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, Audiology and Hearing Aid Dispensers Board. These credits have no effect on pay scales and salary advancement. They only affect state licensure for SLPs and Audiologists.
Jane Moir, LACOE PDP19. Bring your California SLP license number to the conference for CEUs.
Bring your ASHA account number to the conference for CEUs.

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About the Presenter
Patricia Prelock, Ph.D., is Dean of the College of Nursing and Health Sciences, Professor of Communication Sciences & Disorders, and Professor of Pediatrics in the College of Medicine at the University of Vermont. Dr. Prelock coordinates parent training programs designed for caregivers of children with autism spectrum disorders. She has developed innovations in interdisciplinary training, to facilitate training in speech-language pathology, and to support her intervention work in autism spectrum disorders. Dr. Prelock’s invited presentations are in the areas of autism, collaboration, Theory of Mind, language assessment and intervention, and language learning disabilities. She is the 2013 President for the American Speech-Language Hearing Association.

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This program is offered for 0.5 ASHA CEUs (Intermediate level, Professional area).
Disclosure Statement: Dr. Prelock has a Financial Relationship with Pro-Ed and Brookes Publishing and receives a royalty as an author of textbooks. Dr. Prelock has a Non-financial Relationship with ASHA as a Board member for the period of 2012-2014. Dr. Prelock will receive an honorarium for this presentation.
**Course Objectives/Summary/Description:**

1. Identify valid and reliable methods for assessing Theory of Mind (ToM) in children with Autism Spectrum Disorder (ASD).
2. Develop goals for intervention based on a data gathered from assessments of Theory of Mind (ToM).

Learner Outcomes:

1. Identify valid and reliable methods for assessing Theory of Mind (ToM) in children with ASD.
2. Develop goals for intervention, based on data gathered from assessment of Theory of Mind.
3. Explain at least two interventions that can facilitate perspective taking in children with ASD.

Lunch is on your own.

**THEORY OF MIND: INNOVATIONS IN ASSESSMENT & INTERVENTION FOR CHILDREN WITH ASD**

**Presenter:** Patricia Prelock, PhD, CCC-SLP

The workshop will describe innovative methods for assessing Theory of Mind (ToM) in children with Autism Spectrum Disorder (ASD). Case examples will be used to identify areas of challenge in theory of mind and develop goals and recommended strategies for intervention. The use of social stories, comic strip conversations, and parent training in Theory of Mind (ToM) intervention will be explained, as strategies to facilitate theory of mind development and intervention will be outlined.

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