

## **Program for efteruddannelseskursus på**

**Hotel Nyborg Strand – Østerøvej 2 – 5800 Nyborg**

## **Mandag d. 23 marts & tirsdag d. 24. marts 2020**

Tilmelding foregår udelukkende via et link til Hotel Nyborg Strand, som kommer til at ligge på hjemmesiden [www.alf.dk](http://www.alf.dk) fra december 2019 – Hold derfor godt øje med hjemmesiden!

NB! Når du har tilmeldt dig via dette link, modtager du automatisk en svarmail med en kvittering for tilmeldingen. Af kvitteringen fremgår, hvilke foredrag du er tilmeldt. *Print kvitteringen ud og medbring den til kurset.*

Alle henvendelser vedr. tilmeldinger skal rettes til: [nyborgstrand@nyborgstrand.dk](mailto:nyborgstrand@nyborgstrand.dk) eller telefon 65 31 31 31.

### **Programmets foredrag falder inden for følgende temaer**

- Udredning/intervention
- Intervention – Evidensbaseret praksis ift. børn med DLD
- Autisme
- Late Talkers

### **Mandag d. 23. marts 2020**

**Kl. 08.30 – 9.30**

#### **Ankomst**

Man kan først påregne at få værelserne fra kl. 14.00

**Kl. 9.30 – 9.45**

**Fælles velkomst og praktiske oplysninger**

## **Søjle 1: Udredning/intervention**

**Kl. 10.00 – 12.30**

**Oplæg ved:** Dr. Ronald B. Gillam & Dr. Sandi Gillam, PhD, Professor at Utah State University

**Titel:** Workshop om udredning og behandling af narrative vanskeligheder hos børn og unge

**Abstract:** Children with language disorders often have difficulty acquiring narrative proficiency. This may negatively impact their academic performance in oral and written contexts. This course will summarize aspects of narrative assessment and intervention for school-age students with language impairments. Children with language disorders often have difficulty acquiring narrative proficiency. This may negatively impact their academic performance in oral and written contexts. This course will address issues related to assessment and intervention for macrostructure and microstructure of narratives, but will also address the attention and memory mechanisms that may mediate response to instruction. Specific strategies and procedures to improve narrative proficiency as well as the efficiency of attention and memory will be described. Discussion of the role of inferencing will be included as well as strategies to improve text-based inference generation in service of long term memory representations. A narrative intervention program that incorporates these strategies and procedures will be summarized.

Participants will:

1. List the components of narrative macrostructure and microstructure
2. Describe methods for the use of hand-coded and automated assessment of narrative macrostructure and microstructure
3. Explain the mediating/moderating factors that impact response to instruction for oral discourse (i.e., memory, attention)
4. Summarize evidence-based clinical procedures for improving comprehension and production of macrostructure and microstructure elements of narratives

Sandra Laing Gillam, PhD is a Professor in the Department of Communicative Disorders and Deaf Education at Utah State University. She currently teaches courses in language development and disorders, assessment and intervention for language disorders, and professional issues. Her research interests include language and literacy impairments, diverse populations and comprehension. Sandi has received funding for her research from the Institute of Education Sciences in the US Department of Education.

Ronald B. Gillam, PhD holds the Raymond and Eloise Lillywhite Endowed Chair in Speech-Language Pathology at Utah State University where he directs the Interdisciplinary Doctoral Program in Neuroscience and the Speech-Language Pathology emphasis area in the Disability Disciplines Doctoral Program. His research, which has been funded by grants from the National Institutes of Health and the US Department of Education, focuses on cognitive processing, language development, language assessment, and language intervention services for children with developmental language disorders.

Bemærk: **workshoppen fortsætter efter frokost!**

## **Søjle 2: Intervention – Evidensbaseret praksis ift. børn med DLD**

**Kl. 10.00 – 12.30**

**Oplæg ved:** Sirpa Tarvainen, MA, Speech and language Therapist, Ph.D. Candidate at the University of Helsinki

**Titel:** Oral language comprehension interventions in children with language disorders or difficulties: Modifying the communicative environment of the child

**Abstract:** Oral language comprehension difficulties refer to problems in understanding spoken language. Oral language comprehension can be impaired due to developmental language disorder (DLD), language disorder related to neurodevelopmental disorder such as autism spectrum disorder, or linguistic difficulties associated for example with low socio-economic status. Difficulties in oral language comprehension have a poor prognosis and are likely to persist. Persistent language difficulties expose individuals to several risk factors including low school attainment, problems in peer relations, and unemployment. Despite on the obvious need, oral language comprehension interventions have received little attention and the research on the area is scarce. The aim of my dissertation is to identify interventions targeting oral language comprehension, examine the focus, efficacy and level of evidence of these interventions. In the presentation at the ALF conference I will share my knowledge on oral language comprehension interventions. The topics covered in the presentation are as follows: definition of oral language comprehension; are the profiles of expressive and receptive language disorders different in quality or quantity?; which factors increase the risk of persistent linguistic difficulties?; risks related to persistent linguistic difficulties; previous research on oral language comprehension; the three areas which oral language comprehension interventions can target; and, intervention techniques for modifying the communicative environment of the child to improve oral language comprehension.

### **Søjle 3: Autisme**

**Kl. 10.00 – 12.30**

**Oplæg ved:** Cecilia Brynskov ph.d., Autismeklinikken, ekstern lektor ved Audiologopædi, Københavns Universitet & David Brynskov, 23 år, infantil autisme, tosproget

**Titel:** Autisme og tosprogethed

**Abstract:** Tosprogethed hos børn med autisme er et underbelyst emne, og forskningen inden for området er først for alvor kommet i gang i løbet af det seneste årti. Dette oplæg giver først en kort introduktion til tosprogethed og præsenterer dernæst den tilgængelige viden om tosprogethed ved autisme.

De børn, oplægget handler om, falder i to overordnede grupper, som på overfladen lader til at være meget forskellige, nemlig 1) børn med autisme, der har et andet modersmål end dansk, og som derfor skal tilegne sig dansk som andetsprog, og 2) børn med autisme, der er pæredanske, men som pludselig, ofte af sig selv og indimellem før det danske er helt på plads, tilegner sig engelsk, ofte via digitale medier. Selvom disse to børnegrupper kan se meget forskellige ud, er der store ligheder mellem de sprogtilægnelsesprocesser, der gør sig gældende hos dem, og uanset type er det at blive tosproget en udfordring, som dog også kan blive til en styrke.

Formålet med oplægget er at præsentere den tilgængelige viden om emnet og at diskutere fordele og ulemper ved forskellige tilgange til børnenes tilegnelse af mere end et sprog: Skal man nøjes med at styrke det ene sprog? Eller skal man satse på begge sprog på samme tid? Skal barnet have lov til at dyrke det engelske, når det måske sker på bekostning af det danske? Osv. Der vil blive præsenteret masser af danske cases, og så vil oplægsholderens søn, som både har autisme og er tosproget, kort præsentere sin egen case.

### **Søjle 4: Late Talkers**

**Kl. 10.00 – 12.30**

**Oplæg:** Line Dahl Jørgensen. Selvstændig og adjunkt ved Professionshøjskolen Absalon.

**Titel:** Late talkers i en dansk kontekst.

**Abstract:** Dette oplæg vil give deltagerne indsigt i eksisterende viden om den typiske sproglige udvikling hos danske småbørn mellem 18-36 mdr. samt om karakteristika ved danske late talkers.

## **Kl. 12.30 – 13.30      Frokostpause**

### **Kl. 13.30 – 14.15**

#### **Diskussionsforum**

De sidste detaljer er ved at blive udarbejdet.

**Bemærk!** Hold øje med: <https://www.alf.dk/efteruddannelseskursus-nyborg-strand>

**Tilmelding er nødvendig**

## **Søjle 1: Udredning/intervention**

### **Kl. 14.30 – 16.30**

**Oplæg ved:** Dr. Ronald B. Gillam & Dr. Sandi Gillam, PhD, Professor at Utah State University

**Titel:** Workshop om udredning og behandling af narrative vanskeligheder hos børn og unge

**Abstract:** Children with language disorders often have difficulty acquiring narrative proficiency. This may negatively impact their academic performance in oral and written contexts. This course will summarize aspects of narrative assessment and intervention for school-age students with language impairments. Children with language disorders often have difficulty acquiring narrative proficiency. This may negatively impact their academic performance in oral and written contexts. This course will address issues related to assessment and intervention for macrostructure and microstructure of narratives, but will also address the attention and memory mechanisms that may mediate response to instruction. Specific strategies and procedures to improve narrative proficiency as well as the efficiency of attention and memory will be described. Discussion of the role of inferencing will be included as well as strategies to improve text-based inference generation in service of long term memory representations. A narrative intervention program that incorporates these strategies and procedures will be summarized.

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**Bemærk!** Oplægget holdes på engelsk.

## **Søjle 2: Intervention – Evidensbaseret praksis ift. børn med DLD**

**Kl. 14.30 – 16.30**

**Oplæg ved:** Dr. Lucy Henry, Professor at University of London

**Titel:** Working memory and developmental language disorder

**Abstract:** Children with developmental language disorder (DLD) are often reported to show difficulties with working memory. This workshop will describe and illustrate the four components of Baddeley's working memory model, including the phonological loop (passive short-term storage), the visuospatial sketchpad (passive visuospatial short-term storage), the central executive (supporting more complex executive tasks) and the episodic buffer (providing extra multimodal storage space and links to long-term knowledge). The workshop will then consider whether there is convincing evidence for difficulties within each component of the working memory model in children with DLD. An evaluation of research evidence suggests that, not only are children with DLD particularly impaired on verbal short-term storage measures, they also show difficulties on both verbal and non-verbal central executive tasks – even those that cannot be assumed to tap language. Therefore, it seems increasingly likely that children with DLD show both verbal and nonverbal executive working memory impairments, along with their more established impairments in verbal short-term memory. Implications for potential working memory interventions and classroom learning are discussed.

**Bemærk!** Oplægget holdes på engelsk.

## **Søjle 3: Autisme**

**Kl. 14.30 – 16.30**

De sidste detaljer er ved at blive udarbejdet.

**Bemærk!**

Hold øje med:

<https://www.alf.dk/efteruddannelseskursus-nyborg-strand>

## **Søjle 4: Late Talkers**

**Kl. 14.30 – 16.30**

**Oplæg:** Line Dahl Jørgensen. Selvstændig og adjunkt ved Professionshøjskolen Absalon.

**Titel:** Observation og testning af småbørn

**Abstract:** Sproglig udredning af småbørn er kompliceret, både fordi småbørn har svært ved at indgå i formaliseret testning, og fordi der er mangel på pålidelige testmaterialer.

Dette oplæg bidrager med viden om relevante faktorer og overvejelser der bør indgå ved observation og testning af småbørns sproglige udvikling.

**Kl. 18.00 – 19.30      Aftensmad**

**Kl. 20.00**

**Audiologopædisk Forenings ordinære generalforsamling.**

Se dagsorden og beretning fra bestyrelsen på hjemmesiden. [www.alf.dk](http://www.alf.dk)

Mød op på generalforsamlingen – tag del i debatten.

Uddeling af legater til ansøgere til Vibeke og Victor Blochs Legat og Lingvistisk Logopædisk Studielegat

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**Tirsdag d. 24.marts 2020**

**Kl. 8.30 – 9.00**

**Kaffe/te og ½ rundstykke til endagskursister**

**Søjle 1      Udredning/intervention**

**Kl. 9.00 – 11.30**

**Oplæg ved:** Dr. Ronald B. Gillam, PhD, Professor at Utah State University

**Titel:** Cognitive Predictors of Language Comprehension in School-age Children: New Findings and Their Clinical Implications

**Abstract:** Approximately 70% of children identified with developmental language disorders (DLD) in kindergarten will present cognitive, linguistic, social and academic problems as teenagers, with comprehension deficits being particularly intractable. Critically, language comprehension ability appears to be a significant predictor of educational attainment and occupational SES during adulthood, in particular when combined with teacher ratings of behaviour, family SES and reading ability. Dr. Gillam will describe the GEM (Gillam-Evans-Montgomery) model of cognition and comprehension. He will describe a large-scale study of 385 children who received a battery of measures that assessed attention, memory, lexical-semantic, morpho-syntactic, and narrative language abilities. Structural equation modelling was used to test moderators and mediators of language comprehension. Dr. Gillam will talk about the implications of the GEM model for language assessment and language intervention.

## **Søjle 2: Intervention – Evidensbaseret praksis ift. børn med DLD**

**Kl. 9.00 – 11.30**

**Oplæg ved:** Elin Thordardottir, Ph.D. Professor, School of Communication Sciences and Disorders  
Faculty of Medicine McGill University

**Titel:**

**Abstract:** OBS. Abstract kommer snart.

**Bemærk!** Oplægget holdes på engelsk.

## **Søjle 3: Autisme**

**Kl. 9.00 – 11.30**

**Oplæg ved:** Dr. Sandi Gillam, PhD, Professor at Utah State University

**Titel:** Assessment and Intervention of narrative language abilities in children with Autism Spectrum Disorder (ASD)

**Abstract:** Children diagnosed with autism spectrum disorder (ASD) often experience difficulty comprehending and producing narratives, and these difficulties extend well into their adolescent and adult years (Eigsti, de Marchena, Schuh, & Kelley, 2011). Their narrative difficulties can be linked directly to core symptoms of ASD such as failure to plan, difficulty using and integrating information from multiple sources, a hyper-focus on details at the expense of gist-level propositions, and limited use of mental state and causal language to encode goals and motivations of characters (Capps, Losh, & Thurber, 2000). This session will address theoretical accounts of narrative difficulties in students with ASD and their implications for assessing and treating students with ASD.

## **Søjle 4: Late Talkers**

**Kl. 9.00 – 11.30**

**Oplæg ved:** Dr. Rhea Paul, PhD, Professor at Sacred Heart University, CT

**Titel:** Distinguishing Language Delays From Chronic Language Disorders

**Abstract:** It is difficult to know in young children whether language delays are transient or will lead to chronic delays and cascading difficulties in academic language, reading, and writing. This session will explore assessment methods that make use of evidence regarding the difference between delay and disorder to allow clinicians to make this distinction in daily practice.

Learning Outcomes:

- List the characteristics of language disorders in preschool children that contribute to long-term risk
- Choose assessment instruments, both standardized and observational, that will be useful in distinguishing between delays and disorders
- Explain to parents and teachers how we distinguish between language delay and disorder

**Bemærk!** Oplægget foregår på engelsk.

**Kl. 11.45 – 12.30**

**Oplæg om SEF i auditoriet: sprog og eksekutive funktioner v. Anne Haven, Sahra Mengal, Henrik Skovdahl Hansen**

*Dansk psykologisk forlag har udviklet et nyt testmateriale om sprog og eksekutive funktioner sammen med Elisabeth Wiig. Deltagerne vil blive introduceret til testmaterialet samt blive præsenteret for kliniske cases.*

**Kl. 12.30 – 14.00            Frokostpause – Husk at besøge vores udstillere**

**Kl. 13.00 – 13.45**

**Udstillerforedrag**

Åben adgang – tilmelding ikke nødvendig.

Se ALF's hjemmeside i ugerne op til, for nærmere information [www.alf.dk](http://www.alf.dk)

Annoncering af foredragene kan ses ved ALF's bureau og på hjemmesiden.

**Søjle 1 Udredning/intervention**

**Kl. 14.00 – 16.00**

**Oplæg ved:** Howard Goldstein, Professor, University of South Florida, Tampa

**Titel:** Bridging the Word Gap: Innovative approaches to teaching and assessing vocabulary in young children with language delays

**Abstract:**



Hart and Risley (1995) made Americans aware of vast disparities in the vocabulary that young children are exposed to in the homes of families of different social classes. In fact, by the time children reach the pre-school age of four years, there is not enough time in the day to make up the difference in, what has been called, *the 30 Million Word Gap*. Two approaches to bridging this gap seem evident: (a) conduct parent training that fundamentally changes the home language environment or (b) teach academically-relevant vocabulary efficiently when children are in preschool. This presentation will focus on attempts to meet the second challenge.

Over the past decade, my lab has developed and refined a supplemental vocabulary curriculum for pre-school children at-risk for reading difficulties. The curriculum is designed to fit into a *multi-tiered system of supports* with a focus on children with limited oral language skills. *Story Friends* embeds vocabulary instruction within engaging storybooks designed for preschoolers. We created three book series: Each series includes 1 introductory book, 9 storybooks that each teach four challenging, academic words and two basic concept words, plus 3 review books covering a unit of 12 academic words from the preceding 3 books. These books are prerecorded with the interactive instruction embedded. Each week children listen to the books three times in small groups using headphones. We also developed classroom and home extension activities to provide additional learning opportunities throughout the school day and in the home.

We will discuss how assessing learning is complicated, because vocabulary learning is not an all-or-none phenomenon. Children might be expected to progress from being able to recognize a word to which they were exposed; to being able to comprehend the word when presented graphically or in context (e.g., receptive identification); to being able to express the word (e.g., in a labeling task); to being able to define the word without context being provided. Another aspect of vocabulary could take a dynamic learning approach to assess how well children learn words provided varying degrees of contextual information or instruction.

Single-case experimental and group experimental designs were used to evaluate effects on vocabulary learning during an extensive, iterative development process. Our primary measure was a decontextualized definition task administered at different times after initial learning opportunities. Recent findings indicated that changes to the program resulted in children learning many more sophisticated, academically-relevant vocabulary words. Effect sizes were large (Cohen's  $d = 1.5 - 2.1$ ) when the treatment group was compared to a group receiving the same storybooks without embedded instruction. This presentation will illustrate how programmatic research has resulted in an effective intervention that can be easily implemented with high fidelity and has the potential to better prepare a large population of preschoolers for later school success.

Dr. Howard Goldstein is Associate Dean of Research and Professor of Communication Sciences and Disorders in the College of Behavioral and Community Sciences at the University of South Florida in Tampa. His academic career embraced interdisciplinary collaborations at University of Pittsburgh, The Ohio State University, Florida State University (Chair), and now University of South Florida. He has served the American Speech-Language-Hearing Association (ASHA) as a mentor, site visitor, trainer, and chair of several task forces and committees related to treatment efficacy, the PhD shortage in the field, practice and policies related to developmental disabilities, academic issues and accreditation, clinical practice research, and scholarly publishing. His contributions to the field were recognized as an ASHA Fellow in 1989 and Honors of the Association in 2016. He served on the Board of Trustees for the ASHAFoundation for 9 years and served as the ASHA Vice President for Science and Research (2013-2015).

Dr. Goldstein is a nationally known scholar for his research in the field of child language intervention. His research and training initiatives have focused on improving the communication and social skills of children with autism and other developmental disabilities. His recent work has sought to enhance the language and literacy development of students in high poverty schools who are at risk for language and reading disabilities. He is the author of 2 books and over 140 scholarly journal articles and book chapters. Dr. Goldstein has participated in over 40 research and personnel preparation grants and he has served as Principal Investigator for over 30 sponsored projects. He has served on numerous editorial boards and grant review panels.

## **Søjle 2: Intervention – Evidensbaseret praksis ift. børn med DLD**

**Kl. 14.00 – 16.00**

Oplæg ved: Ulrika Nettelblatt, professor og Eva-Kristina Salameh, legitimerad logoped, med.dr.

Titel: Intervention för en- flerspråkiga barn med DLD

**Abstract:** Samtal är det främsta redskapet vid språklig och pragmatisk intervention. För barn med DLD (developmental language disorder) behövs en systematisk intervention inom de språkliga domäner som är drabbade. Man bör skilja mellan en pragmatiskt inriktad intervention av fonologi, lexikon och grammatik resp. intervention av pragmatiska förmågor.

Det finns alltmer evidens för vilken typ av intervention som ger bäst resultat. Inom fonologisk intervention kommer vi diskutera olika pragmatiska interventionsmodeller för språkliga svårigheter, exempelvis Metafon, där fokus förflyttas från att barnet ska prestera rätt uttal till att logoped och barn förstår varandra. I lexikal intervention underlättas ordinlärningen om man presenterar barnet för närbesläktade ord och medvetet kopplar nya ord med för barnet kända, liknande ord och systematiskt utnyttjar olika semantiska ledtrådar. I grammatisk intervention kan interventionsstrategier som omformuleringar av barnets utsaga användas i naturliga samtalssituationer utan att barnet upplever det som påträngande. Barnet med DLD behöver dock betydligt fler riktade och frekventa omformuleringar.

Pragmatiska svårigheter kan ingå in en grav DLD, men finns även hos barn med neuropsykiatriska diagnoser. Pragmatiska svårigheter kan delas in i sociala resp. språkliga svårigheter (Nettelblatt 2013). Socialt-pragmatiska problem kan gälla turtagning och att anpassa sig till samtalssituationen och samtalspartnern. Språkligt-pragmatiska problem kan relateras till narrativ förmåga, att förstå och använda bildspråk och svårigheter med inferens. I föredraget kommer vi ge exempel på olika pragmatiska svårigheter och diskutera hur man kan bemöta dessa i intervention.

I föreläsningen kommer vi också att diskutera ifall dessa olika typer av intervention utan problem kan tillämpas också på flerspråkiga barn med DLD. Synen på språkutveckling, på vad som är en avvikelse och hur den ska behandlas kan skilja sig mellan kulturer. Detta gör det nödvändigt att anpassa interventionen, inte minst i samarbetet med familjen.

**Bemærk!** Oplægget holdes på svensk.

## **Søjle 3: Autisme**

**Kl. 14.00 – 16.00**

Oplæg ved: Dr. Rhea Paul, PhD, Professor at Sacred Heart University, CT

Titel: Joint Attention in Children with Autism Spectrum Disorder: Evidence-based Assessment and Intervention

**Abstract:** This course will assist clinicians in providing working with preverbal children in order to provide one of the basic building blocks of language: receptive and expressive joint attention. Children with a range of communication disorders often present with minimally verbal communication, past the age at which children typically begin producing speech. Some clinicians focus on AAC for this population; others concentrate on eliciting speech. This course will provide an approach to increasing expressive language and speech pro-

duction for young minimally verbal children by focusing on one of the first steps in the acquisition of language, the ability to share attention with others, and act on intentions regarding these shared objects and activities.

Learning Outcomes:

- Provide a brief review of the early development of nonverbal communication and speech in preverbal children.
- Explain to parents that children with communication disorders may not be talking because they lack the fundamental building blocks that lead to language; such as joint attention.
- Discuss evidence for the central role joint attention plays in the acquisition of language.
- List evidence-based methods of assessment of joint attention.
- Name three evidence-based approaches to intervention to develop joint attentional skills in preverbal children.
- Create a model session plan for working with a preverbal child on establishing, responding to, and initiating joint attention.
- Coach parents on techniques for eliciting joint attentional behaviors in preverbal children.

## **Søjle 4: Late talkers**

**Kl. 14.00 – 16.00**

**Bemærk!** Intet oplæg

**Kl. 16.00**

**Farvel og Tak for denne gang ... vi ses i 2021**