

Registration Form

Please complete the Registration Form and return it with your check

Name: _____

Address: _____

City-State-Zip _____

email: _____

Please print your name below as you would like it on your CEU certificate, such as...

Jane Doe, M.S., CCC-SLP:

Please enclose a check for \$175.00. If postmarked after September 20, the cost is \$200.00.

Please make check payable to the University of Redlands and mail to: Cindy Pike
University of Redlands-Truesdail Center
1200 E Colton Ave, Redlands, CA 92373

Cancellations made *prior* to September 23rd will receive a full refund less a \$25.00 administrative fee.

Orton Center is located on the Redlands campus. For directions please refer to the campus map on the web-site at www.redlands.edu or call the Truesdail Center office for directions at (909) 748-8061.

APPROVED PROVIDER



ProCourse 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 course is offered for .6 ASHA CEUs (Intermediate level, Professional area).



Truesdail Center for
Communicative Disorders
1200 East Colton Ave
Redlands, CA 92373



English Language Learners: Linking Research to Clinical Practice By Vera Gutiérrez-Clellen, PhD



October 1, 2011
8:30 a.m. - 4:00 p.m.
Orton Center

Course Co-Sponsor:

ProCourse
Gainesville, FL





**Vera Gutiérrez-Clellen,
Ph.D., CCC-SLP**

Dr. Vera Gutierrez-Clellen is a bilingual speech-language pathologist, professor, and Coordinator of the Bilingual Speech-Language Pathology Certificate in the School of Speech, Language, and Hearing Sciences at San Diego State University. She has developed and validated assessment measures for bilingual Spanish-English children and conducted language intervention efficacy studies with Latino children with and without language impairments. Her research program uses cross-sectional and longitudinal design methods with samples of children with various degrees of second language proficiency and severity to study the language acquisition of bilingual children with language impairments and the factors that facilitate their language development.

Course Objectives



1. **To identify specific markers of language impairment in bilingual preschoolers based on grammatical and dynamic probes;**
2. **To list potential variables that may explain performance differences in assessment.**
3. **To explain how to choose a language of intervention based on current intervention research.**

Course Description:

Based on the most recent research with bilingual children, this session will present an overview of the language and working memory measures that can help identify bilingual children with language disorders. Performance differences based on dialect, dominance, proficiency, and task will be discussed with case studies. The development and implementation of a vocabulary and language intervention program for Latino preschoolers will be demonstrated based on two intervention studies conducted with typical and atypical learners. Differences in language outcomes across children and across language of intervention approaches will be explained and used to help make clinical decisions.

Schedule

8:30 - 9:00: Part I - Assessment

- Overview
- Validity of Spanish Grammatical Probes
- Validity of English Grammatical Probes
- Diagnostic Accuracy Measures of Spontaneous Language

9:45 - 10:00: Break

10:00 - 12:00: Part I - Assessment (Cont.)

- Validity of Processing-based Measures: Nonword Repetition
- Narrative Development and Disorders in Bilingual Children
- Dynamic Assessment Models

12:00 – 1:00: Lunch

1:00 - 2:00: Part II - Language Intervention

- Assessing Language Change: Dynamic Assessment of Narratives
- Clinical Applications
- Questions and Discussions

2:00 – 2:15: Break

2:15 – 4:00: Part II - Language Intervention (Cont.):

- Individual Differences in Language Learning
- Choosing a Language in Intervention
- Case Studies
- Discussion

