Executive Functions and Language: Self-Talk, Syntax, Semantics, and Strategies for Planning and Self-Regulation
SIG 1

INTRODUCTION

This SIG 1 Perspectives activity focuses on the relationship between language and executive function (EF) in children with specific language impairment (SLI) and/or developmental language disorder (DLD). A clinical model of language therapy for adolescents with DLD and concomitant EF deficits was proposed. Finally, a theoretical framework for understanding and promoting metacognition and EF as part of assessment and treatment plans for speech-language pathologists was discussed.

LEARNING OUTCOMES
You will be able to:

- describe the similarities and differences in self-directed speech between children with typical language and children with DLD
- formulate small-group therapeutic opportunities for adolescents with DLD to formulate, revise, and apply verbally stated plans, predictions, and reasons, as they attempt to solve tangible, challenging activities
- evaluate students’ metacognitive awareness using formal and informal assessment methods

CONTENTS

Language and Executive Function in Preschoolers With Developmental Language Disorder: The Role of Self-Directed Speech by Leah L. Kapa and Heidi M. Mettler

Adolescent Language Therapy: Syntax and Semantics for Reasoning and Planning by Jill K. Fahy and David K. Browning

Executive Function, Metacognition, and Language: Promoting Student Success With Explicit Strategy Instruction by Lynn Meltzer, Michael Aaron Greschler, Kim Davis, and Caitlin Vanderberg

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: February 1, 2022
End date: February 1, 2027

To earn continuing education credit, you must complete the learning assessment on or before February 1, 2027.
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This course is offered for 0.45 ASHA CEUs (Intermediate level, Professional area).