

For Speech
and Language
Therapists

ONLINE LANGUAGE COURSE

Overcoming Communication Barriers:
Assessing and Enhancing Language
Acquisition in Children with
Neurodevelopmental Disorders

The emergence of language:
a clinical guide for speech and language therapists

Language

PHASE 1

PHASE 2

PHASE 3



September 18th
to October 13th

Registrations open for
Phase 1
speechcare.center



Online course



6.30 hours



499 AED

SKILLS PROGRESSION

Phase 1

 September 18th
to October 13th



 ATTACHMENT



 JOINT
ATTENTION



 INTENTION READING
& COMMUNICATIVE
GESTURES

Phase 2

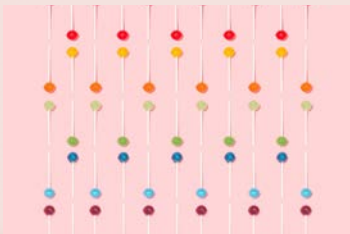
 November 2023
to January 2024



 IMITATIVE
LEARNING



 REVERSAL
IMITATION



 PATTERN
FINDING



 INTERSUBJECTIVITY

Phase 3

 February 2024
to May 2024



 ASSESSING
THE DYAD



 TREATMENT

MODULES

PHASE 1



ATTACHMENT



JOINT ATTENTION



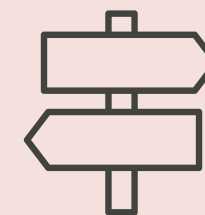
INTENTION READING
AND COMMUNICATIVE
GESTURES

Children with syndromes, autism, cerebral palsy, and developmental delays often experience delays in the communication process.

It is essential to know how to work with parents and children from early stages to enhance communication and language skills.



ARE YOU ACQUAINTED WITH EVIDENCE-BASED BEST PRACTICES AIMED AT SUPPORTING PARENTS AND CHILDREN DURING THE EARLY STAGES TO ENHANCE COMMUNICATION AND LANGUAGE SKILLS?



We prepared a clinical guide for Speech and Language Therapists about the emergence of language.

PHASE 1

PHASE 1

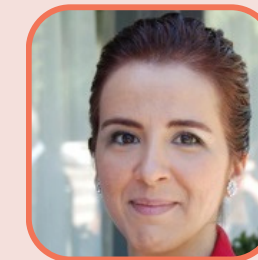
- ✓ Targetted to Speech and Language Therapists (SLT)
- ✓ 5 hours of recorded lectures and 1 live session (in English)
- ✓ Internationally renowned experts in the field
- ✓ Knowledge assessment to improve learning experience
- ✓ Individual access to ed-tech platform with mobile app included
- ✓ Evidence-based course highly connected with real clinical challenges



COORDINATOR:
ELSA MARTA SOARES
SPEECH AND LANGUAGE THERAPIST
PHD. IN CHILD STUDIES
SPECIALIZED IN EARLY CHILDHOOD INTERVENTION



SPECIAL GUESTS



DR. ANA PEIXOTO, SLT



PHD, ETELVINA LIMA, SLT



DR. JOÃO CANOSSA DIAS, SLT

PHASE 1

DR. ANA PEIXOTO, SLT



SPECIAL GUEST HIGHLY EXPERIENCED AND RENOWNED EXPERT



- Speech Language Therapist
- Specialist in Rehabilitation Sciences: Speech and Language Therapy
- Post-graduation in Neurology of Language
- Post-graduation in Neurodevelopment
- Professor at esteemed health schools and universities, including the Faculty of Medicine at the University of Porto, Portugal
- Deep interest and proficiency in the field of neuroscience and its relationship with language and communication performance
- Director of a Speech and Language Therapy Center
- Involved in the field of assessing and intervening with children with neurodevelopmental disorders, particularly focusing on communication, language, and augmentative and alternative communication since 1996

PHASE 1

PHD, ETELVINA LIMA, SLT



SPECIAL GUEST HIGHLY EXPERIENCED AND RENOWNED EXPERT



- Speech and Language Therapist
- Specialist in Rehabilitation Sciences: Speech and Language Therapy
- PhD in Child Studies - Special Education
- Post-graduation in Early Childhood Intervention
- Team coordinator in Early Childhood Services for over a decade
- Extensive experience in assessing and intervening with children aged 0 to 6 and their families, through direct and indirect intervention approaches and family centred practices
- Professor at Superior School of Health – Polytechnic of Leiria
- Researcher - Center for Innovative Care and Health Technology
- Author and co-author of book chapters and papers in national and international scientific journals

PHASE 1

DR. JOÃO CANOSSA DIAS, SLT



**SPECIAL GUEST
HIGHLY EXPERIENCED AND
RENOWNED EXPERT**



- Speech and Language Therapist
- Specialist in Rehabilitation Sciences: Speech and Language Therapy
- Master Degree in Educational Sciences
- Graduated in a Master of Science in Communication Disorders at the University of Groningen
- Ph.D. candidate in the field of Sciences of Language and Cognition
- Researcher, Consultant and Project Manager of various transnational projects, many of them in the field of Inclusive
- Education, Communication and Language Disorders and Early Intervention

PHASE 1

ELSA MARTA SOARES, SLT, PHD



COORDINATOR



- Development and Researcher Manager - SpeechCare Center Abu Dhabi
- Speech and Language Therapist
- Post-Graduation in Early Childhood Intervention
- PhD in Child Studies - Special Education
- Head of Health Department for 4 years - Superior School of Health, Leiria - Portugal
- Head of Fluency Department - Portuguese Society of speech and Language Therapy
- Higher Education Professor for 10 years
- Health Researcher - Research Grants and Merit Awards
- Author and co-author of journal papers and books
- Extensive clinical practice in assessment and intervention with children and adults with communication and language disorders with focus on the person, the activity and participation and the contexts

PHASE 1

MODULE I

ATTACHMENT

*WHEN I AM CLOSE TO MY LOVED ONE, I FEEL GOOD,
WHEN I AM FAR AWAY I AM ANXIOUS, SAD OR LONELY.*
HOLMES, J. (2014)



Attachment is the “bond” shaped by interactions between a child and the primary caregiver.

The long term consequences of challenges in attachment relationship include: **reduced communication and language development, reduced intelligence, delinquency, depression.**

A child with diagnosed disorders such as **autism, syndromes, cerebral palsy may experience unique challenges in forming and maintaining attachment relationships.** Likewise, parents of children with disabilities may face additional hurdles in nurturing secure attachments.

This module aims to equip Speech and Language Therapists with specialized knowledge and skills to effectively analyze attachment behaviors, intervene, and promote healthy attachment relationships between children with disabilities and their caregivers.



MODULE I

ATTACHMENT

THIS MODULE ADDRESSES THE SPECIFIC NEEDS AND CHALLENGES ENCOUNTERED IN THIS CONTEXT BY FOCUSING ON THE CRITICAL FOUNDATION OF COMMUNICATION AND LANGUAGE DEVELOPMENT.

THE MODULE WILL ADDRESS:

- Fundamental principles and the impact of secure and insecure attachment on children's overall development;
- Enable early identification of potential challenges and areas for intervention;
- Discover evidence-based intervention strategies that empower SLTs to support children with disabilities and their caregivers in developing secure attachment relationships;
- Develop essential skills in engaging and collaborating with caregivers, providing them with the necessary support and guidance to nurture secure attachment relationships at home.



DR. ANA PEIXOTO, SLT



September 18th
to September 25th



MODULE II

JOINT ATTENTION



Joint attention is a social process that involves **sharing focus** with another person on an object or event.

Joint attention skills **understanding that a communication partners behaves intentionally** and that involves sharing attention, following the attention of others, directing the attention of another to an object or event.

Children diagnosed with **Specific Language Impairment, Autism, Cognitive Disabilities** have **clear deficits in joint attention**. They manifest lack of joint attention behaviours such as eye contact, gaze monitoring and response to name.

Responding to Joint Attention is strongly related to expressive language and receptive language outcomes.

Joint Attention skills also predict social development.



ATTENTION

MODULE II

JOINT ATTENTION

IN THIS MODULE THE SLT WILL:

- Gain a **deep understanding of joint attention** and its importance in communication and language development;
- **Recognize the specific challenges and implications** of joint attention in atypical development;
- **Be equipped with assessment techniques to evaluate joint attention skills** in individuals with atypical development;
- Acquire a **repertoire of evidence-based intervention strategies** to promote joint attention and enhance communication and language skills
- **Acquire practical knowledge to help caregivers** to set up situations that naturally foster joint attention.



PHD, ETELVINA LIMA, SLT



September 25th
to October 2nd



MODULE III

INTENTION READING & COMMUNICATIVE GESTURES



Intention reading refers to the **ability to interpret and understand the intentions and goals** behind someone's actions, behaviors, or communication signals.

In the context of speech and language development, **intention reading plays a vital role in social interaction, language acquisition, and the overall communicative process.**

Here are some key aspects that will be explored in this module:

- Recognize the **interplay between intention-reading skills and various communicative and language domains;**
- Articulate the **specific relevance of intention reading;**
- Conduct assessments to **evaluate intention-reading skills;**
- Implement **evidence-based intervention techniques** to foster intention-reading skills;
- **Apply intention-reading principles** in therapy sessions and adapt interventions based on individual client needs.



MODULE III

INTENTION READING & COMMUNICATIVE GESTURES

Communicative Gestures play a fundamental role in children's linguistic development and are used in the pre-linguistic period, before the emergence of oral language. Their use and understanding is vital to the learning process since they are one of the resources for intention reading.

During this module the Speech and Language Therapists will:

- Explore the implications of communicative gestures for the development of communication and language skills in children with atypical development, such as autism spectrum disorder or developmental language disorders.
- Understand the role of speech and language therapists in promoting and facilitating gesture development in therapy sessions.



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**October 2nd
to October 9th**



PHASE 1

LIVE SESSION

PHASE 1 OF THIS COURSE WILL CONCLUDE A ONE AND A HALF HOUR LIVE SESSION, PROVIDING ALL PARTICIPANTS WITH AN OPPORTUNITY TO ENGAGE IN A DISCUSSION WITH DR. ELSA MARTA SOARES.

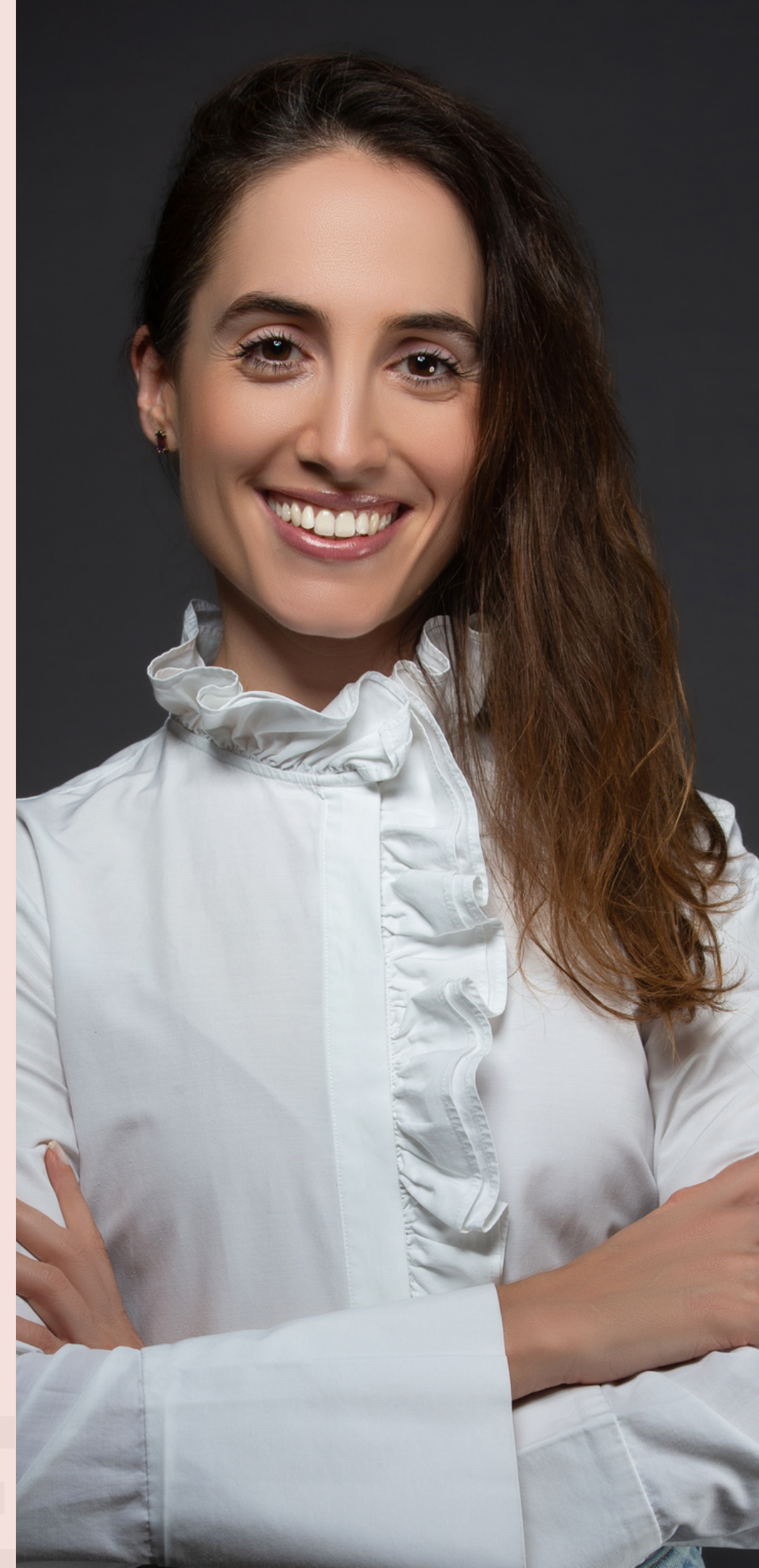
During this session, participants can address any doubts, share reflections, and delve deeper into specific topics explored throughout the classes.

Moreover, it serves as a platform for participants to openly discuss real challenges they encounter in their daily practice.

ELSA MARTA SOARES, SLT, PHD



October 13th
5 pm UAE time



WHY SHOULD I TAKE THIS COURSE?

01

Prior to being able to understand or speak, a child must develop fundamental skills that serve as the foundation and interact with overall development. Therefore, prelinguistic skills hold significant importance in the practice of Speech and Language Therapists.

02

The success and effectiveness of interventions greatly rely on the expertise that Speech and Language Therapists possess in addressing these specific and complex skills such as attachment, joint attention, intention reading, and communicative gestures. **Furthermore, the challenge intensifies as these skills need to be assessed and intervened while engaging the family.**

03

In this course, **Speech Language Therapists will have the opportunity to delve into the various aspects of each of these skills**, which are highly interconnected with clinical practice.

OUR MAIN GOALS



EVIDENCE-BASED PRACTICE

This course aims to convey the experience of our professionals, exploring the state of the art and their use of assessment tools to improve diagnosis and intervention in communication and pre-language disorders.



ENABLE CASE STUDY ANALYSIS

It also aims to interconnect the state of the art with the clinical practice of the Speech and Language Therapist by developing practical activities and analyzing case study videos.



OUR MAIN GOALS



OBJECTIVE

Empower Speech and Language Therapists to master important skills for the assessment, diagnosis and intervention of communication and pre-language disorders.



METHODOLOGY

During this active learning process topics will be approached using different resources such as overviews of books and articles of reference, practical activities and challenges and video analysis.

Each module was carefully designed to meet the needs of assessment and intervention in the pre-linguistic period.



DURATION - PHASE I: SEPTEMBER 18TH - OCTOBER 13TH

Via our ed-tech platform (mobile app included), participants will have access to the study material and the practical assessments, which they must complete in order to move on to the next module.

9 MODULES - 3 PHASES

PHASE 1



DR. ANA PEIXOTO, SLT

01

WHY ATTACHMENT MUST BE A CONCERN WHEN ASSESSING AND INTERVENING IN COMMUNICATION AND LANGUAGE?

- Attachment development;
- Links with communication style;
- Understanding influences of modern culture in attachment development;
- Role of Speech and Language Therapists in promoting explicit knowledge of attachment during sessions.



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02

DO WE NEED JOINT ATTENTION TO ASSESS AND INTERVENE IN COMMUNICATION AND LANGUAGE?

- Types of joint attention;
- Milestones of joint attention;
- Implication of joint attention for the emergence of communication and language skills;
- Promoting joint attentional skills in atypical; development: how Speech and language Therapists can help?



PHD, ETELVINA LIMA, SLT

03

WHAT DOES INTENTION READING TEACHES ABOUT COMMUNICATION DEVELOPMENT AND LANGUAGE?

- Early skills of intention-reading;
- Links with joint attentional frames;
- Understanding communicative intentions;
- Role of intention - reading;
- Consequences of intention-reading in the development of communication and language skills;
- Speech and Language Therapists intervention in intention-reading skills.

9 MODULES - 3 PHASES

PHASE 2



ELSA MARTA SOARES, SLT, PHD

04 IS IMITATIVE LEARNING RELEVANT TO COMMUNICATION DEVELOPMENT AND LANGUAGE ACQUISITION ?

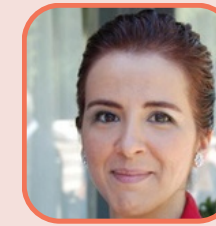
- Imitative learning and social cognition;
- Impact of imitative learning in communication and language development;
- Speech and language therapist intervention in imitative learning.



DR. ANA PEIXOTO, SLT

05 HOW IMPORTANT IS REVERSAL IMITATION FOR SPEECH AND LANGUAGE THERAPIST PRACTICE?

- Reversal imitation as the last stop of an important trip through out development: Interrelation between skills;
- Implications of reversal imitation;
- Potential for the Speech and Language Therapist intervention.



DR. ANA PEIXOTO, SLT

06 CAN SPEECH AND LANGUAGE THERAPISTS RECOGNIZE SKILLS RELATED WITH PATTERN FINDING IN COMMUNICATION AND LANGUAGE?

- Pattern finding in human development;
- Basis of neurological development;
- Implications of pattern finding in human development.



DR. JOÃO CANOSSA DIAS, SLT

07 CAN SPEECH AND LANGUAGE THERAPISTS PROMOTE INTERSUBJECTIVITY IN DYADIC COMMUNICATION?

- Interaction, Communication; Subjectivity and Intersubjectivity;
- Interrelation between skills;
- Implications of intersubjectivity disfunctions;
- Potential for the Speech and Language Therapist intervention.

9 MODULES - 3 PHASES

PHASE 3

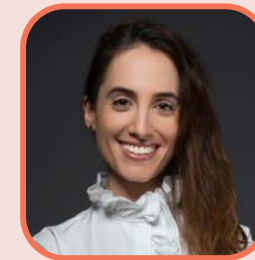


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08

WHAT ARE THE FOUNDATIONS OF COMMUNICATION THAT WE SHOULD ASSESS WHEN OBSERVING A DYAD?

- Complex Communication Needs (CCN);
- The 3P Observation Routine;
- Evaluation/Observation Instruments to support the 3P Observation Routine;
- To observe the Person with CCN;
- To observe the Partner;
- To observe the Process;
- The 3P Observation Tool;
- Guided practical activity: video analysis of case studies.



ELSA MARTA SOARES, SLT, PHD
DR. ANA PEIXOTO, SLT
PHD, ETELVINA LIMA, SLT
DR. JOÃO CANOSSA DIAS, SLT

09

HOW CAN THE SPEECH AND LANGUAGE THERAPISTS WORK IN COMMUNICATION DISORDERS IN PRE-LINGUISTIC CHILDREN?

- Intervention with the child;
- Intervention with partners;
- Intervention in the context.

BOOKING AND PAYMENT PROCEDURE



AED 499
\$ 136
€ 124

PAY COURSE

OR GO TO
[ISTUTTER.CENTER/ONLINE-COURSE](https://istutter.center/online-course)



INSERT YOUR PERSONAL DATA,
INCLUDING YOUR PREFERRED
PAYMENT CURRENCY.



PROCEED WITH THE PAYMENT.



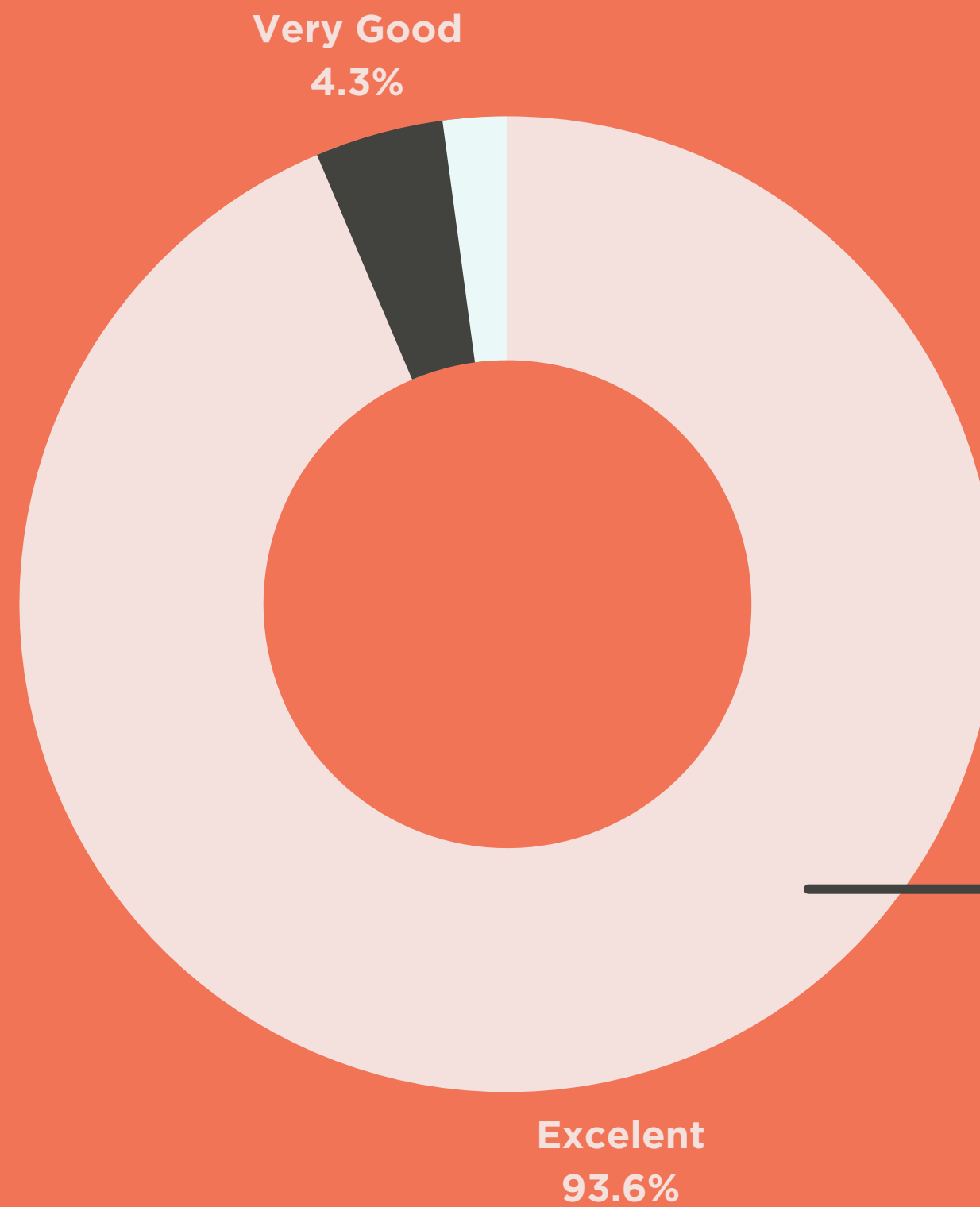
AFTER THE TRANSACTION, YOU WILL
AUTOMATICALLY RECEIVE A RECEIPT AND
THE INSTRUCTIONS TO START YOUR COURSE
DIRECTLY AT OUR ONLINE PLATFORM ON 1
JUNE.

LIMITED SLOTS



**LIMITED PLACES
AVAILABLE**

START



**Level of satisfaction
of our previous
trainings in Latin
America and Europe**

CERTIFICATE OF COMPLETION



PROMOTING KNOWLEDGE ENRICHMENT AND ENHANCING CLINICAL PRACTICE

Upon successful completion of this phase of the course, you will receive a certificate.

This certificate serves as a testament to your professional growth and dedication as a Speech and Language Therapist.

It acknowledges your commitment to advancing your knowledge and skills in the field.

GET IN TOUCH



info@speechcare.center



**F-508, Fifth Floor, Wellness Boulevard
Al Wahj Street, Khalifa City
Abu Dhabi, United Arab Emirates**



www.speechcare.center

THANK YOU