
*The University of Oregon
Communication Disorders and
Sciences Program presents:*

Speech-Language Pathology in the Pediatric Setting

Cost: FREE!

March 2nd, 2019

8:00 am-5:30 pm
(1-hour break for lunch)

Room 220, HEDCO Education
Building, University of Oregon

This one-day workshop, geared toward the speech-language pathologist working with children, will focus on a range of topics related to pediatric service provision. The topics will be presented by faculty in Communication Disorders and Sciences and represents current recommended practices in the area of cluttering, speech sound disorders, dual language learners, and social skills. The day will conclude with a discussion about integration between our academic programs and professionals in the community.

**Available for up 6.5
professional
development hours
(A Certificate of
Attendance will be
provided at the
conclusion of the
workshop)**



Agenda at a Glance

8:00 – registration and poster session

8:45 - welcome

9am to 11:30 – Cluttering Across the Lifespan: Overview of Assessment and Treatment (Jessica Fanning, PhD, CCC-SLP)

11:30 to 1pm – Using Evidence-Based Intervention Approaches to Teach Social Skills to adolescents and young adults (Frank Bender, PhD, CCC-SLP)

1 to 2pm – lunch (on your own)

2 to 3:30pm - Considering Culture in Parent-Implemented Language Interventions: Prioritizing Voices of Families from Diverse Backgrounds (Lauren Cychyk, PhD, CCC-SLP)

3:30 to 4:30 – Introduction to Complexity for the Treatment of Speech Sound Disorders (Stephanie De Anda, PhD, CCC-SLP)

4:30 to 5pm – Integrating Academic Programs and Community

5 to 5:30pm - networking

To register, please email [cgs@uoregon.edu](mailto:cds@uoregon.edu) with the following information:

Name

Email address

Phone number

Current employer (if applicable)

Would you like to be contacted regarding any accessibility or accommodation needs?

Would you like to receive more information about supervising graduate students?

How did you hear about our workshop?

Cluttering across the lifespan: Overview of assessment and treatment

Jessica Fanning, PhD, CCC-SLP

The affective, behavioral, and cognitive components of cluttering will be reviewed in terms of (a) speech fluency, (b) language and learning, and (c) attention and awareness. Assessment procedures and tools will be reviewed and differential diagnosis will be discussed. Treatment discussion will include targets, activities, procedures and corresponding rationales across the same speech fluency, language/learning, attention/awareness categories.

Learning Objectives: After completion of this program, participants will be able to: 1) discuss differential characteristics of cluttering and stuttering, 2) describe cluttering in terms of affective, behavioral, and cognitive components, 3) discuss at least three outcome objectives relevant to treating cluttering

Considering Culture in Parent-Implemented Language Interventions: Prioritizing Voices of Families from Diverse Backgrounds

Lauren Cycyk, PhD, CCC-SLP

Speech-language pathologists are increasingly serving children from diverse cultural and linguistic backgrounds in early intervention. To support child outcomes and meet professional mandates, children's culture(s) and language(s) must be considered when delivering early language interventions. This presentation outlines a process for reviewing and adapting interventions to increase their cultural and linguistic relevance. As an example, the results of a qualitative study on the perceptions of Spanish-speaking, Latinx parents of young children on common early language intervention strategies are described.

Learning Objectives: (1) Attendees will describe the importance of considering families' culture and language when selecting early language interventions; (2) Attendees will identify a process for considering culture and language when selecting and delivering early language interventions; (3) Attendees will discuss how early language interventions could be adapted to account for the culture(s) and language(s) of Latinx families specifically.

Introduction to Complexity for the treatment of Speech Sound Disorders

Stephanie De Anda, PhD, CCC-SLP

This presentation will provide a brief review of the literature on the use of the Complexity Approach to Treatment Efficacy in the context of Speech Sound Disorders. Specific tools for assessment, treatment, and progress monitoring will be shared.

Learning Objectives: 1) Describe extant literature on complexity and how it applies to speech sound disorders, 2) Identify appropriate target selection strategies using complexity, 3) Learn to plan for appropriate progress monitoring

Using Evidence-Based Intervention Approaches to Teach Social Skills to adolescents and young adults

Frank Bender, PhD, CCC-SLP

Even though there are many noted treatment programs targeting social skills that target diverse populations in age and diagnoses, there is a paucity of evidence-based intervention programs for social skills that address the needs of adolescents and young adults. This presentation will outline and discuss a social skills program used presently at the University of Oregon School-Age Speech, Language, and Social Skills Center. The talk will discuss the specific ingredients of intervention that have yielded long-term positive outcome measures, and how this program has been used and adapted at the University of Oregon, which serves a more diverse population than the population evaluated and reported in extant literature. From this experience, a discussion will occur regarding the use of an adapted approach, targeting specific intervention ingredients (i.e., dosage and curricular adaptations), as well as augmenting the curriculum with other established materials and supports from the literature (e.g., PEERS program and Michelle Winner's Social Thinking Curriculum).

Learning outcomes: 1) Understand and differentiate between different evidence-based treatment programs and their intervention ingredients, 2) Identify the intervention ingredients and methods of delivery, 3) Evaluate and outline curricular changes to extant programs based upon different target populations with social skill difficulties (i.e., high functioning ASD with comorbid language disorders).

Speaker Disclosures

All speakers receive salary from the University of Oregon. There are no nonfinancial disclosures.