

TWO-DAY WORKSHOP

SPEECH SOUND DISORDERS: THE BASICS AND BEYOND II

Caroline Bowen, PhD, CPSP, ASHA Fellow, Speech-Language Pathologist

OUTLINE FOR AN EVENT IN YORK, UK, ON WEDNESDAY 9 AND THURSDAY 10 MARCH 2011

1. **INTRODUCTION**
Learner objectives; explanation of the structure and format of this CPD event
2. **REFERRAL and SCREENING**
Your Theories of Development, Disorders, and Intervention; Red Flags, Terminology
3. **ASSESSMENT**
Independent and relational analyses; Tests, Locke Task; Stimulability; QS; Inconsistency; CAS
4. **DIAGNOSIS**
Differential Diagnosis and co-morbidity; Diagnostic Classification and Characteristics of SSD
5. **SEVERITY and IMPACT, PREVALENCE, AETIOLOGY, PROGNOSIS and DOSAGE**
Measuring severity; rating intelligibility; ICF-CY; answering parents' (and our own) questions
6. **INTERVENTION APPROACHES**
Phonetic, phonemic, broad-based, motor learning and symptomatic approaches, and more.
7. **TARGET SELECTION**
EBP and Target Selection; 16 selection approaches; Markedness Theory; Sonority Theory
8. **TREATMENT PRINCIPLES**
Articulation ('phonetic') difficulties (intervention strategies); Phonological disorder (phonological principals); Childhood Apraxia of Speech (principles of motor learning); Controversial practices.
9. **TREATMENT GOALS and GOAL ATTACK STRATEGIES**
From theory to therapy; vertical, horizontal and cyclical intervention; strategies for families.
10. **IMPLEMENTING INTERVENTIONS for SSD including THEORY, PROCEDURES, ACTIVITIES and STRATEGIES**
Traditional Articulation Therapy; Auditory Input Therapy / Thematic Play; Perceptual Therapy; Stimulability Therapy; Four Minimal Pair Approaches; Core Vocabulary Therapy; Metaphon; Parents and Children Together (PACT); Patterns /Cycles Therapy; Imagery Therapy; Non-linear Approaches / Phonotactic Therapy; Intervention for Childhood Apraxia of Speech ("dyspraxia"); Dynamic Temporal and Tactile Cueing (DTTC); Integral Stimulation and more.
11. **ROLES and RESPONSIBILITIES**
The roles and responsibilities of the clinician, family and child in intervention; Homework
12. **CONCLUSION**
Questions and Answers

LEARNER OBJECTIVES

1.0

Learners will gain familiarity with current issues in classification, assessment and diagnosis of speech sound disorders (SSD) in children, including Articulation Disorders, Phonological Disorder, Childhood Apraxia of Speech and the dysarthrias.

2.0

Learners will be able to expedite treatment gains by implementing a range of evidence-based and/or theoretically-supported: therapy selection criteria; traditional and non-traditional treatment-target selection criteria; intervention approaches, procedures, activities, for SSD including phonetic, phonemic, nonlinear, and motor-learning therapies.

3.0

Learners will make practical and meaningful connections between recent research in the area of child speech development and disorders on the one hand, and day-to-day SLP intervention on the other.

4.0

Learners will know how to access to a range of web based resources, available indefinitely, updated periodically, and linked from <http://www.speech-language-therapy.com/0cpd.htm>