

Program for efteruddannelseskursus på

Hotel Nyborg Strand – Østerøvej 2 – 5800 Nyborg

Mandag d. 28. marts & tirsdag d. 29. marts 2022

Tilmelding foregår udelukkende via et link til Hotel Nyborg Strand, som kommer til at ligge på hjemmesiden www.alf.dk fra december 2021 – Hold derfor godt øje med hjemmesiden!

NB! Når du har tilmeldt dig via dette link, modtager du automatisk en svarmail med en kvittering for tilmeldingen. Af kvitteringen fremgår, hvilke foredrag du er tilmeldt. *Print kvitteringen ud og medbring den til kurset.*

Alle henvendelser vedr. tilmeldinger skal rettes til: nyborgstrand@nyborgstrand.dk eller telefon 65 31 31 31.

Programmets foredrag falder inden for følgende temaer

- Dynamisk vurdering af flersprogede børn med DLD
- Intervention – Evidensbaseret praksis ift. børn med DLD
- Autisme
- Kognitive kommunikationsvanskeligheder (fokus på intervention for voksne med kognitive kommunikationsvanskeligheder)

Mandag d. 28. marts 2022

Kl. 08.30 – 9.30

Ankomst

Man kan først påregne at få værelserne fra kl. 14.00

Kl. 9.30 – 9.45

Fælles velkomst og praktiske oplysninger

Søjle 1: Workshop: Dynamisk vurdering af flersprogede børn med DLD

Kl. 10.00 – 12.00

Oplæg ved: **Elizabeth Penã, Professor**

Titel: **Dynamisk vurdering af flersprogede børn**

Abstract: It is challenging to determine developmental language disorder (DLD) in children while they are in the process of learning two languages. Children may be over identified with DLD if they are inappropriately compared to a monolingual norm. Similarly, their needs may be overlooked if their difficulties are misinterpreted as outcomes of the “bilingual delay.”

Day 1 of the workshop will focus on vocabulary and semantics development in bilingual children. When interpreting performance it is important to consider bilingual exposure and use to explain patterns of performance. Topics will include tasks selection based on psychometric principles as well as dynamic assessment of vocabulary learning to determine DLD in bilinguals.

Day 2 of the workshop will focus on dynamic assessment of narratives as applied to bilingual children. Narrative assessment is an effective way to examine children’s production of language at the levels of macro- and micro-structure. Dynamic assessment describes an interactive assessment process typically utilizing a test-teach-retest format. Applied to narratives, dynamic assessment can be informative in determining DLD in bilinguals. Observations made during dynamic assessment can inform intervention using book-based approaches.

Monday March 28:

10:00	Welcome and overview, orientation to on-line tools
	Challenges in bilingual assessment for DLD
10:30	Language dominance & exposure
11:00	Bilingual semantic and vocabulary development in bilinguals
11:30	Accounting for distributed exposure
12:00-2:30	Lunch break
2:30	Markers of DLD in bilinguals: vocabulary and semantics
3:00	Psychometric principles: standardized and non-standardized assessment
3:30	Principles of dynamic assessment: Applications to vocabulary
4:00	Case studies
4:30	end

Tuesday March 29:

10:00	Welcome and overview, orientation to on-line tools
	Narrative development in bilinguals
10:30	Principles of Dynamic Assessment
11:00	Application of DA with bilinguals
11:30	Principles of mediated learning experience (MLE) and child modifiability
12:00-2:30	Lunch break
2:30	Application of DA in narrative assessment
3:00	Principles of intervention with bilingual children
3:30	Components of language & literacy together book-based approach
4:00	Sample outline and lesson
4:30	end

Bemærk! **Workshoppen fortsætter efter frokost!**

Søjle 2: Intervention – Evidensbaseret praksis ift. børn med DLD

Kl. 10.00 – 12.00

Oplæg ved: **Rikke Vang Christensen, Lektor**

Titel: **DLD og indsatser i praksis**

Abstract: Oplægget tager udgangspunkt i Dollaghans (2007) tredelte evidensbegreb, E³BP, der består af forskningsevidens, klinisk evidens og den informerede klients præferencer, og hvor det at udvise klinisk ekspertise er at inddrage alle tre typer af evidens i sin praksis.

De tre elementer vil blive gennemgået, men jeg vil især fokusere på den kliniske evidens, altså det at finde ud af, om ens indsats virker i det konkrete tilfælde, fx i ens danske PPR-kontekst med et givet barn eller en given personalegruppe. I oplægget vil jeg give eksempler på, hvordan man som dansk børnelogopæd med inddragelse af evidens fra den internationale DLD-forskning kan arbejde på at tilrettelægge og evaluere sine indsatser på en måde, som også gør en bedre i stand til at vurdere, om indsatserne har haft den ønskede effekt.

Søjle 3: Autisme

Kl. 10.00 – 12.00

Oplæg ved: **Cecilia Brynskov ph.d. i psykologi & David Brynskov, 24 år**

Titel: **Autisme og flersprogethed**

Abstract: Tosprogethed hos børn med autisme er et underbelyst emne, og forskningen inden for området er først for alvor kommet i gang i løbet af det seneste årti. Dette oplæg giver først en kort introduktion til tosprogethed og præsenterer dernæst den tilgængelige viden om tosprogethed i relation til autisme.

De børn, oplægget handler om, falder i to overordnede grupper, som på overfladen lader til at være meget forskellige, nemlig 1) børn med autisme, der har et andet modersmål end dansk, og som derfor skal tilegne sig dansk som andetsprog, og 2) børn med autisme, der er pæredanske, men som pludselig, ofte af sig selv og indimellem før det danske er helt på plads, tilegner sig engelsk, ofte via digitale medier.

Selvom disse to børnegrupper kan se meget forskellige ud, er der store ligheder mellem de sprogtilegnelsesprocesser, der gør sig gældende hos dem, og uanset type er det at blive tosproget en udfordring, som dog også kan blive til en styrke.

Formålet med oplægget er at præsentere den tilgængelige viden om emnet og at diskutere fordele og ulemper ved forskellige tilgange til børnenes tilegnelse af mere end et sprog: Skal man nøjes med at styrke det ene sprog? Eller skal man satse på begge sprog på samme tid? Skal barnet have lov til at dyrke det engelske, når det måske sker på bekostning af det danske?

Der vil blive præsenteret masser af danske cases, og så vil David, som både har autisme og er tosproget, kort præsentere sin egen case.

Søjle 4: Kognitive kommunikationsvanskeligheder (fokus på intervention for voksne med kognitive kommunikationsvanskeligheder)

Kl. 10.00 – 12.00

Oplæg ved: **Catherine Wiseman-Hakes, PhD Reg. CASLPO**

Titel: **Current Concepts in Cognitive-Communication Disorders; Knowledge Transfer from Evidence to Practice**

Abstract: Our understanding of Cognitive-communication disorders (CCD's) and their impact on individuals with brain injury and their close others has increased significantly in the past few years. We now understand that to optimize communication outcomes following brain injury, assessment and rehabilitation should include CCD's but also be expanded to include Social Communication Disorders and opportunities for Communication Partner Training.

There is also a growing evidence base such that it can be difficult for students and clinicians to remain current, and to implement the best available evidence. For CCDs subsequent to traumatic brain injury (TBI), there has been an evolution in the approach to guideline development.

Previous guidelines including the INCOG Guidelines: Cognitive Communication Disorders (2014), are presently being updated and will inform this 2-day seminar. Speech language clinicians will gain an in-depth overview of current knowledge and current evidence, with practical guidance for translation to practice.

Participants will gain an understanding of concepts and frameworks such as the principles of neuroplasticity and application of a neurodevelopmental lens, concurrent with the Model of Cognitive-communication Competence and the International Classification of Functioning and Disability. This seminar will include a combination of didactic lecture, with extensive discussion and small group activities to inform a comprehensive approach to assessment and intervention.

Bemærk! **Workshoppen fortsætter efter frokost!**

Kl. 12.00 – 13.00 Frokostpause

Diskussionsforum – v/ Michael Ejstrup, Sprogforsker

Kl. 13.15 – 14.15:

De sidste detaljer er ved at blive udarbejdet.

Bemærk! Hold øje med: <https://www.alf.dk/efteruddannelseskursus-nyborg-strand>

Tilmelding er nødvendig

Søjle 1: Workshop: Dynamisk vurdering af flersprogede børn med DLD

Kl. 14.30 – 16.30

Oplæg ved: **Elizabeth Penâ, Professor**

Titel: **Dynamisk vurdering af flersprogede børn**

Abstract: Workshoppen omhandler bl.a. generelle principper om dynamisk assessment. Dr. Elizabeth Penâ vil ligeledes gennemgå forskellige eksempler på, hvordan dynamisk assessment kan bruges til at skelne mellem DLD og forsinket andetsprogsudvikling hos flersprogede børn.

Søjle 2: Intervention – Evidensbaseret praksis ift. børn med DLD

Kl. 14.30 – 16.30

Oplæg ved: **Elin Thordardottir, Ph.D., McGill University**

Titel: **Dialogic book reading to target vocabulary (and more) for bilingual children with DLD**

Abstract: This presentation will focus on intervention for bilingual and multilingual children with Developmental Language Disorder (DLD).

The first part of the presentation will focus on what research says about general principles of intervention with bilingual children, such as which language to focus on, methods that can be used to target both languages, and how to assess the efficacy of intervention in the case of a bilingual child.

The second part of the presentation will focus on a specific method to target vocabulary in bilingual populations, vocabulary being the cornerstone of further language development. A vocabulary intervention approach using dialogic book reading will be presented, which was developed by an international research team (members of COST Action IS1406). The presentation will cover the theoretical underpinnings of the approach, details on how to implement it, and data on intervention efficacy.

The approach can be used in individual sessions or with groups, and parents could be trained to implement it in their language. The method can be extended to targets beyond vocabulary.

Søjle 3: Autisme

Kl. 14.30 – 16.30

Oplæg ved: **Dr. Rebecca McCauley, Professor Emeritus Ohio State University**

Titel: **Motor Speech and Other Speech Disorders in Children with Autism: Problem-solving for Assessment and Treatment**

Abstract: Characteristics associated with autism complicate the diagnosis and treatment of motor speech and speech problems in children with this diagnosis. This talk will draw on the research on motor speech and other pediatric speech sound disorders as well as research on interventions for autism. These research literatures suggest clinical strategies clinicians can use to describe these children's needs then intervene to improve their speech and overall communication. Session schedule is as follows:

- Background on types of speech sound disorders seen in children with autism
- Diagnosis and description of SSDs
- Interventions for speech challenges in autism

Søjle 4: Kognitive kommunikationsvanskeligheder (fokus på intervention for voksne med kognitive kommunikationsvanskeligheder)

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Kl. 18.00 – 19.30 Aftensmad

Kl. 20.00

Audiologopædisk Forenings ordinære generalforsamling.

Se dagsorden og beretning fra bestyrelsen på hjemmesiden. www.alf.dk

Mød op på generalforsamlingen – tag del i debatten!

Uddeling af legater til ansøgere til Vibeke og Victor Blochs Legat.

Tirsdag d. 29.marts 2022

Kl. 8.30 – 9.00

Kaffe/te og ½ rundstykke til endagskursister

Søjle 1 Workshop: Dynamisk vurdering af flersprogede børn med DLD

Kl. 9.00 – 11.00

Oplæg ved: **Elizabeth Penâ, Professor,**

Titel: **Dynamisk vurdering af flersprogede børn**

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Bemærk! **Workshoppen fortsætter efter frokost!**

Søjle 2: Intervention – Evidensbaseret praksis ift. børn med DLD

Kl. 9.00 – 11.00

Oplæg ved: **Eva-Kristina Salameh, Legitimerad logoped, med.dr.**

Titel: **Hur förskolan kan stötta språkutvecklingen hos flerspråkiga barn**

Abstract: För många flerspråkiga barn är förskolan den enda area där de möter sitt nya språk. Förskolan har därför en viktig uppgift att tillhandahålla språklig stimulans och ge barnen möjlighet att få höra och tala andraspråket tillräckligt mycket, inte minst genom att barnen får höra och tala språket i olika sammanhang. Samtidigt är förskolebarnens modersmål inte färdigutvecklat, utan barnen behöver stöd även i detta språk.

Ett välutvecklat modersmål underlättar inlärandet av ett andraspråk, inte minst genom ett stort ordförråd. För barn som har en sen språklig utveckling eller DLD, som drabbar båda språken, är stödet också på modersmålet ännu viktigare.

Att ett barn vistas i en förskola med ett annat språk än hemmets, innebär inte att barnet med automatik utvecklar detta andraspråk, utan det behövs genomtänkta strategier i det språkliga arbetet. För förskolan är det viktigt att använda ett interkulturellt förhållningssätt, som innebär att man förstår hur den egna kulturen påverkar arbetssättet och också kontakten med flerspråkiga föräldrar, t.ex. genom uttalade förväntningar.

Att arbeta med transspråkande innebär att alla språk har samma värde, att barnet får möjligheter att använda också sitt eget språk vid de olika verksamheterna i förskolan. För personalens del innebär det t.ex. att skaffa kunskap om digitala språkliga resurser att använda i förskolan. Genom att barnen får använda sitt eget språk normaliseras språkliga skillnader och barnen blir mer engagerade.

Föräldrarna är en viktig grupp att arbeta med, inte minst eftersom synen på hur barn lär sig språk kan skilja sig mellan olika kulturer. Om barnet är litet men bedöms ha DLD, behövs föräldrarna involveras i arbetet med språklig stimulans på modersmålet.

Søjle 3: Autisme

Kl. 9.00 – 11.00

Oplæg ved: **Connie Kasari, Professor**

Titel: **JASPER – social communicative intervention in children with autism**

Abstract: Thank you for your interest in learning the Joint Attention, Symbolic Play, Engagement, and Regulation (JASPER) intervention. JASPER is an evidence based social communication intervention which addresses the core challenges experienced by children with autism spectrum disorders (ASD). To date, JASPER has been tested in 9 published randomized controlled trials (RCTs) involving over 700 children with ASD. Rooted in 20 years of research, it has proven effective in improving children's time jointly engaged in play activities with others (noticing both the partner and the shared activity), initiations of joint attention (e.g., Kasari et al., 2010; 2014), language (e.g., Chang et al, 2016; Kasari et al., 2008), play diversity (e.g., Kasari et al., 2010), and play level (e.g., Kasari et al., 2014). Participants will gain a working understanding of the history, purpose, and goals of the JASPER intervention as well as introduction to an assessment tool designed to identify targets for intervention.

Focus of Instruction:

- JASPER development and research history
- Core skills and target outcomes
- Summary of assessment of core skills and target setting
- Overview of JASPER strategies

Bemærk! **Workshoppen fortsætter efter frokost!**

Søjle 4: Kognitive kommunikationsvanskeligheder (fokus på intervention for voksne med kognitive kommunikationsvanskeligheder)

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Kl. 11.15 – 12.15 Frokostpause

Udstillere/ udstilleroplæg / speciale posters

Kl. 12.30 – 13.15

Åben adgang – tilmelding ikke nødvendig.

Se ALF's hjemmeside i ugerne op til, for nærmere information www.alf.dk

Søjle 1 Workshop: Dynamisk vurdering af flersprogede børn med DLD

Kl. 13.30 – 15.30

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Søjle 2: Intervention – Evidensbaseret praksis ift. børn med DLD

Kl. 13.30 – 15.30

Oplæg ved: **Ulrika Nettelbladt, Professor, Lunds Universitet**

Titel: **Pragmatisk intervention med utgångspunkt i grundläggande begrepp och interaktion**

Abstract: Föreläsningen tar sin utgångspunkt i hur kognitiv semantik (Vogel 2011, Clark 2017) kan appliceras på barns lexikala utveckling men även på grammatisk utveckling och på en pragmatiskt inriktad intervention av barn med DLD. Dessa barn har i allmänhet svårt med att utveckla sitt ordförråd, vilket i sin tur påverkar utvecklingen av grammatik och interaktion. För de första årens ordförråd återanvänder barnet förspråkliga begrepp som etablerats under det första levnadsåret. Många språkliga begrepp utgår från den egna kroppen, t.ex. fram- och bak, upp-och-ner liksom hur barnet relaterar till föremål i omgivningen som det gradvis lär sig att hantera. Denna tidiga begreppsutveckling är central för den fortsatta språkutvecklingen där barnet långt senare lär sig att förstå abstrakta ord och bildspråk, dvs. metaforer, liknelser och ordspråk. Många metaforer har en direkt koppling till kroppsupplevelser, t.ex. *Att vända ryggen till (Vende ryggen til)*, *Hoppa över en sida (Springe en side over)*, *Kasta ett öga (Kaste et øje)*, *Stå med fötterna på jorden (Stå med fødderne på jorden)*. Sådana uttryck är mycket vanliga i vardagliga samtal och förekommer ofta i pedagogers språk riktade till barn. Bildspråk är också vanligt i bilderböcker för barn.

Barn med pragmatiska svårigheter har ofta svårt att just förstå bildspråk som de tolkar bokstavligt, alltså ord-för-ord. Att ta fasta på de grundläggande begreppen kan ge en tydlig struktur och medvetandegöra pedagogen på kopplingen mellan kroppsupplevelser och språkliga begrepp. De grundläggande begreppen ligger också till grund för grammatiken eftersom språk innebär att kunna gå utanför den konkreta situationen här-och-nu, att kunna förflytta sig i tid och rum, nödvändigt för att senare behärska narrativer.

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KI. 15.30

Farvel & TAK for denne gang – vi ses i 2023!