

PRESENTATION INFORMATION

Supporting Children with Speech Sound Disorders

A STUDY DAY FOR PARENTS, TEACHERS AND MEDICAL PROFESSIONALS

Kuala Lumpur: Saturday 27 November 2010 Enquiries Pamela Thomas Joseph pamelati@speechhelp.com

Throughout her career as a Speech-Language Pathologist, Dr Caroline Bowen has liaised collaboratively with countless teachers, within Australia and overseas, working with them to optimise speech and language outcomes for their students. Her 1998 and 2007 books, “Developmental Phonological Disorders: A Practical Guide for Families and Teachers” and “Les difficultés phonologiques chez l'enfant: Guide à l'intention des familles, des enseignantes et des intervenantes en petite enfance” are used in schools worldwide. This study day is devised for teachers and teachers' aides, school principals and educational psychologists. Dr Bowen provides an overview of the nature, implications and management of speech sound disorders in preschoolers and young school-aged children. The emphasis is on typically developing children, those at risk for literacy difficulties, and those who need help with their speech. Practical strategies are shared in the areas of identification and screening, communicating with families, providing appropriate support to students with SSDs and related problems, and working consultatively with speech-language professionals.

CONTENT

Supporting Children with Speech Sound Disorders Study Day

In a day packed with video examples and practical resources for teachers working with children with speech sound disorders (SSDs), Caroline Bowen explains the different types of SSDs and how they interact with other communication disorders and literacy acquisition. The SSDs covered will include:

- Articulation Disorders
- Phonological Disorders, including Inconsistent Deviant Speech Disorder
- Childhood Apraxia of Speech (“verbal dyspraxia”)
- SSDs associated with Syndromes, Conditions and Structural Anomalies
- The Dysarthrias

The practical resources provided will incorporate:

- Screening measures
- Modelling, Recasting, facilitating the use of Revisions and Repairs, Successive Approximations, Metalinguistic Techniques and PACT, Auditory Input Therapy / Thematic Play, and encouraging Literacy Development in children with SSDs.
- Comprehensive handout and Web resources

8:30AM REGISTRATION 9:00AM START - 5:00PM FINISH

Children with Speech Sound Disorders: A Study Day for Teachers and Parents

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

OUTLINE

1. **INTRODUCTION**
Explanation of the structure and format of this event; Voice, Speech, Language, Fluency and Pragmatics explained; Classification of Speech Sound Disorders; Terminology.
2. **SPEECH SCREENING**
Red Flags for Speech Impairment; Risk Factors and Protective Factors; The Quick Speech Screener for Teachers (Consonants and Vowels); referring students to speech and language therapists; talking to families about referral for assessment or re-referral.
3. **HEARING AND SPEECH ASSESSMENT**
Understanding Hearing Testing, Independent Analysis and Relational Analysis, Perceptual Assessment; Stimulability Assessment, and Inconsistency Assessment
4. **CHARACTERISTICS OF SPEECH SOUND DISORDERS**
Characteristics of Articulation Disorder, Phonological Disorder and Childhood Apraxia of Speech
5. **FACTS AND FIGURES**
Measuring the severity of speech sound disorders; rating intelligibility; the ICF-CY; educational impact of SSD; answering parents' questions; prevalence of SSD; causes of SSD; Prognosis
6. **SUPPORTING CHILDREN WITH SPEECH SOUND DISORDERS**
Phonetic, phonemic, broad-based, motor learning and symptomatic approaches to SSD. Modelling; Recasting, Facilitating the use of Revisions and Repairs, Successive Approximations; Metalinguistic Techniques and Parents and Children Together (PACT); Auditory Input Therapy / Thematic Play; Encouraging Literacy Development in children with SSDs
7. **WEB RESOURCES**
Pictures, work sheets, slide shows and screening procedures to download
8. **ROLES AND RESPONSIBILITIES**
The roles and responsibilities of the clinician, teacher, family and child in intervention; Homework
9. **CONCLUSION**
Questions and Answers
Further Reading

LEARNER OBJECTIVES

- Learners will gain an overview of the nature, classification and implications of children's speech sound disorders (SSDs), including the relationships between SSDs, language development, literacy acquisition and the roles of the child, the family, teachers and speech-language pathologists in the assessment and therapy process.
- Learners will distinguish various types of SSD, including articulation disorders, phonological disorder, childhood apraxia of speech, speech disorders associated with syndromes and conditions, structurally-based speech sound disorders, and the dysarthrias and see how they interact with developmental and environmental factors.
- Learners will explore evidence-based, theoretically sound, and easily implemented intervention and homework strategies, to be used with children with SSDs.
- Learners will develop competence in using a screening procedure for SSDs in young school-aged children, and explore familiar concerns and issues around making speech pathology referrals and recommendations.
- 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>