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)