
Assessment and Treatment of Social Language Deficits in School-Aged Students

SIG 1

INTRODUCTION

This *Perspectives* activity focuses on the assessment and treatment of school age students with social language deficits. The first article defines three different conversational profiles for students with autism spectrum disorder (ASD) and discusses intervention strategies appropriate for students within each of the profiles. The second article analyzes the benefit of using analog tasks (i.e., tasks that represent real-life social tasks) with toddlers through adolescents to evaluate social communication abilities and guide intervention. The third article aims to provide support for best practices in assessing students with social communication deficits, as determined by results of a survey of speech-language pathologists' current methods and approaches. The final article examines how effective commercially available standardized tests are for evaluating the social and pragmatic language deficits of students with social pragmatic communication disorder within and separate from ASD.

LEARNING OUTCOMES

You will be able to:

- identify the benefits and key elements of peer mediated intervention for improving the conversation skills of students with autism spectrum disorders.
- demonstrate how to use analog tasks to assess and treat students of all ages with social communication deficits.
- describe and implement best practices to assess students with social communication disorders (SCDs) and the challenges associated with assessing students with SCDs.
- select a pragmatic language and social communication test that is appropriate for students on speech-language pathologists' caseload.

CONTENTS

Linking Peer-Mediated Interventions to Address Conversational Difficulties in Adolescents With Autism by Linda M. Bambara, Christine L. Cole, and Amanda Thomas

Using Analog Tasks to Assess Children's Social Communication Skills by Kathryn J. Greenslade

A Survey of Speech-Language Pathologists' Approaches to Assessing Social Communication Disorders in Children by Kristen Izaryk, Robin Edge, and Dawn Lechwar

Pragmatic Language and Social Communication Tests for Students Aged 8–18 Years: A Review of Test Accuracy by Geralyn R. Timler and Megan Alano Covey

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: February 24, 2021

End date: February 24, 2026

To earn continuing education credit, you must complete the learning assessment on or before **February 24, 2026**.



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.

This course is offered for 0.65 ASHA CEUs (Intermediate level, Professional area).