

**Speech-Language Pathology
Summer School 2021**

16 - 21 August

Virtual edition

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SLP-IN Network Partners

Network Steering Committee

Kirsten Schraeyen, Thomas More University of Applied Sciences, Antwerp, Belgium (Network Coordinator); *Brian Shulman*, Seton Hall University, New Jersey, USA; *Cristian Leorin*, Padova University, Italy; *Marjon Peek*, Fontys University of Applied Sciences, Eindhoven, The Netherlands; *Kevin Yuen*, The Education University of Hong Kong, Hong Kong

SLP-IN Network

FH Joanneum University of Applied Sciences, Graz, Austria

Fontys University of Applied Sciences, Eindhoven, The Netherlands

Hanze University of Applied Sciences, Groningen, The Netherlands

Haute Ecole Léonard de Vinci, Institut Libre Marie Haps, Brussels, Belgium

Karolinska Institutet, Stockholm, Sweden

National Taipei University of Nursing and Health Sciences, Taipei, Taiwan

RWTH Aachen University, Aachen, Germany

Seton Hall University, New Jersey, USA

University of Patras, Patras, Greece

The Education University of Hong Kong, Hong Kong

Thomas More University of Applied Sciences, Antwerp, Belgium

Trinity College, Dublin, Ireland

University of Gothenburg, Gothenburg, Sweden

University of Malta, Malta

University of Padova, Padova, Italy

University of Turku, Turku, Finland

University of Valladolid, Valladolid, Spain

Vives University of Applied Sciences, Bruges, Belgium

Zuyd University of Applied Sciences, Heerlen, The Netherlands

Time zones

We will work in six different time zones.

Please check the applicable time schedule for your time zone.

(!) *EU students additionally need to check their international group (~preparation educational challenges).*

1. USA, Chile
2. Suriname
3. EU* = Ireland/UK
4. EU** = Belgium, The Netherlands, Malta, Germany, Italy, Austria, Sweden, Spain
5. EU*** = Finland, Greece
6. Asia = Hong Kong, Taiwan, Philippines

Day 1-Monday 16 August: Opening Ceremony

<p>7AM (USA/Chile) 8AM (Suriname) 12.01AM (EU*) 1PM (EU**) 2PM (EU***) 7PM (ASIA)</p>	<p>Try-out</p> <p>The TEAMS room will be opened one hour before the actual start</p> <p>Join Conference Opening</p>	
<p>8-11AM (USA/Chile) 9AM-12 (Suriname) 1-4PM (EU*) 2-5PM (EU**) 3-6PM (EU***) 8-11PM (ASIA)</p>	<p>Conference opening (40 minutes)</p> <p><i>Dr. Kirsten Schraeyen, SLP-IN Coordinator</i></p> <p><i>Dr. Brian Shulman, Steering Committee</i></p> <p><i>Dr. Kevin Yuen, Steering Committee</i></p> <p><i>Mr. Cristian Leorin, Steering Committee</i></p> <p><i>Mrs. Marjon Peek, Steering Committee</i></p> <p>Ice breaking activity 1 (20 minutes)</p> <p><i>International student GROUP 6, introduced by Angeliki Orfanaki</i></p> <p>Break (15 minutes)</p> <p>Introduction of SLP themes (20 minutes)</p> <ul style="list-style-type: none"> - Parent involvement <i>Dr. Helen Grech & Dr. Sabine Van Eerdenbrugh</i> - Neuroscience in understanding the nature of SLP impairments and SLP interventions <i>Dr. Stefan Heim & Mrs. Gertrude Croé</i> - Prevention and awareness of developmental language disorders (DLD) <i>Dr. Duana Quigley & Dr. Margot Bochane</i> - Interprofessional education and practice, global and intercultural perspectives 	<p><i>ALL STAFF and STUDENTS</i></p>

	<p><i>Dr. Yvonne Van Zaalen & Dr. Stijn Deckers</i></p> <p>Ice breaking activity 2 (20 minutes) <i>International student GROUP 1, introduced by Laura Carbajal</i></p> <p>Break (15 minutes)</p> <p>Virtual Road Show (30 minutes) <i>One student representative per institution</i></p> <p>Introduction of Educational Challenge 1 (10 minutes) <i>Dr. Helen Grech & Dr. Sabine Van Eerdenbrugh</i></p>	
<p>12-2PM (USA/Chile)</p> <p>1-3PM (Suriname)</p> <p>5-7PM (EU*)</p> <p>6-8PM (EU**)</p> <p>7-9PM (EU***)</p>	<p>Workshop 1 Parent involvement</p> <p>Teaching responsive communication skills to parents.</p> <p><i>Dr. Pia Lindevall</i></p> <p>Join workshop</p>	<p><i>ONLY for international student GROUP 10 and interested staff</i></p>

Day 2-Tuesday 17 August: Parent involvement

Panel leaders:

Dr. Helen Grech, Malta University

Dr. Sabine Van Eerdenbrugh, Thomas More UoAS

Participating staff:

Dr. Yvonne Lynch, Trinity College Dublin

Dr. Pia Lindevall, Turku University

Drs. Alba Ayuso, Valladolid University

Mr. Mark Meersman, Thomas More UoAS

Dr. Veronica Montanaro, Malta University

<p>10AM-12 (EU*)</p> <p>11AM-1PM (EU**)</p> <p>12-2PM (EU***)</p> <p>5-7PM (ASIA)</p>	<p>Workshop 2 Parent involvement</p> <p>Identifying Appropriate Symbol Communication Aids for Children: Evidence based resources to enhance clinical decision making.</p> <p><i>Dr. Yvonne Lynch</i></p> <p>Join workshop</p>	<p><i>ONLY for international student GROUPS 1-2-3-4-5-6-7-8-9 and interested staff</i></p>
<p>9-10:50AM (USA/Chile)</p> <p>10-11:50AM (Suriname)</p> <p>2-3:50PM (EU*)</p> <p>3-4:50PM (EU**)</p> <p>4-5:50PM (EU***)</p> <p>9-10:50PM (ASIA)</p>	<p>Overall Workshop Parent Involvement</p> <p>Increasing parents' motivation to actively collaborate in SLT.</p> <p><i>Mr. Mark Meersman</i></p> <p>Join workshop</p>	<p><i>ALL STAFF and STUDENTS</i></p>
<p>10:50-11AM (USA/Chile)</p> <p>11:50AM-12 (Suriname)</p> <p>3:50-4PM (EU*)</p> <p>4:50-5PM (EU**)</p> <p>5:50-6PM (EU***)</p> <p>10:50-11PM (ASIA)</p>	<p>Introduction Educational Challenge 2</p> <p>What do we learn from artificial paradigms we use when testing language in the brain for real life treatment of patients?</p> <p><i>Dr. Stefan Heim & Mrs. Gertrude Croé</i></p> <p>Join Introduction Educational Challenge</p>	<p><i>ALL STAFF and STUDENTS</i></p>

<p>12-2PM (USA/Chile)</p> <p>1-3PM (Suriname)</p> <p>5-7PM (EU*)</p> <p>6-8PM (EU**)</p> <p>7-9PM (EU***)</p>	<p>Preparation Educational Challenge 2</p> <p><i>2 hour Individual work and independent small group work to prepare individual thoughts on mind map</i></p> <p><i>(All links available in MS Teams)</i></p> <ol style="list-style-type: none"> 1. Watch two key notes (by Dr. Stefan Heim and Dr. Ferdinand Binkofski) <ol style="list-style-type: none"> a. Focus on the functioning anatomy of linguistic frameworks/interplay between systems 2. Prepare required material for Workshops 3. Put already some individual thoughts on mind map. <p><u>Meeting link:</u></p> <p>Go to your student collaboration channel: Channel 10 via MS TEAMS platform</p>	<p><i>ONLY for international student GROUP 10</i></p>

Day 3-Wednesday 18 August: Neuroscience in understanding the nature of SLP impairments and SLP interventions

Panel leaders:

Dr. Stefan Heim, RWTH Aachen University

Mrs. Gertrude Croé, ILMH

Participating staff:

Dr. Ferdinand Binkofski, RWTH Aachen University

Dr. Dorien Vandendorre, Thomas More UoAS

Dr. Kevin Yuen, The Education University of Hong Kong

Dr. Kwan-Chen, Li Ying Lorinda, The Education University of Hong Kong

Dr. Åsa Fyrberg Fridlitzius, Gothenburg University

<p>10AM-12 (EU*)</p> <p>11AM-1PM (EU**)</p> <p>12-2PM (EU***)</p> <p>5-7PM (ASIA)</p>	<p>Preparation Educational Challenge 2</p> <p><i>2 hour Individual work and independent small group work to prepare individual thoughts on mind map</i></p> <p><i>(All links available in MS Teams)</i></p> <ol style="list-style-type: none"> 1. Watch two key notes (by Dr. Stefan Heim and Dr. Ferdinand Binkofski) <ol style="list-style-type: none"> a. Focus on the functioning anatomy of linguistic frameworks/interplay between systems 2. Prepare required material for Workshops 3. Put already some individual thoughts on mind map. <p><u>Meeting link:</u></p> <p>Go to your student collaboration channel: Channels 1,2,3,4,5,6,7,8,9 via MS TEAMS platform</p>	<p><i>ONLY for international student</i></p> <p><i>GROUPS 1-2-3-4-5-6-7-8-9</i></p>
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<p>7-9AM (USA/Chile)</p> <p>12-2PM (EU*)</p> <p>1-3PM (EU**)</p> <p>2-4PM (EU***)</p> <p>7-9PM (ASIA)</p>	<p>Social program (!! mandatory for students)</p> <p>Remote Escape Room Game.</p> <p><i>Which team will win this game?</i></p> <p>Join introduction to the game</p>	<p>ALL STUDENTS and REGISTERED STAFF</p>
<p>9:30-11:20AM (USA/Chile)</p> <p>10:30-12:20PM (Suriname)</p> <p>2:30-4:20PM (EU*)</p> <p>3:30-5:20PM (EU**)</p> <p>4:30-6:20PM (EU***)</p> <p>9:30-11:20PM (ASIA)</p>	<p>Pre-registered workshops</p> <p>!! Choose the link of the workshop you signed up for!</p> <p>Workshop 1</p> <p>Planning SLP interventions in children and adolescents with Acquired Brain Injury (ABI) – what can we learn from neurological data?</p> <p><i>Dr. Åsa Fyrberg Fridlitzius</i></p> <p>Join workshop</p> <p>Workshop 2</p> <p>tDCS and aphasia therapy: can patients benefit from a combined therapeutic approach</p> <p><i>Dr. Dorien Vandenborre</i></p> <p>Join workshop</p> <p>Workshop 3</p> <p>How magnetic resonance imaging (MRI) reveals the neural basis of auditory processing?</p> <p><i>Dr. Yuen, Chi Pun Kevin</i></p> <p>Join workshop</p> <p>Workshop 4</p> <p>Script Intervention for people with post-stroke aphasia and primary progressive aphasia.</p> <p><i>Dr. Kwan-Chen, Li Ying Lorinda</i></p> <p>Join workshop</p>	<p>ALL STAFF and STUDENTS</p>

<p>11:20-11:30AM (USA/Chile) 12:20-12:30 PM (Suriname) 4:20-4:30PM (EU*) 5:20-5:30PM (EU**) 6:20-6:30PM (EU***) 11:20-11:30PM (ASIA)</p>	<p>Introduction Educational Challenge 3 Create your own DLD Awareness Campaign Plan for DLD Awareness Day 2021 (15th October 2021) <i>Dr. Duana Quigley & Dr. Margot Bochane</i> Join introduction Educational Challenge 3</p>	<p><i>ALL STAFF and STUDENTS</i></p>
<p>12-2PM (USA/Chile) 5-7PM (EU*) 6-8PM (EU**) 7-9PM (EU***)</p>	<p>Preparation Educational Challenge 3 <i>2 hour Individual work and independent small group work to generate ideas for your DLD Awareness Campaign (All links available in MS Teams)</i></p> <ol style="list-style-type: none"> 1. Watch award winning short film about DLD (20 minutes) 2. Watch You Tube video clips about DLD (30 minutes) 3. Read about previous DLD Awareness Campaigns (15 minutes) 4. Look at the three DLD Awareness Websites - RADLD; DLDandMe; NAPLIC (30 minutes) 5. Start your plan for your group's DLD Awareness campaign and presentation: (e.g., What is your goal? Who is your target audience? What is your key message?) (25 minutes) <p><u>Meeting link:</u> Go to your student collaboration channel: Channel 10 via MS TEAMS platform</p>	<p><i>ONLY for international student GROUP 10</i></p>

<p>12:01 PM-1:30PM (USA) 5-6:30PM (EU*) 6-7:30PM (EU**) 7-8:30PM (EU***) Midnight-01:30 AM (ASIA)</p>	<p>SLP-Board Meeting (STAFF) <i>Only for designated representatives</i> Separate meeting link via email</p>
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Day 4-Thursday 19 August: Prevention and awareness of developmental language disorders

Panel leaders:

Dr. Duana Quigley, Trinity College Dublin

Dr. Margot Bochane, Hanze UoAS

Participating staff:

Dr. Kirsten Schraeyen, Thomas More UoAS

Dr. Kevin Yuen, The Education University of Hong Kong

10AM-12 (EU*)

11AM-1PM (EU**)

12-2PM (EU***)

5-7PM (ASIA)

Preparation Educational Challenge 3

*2 hour Individual work and independent small group work
to generate ideas for your DLD Awareness Campaign*

(All links available in MS Teams)

1. Watch award winning short film about DLD (20 minutes)
2. Watch You Tube video clips about DLD (30 minutes)
3. Read about previous DLD Awareness Campaigns (15 minutes)
4. Look at the three DLD Awareness Websites - RADLD; DLDandMe; NAPLIC (30 minutes)
5. Start your plan for your group's DLD Awareness campaign and presentation: (e.g., What is your goal? Who is your target audience? What is your key message?) (25 minutes)

Meeting link:

Go to your student collaboration channel: Channels
1,2,3,4,5,6,7,8,9 via MS TEAMS platform

*ONLY for
international
student
GROUPS 1-2-
3-4-5-6-7-8-
9*

<p>9-10:50AM (USA/Chile) 10-11:50AM (Suriname) 2-3:50PM (EU*) 3-4:50PM (EU**) 4-5:50PM (EU***) 9-10:50PM (ASIA)</p>	<p>Final campaign preparation and presentation <i>Dr. Duana Quigley & Dr. Margot Bochane</i></p> <ul style="list-style-type: none"> • Leaders will go around all small groups to support you to finalise your ideas and your presentation • Presentation per small group on each DLD awareness campaign (3 minutes per small group) <p>Join session</p>	<p><i>ALL STAFF and STUDENTS</i></p>
<p>10:50-11AM (USA/Chile) 11:50AM-12:00 (Suriname) 3:50-4PM (EU*) 4:50-5PM (EU**) 5:50-6PM (EU***) 10:50-11PM (ASIA)</p>	<p>Introduction Educational Challenge 4 <i>Dr. Yvonne Van Zaalen & Dr. Stijn Deckers</i></p> <p>The outcome of the interprofessional team meeting is to formulate 3 priorities for Case Jona for the next 3 month. Formulate your priorities as SMART as possible.</p> <p>Join session</p>	<p><i>ALL STAFF and STUDENTS</i></p>
<p>12-2PM (USA/Chile) 5-7PM (EU*) 6-8PM (EU**) 7-9PM (EU***)</p>	<p>Preparation Education Challenge 4 <i>(All links available in MS Teams)</i></p> <p><i>Individual work</i></p> <ol style="list-style-type: none"> 1. Watch the introduction video by Dr. Brian Shulman (4 minutes) <ol style="list-style-type: none"> a. Make your own notes b. Have you ever experienced interprofessional care? If yes, in what role? As a client, a sibling, a caregiver, a parent, a health professional? What seems to be important to you? 2. Watch three videos regarding Interprofessional Communication <ol style="list-style-type: none"> a. Part I (15minutes) – Mrs. Aimée van Loo, <i>Factors of Interprofessional Communication</i> b. Part II (26minutes) – Dr. Yvonne Van Zaalen, <i>Collaborative Communication</i> c. Part III (19minutes) – Mrs. Marjon Peek, <i>Effective Interprofessional Communication</i> <p><i>Small groups</i></p>	<p><i>ONLY for international student GROUP 10</i></p>

	<p>Decide which principles of Interprofessional care and Interprofessional Communication are important for you when organizing an interprofessional meeting.</p> <p><u>Meeting link:</u> Go to your student collaboration channel: Channel 10 via MS TEAMS platform</p>	
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Day 5-Friday 20 August: Interprofessional Education and Interprofessional Practice

Panel leaders:

Dr. Yvonne Van Zalen, Fontys UoAS

Dr. Stijn Deckers (guest)

Participating staff:

Dr. Brian Shulman, Seton Hall U

Mrs. Aimeé Van Loo, Zuyd UoAS

Mrs. Marjon Peek, Fontys UoAS

10AM-12 (EU*)

11AM-1PM (EU**)

12-2PM (EU***)

5-7PM (ASIA)

Preparation Educational Challenge 4

(All links available in MS Teams)

Individual work

1. Watch the introduction video by Dr. Brian Shulman (4 minutes)
 - a. Make your own notes
 - b. Have you ever experienced interprofessional care? If yes, in what role? As a client, a sibling, a caregiver, a parent, a health professional? What seems to be important to you?
2. Watch three videos regarding Interprofessional Communication
 - a. Part I (15minutes) – Mrs. Aimée van Loo, *Factors of Interprofessional Communication*
 - b. Part II (26minutes) – Dr. Yvonne Van Zaalen, *Collaborative Communication*
 - c. Part III (19minutes) – Mrs. Marjon Peek, *Effective Interprofessional Communication*

ONLY for international student GROUPS 1-2-3-4-5-6-7-8-9

	<p><i>Small groups</i></p> <p>Decide which principles of Interprofessional care and Interprofessional Communication are important for you when organizing an interprofessional meeting.</p> <p><u>Meeting link:</u></p> <p>Go to your student collaboration channel: Channels 1,2,3,4,5,6,7,8,9 via MS TEAMS platform</p>	
<p>9-10:50AM (USA/Chile)</p> <p>10-11:50AM (Suriname)</p> <p>2-3:50PM (EU*)</p> <p>3-4:50PM (EU**)</p> <p>4-5:50PM (EU***)</p> <p>9-10:50PM (ASIA)</p>	<p>Wrap-up IPE and IPC: Case Jona</p> <p><i>Dr. Yvonne Van Zaalen, Dr. Stijn Deckers & Mrs. Aimeé Van Loo</i></p> <ul style="list-style-type: none"> • Short introduction (15 minutes) • Interprofessional team meeting Case Jona (Role Play) (in small groups – 70 minutes) <ol style="list-style-type: none"> 1. You receive by email your individual role a couple of hours before the interprofessional team meeting 2. Prepare the interprofessional team meeting about Case Jona, by your individual role (do not share information about your role before the role play (interprofessional team meeting with other students! • General discussion Challenge Outcome (15 minutes) <p>Join session</p>	<p><i>ALL STAFF and STUDENTS</i></p>
<p>10:50-11AM (USA/Chile)</p> <p>11:50AM-12 :00 (Suriname)</p> <p>3:50-4PM (EU*)</p> <p>4:50-5PM (EU**)</p> <p>5:50-6PM (EU***)</p> <p>10:50-11PM (ASIA)</p>	<p>Introduction farewell</p> <p>Prepare a (max.) 5' farewell activity together with your international fellows within your group.</p> <p><i>Dr. Kirsten Schraeyen</i></p> <p>Join session</p>	<p><i>ALL STAFF and STUDENTS</i></p>
<p>12-2PM (USA/Chile)</p> <p>5-7PM (EU*)</p> <p>6-8PM (EU**)</p> <p>7-9PM (EU***)</p>	<p>Preparation farewell</p> <p><u>Meeting link:</u></p> <p>Go to your student collaboration channel: Channel 10 via MS TEAMS platform</p>	<p><i>ONLY for international student GROUP 10</i></p>

Day 6-Saturday 21 August: Closing event

<p>10AM-12 (EU*) 11AM-1PM (EU**) 12-2PM (EU***) 5-7PM (ASIA)</p>	<p>Preparation Farewell <u>Meeting link:</u> Go to your student collaboration channel: Channels 1,2,3,4,5,6,7,8,9 via MS TEAMS platform</p>	<p><i>ONLY for international student GROUPS 1-2-3-4-5-6-7-8-9</i></p>
<p>9AM-12 (USA/Chile) 10AM-1PM (Suriname) 2-5PM (EU*) 3-6PM (EU**) 4-7PM (EU***) 9PM-12 (ASIA)</p>	<p>Closing event with farewell activities and award ceremony Join session</p>	<p><i>ALL STAFF and STUDENTS</i></p>

Abstracts

Parent involvement

Prerecorded sessions

Parental Involvement in Speech and Language Therapy.

Dr. Veronica Montanaro

Numerous research studies have shown that when parents play an essential role in their child's intervention, children make considerably more progress towards their speech and language therapy goals. This talk aims to address the importance of parental involvement in Speech & Language Therapy goals. It also aims to highlight the importance of parent-training.

Parent experiences during the Program for Linguistic Stimulation of Oral Expression.

Drs. Alba Ayuso

The prevalence of language development disorders in school-age children without signs of genetic or neurological disorders, and without other added difficulties, is 2-3%. In Europe there is no homogeneity in terms of action with this group, so this work presents the opinions of families about a program, called the Program for Linguistic Stimulation of Oral Expression (Ayuso-Lanchares and Ruíz-Requies, 2020), this program promotes language stimulation in children with language delay or language development disorder between the ages of three and six. The methodology that has been used is a case study from a qualitative paradigm. It is intended to describe the relationship established between the family and speech therapists. 17 families of children with language delay or language development disorder and the 6 speech therapists who attended them have participated. All the speech therapists have used the Program for Linguistic Stimulation of Oral Expression with the participating children. A semi-structured interview was used as a data collection technique. The interviews were carried out when the children had finished their treatment. The responses were analyzed with the statistical program Atlas.ti 9. The results show how comfortable the families are with the program, although some of them had higher expectations of the compliments, many of the families request more intervention. Some of the families explain their desire to collaborate with the speech therapists, others explain that the collaboration creates some stress and they do not have much time to collaborate with their

children's language learning, in addition sometimes they feel that too much is being asked of them. On the other hand, speech therapists express how children improve more when parents participate in the intervention process. In conclusion, we determined the importance of speech therapists expressing at the beginning of the intervention the real possibilities of children's improvement so that the parents do not create false expectations. It is also important to inform the parents of the need to collaborate in the speech therapy intervention, because although everyone was told, not everyone paid attention; so constantly remembering this can be the key to a good intervention.

Challenges for parents in the Lidcombe Program, a program for preschool age children who stutter.

Dr. Sabine Van Eerdenbrugh

The Lidcombe Program is a program for preschool age children who stutter. Parents are actively involved in the program. Parents have 'practice conversations' with their child at home each day, they provide 'verbal contingencies' (a sort of verbal feedback) to their child and they record a score for the child's stuttering severity each day. Each week parent and child attend sessions with the SLT, who guides and coaches the parent (and child) through the program. Research shows that parents are challenged in being actively involved in the Lidcombe Program. Most challenges are related to practical issues, for example if specific times during the day are fit to implement a practice conversation or how to implement treatment on very busy days.

In this key note, we briefly summarise what the Lidcombe Program entails, what components it consists of and how parents are involved. We elaborate more on what sort of challenges parents encounter when doing the Lidcombe Program. These challenges can prepare SLTs for when they decide to involve parents actively in SLT-treatment (not necessarily the Lidcombe Program) and to realise that we play a key role in supporting and coaching parents when we involve them actively in our SLT treatment.

Live-online sessions

Workshop 1: Teaching responsive communication skills to parents.

Dr. Pia Lindevall

Teaching parents in responsiveness can be very challenging. SLP has to recognize all the aspects that may influence teaching: parent involvement, developmental needs of the child and SLP's own skills in teaching. Teaching parents usually starts with SLP's modelling the target skills for

parents. In this workshop, you can learn some of the basic skills that parents can learn, with your help, to use with their child.

Workshop 2: Identifying Appropriate Symbol Communication Aids for Children: Evidence based resources to enhance clinical decision making.

Dr. Yvonne Lynch

Identifying the most appropriate communication aid for a child is a complex process for reasons related to both the child and the range of communication aids available. As AAC services have developed the profile of children attending for assessment has become more varied and children who use communication aids may have a wide range of different abilities, preferences and challenges. Developing and maintaining the skills to provide quality services to such a diverse group of children can be challenging for clinicians. This workshop will provide an overview of a three-year NIHR funded project The Identifying Appropriate Symbol Communication Aids for Children: Enhancing Clinical Decision (I-ASC). The I-ASC project took a mixed methods approach to determine how to optimise clinicians' decisions related to the provision of communication aids. A key outcome from the I-ASC project is the development of evidence-based multimedia, free open access resources that will be available to support clinicians and families in AAC assessments. The workshop will primarily focus on the evidence-based tools developed by the I-ASC project with a specific focus on using these tools to support active involvement in AAC decision-making by children and parents.

Overall workshop: Increasing parents' motivation to actively collaborate in SLT.

Mr. Mark Meersman

Collaborating with parents of children with communication issues has many benefits and can be done in many different ways. Most ideally throughout the whole treatment process parents are encouraged to participate fully in the decision-making process with regard to treatment goals for their child and ways to achieve them.

In spite of all the benefits clinicians sometimes find it hard to motivate parents to involve actively in the SLT intervention for their child. In this workshop we will explore a number of possible explanations for parents' reluctance to collaborate. Subsequently the main focus will be on a number of evidence-based models and methods (e.g., gradual exposure, transtheoretical model, motivational interviewing, solution-focused practice) that can guide clinicians in facilitating parents' motivation and engagement to work actively together with the SLT. Part of the workshop will be introductory skills training in asking parents of children with communication issues solution-focused questions, thereby stimulating them to take small steps toward desired behaviour change.

Neuroscience in understanding the nature of SLP impairments and SLP interventions

Prerecorded sessions

Neuroimaging – a window into the live brain.

Dr. Stefan Heim

Neuroimaging techniques allow the investigation of the brain at work – in healthy persons as well as in people suffering from diseases. I will give a short introduction into the history of brain research and show how, today, we can obtain knowledge about the language system in the brain and its interaction with cognition.

Words As social Tools (WAT) theory: embodiment of abstract and concrete concepts in the sensorimotor systems.

Dr. Ferdinand Binkofski

In the „classical“ view action, perception and cognition were regarded as separate entities. Action and perception were regarded as peripheral and modular and sequentially processed. In the embodied view cognition is grounded in sensorimotor processed. It is an emerging property of action and perception. One important element of embodiment is simulation, which we use while we regard objects, regard actions or produce and comprehend language. There is increasing empirical evidence that language is embodied in sensorimotor structures as well. A special challenge for the embodiment theories is processing of abstract words. The Word As social Tools (WAT) theory is offering a universal framework in which especially the embodiment of abstract is explained. According to the WAT theory abstract concepts rely more on language acquisition, social aspects and social acquisition of words. The varieties of abstract concepts rely on development, use and representation in the brain.

Live-online sessions

Workshop 1: Planning SLP interventions in children and adolescents with Acquired Brain Injury (ABI) – what can we learn from neurological data?

Dr. Åsa Fyrberg Fridlitzius

The benefit of investigating individual neurological data to plan for real-life interventions in children and adolescents with ABI is discussed. Two case studies are introduced, an adolescent treated for unilateral stroke and a child with symptoms after treatment for of a Chiari Malformation Type I. Based on these cases, the participants in the workshop will collaborate in small groups, producing short reports that will be discussed during the workshop. There will be no right or wrong answers to the often complicated and multidimensional interventions in childhood ABI. The aim of the workshop is to share challenges and experiences to better understand the need for rehabilitation interventions in this group. All questions and discussions are most welcome!

Workshop 2: tDCS and aphasia therapy: can patients benefit from a combined therapeutic approach.

Dr. Dorien Vandenborre

For practical and economic reasons, an optimal therapy intervention is short and sweet. How can you make sure that your patient will achieve maximum results out of such an intervention? Can tDCS, combined with classical behavioral therapy, have an added value? If so, which tDCS, linguistic, communicative and contextual parameters will influence patient's outcome.

Workshop 3: How magnetic resonance imaging (MRI) reveals the neural basis of auditory processing?

Dr. Yuen, Chi Pun Kevin

After this lecture/ workshop, students should be able to:

- Describe the brain regions that are responsible for different levels of auditory processing according to the listening hierarchy – detection, discrimination, recognition, and comprehension.
- Explain how dichotic listening test performance is related to the development of the corpus callosum.
- Explain how structural MRI and functional MRI techniques could be employed to diagnose children with auditory processing disorders.

Workshop 4: Script Intervention for people with post-stroke aphasia and primary progressive aphasia.

Dr. Kwan-Chen, Li Ying Lorinda

At the end of the workshop, the students will be able to

1. Describe what is the scope of script intervention.
2. Identify the benefits and the challenges of script intervention for people with post-stroke aphasia (PSA) and primary progressive aphasia (PPA) and describe candidature of script intervention
3. Recall the core components of script intervention and suggest relevant and measurable treatment outcomes
4. Design a script intervention specific to their own language(s)

Prevention and awareness of developmental language disorders (DLD)

Live-online sessions

Developmental Language Disorders: design of an awareness campaign.

Dr. Duana Quigley & Dr. Margot Bochane

'Developmental Language Disorder' (DLD) describes children "who are likely to have language problems enduring into middle childhood and beyond, with a significant impact on everyday social interactions or educational progress", where there is no known associated condition that might 'explain' the language difficulties (Bishop et al., 2017, p. 3). Estimates suggest that 7% of children (that's 2 in a class of 30) may present with DLD. The prevalence rate of DLD is similar to that of dyslexia and up to 5 times more prevalent than autism, yet many professionals and families appear to be far less familiar with DLD. Consequently, DLD has been described by Dorothy Bishop as "the most common childhood condition you've never heard of". This has led to a number of organisations and speech and language therapists getting involved in important DLD awareness campaigns (e.g., DLDandMe (www.dldandme.org), Raising Awareness of Developmental Language Disorder (RADLD; www.radld.org), and National Association of Professionals concerned with Language Impairment in Children (NAPLIC; www.naplic.org). The aim of course day 3 will be to learn more about DLD, become familiar with the wide range of international DLD

awareness campaigns that have been implemented, and in your groups create your own campaign for DLD Awareness Day ready for 15th October 2021.

Interprofessional Education (IPE) and Interprofessional Practice (IPP), global and intercultural perspectives

Prerecorded sessions

IPE: an introduction.

Dr. Brian Shulman

In this short video, the main concepts of interprofessional education and interprofesional care will be explained.

Interprofessional communication in Health Care (Part I-II-III).

Mrs. Aimeé Van Loo, Dr. Yvonne Van Zaalen & Mrs. Marjon Peek

Several studies have shown that communication skills are the most important condition to achieve interprofessional collaboration. In three videos, the topic will be discussed, based on the book *Interprofessional Communication* by Van Zaalen, Mulderij & Deckers (2021).

Part I - Factors of Interprofessional Communication

Part II - Collaborative Communication

Part III - Effective Interprofessional Communication

Live-online sessions

Demands for care in the (allied) health clinical practice become more complex and new skills and knowledge is needed in health care professionals do deal with these issues. Needs of patients differ more and more, as a result of advanced technology, differentiation in education and an increasing multicultural/multilingual world and demographics-ageing. Health care professionals SLP-SS 2021 VIRTUAL EDITION 26 must adapt to the needs of the patient/client and environment,

and include the strengths of the client-system by serving the client. To face these challenges the medical model ('fixing the health issue') has shifted towards client-centered care. In order to cope with these demands and to provide good care, multiple health care professionals are involved in the care for one client. Speech-language pathologists need high level professional skills on topics like: - multidisciplinary and interprofessional collaboration; - interprofessional communication. In order to work as a practice ready inter-professional allied health professional, the next competences are needed: (a) collaboration within a team, (b) the roles and responsibilities of professionals and the client, (c) communication about and with the client and his environment, (d) learning and critical (self) reflection, (e) work client-centered within intervention and using a holistic approach, (f) make a clear translation from intervention goals to participation and activities, (g) have a good understanding of ethical and judicial issues related to care.

In this live session we will train a moment of interprofessional goal setting based on the case of Jonas. Codes between brackets refer to International Classification of Functioning-coding (WHO). Jonas is a 4 year old boy with Down Syndrome, lives at home with his parents and brother for six days a week (e310). One day a week he stays at a foster family (e340), to relieve his parents from the pressure of taking care of him. His parents and foster parents are involved and motivated to stimulate Jonas in his communicative development (e310). On weekdays he visits a day care specialised in the care for children with multiple disabilities (e360). During day care, he sees an SLP and a physiotherapist. Sometimes he sees a doctor and audiologist (e355).

Assignment:

- Groups of 9 or 10 students/professionals will work together in their own online environment.
- The roles: 1) speech language therapists, 2) parent(s), 3) foster parent, 4) audiologists, 5) teachers/day carers, 6) physiotherapists, 7) psychologists, 8) doctors, 9) secretaries and observants, 10) chair (to be decided).
- Watch videos of Jonas from the perspective of the role assigned to you. The link to the video will be provided during the workshop. Please write down your detailed observations.
- Each participant receives a description of the case according to his/her role. Some roles have shared information, some roles have unique information. Before we start the interprofessional goal setting meeting everyone has 15 minutes time to read their role and make notes. You do not need to learn all details by heart.

The goal of the setting is to prepare a multi-professional treatment priority plan to stimulate the communicative development of Jonas. The outcome should be at least:

- A) three shared goals for collaborative practice, SMART formulated, for a period of at least 3 months, in order of priority, and
- B) within the inter-professional team it should be indicated who is responsible for the monitoring and evaluation of goal attainment. How will you monitor and evaluate?
- C) Reflect on the interprofessional components of the group discussion.

In the early moments of the meeting the role of chair will be appointed to one of the participants.

Network Participants

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	-	Stijn Deckers (guest) Marjon Peek Yvonne Van Zaalen
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Alba Ayuso
Natalia Jimeno
Lucía Nuñez

International student group division

- Preparatory work (educational challenges) will be done in these international student groups.

- On the MS TEAMS platform, each group has its own 'meeting channel': group 1= Channel 1, group 2= Channel 2, etc...

GROUP 1 (EU/ASIA)		
1	<i>Patras U, Greece</i>	Dimitrios Sofianidis
2	<i>Padova U, Italy</i>	Ester De Re
3	<i>Valladolid U, Spain</i>	Laura Carbajal Saborido
4	<i>NTUNHS, Taiwan</i>	Yen Ling Lai
5	<i>Zuyd UoAS, The Netherlands</i>	Tamara Rudnick

GROUP 2 (EU/ASIA)		
1	<i>EduHK, Hong Kong</i>	Ingrid Lam
2	<i>Padova U, Italy</i>	Amal Rguigue
3	<i>NTUNHS, Taiwan</i>	Julia Justine Mariano
4	<i>NTUNHS, Taiwan</i>	Pei-Yi Chen
5	<i>ILMH, Belgium</i>	Lauryn Van de Maele
6	<i>Vives UoAS, Belgium</i>	Manon Mariën

GROUP 3 (EU/ASIA)		
1	<i>Trinity College, Ireland</i>	Jessica Henihan
2	<i>Padova U, Italy</i>	Sofia Gandolfi
3	<i>NTUNHS, Taiwan</i>	Huei-Lan Lin
4	<i>RWTH Aachen</i>	Marvena Beck
5	<i>NTUNHS, Taiwan</i>	Siang-Cing Wang

GROUP 4 (EU/ASIA)		
1	<i>Trinity College, Ireland</i>	Eimear Foley
2	<i>EduHK, Hong Kong</i>	Chi Wing Winnie Pang
3	<i>Malta U, Malta</i>	Maria Vella
4	<i>NTUNHS, Taiwan</i>	Hung Chun Lin
5	<i>NTUNHS, Taiwan</i>	Ting-Jun Lin
6	<i>RWTH Aachen U, Germany</i>	Katrin Jansen

GROUP 5 (EU/ASIA)

1	<i>Trinity College, Ireland</i>	Aoile Walters
2	<i>EduHK, Hong Kong</i>	Tsz-ching Chow
3	<i>Valladolid U, Spain</i>	Andrea Martínez Garrido
4	<i>NTUNHS, Taiwan</i>	Tsu-Wei Wang
5	<i>NTUNHS, Taiwan</i>	Tung-Sheng Tai
6	<i>Turku U, Finland</i>	Silja Ahonen
7	<i>ILMH, Belgium</i>	Laura Vanraes

GROUP 6 (EU/ASIA)		
1	<i>Trinity College, Ireland</i>	Claire Landers
2	<i>EduHK, Hong Kong</i>	Sze Wan Fung
3	<i>Patras U, Greece</i>	Angeliki Orfanaki
4	<i>NTUNHS, Taiwan</i>	Yu-Ping Chen
5	<i>NTUNHS, Taiwan</i>	Yi-Ching Wang
6	<i>Vives UoAS, Belgium</i>	Sofie De Nys

GROUP 7 (EU/ASIA)		
1	<i>Trinity College, Ireland</i>	Lydia O'Connor
2	<i>EduHK, Hong Kong</i>	Kan Hung Ng
3	<i>NTUNHS, Taiwan</i>	Sih-Han Chen
4	<i>NTUNHS, Taiwan</i>	Nok Ian Wong
5	<i>Vives UoAS, Belgium UoAS, Belgium UoAS, Belgium</i>	Fran Mortier
6	<i>Zuyd UoAS, The Netherlands</i>	Dana Kempen

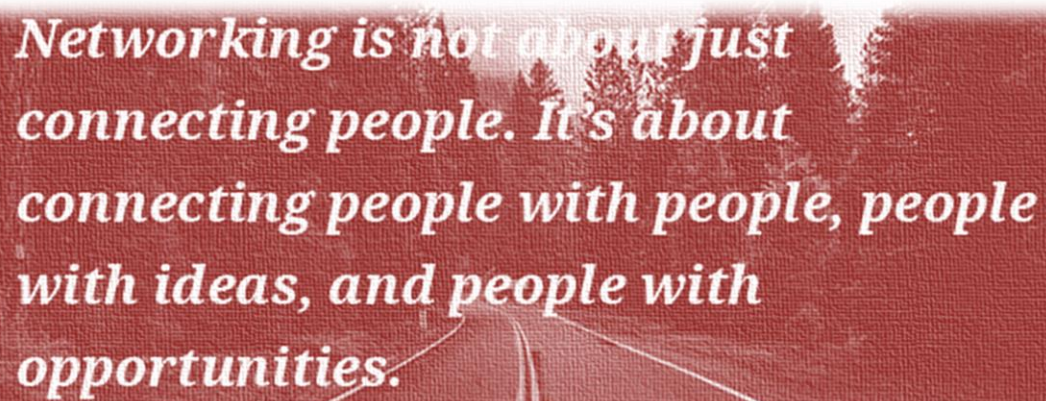
GROUP 8 (EU/ASIA)		
1	<i>Patras U, Greece</i>	Anastasia Mavridou
2	<i>EduHK, Hong Kong</i>	Ben Lau
3	<i>Padova U, Italy</i>	Carlotta De Biasio
4	<i>NTUNHS, Taiwan</i>	Nuo Xu
5	<i>Hanze UoAS, The Netherlands</i>	Iris Holtrigter
6	<i>Malta U, Malta</i>	Anthea Buttigieg

GROUP 9 (EU/ASIA)		
1	<i>Patras U, Greece</i>	Theodora Koulocheri
2	<i>EduHK, Hong Kong</i>	Wai Yu Cheung
3	<i>Valladolid U, Spain</i>	María Gala Velilla
4	<i>NTUNHS, Taiwan</i>	Meng-Yuan Chen
5	<i>NTUNHS, Taiwan</i>	Shao-Wei Zhang
6	<i>Thomas More UoAS, Belgium</i>	Lore Verdroncken

GROUP 10 (EU/USA)		
1	<i>Padova U, Italy</i>	Sara Baroncini
2	<i>Valladolid U, Spain</i>	Mónica Vegas
3	<i>RWTH Aachen U, Germany</i>	Isabel Plehn
4	<i>Hanze UoAS, The Netherlands</i>	Rosa van den Heuvel
5	<i>Seton Hall U, USA</i>	Adliah Ahmad

International Guests

Hilde Chantrain	Former coordinator of SLP-IN	Belgium
Pia Villanueva	Universidad de Chile	Chile
Stina Sundstedt	Åbo Akademi University	Finland
Annette Nylund	Åbo Akademi University	Finland
Leena Maria Heikkola	Åbo Akademi University	Finland
Seija Pekkala	University of Helsinki	Finland
Susanna Surakka	University of Helsinki	Finland
Aija Kotila	University of Oulu	Finland
Elina Niemitalo-Haapola	University of Oulu	Finland
Sanni Pajarinen	Tampere University	Finland
Rossella Muo'	Università degli Studi di Torino	Italy
Judith Damian	University of Santo Tomas	Philippines
Georgina Mojica	University of Santo Tomas	Philippines
Charmain Belfor	RUL, Anton de Kom University	Suriname
Melisa Venetiaan	RUL, Anton de Kom University	Suriname
Daphny Lieuw	RUL, Anton de Kom University	Suriname
Gracia Nelson	LOGOSU	Suriname
Fiona Pawirodikromo	LOGOSU	Suriname
Sujata Soerdjbalie	LOGOSU	Suriname
Gaytrie Kali	LOGOSU	Suriname
Viola Tjon Ket Soeng	LOGOSU	Suriname
Marleen Barclay	LOGOSU	Suriname
Chiquita Cramer	LOGOSU	Suriname
Eartha Bernadine	LOGOSU	Suriname
Ajay Thakourdin	LOGOSU	Suriname
Shamila Sabajo	LOGOSU	Suriname
Theresia Kejansie	LOGOSU	Suriname
Lilly Cheng	San Diego State University	USA



Networking is not about just connecting people. It's about connecting people with people, people with ideas, and people with opportunities.

—Michele Jennae—