

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 language development and communicative interactions
- Neurological, cognitive, and linguistic seminars that talk about language development and use
- Executive functions and their impact on language development (that excludes training of working memory, cognitive flexibility, and inhibition)
- Cultural and linguistic diversity issues focusing on 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
- Medical/neurological conditions that influence language development and use
- Family/teacher involvement in working with children with difficulties with language
- Telepractice, as related to language and communication
- Social/emotional factors, such as oppositional, defiant, and anger issues that affect and alter language assessment and treatment decisions
- Adverse childhood experiences (ACEs) and childhood trauma and its impact on language development and child behavior
- Assessment of language disorders — A discussion of what language tests to use with the corresponding language concerns
- Hyperlexia: Identification and intervention
- Human learning and cognition
- Speech sound disorders as they impact the development of language
- Fluency — as long as the material focuses on language development
- Issues associated with neurodiversity that focus on language development

Examples of continuing education that would NOT be considered related to child language or would be considered basic, and not intermediate or advanced:

- Motor Speech, Motor Planning
- Dysphagia
- Treatment of articulation errors (too basic)
- Treatment of auditory processing disorders that focus on improving attention and listening (including Tomatis, auditory integration)
- Medical errors
- Technical training on AAC equipment, amplification devices, implementation of telepractice, etc.
- Learning a second language, like ASL, Spanish, Mandarin, etc.
- Supervision course
- Ethics course
- Introductory level of PROMPT workshop/training
- Case load/workload issues
- Report writing
- General information on special education eligibility requirements and determination
- Collaboration with school professionals

Approved training in a specific program/approach (such as LAMP, PECS, DIR Floortime, etc.) cannot count for more than 10 hours per program/approach. CE activities must be at least 15 minutes in duration to count as a single activity.