply? Contact ABCLLDInfo@gmail.com.

Not ready to apply? Use this Competency Framework as a roadmap to guide you in developing more advanced knowledge, skills, and leadership.

ABCLLD Competency Framework for Child Language and Language Disorders

- 1. LEADERSHIP, ADMINISTRATION, AND ADVANCED PROFESSIONAL PRACTICE:** Provide leadership in the advanced practice of child language and language disorders including prevention, identification, and intervention for individuals with complex language needs.
 - 1.1 Demonstrate leadership in the management of clinical practices to empower professionals in fulfillment of multiple clinical roles related to complex clinical problems to ensure quality service delivery;
 - 1.2 Participate in the development and implementation of policies that affect child language and language disorders in the local, state, or national arena to ensure the highest quality service provision for individuals from birth through age 21;
 - 1.3 Direct and participate in comprehensive program evaluation to improve the quality and efficacy of clinical service delivery across settings and populations;
 - 1.4 Establish and/or evaluate the use of service delivery systems that utilize evidence-based interventions to systematically achieve appropriate and effective outcomes;
 - 1.5 Supervise, educate, and/or mentor professionals by consulting, observing, evaluating, and providing resources/feedback to enhance advanced problem-solving skills in an inter-professional clinical practice;

- 1.6 Supervise, educate, and/or mentor graduate students and SLPs by involving them in committees, research teams, and instructional opportunities to promote leadership in their practice settings, professional organizations, and research teams;
 - 1.7 Educate students and professionals on the importance of knowledge and skills necessary to practice as a specialist in child language and language disorders;
 - 1.8 Conduct and/or utilize efficacy studies of practices that are referenced in the professional literature, and are cross-referenced to relevant practices contained in the ASHA Practice Policy Documents and other cardinal documents of the association to support assessment and/or intervention procedures;
 - 1.9 Engage in research activities by developing independent investigations and/or participating in collaborative research endeavors to contribute to the knowledge base of child language and language disorders;
 - 1.10 Keep abreast of latest evidence-based practice by analyzing intra- and inter-professional research in child language and language disorders, attending seminars, workshops, developing and conducting research, coursework, seminars and workshops to ensure advanced knowledge and skills as BCS-CL. Serve as a peer reviewer of submitted publications, presentations, or research by applying advanced knowledge and skills to support the advancing of practice in child language and language disorders;
 - 1.11 Serve as a peer reviewer of submitted publications, presentations, or research by applying advanced knowledge and skills to support the advancing of practice in child language and language disorders;
 - 1.12 Assist in the development and/or promulgation of the ASHA Practice Policy Documents and other cardinal documents of the association by reviewing and offering changes to current and updated standards related to child language and language disorders and to ensure such policies are integrated into advanced practice;
 - 1.13 Engage in, and model advanced practices that exemplify current standards of the ASHA Practice Policy Documents and other cardinal documents of the Association to ensure ethical and evidence-based practice and to provide a model of professionalism.
- 2 COLLABORATION AND CONSULTATION:** Collaborate and consult with families and other professionals to enhance the advanced practice in child language and language disorders.
- 2.1 Collaborate with families and relevant professionals by sharing and integrating knowledge, skills, and abilities by using the appropriate evidence-based collaborative services to address the needs of individuals with complex language disorders;
 - 2.2 Lead inter-professional teams in the processes of employing and instituting an inter-professional model of service delivery by demonstrating a collaborative/consultative approach to person-centered assessment and intervention and engaging constituents in inter-professional decision-making to provide the most comprehensive and highest standard of services;
 - 2.3 Provide consultation services by employing advanced expertise and knowledge in communicating with other professionals (e.g., neuropsychologists, pediatricians, psychiatrists, general and special education teachers, reading specialists) and families to meet the complex needs of individuals requiring services.
- 3 EDUCATION AND ADVOCACY:** Educate community leaders and consumers about the relationship between child language and academic/functional/vocational success and to advocate for the recognition and resources to address these needs.
- 3.1 Educate community leaders (e.g., legislators, school boards, school administrators, attorneys, regulatory bodies) by providing seminars, consultations and publications to promote understanding of complexity of child language and language disorders, literacy, and learning;

- 3.2 Educate consumers, families, communities and professionals through the promotion of information (e.g., presentations and publications) to advance the role of a Board Certified Specialist in Child Language and Language Disorders (BCS-CL) in the areas of language and literacy as related to academic/functional/vocational success;
 - 3.3 Advocate for appropriate resource allocation for the development and provision of services to address the complex needs of children with language disorders and their families by utilizing current evidence on language development and academic/functional/vocational success.
4. **CLINICAL SERVICES:** Engage in advanced practice for prevention, evaluation, intervention, and follow-up pertaining to child language and language disorders.
- 4.1 Promote language and literacy skills by developing, organizing, and implementing programs and strategies to enhance success in educational, functional, and vocational contexts;
 - 4.2 Gather and integrate multi-faceted information regarding the cultural and linguistic background and perspective (e.g., language spoken at home, literacy culture of the home, socioeconomic status, and ethnic parameters) of the individual and family in order to plan and implement culturally and linguistically appropriate service delivery in a meaningful and purposeful manner;
 - 4.3 Obtain, analyze, and integrate complex background information collected from varied sources (i.e., including a comprehensive case history, interviews, observations, prior evaluations/interventions, and other educational and medical records) regarding the individual's functioning across relevant settings to describe the relationship among language, academic, social, and pre-vocational/vocational performance to inform and plan a comprehensive multi-faceted assessment;
 - 4.4 Conduct a comprehensive evaluation utilizing standardized and non-standardized tools and procedures to identify areas of typical and atypical function and areas of strengths and needs in all aspects of language and literacy as a member of a collaborative, consultative, person-centered team.
 - 4.5 Analyze, interpret, and integrate the assessment findings and background information related to the developmental domains (i.e., cognition, motor, sensory, and social-emotional) and the child's health/medical status to identify child language disorders/delays/differences in order to formulate appropriate recommendations;
 - 4.6 Document and communicate the findings and recommendations to the family and other professionals by describing the individual's performance in language and literacy across communication contexts in a relevant and appropriate manner to ensure proper case management;
 - 4.7 Lead a collaborative interdisciplinary process to design a comprehensive individualized intervention plan through review and integration of assessment findings to ensure that the plan leads to the acquisition of knowledge and skills that can be applied across modalities (e.g., speaking, listening, reading, and writing), contexts, environments, and with a variety of communication partners;
 - 4.8 Select appropriate interdisciplinary service delivery options for implementation of the intervention plan based on current level of functioning and age, as well as through the review of relevant literature, including that from other disciplines, and in collaboration with the individual, family, and other professionals to enhance the effectiveness of services;
 - 4.9 Implement the designed intervention plan (including data collection design and management and utilization of data) using a variety of collaboration models that include the individual, family, and other professionals to improve outcomes across settings;

- 4.10** Monitor progress by critically reviewing quantitative and qualitative measurement data to modify the intervention plan as needed to ensure achievement of targeted outcomes efficiently and effectively;
- 4.11** Provide culturally appropriate services through the application of best practices in cultural competency to enhance the quality and efficacy of the intervention;
- 4.12** Integrate technology strategically across environments through consultation with the individual, family, and relevant professionals to facilitate the individual's attainment of effective communication;
- 4.13** Communicate with the individual, family, and other stakeholders in a manner that is consistent with best practices in health literacy and their health literacy-levels to ensure their comprehension and utilization of information to maximize their engagement in the intervention process.