



#### **MEET OUR PRESENTER:**

**Jennifer Taps Richard, M.A., CCC-SLP**, an Indiana University graduate, is a Speech-Language Pathologist in the San Diego Unified School District. She provides classroom and small-group intervention to caseload and at-risk preschool and school-age students. Jennifer is also the Coordinator for the district's Phonology & Articulation Resource Center (PARC). In this capacity, she facilitates the application of research-based principles in articulation and phonological treatment through professional development and coaching. In addition, Jennifer owns SLPath, a private company committed to promoting best practices in speech sound disorder treatment through online resources, iPad apps and intensive workshops. She has presented throughout the country at national



and state conferences regarding San Diego Unified's Speech Improvement Class model and evidence-based, efficient phonological assessment and intervention. Mrs. Richards is receiving an honorarium from OSSPEAC, however, has no other relevant financial or non-financial information to disclose.

#### **LEARNER OUTCOMES:**

1. Fully characterize a child's sound system following a thorough assessment and analysis.
2. Select the most effective targets that will maximize the individual's treatment potential.
3. Write measurable individualized goals in alignment with the complexity approach.

**IMPORTANT:** Registration will close one week prior to the session. No refunds will be issued after registration is closed. Meeting link will be sent via email at least two days prior to the session along with handouts (if available from presenter).



## **Phonological Complexity Principles: Promoting Efficient Change in Intelligibility**

**Tuesday, July 20, 2021**

**9:00 a.m. - 4:00 p.m.**

**(1 hour break for lunch)**

**0.6 ASHA/PDCH Credit**

**Cost: \$120 OSSPEAC Member**

**\$180 Non-Member**

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Historically, phonological intervention has mimicked typical development, SLPs presenting sounds in developmental sequence. However, children with phonological disorders require different input because of their limited sound repertoires as shown in numerous complexity approach studies. A paradigm shift has occurred during the past 35 years, demonstrating the efficacy of teaching phonetically-complex, later-developing, and non-stimulable sounds and sequences. Teaching complex clusters leads to reduced intervention time and a more expedient return to classroom instruction. This workshop covers the key principles of phonological assessment, analysis, and intervention, including target selection and techniques for teaching complex clusters to young children with phonological disorders. NOTE: Participants will be required to take a post test to receive credit.

#### **TENATIVE AGENDA:**

9:00 - 9:15	Introduction
9:15 - Noon	Learner Outcomes Presented
12:00 - 1:00	Lunch Break
1:00 - 3:45	Learner Outcomes Presented
3:15 - 4:00	Question/Answer; Conclusion



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**Ohio School Speech Pathology  
Educational Audiology Coalition  
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Intermediate Level

0.6 ASHA CEUs