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Please contact Candice Robinson for school group options utilizing a Purchase Order @ [NSSLHA.UCA@gmail.com](mailto:NSSLHA.UCA@gmail.com)

\*A certificate of participation will be awarded.



NSSLHA Chapter at University of Central Arkansas 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. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This conference is offered for 0.6 ASHA CEU's (Intermediate Level: Professional Area), 6.0 Continuing Professional Education Hours (CPE) in Language Disorders and/or Fluency, and 6.0 CPE hours in content area 1 Board of Examiners in Speech Pathology and Audiology.

SPONSORED BY:

UCA Chapter of the National Student Speech-Language Hearing Association

University of Central Arkansas  
Communication Sciences and Disorders  
201 Donaghey Ave., Box 4985

**34<sup>th</sup> ANNUAL  
BETTY FUSILIER CONFERENCE  
ON COMMUNICATION DISORDERS**  
UNIVERSITY OF CENTRAL ARKANSAS



Recent Advances in Literacy and Fluency: Research to Practice

MARCH 2, 2018



Sunjung Kim is an assistant professor at the University of Central Arkansas (UCA). She received her PhD in Communication Sciences and Disorders from the University of Florida. Her areas

of research specialization include language, reading, and cognition in dyslexia and other reading disabilities. Additionally, she researches the use of technology in assessment and intervention for those with language-learning disabilities. She is also involved in literacy assessment/diagnostics and intervention at UCA clinic and leads the eyeRead lab for research on reading and learning.

*Disclosures: Dr. Kim and Dr. Gregg are both employed by the University of Central Arkansas. They will each receive a fee for speaking at this educational event. There are no nonfinancial conflicts of interest to report.*



Brent A. Gregg is Associate Professor in the Department of Communication Sciences and Disorders at UCA. He teaches both undergraduate and graduate level courses and is currently involved in

research. His research focuses on the epidemiological factors of early childhood stuttering, including the improvement of clinical training in fluency disorders, the assessment and treatment of the psychosocial aspects of stuttering, and the role of resiliency in adolescents who stutter.

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 ON COMMUNICATION DISORDERS  
 FRIDAY, MARCH 2, 2018

COURSE ABSTRACTS

Learning to read is a dynamic and continuous process in which phonological, semantic, morphosyntactic, and discourse interplay. This workshop will integrate the most recent cross-disciplinary scientific literature on factors that are strongly associated with understanding reading difficulties, including dyslexia. The presentation will include core strengths and weaknesses that underlie the struggling readers' difficulties, diagnoses that have scientific validity, specific reading intervention and accommodation plans. Interrelationship between spoken language and written language of the selected population will be discussed.

Stuttering in school-age children can be one of the more challenging disorders for speech-language pathologists to treat. Deciding which therapy approach is most effective, understanding how to help a school-aged child who stutters get the most out of therapy, and addressing psychosocial aspects of stuttering are just a few of the many questions that clinicians often have. This workshop will help clinicians answer these and other difficult questions in an effort to provide the most effective treatment for the children on their caseloads. Participants will come away from the session with a better understanding of the nature of stuttering and an increased confidence in their ability to help children who stutter manage the burden of this challenging disorder.

SCHEDULE OF EVENTS

8:30	DYSLEXIA AND OTHER READING DISABILITIES
9:30	EVIDENCE-BASED PRACTICE FOR STUDENTS WITH DYSLEXIA
10:30	BREAK
10:45	INTERVENTION AND ACCOMMODATIONS FOR STUDENTS WITH DYSLEXIA
11:45	LUNCH
12:45	STUTTERING EPIDEMIOLOGY AND HOW IT SHAPES CLINICAL DECISIONS
1:45	STUTTERING THERAPY IN THE SCHOOL-AGED POPULATION
2:45	BREAK
3:00	EBP IN STUTTERING TREATMENT AND RECENT ADVANCES

ATTENDEES WILL BE ABLE TO:

- Identify a broad psycholinguistic framework to differentiate reading disabilities including dyslexia, language-based learning disabilities, and comprehension-specific disabilities.
- Apply evidence-based methods for helping students with reading disabilities improve reading, spelling, and focused attention.
- Apply the multidimensional assessment of reading and writing disorders to the diagnostic process
- Identify evidence-based intervention in reading and writing and the rationale for selecting the most effective methods
- Select appropriate treatment strategies for helping children who stutter speak more easily and communicate more effectively.
- Assist children with management of their emotional and cognitive reactions to stuttering.
- Write meaningful, objective treatment goals to document progress in therapy.
- Identify practical components from recent research relevant to clinical practice.