

Language Impairment of School Age Children: A Psycholinguistic Framework Characteristics and Principles for Assessment and Intervention

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Communication Sciences and Disorders

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The UCA Chapter of the National Student Speech-Language– Hearing Association is approved by the Continuing Education Board of the American Speech-Language- Hearing Association (ASHA) to provide continuing education activities in speech language pathology and audiology. This program is offered for .55 CEUs (Intermediate level), 5.5 Continuing Professional Education hours in Language Disorders, and 5.5 Continuing Professional Education (CPE) hours in Content area 1 Board of Examiners in Speech Pathology and Audiology. ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

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JAMES MONTGOMERY (Ph.D.)



James Montgomery is Professor of Communication Sciences and Disorders at Ohio University. His

research focuses on the intersection of cognitive processing and sentence comprehension in children with Specific Language Impairment (SLI). His research is funded by the National Institute on Deafness and Other Communication Disorders. His publications have appeared in ASHA journals and psychology journals. He has been Associate Editor for Language for the Journal of Speech, Language, and Hearing Research and American Journal of Speech, Language Pathology. He is reviewer for numerous journals across language and psychology and is an ad hoc grant reviewer for NIH.

BEULA MAGIMAIRAJ (Ph.D.)



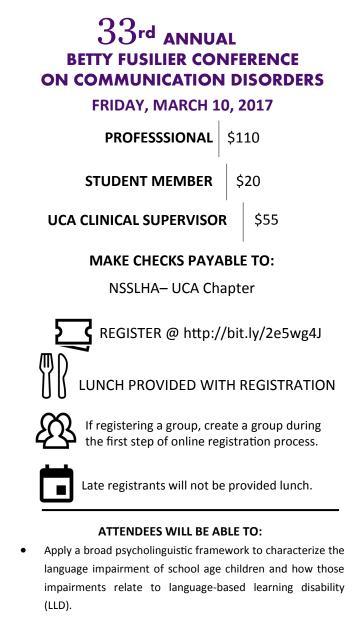
Beula Magimairaj (center) is assistant professor in the Department of Communication Sciences and Disorders at UCA. She will present an overview of a research project funded by the Hearing Health Foundation [coinvestigators: Dr. Naveen Nagaraj, Ph.D. (UAMS/UALR) & Dr. Natalie Benafield, Au.D. (UCA)]. The project integrates hearing, cognition, and language science to better understand sources of auditory processing difficulties in school-age children.



LANGUAGE PERFORMANCE: A **PSYCHOLINGUISTIC FRAMEWORK** 8:35 LANGUAGE, MEMORY, ATTENTION 10:30 BREAK LANGUAGE IMPAIRMENT & 10:45 ACADEMICS: A PSYCHOLINGUISTIC FRAMEWORK 12:00 LUNCH 1:00 AUDITORY PROCESSING DISORDER 2:00 A PROJECT INTEGRATING HEARING, LANGUAGE, & COGNITIVE SCIENCE 2:30 BREAK ASSESSMENT PRINCIPLES 2:45 TREATMENT PRINCIPLES 3:15 **3:30** DISCUSSION & QUESTIONS

COURSE ABSTRACT

Language impairment in school age children reflects a combination of cognitive and linguistic limitations that constrain academic achievement. This workshop will present a broad psycholinguistic framework, supported by current research, to guide the characterization of the language impairment of school age children, and the relation of these impairments to academic difficulties. A psychometric evaluation of the clinical construct of Auditory Processing Disorders will also be presented. Using this psycholinguistic framework, guiding principles for language assessment and treatment will be discussed.



- Apply a psychometric critique of the clinical construct of Auditory Processing Disorder (APD) to demonstrate why APD does not represent a clinically unique construct.
- Identify guiding principles of cognitive and language assessment in school age children from within a broad psycholinguistic framework.
- Identify guiding principles of language treatment in school age children from within a broad psycholinguistic framework.