

## “THINKING IN SPEECH”

Individual \$25 \_\_\_  
Professional w/CEU's \$45 \_\_\_  
Person w/ASD \$15 \_\_\_

Total enclosed \$ \_\_\_\_\_

Name(s) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone/Email (*must be provided*) \_\_\_\_\_

Organization (*if applicable*) \_\_\_\_\_

Payment:

\_\_\_\_\_ Check Enclosed  
(payable to *Autism Connection of PA*)  
MAIL TO: 35 Wilson Street, Suite 100  
Pittsburgh, PA 15223

\_\_\_\_\_ MasterCard \_\_\_\_\_ VISA

Name as it appears on card \_\_\_\_\_

Card Number \_\_\_\_\_

Expiration Date \_\_\_\_\_

3-digit identifier  
(On back of card)

### CANCELLATION POLICY

A complete refund will be given if a participant cancels their registration five days prior to the program. A 75% refund will be given if a participant cancels their registration one to four days prior to the program. No refunds will be made for cancellations or “no shows” on the day of the program. In the event the program is canceled by ABOARD’s Autism Connection of PA, a complete refund will be given.

## Continuing Education Credits

### PA EDUCATORS ACT 48

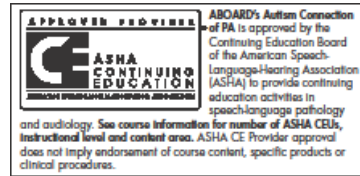
The Allegheny Intermediate Unit is recognized by the PA Department of Education to offer continuing education credits ACT 48 under guidelines. A maximum of 3.0 hours of PA EDUCATORS ACT 48 credits will be awarded for the completion of the seminar. A certificate of attendance is provided as well.

### AOTA OCCUPATIONAL THERAPY

ABOARD’s Autism Connection of PA is an Approved Provider of the American Occupational Therapy Association (AOTA). A maximum of 0.30 credits (3.0 contact hours) will be awarded upon successful completion of the workshop. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.

### ASHA

This program is offered for 0.30 ASHA CEUs (Intermediate level; professional area).



### SOCIAL WORKERS

This program is offered for 3.0 hours of social work continuing education through co-sponsorship of the University of Pittsburgh’s School of Social Work, a council on Social Work Education-accredited school and, therefore, a PA pre-approved provider of social continuing education. These credit hours satisfy requirements for LSW/LCSW, LPC and LMFT biennial license renewal. For more information call 412.624.3711.

### ACT 62 (pending approval)



## “Thinking in Speech” Promoting Independent Problem Solving in Children with ASD

*Presented by  
Janice Nathan, M.S., CCC-SLP*

**Friday, May 30, 2014**  
**9:30am – 12:30pm**

**ABOARD’s Autism Connection of PA  
Community Education Room  
35 Wilson Street, Suite 101  
Pittsburgh, PA 15223  
[www.autismofpa.org](http://www.autismofpa.org)  
412-781-4116 or 800-827-9385**

## About our Speaker

Janice Nathan is a certified speech-language pathologist and owner of Nathan Speech Services. Janice works with children diagnosed with Autism Spectrum Disorder (ASD) providing individual speech and language therapy as well as social skills therapy. Her area of expertise is cognitive processing of language and its effect on child development, interpersonal relationships and learning. Janice's interest and unique language intervention approach in this area developed as a result of growing up with a brother and a mother with ASD.

## Speaker Disclosure

**Financial:** Janice Nathan is owner of Nathan Speech Services and has a financial stake in promotion of Nathan Speech Services. She also provides consulting services with Family Behavioral Resources and is a Clinical Supervisor with University of Pittsburgh's Communication Sciences and Disorders Program and receives compensation for her services.

**Nonfinancial:** Professional Advisory Council and Facilitator for Family Members of Teens and Adults on the Spectrum Support Group for ABOARD's Autism Connection of PA; Advisory Council for Parents in Toto Autism Resource Center; Member of International Society for Autism Research (INSAR) and receives no compensation for these roles.

## Program Description

The ability to "think in speech" is critical for flexible behavior and cognition, and is the foundation for effective self-regulation (Vygotsky, 1987). Over time, children develop the ability to regulate their own behavior by engaging in dialogue with themselves, in the absence of others. Evidence is emerging that individuals with autism spectrum disorders (ASD) have diminished or underdeveloped inner speech (Williams et al., 2012). Individuals with ASD engage in relatively little of the early communicative exchanges that are considered critical for the formation of verbal thinking. This presentation will describe a language intervention approach designed to facilitate independent problem-solving through the development of inner speech. As children begin to employ "inner speech" in their daily environment, the ability to pause, plan and reflect increases which are pre-requisite skills needed for social and academic success. The presentation will describe: Pre-cursor strategies to promote readiness for inner speech problem-solving. The research-based problem-solving framework used to help children with ASD develop inner speech for problem-solving; and applications of inner speech for developing emotional control. In addition, the presentation will go over findings of a research study which compared this language intervention to "traditional" speech-language therapy with respect to developing the ability to ask for help at home and at school when faced with a task deemed stressful or challenging.

## Learning Objectives

At the conclusion of this program, participants should be able to:

1. Identify typical and atypical language development in children with ASD.
2. Explain the three stages of learning and its importance for writing language goals for children with ASD.
3. Apply strategies specifically designed to promote independent thinking for problem solving in children with ASD.

## Audience

Recommended audience include parents and extended families of children with ASD, regular and special education teachers, para-professional support staff, guidance counselors, social workers, clinicians, advocates, psychologists and all those desiring knowledge about ASD.

## Agenda

9:00 a.m. – 9:30 a.m. Registration

9:30 a.m. – 12:30 p.m. Presentation

12:30 p.m. Evaluation & Adjournment