INTRODUCTION

This activity focuses on the childhood maltreatment consequences on social pragmatic communication. Based on a complex family and social conception of neglect, a logical model illustrating public health services for children experiencing neglect is proposed. The role of speech-language pathology in prevention, policy, and practice is outlined. The importance of assessing the narrative language of children exposed to complex trauma is also emphasized.

LEARNING OUTCOMES

You will be able to:

● describe at least three cognitive areas where maltreatment has an impact on social pragmatic communication
● describe the implementation of multilevel interventions within an interdisciplinary and intersectoral approach
● delineate the role of speech-language pathologists in advocacy for children who experience psychosocial adversity early in life
● describe the specific deficits that many children with trauma exposure demonstrate in both narrative and expository language skills

CONTENTS

Childhood Maltreatment Consequences on Social Pragmatic Communication: A Systematic Review of the Literature by Yvette D. Hyter

Language Difficulties Among Children Experiencing Neglect: A Public Health Approach Aimed at Narrowing the Gap by Audette Sylvestre

Psychosocial Adversity in Early Childhood and Language and Literacy Skills in Adolescence: The Role of Speech-Language Pathology in Prevention, Policy, and Practice by Pamela C. Snow

Narrative and Other Pragmatic Language Abilities of Children With a History of Maltreatment by Christel Ciolino, Yvette D. Hyter, Michelle Suarez, and Jan Bedrosian

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: July 9, 2021
End date: July 9, 2026
To earn continuing education credit, you must complete the learning assessment on or before July 9, 2026.

This course is offered for 0.50 ASHA CEUs (Intermediate level, Professional area).