

Phonological Assessment and Treatment

Caroline Bowen

TOPIC ID: 2015_02bowen This is a 1-day event.

Participants

This day is designed for experienced through to novice SLPs/SLTs and SLP/SLT Students. It is also suitable as a refresher for SLPs/SLTs re-entering the profession, those making the switch from 'adult' to 'child' work, and those who feel rusty in relation to the connections between phonological theory, evidence and practice.

Reading and Resources

Readings and resources are on the CPD Resources tab of www.speech-language-therapy.com. Bowen (2015) is **not** 'required' reading for the event, but page numbers in it will be cited in the presentation. Bowen, C. (2015). *Children's Speech Sound Disorders (2nd ed)*. Oxford, Wiley-Blackwell. ISBN: 978-1-118-63402-8

Learning Objectives

Participants will be able to:

- Implement assessment procedures aimed to differentially diagnose phonological disorder
- Derive, from assessment data, therapy targets for individual children with phonological disorder, and for children with co-occurring speech error-types
- Develop intervention procedures and activities, driven by theory and research
- Apply a range of treatment approaches specifically intended for phonemically-based errors
- Recognise the potential role of families, and their needs, in all of the above

Content and Format

In the same child, some errors may have: a phonetic basis; a phonological basis; a perceptual basis; an anatomic/structural basis; a motor planning basis; or, a motor execution basis. In principle, separating phonetic approaches from phonemic approaches may help us think clearly about the level at which we are working. But in practice phonological therapy, 'phonetic therapy' (articulation therapy) 'auditory discrimination training' (perceptual therapy), and even intervention based on the principles of motor learning, are not always totally distinct. In this workshop participants will be familiarized with:

- Principles of intervention
- Six characteristics, and six goals, that phonological disorder and CAS may have in common
- Fourteen techniques that can be employed, singly or in combination to address those goals
- 'Phonological' approaches to intervention: Auditory Input Therapy / Naturalistic Intervention; Core Vocabulary Therapy; The Cycles Phonological Patterns Approach; Imagery Therapy; Metaphon; Parents and Children Together (PACT); Perceptually based intervention; Phoneme Awareness Intervention; Phonemic Intervention including four minimal pair approaches, and vowel intervention; and Non-Linear approaches.

How 'workshop-like' this study day is depends on participant numbers, and the host determines this. With larger groups it will likely follow a lecture plus questions, answers and discussion format.

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Known for her www.speech-language-therapy.com website and her interest in Children's Speech Sound Disorders, Dr Caroline Bowen practiced in Australia as a clinical speech-language pathologist for over 40 years, and in the 10 years from 2005 to 2014 travelled worldwide to present CPD events to SLPs/SLTs. Using her 70th birthday in December 2014 as a sign to slow down and reduce her workload, she now offers just 5 CPD events, which she will consider presenting anywhere in the world. She has on-going appointments as an Honorary Associate in Linguistics at Macquarie University in Australia and as an Honorary Research Fellow in Speech-Language Pathology at the University of KwaZulu-Natal in South Africa.