

AGENDA

- 9:00-10:30** Overview of Cycles:
Targeting
Patterns vs. Individual
Phonemes
- Primary Patterns
 - Secondary Patterns

10:30-10:45 BREAK

- 10:45-12:00** Hodson Assessment of
Phonological Processes-3
(HAPP-3)
- Omissions vs. Class
Deficiencies
 - Scoring Procedures
 - ACTIVITY: Practice
scoring and classifying
one speech sample

12:00-12:30 LUNCH

- 12:30-1:30** Determination of Targets
using Cycles Guidelines
and Organizational Chart &
Session Design

- 1:30:2:00** Overview of Reduplicated
Syllable Therapy (Modified
Cycles)

2:00-2:15 BREAK

- 2:15-3:00** Baseline and Treatment Set
Up

- 3:00-3:30** How to Elicit Productions & When to
Increase Complexity

- 3:30-4:00** Questions and Wrap-Up



INSTRUCTOR

Dawn M. Moore, MA, CCC-SLP

Dawn Moore is the owner and founder of Expressions Speech & Language Center in Burlington, NC. She has 20 years of experience and will graduate with her clinical doctorate at the end of April. She practiced in the schools of North Carolina for 15 years as both a clinician and Lead SLP and was recognized as a Teacher of Excellence at the NC Exceptional Children's Conference. She began expanding into private practice in 2010, serving children 18 months to 14 years. She has supervised numerous SLPs and Speech Assistants she has employed as well as students in varying educational programs. Over the years, she has presented across the country for various state speech conventions, county speech departments, and local school districts and universities.

Her main interests include articulation and phonological therapy, specifically /r/, using her own program Let's Hear It For /R/! which was the subject of her doctoral capstone. For phonology, she uses and teaches others how to use Barbara Hodson's Cycles for Phonology. She is a trained Orofacial Myologist working toward certification due to the struggle in finding her own daughter help with a severe tongue thrust and abnormal resting posture. Through this training, she has learned about the impact of tethered oral tissues (aka tongue-tie) on the resting posture of the tongue and balance of the orofacial complex. She regularly completes functional evaluations for tongue tie and other myofunctional disorders and refers patients to qualified providers skilled in tongue-tie revision. The high incidence of undiagnosed tethered tissues in her speech practice has led her to begin educating professionals in her area about the impact of ties on speech, feeding, chewing, breathing, and dentition.



Certified Member



Why Cycles?

Rethink traditional articulation and the needless drill at every level with every sound and learn how to treat children effectively and quickly!



Some children are not ready for Cycles. Maybe they only have a few early initial consonants and vowels. By beginning with easy, reduplicated CV words, clinicians can increase the child's speech and language while giving them CONFIDENCE to try other sounds and structures. Also great for children who may be apraxic.

Register online at: <http://bit.ly/2IiqCI6>

www.expressionspeech.com

For additional info:

expressionsseminars@expressionspeech.com



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expressionsseminars@expressionspeech.com

Cycles for Phonology

Cycles for Phonology focuses on patterns and efficient generalization through target selection that can drastically reduce therapy time for children with difficult phonological process challenges. Children that show high usage of phonological processes (i.e., use t/k and t/s) can benefit greatly from the Cycles Approach. SLPs and SLPAs will learn how to target patterns of sounds rather than individual sounds in each place (initial, medial, final) and type of utterance (word, phrase, sentence, conversation). The instructor will take participants through an overview of delivery and scoring of the Hodson Assessment of Phonological Processes-3 (HAPP-3). This interactive course will provide strategies to use in your therapy sessions tomorrow! Implementing this program can reduce therapy time by 50% or more, even in children with severe/profound phonological delays.

COURSE OBJECTIVES

- 1) Explain the difference between Cycles for Phonology and Traditional Articulation approaches.
- 2) Describe and list the primary patterns targeted in the Cycles Approach.
- 3) Design a Cycle based on the primary patterns using a transcript and the Cycles Guidelines.
- 4) Implement Cycles with a child with phonological delay.

Details

When: Friday, April 13, 2018; 9:00-4:00 EST

Where: Online

Cost: Early Bird: \$185 before April 1; \$195 after

Register: <http://bit.ly/2IiqCI6>

Payment: Link above via Paypal. You do not need a Paypal account; you can pay with a credit card as a guest.

Contact: dawn@expressionspeech.com for questions or call (336) 380-6966.

Early Bird Registration Fee: \$185

This course is offered for 6.0
Certification Maintenance Hours (CMH)*
Intermediate, Professional Area

*CMH apply toward both ASHA and NC Board of Examiners continuing education requirements. Please check with your state to determine if these credits will qualify for your license.
Credits will not be reported to the CEU registry.

Cancellation Policy

Prior to 10 days preceding course: Participant can apply registration to a future course or online offering. If this is not acceptable, the registration fee will be returned less \$100 fee which covers cost of administrative work. Merchant charges may apply. Any cancellation after this period will be credited for a future Expressions Seminar course.

Reduplicated Syllable Therapy

Children with significant phonological delays struggle with producing more than 1 syllable and their sound inventory is typically limited.

By introducing the CV structures in 1, 2, and 3 syllables, beginning with sounds the child already produces, clinicians are able to expand the child's inventory through direct and indirect methods.

Participants will be given step-by-step instructions for developing baseline, learn how to elicit productions, and when to increase complexity to new levels.

COURSE OBJECTIVES

- 1) Identify children who may benefit from this method of treatment.
- 2) Demonstrate ability to develop baseline for early sounds at 1, 2, or 3 syllable level.
- 3) Understand and demonstrate how to elicit target structures.
- 4) Demonstrate understanding of hierarchy and when to progress to the next level (2 or 3 syllables or CVC).

Course Content Financial Disclosure

Dawn Moore receives financial compensation from Expressions Seminars for this presentation. She owns a Teachers Pay Teachers store in which she sells materials. Any materials required for the seminar were given to each participant as part of the handout. There are no nonfinancial disclosures.

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For additional info:

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