Division of special education
speech and language Program
presents
a conference for speech language Pathologists
January 25, 2013
the Centre at sycamore Plaza
This project is partially funded by the
Regional Coordinating Council
Region 11

Program Administrators in Charge
Jane Moir: (310) 944-3217, ext: 222, FAX: (310) 944-3572
Moir_Jane@lacoe.edu
Lynnell Calkins: (310) 944-3217, ext: 223, FAX: (310) 944-3572
Calkins_Lynnell@lacoe.edu
Barbara Mahoney: (562) 922-8755, FAX: (562) 922-8759
Mahoney_Barbara@lacoe.edu

About the Presenter
Gail J. Richard, Ph.D., CCC-SLP, is a professor and Chair in the
Department of Communication Disorders & Sciences at Eastern Illinois
University in Charleston, IL. She teaches courses and serves as a clinical
supervisor for diagnostic evaluations, with specialization in childhood
developmental language disorders, such as autistic spectrum disorders,
language processing, language-learning disabilities, executive functions,
and selective mutism.

Disclosure Statement: Dr. Richard has a Financial Relationship with
LinguiSystems, Inc and receives a royalty as author of products since 1983.
Dr Richard has a Non-financial Relationship with ASHA as a Board
member 2012-2014. Dr. Richard will receive an honorarium.

PIN# 2006-07-26-3450-BR-5 (Revised August 2012)

This program is offered for 0.5 ASHA CEUs (Intermediate level,
Professional area).

California State and ASHA CEUs available
SLPs Continuing Education Credits:
Licensed Speech Language Pathologists receive five (5.0) hours of
Continuing Education Professional Development credit as required by the
California Speech Language Pathology and Audiology Board. These credits
have no effect on pay scales and salary advancement. They only affect state
your California SLP license number to the conference for CEUs.

Please duplicate and distribute

Arturo Delgado, Ed.D., Superintendent
Cuauhtémoc Avila, Assistant Superintendent, Educational Programs
Kim Hopko, Director, Special Education

Los Angeles County Office of Education
Leading Educators • Supporting Students • Serving Communities
9300 Imperial Highway, Downey, CA 90242-2890 • www.lacoe.edu

9300 Imperial Highway, Downey, California 90242-2890 • www.lacoe.edu
Arturo Delgado, Ed.D., Superintendent
Cuauhtémoc Avila, Assistant Superintendent, Educational Programs
Kim Hopko, Director, Special Education

PIN# 2006-07-26-3450-BR-5 (Revised August 2012)
REGISTRATION FORM
(Deadline for Pre-Registration is December 31, 2012)
Make checks payable to: Los Angeles County Office of Education

Name _______________________________ Address _______________________________
City __________________ State _______ Zip ________
School _______________________________ District _______________________________
Telephone (____-____) _______ Home/Cell phone (____-____) _______
E-mail __________________________________________

Specify accommodations needed ____________________________________________________________

FOES OF Los Angeles County Office of Education
Make checks payable to: Los Angeles County Office of Education

Fee: $30 (before December 31, 2012)
$60 (after January 1, 2013)

Make checks payable to Los Angeles County Office of Education

No registration confirmation will be sent.
You will be contacted if we cannot accommodate your registration.

Lunch is on your own.

The Centre at Sycamore Plaza
5000 Clark Ave. Lakewood, CA 90712

Auditory and Language Processing Disorders
Presenter: Gail J. Richard, Ph.D., CCC-SLP
The workshop will define and differentiate between auditory and language processing disorders, the abilities to attach meaning to stimuli presented or received, and discuss the hierarchy of processing, beginning with auditory perception and progressing through complex language processing. Numerous children have difficulty efficiently and effectively processing auditory information. Language processing can be identified observed by teachers and other school personnel in an educational setting. Once diagnosed, intervention to compensate for the deficits can alleviate frustration and confusion on the part of parents, students, and teachers. This workshop will define and differentiate between auditory and language processing disorders, and present techniques for assessment and intervention across the processing continuum.

Learner Outcomes:
1. Participants will be able to identify behavioral characteristics associated with auditory and language processing deficits, including preschoo.
Learning Experience
Auditory and Language Processing Disorders
Presenter: Gail J. Richard, Ph.D., CCC-SLP
The workshop will define and differentiate between auditory and language processing disorders, the abilities to attach meaning to stimuli presented or received, and discuss the hierarchy of processing, beginning with auditory perception and progressing through complex language processing. Numerous children have difficulty efficiently and effectively processing auditory information. Language processing can be identified observed by teachers and other school personnel in an educational setting. Once diagnosed, intervention to compensate for the deficits can alleviate frustration and confusion on the part of parents, students, and teachers. This workshop will define and differentiate between auditory and language processing disorders, and present techniques for assessment and intervention across the processing continuum.

Learner Outcomes:
1. Participants will be able to identify behavioral characteristics associated with auditory and language processing deficits, including preschool.

2. Participants will be able to differentiate various processing theories and discuss the hierarchy of processing, beginning with auditory perception and progressing through complex language processing.

3. Participants will be able to choose assessment tools for diagnosing and differentiating between auditory and language processing deficits.

4. Participants will apply knowledge of neurology to more effectively manage attention, memory, and learning.

5. Participants will be able to generate intervention strategies for auditory and language processing deficits that incorporates a neurological model into therapy and educational settings.

6. Participants will be able to implement compensatory techniques for memory and word retrieval deficits which compound processing disorders.

Program:
7:30-8:15 a.m. Registration
8:30-10:00 a.m.
Introduction to Processing Continuum Definitions and Examples of Processing Deficits Neurological Hierarchy of Processing - Auditory to Language
10:00 - 11:30 a.m. Behavioral Characteristics & Academic Readiness Auditory and Language Processing Assessment Preschool Precursors to Processing Disorders
11:30 - 1:00 p.m. Lunch
1:00 - 2:00 p.m. Neurology of Learning - Attention Movement Motivation Auditory Processing Intervention Strategies Memory & Word Retrieval Strategies
2:00 - 3:00 p.m. Language Processing Intervention Strategies Treatment Examples
3:00 - 4:00 p.m. Video Case Examples Summary Comments & Questions
4:00 - 4:30 p.m. Turn in Evaluations & Receive Certificates

For Pre-Registration, call 562-926-3740