

## Examples of Acceptable and Not Acceptable Continuing Education

A continuing education activity is acceptable for Board Certification when it is intermediate or advanced and is related to child language. You should have a balance among the topics covered within child language (i.e., should not focus solely on a specific approach to language treatment or a specific diagnosis). Your continuing education should reflect your effort to continue to advance your knowledge, skills, leadership, and experience for all competencies in the areas of child language.

### Examples of continuing education courses/topics that would be considered related to child language:

- Hearing impairment – as long as the material focuses on language development, and not speech production issues
- AAC – information on the uses of AAC devices in facilitating communication
- Neurological, cognitive, and linguistic seminars that talk about language development and use
- Issues of cultural and linguistic diversity in language content, form, and use
- Second language acquisition and use
- Literacy, including reading, writing, and spelling
- Metalinguistic awareness of language – phonology, morphology, syntax, semantics, etc.
- Social communication and play
- Understanding medical/neurological conditions that influence language development and use
- Involvement of family/teacher in working with children with difficulties with language
- Telepractice, as related to language and communication
- Oppositional, defiant, and anger issues that affect and alter language assessment and treatment decisions
- PECS training: How to implement the six phases of PECS throughout the day with individuals who have autism and limited language and communication skills
- Understanding children who have been affected by trauma and its impact on communication development and child behavior
- Working with children who have auditory processing disorders
- Testing guides — A discussion of what language tests to use with the corresponding language concerns
- Hyperlexia: Identification and intervention
- Human learning and cognition
- Speech sound disorders
- Fluency — as long as the material focuses on language development and communication (e.g., *Language Performance of Stuttering and Nonstuttering Children*, *Language Complexity and Stuttering in Children*) and not solely fluency-enhancing techniques

### Examples of continuing education courses/topics that would NOT be considered related to child language or would be considered basic, and not intermediate or advanced and therefore not acceptable:

- Hearing equipment training
- Motor Speech, Motor Planning
- Dysphagia
- Treatment of articulation errors (too basic)
- PROMPT training (not intermediate or advanced)
- Medical errors
- Technical training on AAC equipment
- Supervision course
- Ethics course
- Fluency course when focus is on speech production, emotional characteristics associated with stuttering, fluency techniques, etc. (e.g., *Cognitive Behavior Language Therapy for Speech Anxiety Among Adolescents Who Stutter*)