Using a Strengths-Based Approach to Support Adolescents with Language Disorders

INTRODUCTION

In order to best serve adolescent students transitioning to post-secondary settings, SLPs have to keep the end in mind. What are students’ college and/or career goals and how can we use current research on what employers want and what entry-level college courses expect to best prepare them for their future? In this session, the speaker discusses tools to modify intervention plans to incorporate current evidence in neurodiversity and self-determination theory as well as strategies for collaboration with a focus on student strengths.

This course is a recorded session from the 2021/2022 online conference “Reading, Writing, and the SLP: Preschool to High School.”

LEARNING OUTCOMES

You will be able to:
- Use a strengths-based approach to modify intervention plans for adolescents, with workforce literacy in mind
- Collaborate effectively with students and stakeholders to support the post-secondary transition needs of adolescents you serve

PROGRAM HISTORY and IMPORTANT INFORMATION

Recording length: 53 minutes
Online conference dates: October 13–25, 2021; February 2–14, 2022
End date: October 13, 2026

To earn continuing education credit, you must complete the learning assessment on or before October 13, 2026.

This course is offered for 0.05 ASHA CEUs (Intermediate level, Professional area).