Phonological Intervention With Bilingual Children: The Complexity Approach

INTRODUCTION

This webinar will explore evidence-based methods for treating bilingual children with speech sound disorders. Participants will learn the fundamentals of typological complexity theory, discuss past treatment research in this domain, compare and contrast the complexity approach with developmental approaches to treatment, learn target goal selection, and discuss case studies related to these concepts.

LEARNING OUTCOMES

You will be able to:

- compare intervention methods used with monolingual children to those used with bilingual children
- apply theoretical frameworks of typological complexity to clinical practice
- plan treatment protocols for bilingual children based on available research

EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006

ASHA Webinar 17117 / 17217
PROGRAM HISTORY

Live webinar:
Wednesday, September 13, 2017
1:00–3:00 p.m. Eastern time
1:00 p.m. ET
12:00 p.m. (noon) CT
11:00 a.m. MT
10:00 a.m. PT

On-demand webinar:
September 15, 2017– September 13, 2018

This course is offered for 0.2 ASHA CEUs (Intermediate level, Professional area).