

المؤتمر السنوي الثاني والعشرون للاضطرابات التواصلية

22nd Annual Scientific Conference on Communication Disorders



"نهج تكاملي متعدد التخصصات لتأهيل الاضطرابات التواصلية،
والنفسية، والسلوكية: آخر المستجدات، وطرق العلاج الحديثة"

السبت / الأحد ٣٠ شوال - ١ ذو القعدة ١٤٤٤هـ

الموافق ٢٠ - ٢١ مايو ٢٠٢٣م

Saturday / Sunday : 20 - 21 May 2023

التسجيل الإلكتروني متاح عبر الموقع التالي:

<http://www.jish.med.sa/2023conference>

فعاليات المؤتمر متاحة للحضور عن بعد (اونلاين صوت وصورة)

فعاليات المؤتمر معتمدة من الهيئة السعودية للتخصصات الصحية SCFHS

ومن الجمعية الأمريكية للنطق والسمع ASHA

الموعد : 9:00 - 10:00am

اليوم الأول الافتتاح + تكريم
السبت 30 شوال 1444هـ / 20 مايو 2023

تكريم

البروفيسور/ خالد النوري

استشاري جراحة الاذن و زراعة القوقعة و أمراض السمع والاذن
لمبادراته الإنسانية في زراعة القوقعة للأطفال المحتاجين
بالتعاون مع مركز جش.



الموعد : 10:00am - 12:00pm

اللغة: العربية

اليوم الأول دورة تدريبية

السبت 30 شوال 1444هـ / 20 مايو 2023

علاج الخوف من الإجراءات الطبية عند الأطفال ذوي الاضطرابات النمائية

الأستاذ/ أحمد عيد استشاري النطق والتخاطب ومحلل سلوكي معتمد

Mr. Ahmed Eid does not have any relevant financial and non-financial information to disclose.



يعاني الأطفال ذوي الاضطرابات النمائية وخاصة التوحد من خوف شديد من الإجراءات الطبية مثل سحب عينات الدم و أخذ الحقن وزيارة طبيب الاسنان وغيره من الإجراءات الطبية. هذا الخوف يكون مبالغاً به بشكل كبير مما يؤدي الى ظهور مشاكل سلوكية كبيرة ينتج عنها عدم او ضعف الخدمة الطبية المقدمة. تناقش هذه الورشة السلوكيات المصاحبة وكيفية تصميم خطة علاجية مناسبة.

نتائج التعلم: سيتعلم الحضور

- الأساس السلوكي للخوف من الإجراءات الطبية
- الأساس العلمي لإدارة سلوك الخوف
- شرح إجراءات التدخلات السلوكية

الفئات المستهدفة:

- أسر الأطفال ذوي الاضطرابات النمائية والتوحد.
- الاخصائيون.

Time: 10:00 - 10:20am
Language: English

Scientific paper **اليوم الأول**
السبت 30 شوال 1444هـ / 20 مايو 2023



Principles of Phono Surgery

Dr. Ibrahim Jamal Issa

Otolaryngology Consultant
Laryngologist & Phono surgeon (MD)

Dr. Ibrahim Issa does not have any relevant financial and non-financial information to disclose.

Principles of Phono Surgery

- What phono surgery means
- How voice is produced
- What changes the voice?
- What normal voice means
- Types of vocal cord lesions
- Voice problems surgical treatment
- Vocal cord injections
- Treatment of vocal cord paralysis

Learning Outcomes:

Attendees will be able to:

- Explain what phono surgery means.
- Explain how voice is produced.
- Discuss what changes the voice.
- Explain what normal voice means.
- List types of vocal cord lesions.
- Explain vocal cord injections.
- Discuss treatment of vocal cord paralysis.

الموعد : 10:00 - 11:30am
اللغة: العربية

دورة تدريبية **اليوم الأول**
السبت 30 شوال 1444هـ / 20 مايو 2023

Play-based AVT Strategies

تطبيق استراتيجيات التأهيل السمعي اللفظي AVT خلال اللعب

الأستاذة/ دعاء عبد الله شحاته أخصائية النطق واللغة، حاصلة على
ASHA شهادة الكفاءة الاكلينيكية من الجمعية الأمريكية للنطق والسمع

Ms. Duaa Shehata does not have any relevant financial and non-financial information to disclose.



نتائج التعلم : سيتعلم الحضور :

- نبذة عن منهج التأهيل السمعي اللفظي.
- معرفة استراتيجيات التأهيل السمعي الكلامي الأساسية.
- أهمية اللعب في تأهيل ضعاف السمع وتحفيز لغتهم.
- اختيار فكرة النشاط/ اللعب بناءً على أهداف التأهيل العلاجية.
- تطبيق الاستراتيجيات خلال أنشطة اللعب.
- دمج الاستراتيجيات مع أهداف الجلسة العلاجية بحسب عمر الطفل الزمني/السمعي- اللغوي.
- تدريب الوالدين.



Assessment to Practice: A Client-Centered Approach to ABA Interventions

Shumaila Jaffrey, BCBA, LABA Independent supervisor

Katelyn Craig, BCBA, the ABA program supervisor at Maharat, Riyadh

Ms. Shumaila Jaffrey does not have any relevant financial and non-financial information to disclose.

Ms. Katelyn Craig does not have any relevant financial and non-financial information to disclose.



Intended audience: Parents, RBTs, newly certified BCBA's and those working with individuals with autism/ASD.

Abstract: As the field of ABA is progressing quickly within Saudi Arabia and the Middle East, there are many more families specifically requesting for ABA services. There has also been an increase in the number of service providers at different levels of certification, including those who have recently obtained certification.

With this, families may not understand the importance or process of assessment and goal selection, or that their priorities and preferences play an important role in contributing to their child's treatment. Similarly, professionals often need additional support in developing the right treatment plan that is catered individually to each client's needs, skills, and environment, especially due to the diversity in ASD populations. This presentation has two primary purposes: First, it aims to introduce both parents and professionals to the process of skills & behavioural assessment using a variety of tools, possibly combining these to create more effective treatment plans. For parents, this is valuable so when they are reaching out for ABA services, they can emphasise on assessment and are aware of their options and what is best suited for their child. Second, and more importantly, this presentation aims to help select appropriate teaching goals according to assessment results. This includes language, social, academic, and independent living skills, identifying deficits and behaviour concerns. For parents already receiving ABA services, this would help understand why certain goals are prioritised and what to request from service providers during intervention. For professionals, this will also assist in analysing delays in learning due to goal selection.

Learning Outcomes: Attendees will be able to:

- Identify the difference between commonly used indirect & direct assessment tools (ABLLS/AFLS, VB-MAPP, EFL, PEAK)
- Understand how to select an appropriate assessment based on client needs.
- Basics of interpreting assessment results
- Using assessment results to select appropriate, client-centred goals.
- Troubleshooting through basic concerns on client progress

تدريب أولياء أمور الأطفال من ذوي اضطراب التواصل على استراتيجيات التواصل بتبادل الصور باستخدام سماعة أذن و مرآة أحادية الاتجاه



د/ بتول السيد حسان دكتوراه في التعليم الخاص PhD in Special Education, BCBA-D
Dr. Batool Hassan does not have any relevant financial and non-financial information to disclose.

ملخص: تتواجد مجموعة متنوعة من التدخلات لدعم مهارات التواصل الاجتماعي للأطفال الذين يعانون من اضطراب الاتصال لتعزيز مهارة التواصل في البيئة المنزلية والمدرسة وفي المجتمع. حيث تشمل هذه التدخلات تعليمات تجريبية منفصلة (Lovaas,1978)، والسلوكيات اللفظية التي تشمل المصاداة والتسمية والاستجابة (Sundberg & Michael, 2001) ، والتدريب المحوري على الاستجابة (McFadden et al., 2014) ، ونمذجة الفيديو والنمذجة الذاتية (Wret & Neisworth, 2003) ، وتدخلات الاتصال المعزز والبيديل (Beukelman & Mirenda, 2005) (AAC). يتكون نظام التواصل البيديل والذي يسمى ب AAC من تدخلات بدون مساعدة لا تتطلب أي معدات خارجية إلى جانب أجزاء من الجسم (مثل لغة الإشارة والإيماءات والعلامات اليدوية) والتدخلات المساعدة التي تتطلب مساعدات خارجية مثل الأساليب القائمة على الصور والأجهزة الإلكترونية (Beukelman & Mirenda, 2005). تدخل AAC الشائع هو نظام اتصالات تبادل الصور (Bondy A, Frost, 2001) (PECS). استخدم الباحثون PECS لتعليم مهارات الاتصال التي تضمنت الطلب وإضافة ملاحظات عن طريق تبادل بطاقات الصور (Bondy A, Frost, 2001). يقدر مدى فعالية العلاج PECS من 50%-90 اعتماداً على نوع المهارات المطلوبة (Hart & Banda, 2009). ومع ذلك، تظهر أبحاث PECS أن غالبية الدراسات أجريت من قبل المعالجين أو الباحثين وليس الآباء.

الغرض: تدريب أولياء الأمور باستخدام وسيلة التدريب للمهارات السلوكية والمسمى ب (Behavior Skills Training) لاستخدام نظام التواصل لتبادل الصور PECS مع أطفالهم الذين يعانون من اضطراب التواصل لتطوير مهارات الاتصال.

الاستراتيجية: تدريب أولياء الأمور من خلال تطبيق تدخل BST التي تتضمن تعليمات مكتوبة ونمذجة ومشاهدة مقاطع فيديو وممارسة وملاحظات. تعد الملاحظات اللفظية جزءاً أساسياً من هذا البرنامج التدريبي، والذي يتضمن تصحيح الخطأ والتعزيز والإجابة على الأسئلة قبل أو أثناء أو بعد جلسات التدخل الواقعية مع أطفالهم. يتم أيضاً توفير سماعة أذن لتقديم ملاحظات فورية أثناء تنفيذ استراتيجيات التبادل بالصور. سماعة الأذن يكون جهاز اتصال صغير، لاسلكي، وسهل الاستخدام. يمكن أن يساعد هذا الجهاز في توفير اتصال صوتي أحادي الاتجاه أو ثنائي الاتجاه بين الأخصائي والأسرة أثناء التدريب. من المرجح أن تساعد الملاحظات الفورية المتدرب على اكتساب المهارات بشكل أسرع واستخدامها بشكل متكرر أكثر من التعليقات المتأخرة. بالإضافة إلى ذلك، فإن مشاركة الوالدين في تنفيذ التدخلات معروفة على نطاق واسع بأنها عامل فعال لنمو الطفل وتعتبر أفضل ممارسة للأطفال الصغار الذين يعانون من اضطراب التواصل. حيث تشير النتائج إلى أنه عندما يتلقى الآباء التدريب المناسب وردود الفعل المناسبة، يمكنهم تدريب أطفالهم على استخدام PECS لتعزيز مهارة الطلب بشكل مستقل.

Behavioral Issues in Hearing Impaired and Cochlear Implanted Children

Prof. Khaled Al Nouri, MD, FRCSC, American Board of Otolaryngology, Head and Neck Surgery

Dr. Shaza Saleh, PhD in Audiology, Consultant Audiologist and Head of Audiology, KAESC, KSU Medical City, Riyadh

Dr. Nahla Dashash, PhD, CCC-SLP, ASHA Fellow, Clinical Services Director, JISH, Jeddah

Mrs. Cherine Basfer, M.Sc. in Psychology, BCBA, Program Director, Carbone Clinic, Dubai

Prof. Khaled Al Nouri does not have any relevant financial and non-financial information to disclose.

Dr. Shaza Saleh does not have any relevant financial and non-financial information to disclose.

Ms. Cherine Basfar does not have any relevant financial relationship with JISH.

Ms. Cherine Basfar has non-financial relationship with JISH as she sometimes volunteers at JISH.

Dr. Nahla Dashash has a financial and a non-financial relationship with JISH as she is a JISH employee and therefore receives a salary from JISH.

Abstract:

This panel will be discussing general challenging behaviors faced by Parents, ENT's surgeon's Audiologists and SLP's working with typically developing children CI and hearing impaired children with such as (taking off HA, expressing anger by throwing CI device and losing it in playground, airport, trash mouthing HA's battery, short attention span/ lack of concentration, not accepting Cn's, correction/ feedback, not keeping the hearing aids initially which will be followed by not keeping the CI processors, not showing clear responses to the family, not showing clear responses or cooperating during aided with HA/CI or for programming, behavioral issues causing them to pretend discomfort, habitual removal of CI processor with loud sounds even without discomfort after having a too loud map, habitual removal of CI processor to avoid listening to parents, deactivating the processor while wearing it or lowering the coil beneath the hair without the parents knowing, removing the processor or coil at school, refusing to get a new program).

The panel will also discuss challenging behaviors faced by Parents ENT's surgeon's Audiologists, SLP's and Psychologist/ABA specialists working with ASD CI and hearing-impaired children such as (mouthing HA's battery (sensory), throwing reinforcement, not sitting on the chair, hyperactivity, crying to avoid training, exhibiting different types of behaviors because of sensitivity to sounds)

Learning Outcomes: Attendees will be able to:

- List challenging behaviors exhibited by Young typically developing HI / CI children faced by (Audiologists and ENTs) during audiological and ENT assessment and follow up protocols
- List challenging behaviors exhibited by Young typically developing HI / CI children faced by SLPs during assessment and intervention sessions
- List challenging behaviors exhibited by Young ASD HI / CI children faced by (Audiologists and ENTs) during audiological and ENT assessment and follow up protocols
- List challenging behaviors exhibited by Young ASD HI / CI children faced by SLPs and ABA therapists during assessment and intervention sessions
- Outline some strategies that will help in preventing problem behaviors
- Explain tools and strategies which can be used to manage problem behaviors in ASD HI/ CI young children.
- Identifying some of the strategies to deal with Problems behaviors when they occur in typically developing HI/ CI young children.

Time: 10:20 - 11:05am
Language: English

Scientific paper **اليوم الأول**
السبت 30 شوال 1444هـ / 20 مايو 2023

The Role of SLP in Voice Therapy

Mrs. Manar Adwan, MA, SLP, JISH, Jeddah

Mrs. Manar has a financial relationship with JISH as she is a JISH employee and therefore receives a salary from JISH. Mrs. Manar doesn't have any relevant non-financial information to disclose.



Abstract:

We aim to discuss the types of voice problems, and different disorders that cause vocal cord problems. We will discuss the role of speech and language therapist in addressing these problems in addition to medical and surgical interventions that are offered by the phonetician.

Learning Outcomes: Attendees will be able to:

- List the types of voice problems.
- List different disorders that affect phonation.
- List therapy strategies for phonation disorders.
- Explain different techniques for voice therapy.

Time: 11:05 - 11:20am
Language: English

Scientific paper **اليوم الأول**
السبت 30 شوال 1444هـ / 20 مايو 2023

Velo Pharyngeal Insufficiency VPI

Dr. Faisal Zawawi, Otolaryngology Consultant, the chair of the cochlear implants and hearing aids at KAU. MD, MSc., KAUH, Jeddah
Dr. Faisal Zawawi does not have any relevant financial and non-financial information to disclose.



Learning Outcomes: Attendees will be able to:

- List the steps of evaluating the child presenting velopharyngeal insufficiency symptoms.
- Differentiate between different causes of velopharyngeal insufficiency.
- Explain the different modalities of managing children with velopharyngeal insufficiency.



Roadmap for an SLP Toward Becoming a Professional Clinician in Swallowing Disorders.

Dr. Abdulrahman Ibrahim Al-Akeel, PhD, Consultant Pathologist in Swallowing and Communication Disorders

Dr. Abdulrahman Al-Akeel does not have any relevant financial and non-financial information to disclose.

Abstract:

Providing assessment and therapy for functional swallowing disorders is within the scope of practice of speech-language pathologists (SLPs). An SLP needs to acquire knowledge and skills in swallowing disorders as he/she needs to be competent in both assessment and treatment of swallowing disorders. This includes competencies in clinical swallowing screening, Video fluoroscopy swallow study (VFSS), Fiberoptic Endoscopic Examination of Swallowing study (FEES), writing treatment plan and implementing it. In this presentation, the presenter will suggest resources for basic knowledge and skills that will enable an SLP to deal with adult clients suffering from functional swallowing disorders. This will include reading materials, courses, workshops, and hand on training.

Learning Outcomes:

Attendees will be able to identify:

- Reading materials (textbooks, articles, etc...) that will enable them to know more about swallowing disorders.
- Courses (online and in person) that will provide them with knowledge and skills about swallowing disorders.
- Workshops (online and in person) that will provide them with knowledge and skills about swallowing disorders.
- Hands-on-training that will improve their skills in assessing and treating swallowing disorders.
- Training sites that provide training in VFSS.
- Training sites that provide training in FEES.
- Online courses that enable them to write treatment plan for swallowing disorders.

Time: 11:40 - 11:55am
Language: English

Scientific paper **اليوم الأول**
السبت 30 شوال 1444هـ / 20 مايو 2023

CMV

Dr. Faisal Zawawi, Otolaryngology Consultant, the chair of the cochlear implants and hearing aids at KAU. MD, MSc., KAUH, Jeddah
Dr. Faisal Zawawi does not have any relevant financial and non-financial information to disclose.



Learning Outcomes: Attendees will be able to:

- Explain the importance of screening for congenital CMV.
- Explain how to evaluate a newborn with suspected congenital CMV.
- Describe the pathway of congenital CMV screening in newborn hearing screening.

Time: 12:00 - 1:00pm
Language: English

Lecture **اليوم الأول**
السبت 30 شوال 1444هـ / 20 مايو 2023

Multidisciplinary Approach in Evaluating Autism Spectrum

Amal Alyamani, Clinical Psychology consultant, KFAFH, Jeddah
Dr. Amal Alyamani does not have any relevant financial and non-financial information to disclose.



Abstract:

Providing a comprehensive diagnostic Evaluation for autism requires a process that involves different steps, professions, and tools. The current presentation is to outline what is required in providing such an evaluation.

Learning Outcomes: Attendees will be able to:

- Describe the process of evaluation of autism spectrum.
- Describe the assessment Tools used in evaluating autism spectrum.
- Describe the specialties involved and their role in evaluating autism spectrum.
- Explain how to provide feedback and recommendations to clients with autism spectrum.



Detecting and Treating Language Disorders in Early Childhood.

Dr. Fahad Alnemary, Ph.D. in Special Education, Co-Founder and CEO of Ynmo

Dr. Fahad Alnemary does not have any relevant financial and non-financial information to disclose.

Abstract:

This initiative, in partnership with Almuhaideb Social Foundation aims to detect and treat language disorders among children in early childhood (8-36 months) using the communicative development inventory (CDI) as a screening tool. Children who are identified at risk are eligible for our free, virtual early intervention program consisting of four sessions. This initiative includes additional activities, such as:

1. Awareness campaigns: We publish awareness materials such as videos, articles, infographics, and guidebooks for families to understand language development and language disorders.
2. Training program: 20-hour training program for nursery and daycare staff which aims to train them to identify children with language disorders and support them.
3. Research studies:

We are conducting research studies on the following topics:

1. Language delay in Saudi children: Prevalence and risk factors.
2. Developing a short form of the Saudi CDI.
3. Needs of families and service providers.
4. The economic cost of language disorders.

Learning Outcomes: Attendees will be able to:

- Identify the importance of early language screening and current challenges in the practice in Saudi Arabia.
- Describe the efficacy of virtual sessions for early intervention.
- As a result of this lecture, the participant will be able to apply the framework of Faseeh initiative to their practice.

Phobia from Medical and Dental Procedures in Children with Autism and Developmental Disabilities: Challenges in Management and Treatment, Behavioral Approaches and Recommendations.

Mr. Ahmad Eid, M.A., Consultant, Speech Pathologist, Board Certified Behavior Analyst, BCBA., Clinical Supervisor.

Dr. Shahad Mohammed AlKhalifah, Senior OT, Head of Occupational Therapy, Autism Center of Excellence

Dr. Reem Alarakia, Master and PhD Graduate, A Consultant in Pediatric Dentistry, KFAFH

Mr. Ahmed Eid does not have any relevant financial and non-financial information to disclose.

Dr. Shahad Al-Khalifah does not have any relevant financial and non-financial information to disclose.

Dr. Reem Al-Arakia does not have any relevant financial and non-financial information to disclose.

Abstract:

Autism is a lifelong neurodevelopment disability notable through significant impairment in communication skills, social interactions, and cyclic stereotype of behaviors (Patill et al., 2016). With the increase in diagnostic cases of autism spectrum disorder (ASD), dental management becomes challenging. In addition, children with developmental disabilities have exaggerated fear from medical related procedures. This fear related behavior will affect the quality of medical care they receive. For this important reason, the issue of management of these behaviors are of interest of behavior analysts who provide full scientific explanation and possible effective behavioral interventions as well.

Dentists also need to be alert to different behavioral and therapeutic techniques required to ensure safe dental treatments for affected patients. Dental care of an autistic child requires a comprehensive understanding of the background of autism, the fears and preferences of the parents, as well as the medical and dental history of each patient.

Learning Outcomes: Attendees will be able to:

- Describe the scientific explanation of fear related to clinical procedures from behavioral perspective.
- Explain how the phobia from the medical procedure could lead to the children's psychological trauma, demonstrated by anxiety, aggression, anger, and similar expressions of emotion.
- Describe how the lack of control of the child's environment could cause psychological trauma during the medical procedure.
- List the antecedent based interventions related to fear behaviors.
- Explain the possible consequence-based interventions.
- Describe any issues related to fear from medical procedures.
- Describe how the families know what to expect and what is expected of the children.
- Describe how to provide emotional support through recognizing and normalizing common fears and responses.
- Make the dental appointment less aggressive for the patients with ASD
- Emphasize the importance of collecting and recording data in the patient's medical and dental history, as well as possible comorbidities and medications used.



Binaural Hearing Evaluation and Cochlear Implant

Dr. Shaza Saleh, PhD in Audiology, Consultant Audiologist and Head of Audiology, KAESC, KSU Medical City, Riyadh

Dr. Shaza Saleh does not have any relevant financial and non-financial information to disclose.

Abstract:

Binaural hearing, particularly the ability to detect small differences in the timing of sounds at the two ears (interaural time differences, ITDs) underpins the ability to localize sound sources, and is important for decoding complex spatial listening environments into separate objects. The relevance of binaural hearing to communication in every-day listening situations is increasingly recognized in therapeutic interventions; the UK's National Institute for Health and Clinical Excellence (NICE), for example, recommends that all children born deaf receive bilateral cochlear implants. Despite its importance in everyday listening tasks, however, brain mechanisms responsible for spatial listening remain poorly understood (certainly compared with visual spatial processing), and the potential benefits of binaural hearing for users of hearing aids and cochlear implants slow to be realized. This instructional course will provide an understanding of how binaural hearing can be assessed and how it might be restored in users of hearing aids and cochlear implants.

Learning Outcomes: Attendees will be able to:

- Identify the underlying processes of binaural hearing.
- List and compare between the different binaural hearing evaluation tests.
- Setup, perform and interpret different binaural hearing tests with normal hearing individuals.
- Setup, perform and interpret different binaural hearing tests with hearing aids and cochlear implants.



Acoustic Reflex

Dr. Mohamed N. Garrada, Audiovestibular Medicine, KAU, Jeddah.

Dr. Mohammed Garrada does not have any relevant financial and non-financial information to disclose.

Abstract:

The acoustic reflex, also known as the stapedius reflex, refers to an involuntary muscle contraction of the stapedius muscle in response to a high-intensity sound stimulus. Due to ease of administration and information yielded, the acoustic reflex is considered one of the most powerful differential diagnostic audiological procedures.

The acoustic reflex and the tympanogram are commonly used to assess middle ear function and are considered best practice. Each test yields invaluable information based on the delivery of acoustic energy (sound) to the ear canal.

The presence of reflexes within normal intensity limits is consistent with middle ear and brainstem function and suggests that auditory sensitivity is not significantly impaired. An elevated or absent acoustic reflex threshold is consistent with a middle ear disorder, hearing loss in the stimulated ear, and/or interruption of neural innervation of the stapedius muscle.

Learning Outcomes:

Attendees will be able to:

- Explain the normal structure of stapedius reflex.
- Define the acoustic reflex.
- Recognise the clinical indications of the test.
- Identify the diagnostic applications of ART.
- Perform the stapedius reflex measurements.

Time: 2:00 - 3:00pm
Language: English

Panel **اليوم الأول**
السبت 30 شوال 1444هـ / 20 مايو 2023

The Journey of a Child with Cleft Palate

Dr. Nisreen Al Awaji, Head of Healthand Communication Sciences Department, PNU, Riyadh, & Senior SLP, KAAUH, Riyadh.

Dr. Faisal Zawawi, Otolaryngology Consultant , the chair of the cochlear implants and hearing aids at KAU, MD, MSc. KAUH.

Dr. Hatem Alnuman, Consultant, Plastic and Reconstructive / Pediatric Plastic Surgery, Assistant Professor, KSAU, Jeddah.

Dr. Ali Habib, Dental and maxillofacial orthodontic consultant, KAUH.

Dr. Nisreen Al Awaji does not have any relevant financial and non-financial information to disclose.

Dr. Faisal Zawawi does not have any relevant financial and non-financial information to disclose.

Dr. Hatem Alnuman does not have any relevant financial and non-financial information to disclose.

Dr. Ali Habib does not have any relevant financial and non-financial information to disclose.

Learning Outcomes: Attendees will be able to:

- Describe the treatment pathway for cleft and when speech therapy starts.
- Describe the appropriate focus and intervention stages of SLPs for different developmental stages.
- Explain when speech therapy is not appropriate for correction of abnormal speech in cleft palate population.
- Explain the role of SLP within a multidisciplinary team.

Time: 2:00 - 3:00pm
Language: Arabic

Lecture **اليوم الأول**
السبت 30 شوال 1444هـ / 20 مايو 2023



Dr. Amel Alawami, Developmental behavioral pediatrician (DBP) at Johns Hopkins Aramco Healthcare center, Dhahran

Dr. Amel Alawami does not have any relevant financial and non-financial information to disclose.

فاعلية القصة الاجتماعية

المحاور:

- تعريف القصة الاجتماعية .
- أجزاء القصة الاجتماعية .
- كيفية الصياغة .
- التدريب على كتابة القصص الاجتماعية .

الأهداف: سيتعلم الحضور

- معرفة ماهي القصة الاجتماعية .
- كيف نصيغ القصة الاجتماعية .
- استخدام القصص الاجتماعية في التدريبات
- السلوكية والمعرفية للأطفال .

Management of Childhood Apraxia of Speech

Dr. Wael A. Al-Dakrouy, Ph.D., CCC-SLP Co-Founder and Director of the Communication Disorders Department, Psych Care Complex, Adjunct Associate Professor at the College of Medicine, Alfaisal University, Riyadh



Dr. Wael Al-Dakrouy does not have any relevant financial and non-financial information to disclose.

Abstract:

Childhood apraxia of speech (CAS) is a complex motor speech disorder that may contribute to academic and social difficulties. To effectively serve a child with CAS, a Speech-Language Pathologist (SLP) needs to consider and understand all the various components of the child's speech system. The broad scope and depth of understanding of skills required to work with children with CAS present real challenges, that can be overwhelming, especially for SLPs who lack knowledge about CAS and/or experience working with children with motor speech disorders. This seminar is for novice and experienced SLPs seeking background information, characteristics, assessment, differential diagnostic protocols, and intervention approaches related to children with CAS.

Learning Outcomes: Attendees will be able to:

- Describe characteristics most associated with CAS and comorbidities.
- Identify guidelines for conducting a comprehensive assessment of CAS to support an accurate differential diagnosis.
- Describe treatment approaches that have been shown to lead to positive outcomes for children with CAS .

Social Skills

Dr. Amel Alawami, Developmental behavioral pediatrician (DBP) at Johns Hopkins Aramco Healthcare center, Dhahran

Mrs. Rozan Alkhateeb, MA, CCC-SLP, Program Manager (BCBA) and Speech & Language Department at Stepping Stones Center, Al- Khobar.

Dr. Jihad Almasri, Speech-Language Pathologist and Supervisor, Medical Director, Al Hanan Rehabilitation Center, Jeddah.

Dr. Amel Alawami does not have any relevant financial and non-financial information to disclose

Mrs. Rozan Alkhateeb does not have any relevant financial and non-financial information to disclose.

Dr. Jihad Almasri does not have any relevant financial and non-financial information to disclose.

Learning Outcomes: Attendees will be able to:

- The panelists will discuss the importance of improving social skills for children with social communication challenges through the following strategies and intervention approaches:
- Teaching key social rules such as turn-taking, waiting, reciprocating comments, initiation and transition within a conversation.
- Behavior Skills Training using video modeling, role play and practicing.
- Practicing within structured and less structured contexts.
- Usage of Visual Prompts.
- Usage of social stories for teaching new skills.
- Improving the abstract concepts of language through different social experiences.
- Teaching conversational repair skills, rejection and negotiation.

Time: 4:00 - 5:00pm

Language: Arabic

Panel **اليوم الأول**

السبت 30 شوال 1444هـ / 20 مايو 2023

The Journey of a Child with Cochlear Implant

Dr. Mohammed Numan Garada, Audiological Medicine, KAU, Jeddah

Dr. Faisal Zawawi, Otolaryngology Consultant, the chair of the cochlear implants and hearing aids at KAU, MD, MSc., KAUH, Jeddah

Ms. Duaa Abdullah Shehata, Speech and Hearing Therapy, NGH, Jeddah

Dr. Mohammed Garada does not have any relevant financial and non-financial information to disclose.

Dr. Faisal Zawawi does not have any relevant financial and non-financial information to disclose.

Ms. Duaa Shehata does not have any relevant financial and non-financial information to disclose.

Learning Outcomes: Attendees will be able to:

- Identify candidates for Cochlear implantation for adults and children.
- Provide updates regarding the latest diagnostic options and procedures for hearing assessment.
- Describe the intraoperative measurement tests.
- Provide the possible procedures that can be followed or performed when programming a recipient's cochlear implant after surgery.

Time: 2:00 - 4:00pm

Language: English

Short Course **اليوم الأول**

السبت 30 شوال 1444هـ / 20 مايو 2023

Video Head Impulse Test (vHIT)

Dr. Murad Al-Momani, Ph.D., CCC-A, FAAA, Audiology Consultant, Chairperson of Audiology and Balance Unit, ORL-HNS Department, KAUH, Jeddah

Dr. Murad Almomani does not have any relevant financial and non-financial information to disclose



Learning Outcomes: Attendees will be able to:

- Explain the basic principles of vHIT.
- Describe the clinical value of vHIT.
- Explain the technical matters when conducting vHIT.
- Interpret vHIT results.
- Perform hands-on.



برنامج تدريب أسر ذوي التوحد عن بعد (برنامج أنا أدرب طفلي) تجربة مركز التميز للتوحد

أ. صالح السويلم

رئيس قسم علاج التخاطب, مركز التميز للتوحد

Mr. Saleh Alsuwailem does not have any relevant financial and non-financial information to disclose.

العلاج بواسطة الوالدين هي من الممارسات المبنيه على البراهين الذي تعني بتدريب أحد الوالدين أو كلاهما على كيفية تنمية مهارات أطفالهم التواصلية والاجتماعية كونه أحد أهم العناصر الاساسية في الرحلة العلاجية للطفل المصاب باضطراب طيف التوحد أعد مركز التميز للتوحد برنامج متكامل لتدريب الاسر عن بعد بأسم (أنا أدرب طفلي) بهدف تنمية مهارات الطفل في بيئته بحيث تشمل جوانب مهارات التواصل والتفاعل الاجتماعي والمهارات الحركية والحسية والسلوكية والمهارات الاستقلالية

الأهداف:

سيتعلم الحضور :

- ادراك مدى تأثير برنامج تدريب الاهالي المقدمة عن بعد .
- اعداد وتجهيز الادوات المطلوبة لتنفيذ البرنامج ووضع السياسات والاجراءات .
- اكتساب مهارات تدريب الاهالي لزيادة وعيهم وكيفية نمية قدرات أطفالهم التواصلية .
- تحديد مؤشرات مستوى تحسن الطفل ومدى رضا الاهل من البرنامج .

استراتيجيات تأهيل الأفراد زارعي القوقعة

الأخصائية تآلف البكري

مسؤولة قسم التأهيل بشركة ميدال السعودية



يعتبر الهدف الأساسي من التدخل العلاجي بالحلول السمعية المختلفة للضعف السمعي هو تمكين الأشخاص ضعاف السمع من اكتساب وتطوير المهارات السمعية واللغوية لتكون مقارنة من مستوى الأقران. لذلك يلعب التأهيل دوراً هاماً في تحسين جودة الحياة بشكل عام عن طريق تدريب مستخدمي الحلول السمعية كزراعة القوقعة على استخدام المهارات السمعية بشكل أساسي لاكتساب اللغة والتواصل اللفظي. سوف نقدم لكم في هذه الورشة تدريباً وافياً عن الطرق المستخدمة في تأهيل زارعي القوقعة من الأطفال والبالغين والاستراتيجيات المساعدة للوصول للأهداف المرجوة. كما سنتناقش حول الكثير من المسائل الهامة حول تدريب الأهل وتمكينهم من الاهتمام بالجانب التأهيلي في رحلة زراعة القوقعة.

نتائج التعلم:

سيتعلم الحضور:

- معرفة أحدث الطرق المستخدمة لتأهيل زارعي القوقعة ومستخدمي الحلول السمعية والفروق بينهم.
- معرفة وتطبيق آلية التأهيل ما قبل وبعد زراعة القوقعة ويتضمن ذلك التعاون مع الأهل وتطبيق الأهداف والمتابعة المستمرة.
- معرفة وتطبيق الاستراتيجيات المختلفة المستخدمة في التأهيل السمعي اللفظي لتطبيق الأهداف العلاجية خلال الجلسات التدريبية.
- معرفة عوامل نجاح التأهيل وتفاصيل حول ذلك.



Multidisciplinary Team Assessment of Behavioral and Developmental Disorders

Sarah Alghunaim, OT and certified Sensory Integration Therapist, Tayf Aziz Center, Riyadh

Halah Abuliyah, Msc.CCC-SLP, BCaBA, QBA, Head of SLP Clinic, Tayf Aziz Center, Riyadh

Ms. Sara Alghunaim does not have any relevant financial and non-financial information to disclose.

Mrs. Hala Abuliyah does not have any relevant financial and non-financial information to disclose.

Abstract:

The process of assessing children with behavioral and developmental disabilities is a going team effort. This course aims to shed the light on the importance of integration of multidisciplinary team (MDT) assessment approach to evaluate skill level, identify potential problems and areas of strength and weakness as related to interaction, cognition, communication skills, verbal skills, motor skills, and sensory integration. This approach is extremely valuable in guiding the intervention team to design an intervention plan and identify long-term and short-term treatment objectives included in the intervention plan.

Learning Outcomes: Attendees will be able to:

- Identify common psychometric assessments used to evaluate children with behavioral or developmental disabilities including (ADOS-2, Vineland-III, Conners-3, verbal, and nonverbal IQ tests)
- Identify the role of the occupational therapist in conducting sensory and motor assessments used to evaluate children with behavioral or developmental disabilities.
- Identify the role of speech-language pathology in MDT assessment of children with behavioral or developmental disabilities.
- Integrating results of psychology, OT and SLP assessments to support medical diagnosis of developmental and behavioral disorders and design intervention plan.

اكتساب الأطفال ذوي التأخر اللغوي للضمائر المنفصلة والمتصلة باللغة العربية (لهجات) من خلال جلسات النطق واللغة



د. جهاد أحمد المصري

ماجستير النطق واللغة دكتوراه التربية الخاصة، المدير الطبي لمركز الحنان المتميز للنطق واللغة

Dr. Jihad Almasri does not have any relevant financial and non-financial information to disclose.

أهداف الورشة:

- 1- التعريف بالضمائر باللغة العربية وأنواعها (العدد والجنس).
- 2- التعريف بالضمائر باللغة العربية وأنواعها (المتكلم , المخاطب , الغائب) .
- 3- كيفية صياغة الأهداف العلاجية الخاصة بالضمائر .
- 4- كيفية اكتساب الطفل للضمائر بطرق سهلة وعملية .
- 5- ترتيب الضمائر حسب حاجات الطفل اليومية .
- 6- اشراك الأهل في عملية اكتساب الطفل للضمائر بطرق وظيفية سهلة .
- 7- اهم النصائح العملية التي تسرع اكتساب الطفل للضمائر .

الفئة المستهدفة بالبرنامج:

- أخصائيي النطق واللغة .
- مدربات التخاطب .
- أخصائيي تعديل السلوك .
- معلمات الفصول ومساعدات المعلمات .
- أخصائيي التربية الخاصة .

نتائج التعلم :

سيتعلم الحضور

- التعرف على الضمائر وانواعها باللغة العربية .
- التعرف على التدرج في اكتساب الطفل للضمائر بأنواعها .
- صياغة الأهداف العلاجية الخاصة بالضمائر .
- اشراك الأهل في العملية العلاجية بطرق طبيعية وسهلة .



Factors Affecting Speech Fluency in Arabian Gulf (Khaleeji) Culture

Dr. Mona Indargiri, PhD, SLP, Assistant professor - SLHS, Dar Al-Hekma University

Dr. Mona Indarhiri does not have any relevant financial and non-financial information to disclose

Due to the lack of sufficient empirical data on childhood stuttering and parent-interaction in Khaleeji (Arabian Gulf) culture, a questionnaire study was designed to examine Khaleeji parents' views, concerns and beliefs regarding the various factors that affect the child's vulnerability to stuttering in a non-Western culture. Therefore, parents' opinion treatment are crucial to consider since they play a pivotal role in their child's therapy (Hayhow, 2009). Parents are responsible for taking the child to and from clinics, practicing at home, and paying for services. Consequently, if parents were dissatisfied, unaware, or not involved in their child's therapy, the treatment process would likely be affected. The knowledge and attitudes of the parents can have a significant impact on the success of the treatment.

Learning Outcomes: Attendees will be able to:

1. Explain how parental perception might contribute to appearance and development of stuttering in Khaleeji culture.
2. Describe the potential factors that might make children vulnerable to stuttering in non-western culture.
3. Explain if parents' level of education have an impact on their perception of stuttering.
4. Explain if parental gender differences have an impact on the effectiveness of therapy.

كيف نتعامل مع المشاعر والأفكار السلبية المرتبطة بالتأتأة لدى البالغين

هدى عبدالكريم الصفدي

أخصائية النطق واللغة- مركز جدة للنطق والسمع



Ms. HudaAllah Al Safadi has a financial and relationship with JISH as she is a JISH employee and receives a salary.

Ms. HudaAllah has no non-financial information to disclose.

نبذة:

لوحظ أن لدى البالغين الذين لديهم تأتأة الكثير من المشاعر السلبية والأفكار المبالغ بها، وبالتالي التجنب والهروب من المواجهات الكلامية. فكان من الواجب العمل على هذا الجانب، وإيجاد الطرق الأمثل للتعامل معه، والذي يؤثر على حياة الفرد الاجتماعية

الأهداف:

زيادة الوعي حول أهمية العمل على جانب الأفكار والمشاعر المرتبطة بالتأتأة، وإيجاد الطرق الأمثل للتعامل معها وإدارتها بناءً على البحوث المأخوذة من كتاب أكثر من طلاقة، وكتاب الأفكار والمشاعر للسيطرة على الحالات المزاجية.

- استخدام UTBAS.
- استخدام طرق العلاج السلوكي المعرفي والعلاج بالتقبل والالتزام بالمشاعر والأفكار والسلوك، وبالتالي تحليلها.
- استخدام طريقة الرد على الأفكار السلبية.
- استخدام الاعتراض على الأفكار السلبية.
- تشجيع العميل على مزاحمة المواقف السلبية بأخرى إيجابية واقعية.

Outcome of JISH Fluency Program and Comparing it to Similar Western Programs

Dr. Mona Indargiri, PhD, SLP, Assistant professor - SLHS, Dar Al-Hekma University

Ms. HudaAllah Abdul Kareem Al Safadi, Bsc.,SLP, JISH

Dr. Ashraf Alsersy, PHD, Clinical Psychologist, JISH

Ms Saraa Kamal, Associate Certified Coach (ACC), International Coaching Federation (ICF)

Dr. Mona Indargiri does not have any relevant financial and non-financial information to disclose

Dr. Ashraf Alsersy has a financial and relationship with JISH as she is a JISH employee and receives a salary. Dr. Ashraf Alsersy has no non-financial information to disclose.

Ms. Saraa Kamal does not have any relevant financial and non-financial information to disclose

Ms. HudaAllah Al Safadi has a financial and relationship with JISH as she is a JISH employee and receives a salary. Ms. HudaAllah has no non-financial information to disclose.

Learning Outcomes:

Attendees will be able to:

- Describe the outcome of the program from speech perspective.
- Describe the outcome of the program from psychology perspective.
- Describe the outcome of the program from the life coach perspective.
- Describe the challenges facing the clients in KSA vs. similar programs in western cultures.

اضطرابات التواصل الاجتماعي: التقييم واستراتيجيات التدخل

روزان الخطيب MA, CCC-SLP, BCBA

مدير برامج قسم النطق واللغة، مركز ستينج ستونز، الخبر
Mrs. Rozan Alkhatieb does not have any relevant
financial and non-financial information to disclose.



ملخص:

تهدف هذه الدورة القصيرة إلى مناقشة اضطرابات التواصل الاجتماعي. يتميز اضطراب التواصل الاجتماعي (SCD) بالصعوبات المستمرة في استخدام اللغة اللفظية وغير اللفظية للأغراض الاجتماعية. قد تكون الصعوبات الأساسية ظاهرة في أي من: التفاعل الاجتماعي، الفهم الاجتماعي، التفاعل البرامغاتي، والفهم والتحليل اللغوي. قد تتأثر سلوكيات التواصل الاجتماعي مثل التواصل البصري، وتعبيرات الوجه، ولغة الجسد بالعوامل الاجتماعية والثقافية والفردية. سيواجه الأطفال الذين تم تشخيص إصابتهم باضطرابات التواصل الاجتماعي بتحديات في تفاعلاتهم اليومية بما في ذلك على سبيل المثال: المشاركة في البيئات الاجتماعية، وتطوير العلاقات الشخصية، وتحقيق النجاح الأكاديمي، وتأمين الوظيفة المناسبة. من المهم التأكيد على علامات وأعراض الاضطراب وأسبابه وانتشاره وتقنيات التشخيص والعلاج حيث لا يزال اضطراب التواصل الاجتماعي اضطراباً لم يتم التعرف عليه بشكل واضح ومفصل في مجال التأهيل. يتوجب علينا كأخصائيين وأفراد من ضمن هذا المجتمع نشر الوعي فيما يتعلق بالممارسات القائمة على الأدلة العلمية أثناء التقييم والتدخل لتحسين نوعية الحياة للأطفال المصابين باضطراب التواصل الاجتماعي. كما أوضحت الدراسات الحالية أهمية استخدام التقييمات وأساليب العلاج المختلفة من قبل أخصائي أمراض النطق واللغة وأخصائيين تحليل السلوك التطبيقي لزيادة الفهم الاجتماعي والتفاعل غير اللفظي واللفظي للأطفال الذين تم تشخيصهم باضطرابات التواصل الاجتماعي.

أهداف الدورة:

- عند الانتهاء من هذه الدورة القصيرة، سيكون الحاضرون قادرين على:
- شرح الأعراض المصاحبة لاضطراب التواصل الاجتماعي.
- وصف الأسباب المحتملة للاضطراب.
- شرح التقييمات المستخدمة لتشخيص الاضطراب.
- شرح استراتيجيات التدخل المختلفة والفعالة.
- وصف الأدوار المختلفة لفريق متعدد التخصصات في التقييم والتدخل مع الأطفال الذين تم تشخيصهم باضطراب التواصل الاجتماعي.
- مناقشة الاختلافات الثقافية واللغوية المرتبطة بالاضطراب.
- مناقشة مجالات البحث المستقبلية لاضطراب التواصل الاجتماعي.



Arabic Sensory Processing Measure - Preschool (SPM-P): How Do Speech Therapists Use Them for Their Intervention Plan?

Dr. Shahad Mohammed AlKhalifah, Senior OT, Head of Occupational Therapy, Autism Center of Excellence

Dr. Shahad Alkhalifah does not have any relevant financial and non-financial information to disclose.

Abstract:

Autism spectrum disorder (ASD) is a pervasive developmental disorder associated with sensory processing disorders for 45 to 95% of people. Furthermore, the association between ASD and SPDs is such that sensory processing can discriminate between children with ASD and children with TD (Baranek, David, Poe, Stone, & Watson, 2006). Therefore, evaluating sensory processing at an early stage is as critical as assessing other developmental signs and symptoms (e.g., Zwaigenbaum et al., 2005), and early signs of sensory difficulties require addressing (Ben-Sasson, Carter, & Briggs-Gowan, 2009). The Sensory Processing Measure (SPM; Parham, Ecker, Miller Kuhaneck, Henry, & Glennon, 2013), and its infant version, the Sensory Processing Measure-Preschool (SPM-P; Ecker & Parham, 2010), are both available in a Home and a School version that are directly comparable. Indeed, the SPM comprises three forms: Home Form, Main Classroom Form, School Environments Form. The Home Form and the Main Classroom Form are the two main forms of the tool. Furthermore, the SPM-P and SPM not only assess each sensory system functioning, but also evaluated praxis performance. In doing so, it supports the assessment of what hinders a child's occupational performance. The role of praxis in relation to SPDs is suggested as critical by Ayres (e.g., 1979), who suggested that it impacts occupational performance as much as sensory processing. Therefore, also evaluating praxis critically enables for planning of appropriate interventions (Glennon, Henry, & Herzberg, 2010). Yet, difficulties with praxis are often under-looked typical educational assessments, as they focus on task outcomes rather than the process followed up to the task completion. Using the SPM and the SPM-P thus addresses further limitations of other sensory processing assessments. Currently we have assessment tool available for Arabic speaking covering all ages. Due to the urgency in providing practitioners with appropriate tools, we assessed the psychometric properties of the Sensory Processing Measure- Preschool and Sensory Processing Measure -Home Form. Conclusion. The analyses suggest that the SPM-Home and the SPM-P-Home are adapting well.

Learning Outcomes: Attendees will be able to:

- Explain the research behind the development of these norm-referenced standardized assessment tools.
- Explain the principles of use of SPM-P and SPM to support the identification & treatment of SI/sensory processing difficulties, including praxis.
- Explain the administration and scoring of SPM-P and SPM.
- Explain the question: "Are sensory issues driving the behaviours?"
- Explain the use of SPM-P and SPM in multiple environments, encouraging collaboration among parents, schools, preschools, day cares, and clinics.
- Explain how the assessment could be used with the multidisciplinary team.

My Child Is Driving Me Crazy? Using Behavioral Strategies to Prevent and Reduce Problem Behaviors



Sanaa Ibrahim, MA, Applied Behavior Analysis and Autism, BCBA, Jeddah Institute for Speech and Hearing and Medical Rehabilitation

Enas Abdulla, M.Sc., Applied Psychology, BCBA, Jeddah Institute for Speech and Hearing and Medical Rehabilitation

Ms. Sanaa Ibrahim has a financial and relationship with JISH as she is a JISH employee and receives a salary. Ms. Sanaa Ibrahim has no non-financial information to disclose.

Ms. Enas Abdulla has a financial and relationship with JISH as she is a JISH employee and receives a salary. Ms. Enas Abdulla has no non-financial information to disclose.

Abstract:

A variety of interventions are available to support social-communication skills for children with communication disorder to enhance their communication at home, school, and in the community.

These interventions include discrete trial instruction (Lovaas, 1978), verbal behaviors that includes echoes, mands, tacts, and intraverbals (Sundberg & Michael, 2001), pivotal response.

Learning Outcomes: Attendees will be able to:

- Analyze behavior based on antecedent and consequence.
- Identify reasons why the child may engage in problem behaviors.
- Describe strategies to deal with problem behaviors when they occur.
- Demonstrate strategies on how to intervene with severe problem behaviors.
- Describe strategies to prevent problem behaviors from happening and reduce them in future.



Interprofessional Collaboration and Practice within ASD Population: Autism Center of Excellence (ACE) Experience

Ms. Malak AlRamady, M.sc. CCC-SLP, General Manager o Rehabilitation Services, Autism Center of Excellence

Ms. Malak AlRamady does not have any relevant financial and non-financial information to disclose.

Abstract:

This One-hour lecture will address interprofessional collaboration and practice between SLPs and other disciplines (ABAs, OTs) when assessing and implementing intervention plans for those with autism spectrum disorders (AAC). Focusing on a local team practice (Autism Center of Excellence) team where collaboration improved outcomes for their clients with ASD across different ages and severities. The speaker will address terminology and language frameworks used by each field, highlight the perspective of each discipline, and share practical strategies for facilitating collaboration and significant outcomes.

Learning Outcomes: Attendees will be able to:

- Identify similarities and differences in training, scope of practice, and competencies of SLPs, ABA specialists and OTs.
- Identify the 3 key principles about IPE/IPP.
- Describe differences in terminology and language frameworks between the fields of speech-language pathology and other disciplines.
- Define practical strategies for effective collaboration between SLPs and other professionals when planning intervention for those with autism spectrum disorder (ASD).
- Describe an understanding on Interprofessional Practice (IPP) in action within a local team: Autism Center of Excellence (ACE) experience.

Biological Interventions for Post-Stroke Aphasia: The Current Evidence and Future Directions



Dr. Mohammed Fala AlHarbi, PhD, SLP, Assistant Professor and Department Chair of SLP-A Program, Taibah University.

Dr. Mohammed AlHarbi does not have any relevant financial and non-financial information to disclose.

Abstract:

Aphasia is an acquired language disorder that affects about 30% of stroke survivors. Aphasia is known to have a negative impact on quality of life of people with aphasia and associated with economic burdens due long-term rehabilitation needs.

Traditional aphasia rehabilitation can be effective even in chronic cases; however, the rehabilitation takes a long time and full restoration of language is rarely achieved. Therefore, researchers have been exploring new techniques that can speed up language recovery and make traditional aphasia rehabilitation more efficient. Among the new techniques, the biological based techniques which include brain stimulation such as repetitive transcranial magnetic stimulation (rTMS) and neuromodulation technology such as transcranial direct stimulation (tDCS). Recently, these techniques have shown promising results in boosting language functions in post-stroke aphasia. However, despite the great advantages that these techniques offer to aphasia rehabilitation, it is not yet approved for clinical use due to several methodological issues.

In this presentation, the current evidence for using biological intervention for post-stroke aphasia will be discussed. Specifically, the presentation will provide an introduction for biological intervention in aphasia including the definition and theoretical basis for using brain stimulation and neuromodulation. Then, the evidence of using both techniques (rTMS and tDCS) in improving language functions in post-stroke aphasia will be reviewed. Methodological issues and future directions for using both techniques will also be discussed.

Learning Outcomes: Attendees will be able to:

- Define repetitive transcranial magnetic stimulation (rTMS) and transcranial direct current stimulation (tDCS) and its basic mechanisms.
- List the factors that can influence rTMS and tDCS effect.
- Explain the rationale for using rTMS and tDCS for post-stroke aphasia.
- Describe different rTMS and tDCS montages used with post-stroke aphasia.
- Describe the current evidence and the future directions for using tDCS in post-stroke aphasia.



التأهيل اللغوي للأطفال المصابين بالتوحد وإعاقات أخرى من خلال استخدام مفاهيم تحليل بي إف سكينرز BF Skinners (1957) للسلوك اللفظي

الأستاذة/ شيرين محمد بصفر

مدير البرامج، كاربون كلينك في دبي BCBA محلل سلوكي معتمد

Ms. Cherine Basfar does not have any relevant financial relationship with JISH but has a non-financial relationship with JISH as she sometimes volunteers to work at JISH.

الملخص

سيتم خلال العرض التقديمي التركيز على أهمية دمج تحليل بي. إف سكينرز (١٩٥٧) للسلوك اللفظي في إعداد برامج التأهيل اللغوي للأطفال المصابين بالتوحد والإعاقات الأخرى. بالإضافة إلى ذلك، سيتم عرض وتقديم تقييمين يعتمدان على تحليل سكينرز للسلوك اللفظي بشكل موجز (على سبيل المثال ، تقييم معالم السلوك اللفظي وبرنامج تحديد المستوى (VB-MAPP) Sundberg, 2008 ، وتقييم الأسس الحياتية Essential for Living McGreevy & Fry, 2012). كما سيتم عرض بعض ملفات المتعلمين في مركز كاربون كلينك من أجل المساعدة في مناقشة الأهداف والبرامج المناسبة، وسوف تُدعم المناقشات عن طريق العديد من الرسوم التوضيحية والفيديوهات التعليمية الموثقة.

الأهداف التعليمية:

- موجز لتفسير سكينرز للسلوك اللغوي.
- وصف كيفية إمكانية تعليم مهارة الطلب بناءً على تحليل سكينرز للسلوك اللفظي.
- وصف كيفية التأهيل اللغوي خلال تعليم البيئة الطبيعية (NET).
- تحليل كيفية إمكانية تطوير عملية التحفيز الانعكاسي المشروطة (CMO-R) في الإعدادات التعليمية ووصف إجراءات التأهيل الفعالة المستخدمة لإلغاء عملية CMO-R.
- وصف التحضيرات عند إجراء تعليمات التجربة المنفصلة (DTI).
- تقديم نظرة عامة لتقييمين يعتمدان على تحليل سكينرز (١٩٥٧) للسلوك اللفظي (أي، تقييم معالم السلوك اللفظي وبرنامج تحديد المستوى (VB-MAPP) وتقييم الأسس الحياتية Essential for Living).
- تحديد المرحلة المناسبة لاستخدام تقييم معالم السلوك اللفظي وبرنامج تحديد المستوى (VB-MAPP) وتقييم الأسس الحياتية Essential for Living.

Introduction in Augmentative and Alternative Communication (AAC)

Ms. Ayah Othman Sindi, M.Sc., CCC SLP MSc. Clinical Supervisor, Autism Center of Excellence (ACE), Riyadh

Ms. Aya Sindi does not have any relevant financial and non-financial information to disclose.

Abstract:

This short course is designed for any allied healthcare professional new to the field of AAC. It will provide information on the foundations of AAC including its definition, the types and classification system, and the different types of persons with communication disorders who might benefit from using AAC. Also, the course will present common misconceptions about using AAC and will present the latest scientific evidence to refute these misconceptions. Furthermore, the course will introduce the general goal of AAC, the concept of using a Multi-Modal Approach, and the components of a Robust AAC System. Afterwards, the course will present information on one common type of a Robust AAC System, known as Core Word Language System, an Evidence- Based Practice (EBP) language system. Finally, the course will explain the first step in all AAC intervention (i.e., Aided Language Input), provide scientific evidence to support this intervention method and its effectiveness, and provide tips and strategies on its implementation.

Learning Outcomes:

Attendees will be able to:

- Describe what AAC is, the different types of AAC, and the persons who benefit from using AAC.
- List the common misconceptions about using AAC and provide the scientific rebuttals.
- Describe the general goal of AAC and how to use a Multi-Modal Approach to support achieving the goal.
- List the components of a Robust AAC System.
- Describe the Core Word Language System as an example of one Robust AAC System.
- List at least 3 different strategies used during the first step of AAC intervention (i.e., Aided Language Input).

Case Presentations: Effective Outcomes of Combined OT and SLP Intervention

Sarah Alghunaim, OT and certified Sensory Integration Therapist, Tayf Aziz Center, Riyadh

Halah Abuliyah, Msc.CCC-SLP, BCaBA, QBA, Head of SLP Clinic, Tayf Aziz Center, Riyadh



Ms. Sara Alghunaim does not have any relevant financial and non-financial information to disclose.

Mrs. Hala Abuliyah does not have any relevant financial and non-financial information to disclose.

Abstract:

Members of the interdisciplinary team provide joint sessions from multiple disciplines to maximize the clients benefit of intervention. Joint sessions integrate the skills of both the clinicians and the children. The combination of the two therapeutic approaches allows therapists to address most of the core deficits and differences attributed to behavioral and developmental disabilities.

Speech Pathologists and Occupational Therapists are known to be very collaborative in their practice, with one often complimenting the other and vice versa. Effective collaborative treatment between OTs and SLPs lies in integrating sensory approach into communication and evidence-based strategies that result in exceptional outcomes.

In this lecture, a case of a child with sensory processing and communication difficulties will be discussed, outlining the cohesive plan of intervention and the execution of treatment strategies in combined therapeutic activities.

Learning Outcomes: Attendees will be able to:

- Identify sensory approach endorsing communication skills.
- Describe how the vestibular system provokes the verbal outcome.
- Identify an environment to stimulate language and to encourage more chances for communication.
- Explain sensory stimulus as reinforcement to maintain communication outcome and formulate vocal sounds into understandable words.
- Explain the correlation between self-regulation, sensory processing difficulties and communication skills.

Feeding and Sensory Difficulties

Dr. Shahad Mohammed AlKhalifah, Senior OT, Head of Occupational Therapy, Autism Center of Excellence

Ahmad Eid, SLP consultant, BCBA

Dr. Sameera Deheithem, Clinical doctorate, CCC-SLP, KFSHRC

Dr. Shahad AlKhalifah does not have any relevant financial and non-financial information to disclose.

Mr. Ahmed Eid does not have any relevant financial and non-financial information to disclose.

Dr. Sameera Deheithem does not have any relevant financial and non-financial information to disclose.

Abstract:

Children with ASD and related disorders show different kind of feeding problems related to many reasons. One of the significant causes of these feeding difficulties is related directly to sensory issues. Research tells us that multidisciplinary team management is effective in management of feeding difficulties. The core team members are OT, SLP and behavior analyst. This panel will discuss the role of each discipline in management of sensory issues in feeding.

Learning Outcomes:

Attendees will be able to:

- List the sensory issue of feeding.
- Describe the sensory impact on feeding skills from behavioral perspective.
- List the possible management of feeding sensory issue from behavioral perspective.
- Describe the multidisciplinary interventions of sensory issues.
- Describe The correlation between sensory difficulties and feeding issues.
- Describe Picky eater's vs Problem feeders.
- Explain what is feeding therapy? And when to start?

Applying Morphological Awareness to Arabic Speech-Language Therapy Sessions

Dr. Nada Faquih, PhD, SLP, Vice Dean of the College of Medical Rehabilitation Sciences- Females Sector, KAU, Jeddah

Dr. Nada Faquih does not have any relevant financial and non-financial information to disclose.

Abstract:

Morphological awareness (MA) is a current and recommended technique to apply with children with Developmental Language Disorders (DLD). Given that Arabic is a highly inflectional language, which is specifically challenging for the DLD population, it is predicted that applying morphological awareness will be beneficial. The talk will present about literature and studies written about morphological awareness and suggested MA tasks for Arabic language speakers.

Learning Outcomes:

Attendees will be able to:

- Define morphological awareness.
- Describe the usage of morphological awareness in speech-language therapy.
- Describe applying morphological awareness for Arabic language speakers.

Treatment of Swallowing Disorders in Adults



Dr. Abdulrahman Ibrahim Al-Akeel, PhD, SLP, Consultant Pathologist in Swallowing and Communication Disorders

Dr. Abdulrahman Al-Akeel does not have any relevant financial and non-financial information to disclose.

Abstract:

Impairment in swallowing function can be caused by several etiologies such as Cerebrovascular Accidents (CVA), Traumatic Brain Injuries (TBA), tumours or traumas. Speech-language pathologist (SLPs) are the healthcare professionals who provide assessment and therapy for impairments in swallowing function. The first step in swallowing assessment is a clinical swallowing screening that is done at bedside for inpatients or at the clinic for outpatients. The result of this clinical screening will indicate whether an instrumental swallowing assessment is needed or not. The most widely used instrumental swallowing assessment procedures are Video Fluoroscopy Swallow Study (VFSS) and Fiberoptic Endoscopic Examination of Swallowing (FEES). The availability of facilities and the client's swallowing status will help an SLP to decide whether to use VFSS or FEES or both. Results of instrumental swallowing assessment helps an SLP in identifying impairments in swallowing functions and deciding on the most relevant swallowing treatment techniques. Swallowing treatment may include diet modifications, compensatory techniques, or direct swallowing exercises.

Learning Outcomes: Attendees will be able to:

- Describe the impairment in swallowing function based on data from video fluoroscopy swallow studies (VFSS).
- Describe the impairment in swallowing function based on data from Fiberoptic Endoscopic Examination of Swallowing (FEES).
- Identify the most relevant swallowing therapy technique(s) based on the case scenarios provided during the workshop.
- Select the most relevant diet to the client based on the case scenarios provided during the workshop.
- Identify contraindications for using therapy particular strategies with clients suffering from different impairment in swallowing function.

Time: 2:00 - 6:00pm

Language: English

Short course **اليوم الثاني**

الأحد 1 ذو القعدة 1444هـ / 21 مايو 2023



Application of ABA Principles in Speech and Language Intervention

Halah Abuliyah, Msc.CCC-SLP, BCaBA, QBA, Head of SLP Clinic, Tayf Aziz Center, Riyadh

Mrs. Halah Abuliyah does not have any relevant financial and non-financial information to disclose.

Abstract:

The science of ABA combined with a solid theoretical and clinical expertise of a skilled SLP maximizes the outcomes of the intervention plan. This workshop intends to discuss the effect of incorporating evidence-based principles and approaches of ABA in the SLP intervention for children with communication disorders to improve speech, language and overall communication skills. Examples of ABA-based approaches are Incidental Teaching and Naturalistic Environmental Teaching, which results in rapid acquisition and generalization of communicative behaviors in speech therapy sessions. In addition, the workshop will highlight the Verbal Behavior Approach, with a focus on data collection, functional use of language and promoting generalization.

Learning Outcomes:

Attendees will be able to:

- Identify ABA Intervention Approaches that correspond to SLP intervention.
- List short-term and long-term objectives that align with the 7 dimensions of ABA.
- Identify ABA data collection techniques useful in SLP sessions.
- Integrate Verbal Behavior Approach in SLP intervention.
- Describe how to work collaboratively with ABA team members to achieve generalization of skills.

Aphasia Rehabilitation

Ms. Hanan Alzahrani, Msc, SLP, Senior SLP, KSU Medical City, Riyadh

Ghaida Alabdulgader, Msc, CCC-SLP, Senior SLP, KSU Medical City, Riyadh

Ms. Hanan AlZahrani does not have any relevant financial and non-financial information to disclose.

Ms. Ghaida Alabdulgader does not have any relevant financial and non-financial information to disclose

Abstract:

According to the Saudi Stroke Society, the worldwide stroke incidence is around 25 million. Because a large proportion of strokes affect the left hemisphere and likely occur somewhere along the left middle cerebral artery, which supplies blood to the language areas of the brain, many of these stroke survivors suffer from aphasia. Speech language pathologists deliver evidence-based therapy approaches to improve and/or maintain their communication skills. Aphasia rehabilitation is crucial at early stages; however lack of Arabic resources is a huge challenge for specialists in the field. The “Language Rehabilitation for Individuals with Aphasia Book” was created by well experienced/ senior speech language pathologists for Arabic-speaking patients.

The aim of the workshop is to provide background knowledge on dealing with aphasia as well as written and verbal exercises from the book. The language rehabilitation book includes evidence-based therapy that utilizes a variety of tasks in many levels suitable for people with aphasia.

The workshop will be divided into two sections: theoretical and practical.

The theoretical section will summarize the brain recovery function following neuroplasticity principles, evidence-based practice, and different therapeutic approaches for individuals with aphasia with different severity. The practical part will involve hands-on training using the book with audio and video recording examples.

Aphasia rehabilitation workshop is appropriate for clinicians dealing with individuals with aphasia from post-onset and over time for chronically affected patients.

Learning Outcomes: Attendees will be able to:

- Demonstrate an understanding of different therapy approaches.
- Describe the differences between impairment-based goals and functional based goals.
- Describe appropriate goals for persons with aphasia (PWA).
- Explain various activities in therapy for PWA and analyze responses.
- Assess data to continually evaluate the effectiveness of the therapy program.
- Describe effective and appropriate counselling techniques to PWA and caregivers.



ورشة تطبيق وتصحيح وتفسير مقياس ستانفورد- بينية للذكاء (الصورة الخامسة)

د/أشرف محمود السرسري

أخصائي نفسي علاجي - مركز جدة للنطق والسمع

Dr. Ashraf Alsersy has a financial and relationship with JISH as he is a JISH employee and receives a salary. Dr. Ashraf Alsersy has no non-financial information to disclose.

الملخص

ستانفورد بينيه الصورة الخامسة هو مقياس يطبق فرديا لقياس الذكاء والقدرات المعرفية وهو ملائم للمفحوصين بداية من عمر سنتين حتى ٨٥ عاما فأكثر، ويتم تطبيق هذا الاختبار بناء على الخلفية الثقافية للبيئة العربية حيث تم تقنينه على بعض الدول العربية لذلك فقد أصبح ذو مصداقية عالية وهو يوفر نسبة ذكاء كلية ونسبة ذكاء لفظية وغير لفظية، ويقاس خمسة عوامل معرفية كالتالي :

الاستدلال التحليلي وهو القدرة التحليلية التي يمتلكها الفرد وفق المنطق البديهي قبل أن يحصل على أي قدر من التعلم النظامي اللاحق فهو صمم ليكون متحرر من أي تعلق بالمعلومات المشتقة من التعلم المدرسي أو الخبرة السابقة وهو يعتمد على فهم العلاقات الشكلية أو اللفظية غير المستمدة من الحضارة.

المعلومات وهي القدرة الناتجة عن التعلم النظامي أو الغير نظامي ويعتمد على حسن استخدام المعلومات التي توفرت للمفحوص. **الاستدلال الكمي** وهو القدرة على إدراك وفهم الكميات والاعداد وتقييم الخصائص الهندسية من مسافات وأبعاد. **المعالجة البصرية المكانية** وهي التنظيم العقلي للمواد العيانية وتنظيمها في صورة أنماط وفق نماذج مقدمة. **الذاكرة العاملة** العملية المعرفية التي تقف خلف الاختزان المؤقت للمعلومات واختزانها وتحويلها وإعادة تصنيفها في الذاكرة بعيدة المدى.

الأهداف التعليمية للبرنامج:

- التدريب على مهارة التطبيق العملي وتفسير الدرجة المعيارية المركبة الكلية، والدرجات المعيارية المركبة الخاصة بالمجالات المكونة للمقياس.
- التدريب النظري والعملي على كيفية استخراج نقاط القوة والضعف .
- التدريب على التطبيق العملي للمقياس وذلك عن طريق التدريب المتبادل بين الطلبة، والتدريب العملي على إحدى الحالات المتطوعة .

الفئة المستهدفة :

- الأخصائيون النفسيون بوجه عام.
- الأخصائيون النفسيون العلاجيون .
- العاملون في مجال القياس النفسي.
- العاملون في مجال التربية الخاصة.
- طلبة علم النفس.

Moving Toward an Arabic Test Battery for Speech Audiometry



Dr. Hanin Rayes, AU.D., PH.D. Assistant Professor, KAU-SLP-A Medical Rehabilitation Sciences, Jeddah, Saudi Arabia

Dr. Hanin Rayes does not have any relevant financial and non-financial information to disclose.

Abstract:

Background and Aim: Speech audiometry is essential when assessing children with hearing loss and measuring the outcomes of their hearing devices.

The aim of this project is to evaluate audiologists' practices during pediatric speech assessments and to gain a better understanding of obstacles that may interfere with the delivery of speech testing.

A questionnaire adapted but modified from Parmar et. al. (2022), was distributed to audiologists in Saudi Arabia. Thirty-four audiologists responded to the questionnaire. Ninety-one percent of the participants believed that speech tests are beneficial for pediatric assessment, and they reported a significant lack of speech materials. Furthermore, 82% of the participants stated that they would perform speech testing if speech materials were accessible. Based on the feedback, a platform that makes appropriate speech materials accessible to audiologists was developed in a form of an application that is now available in the Apple Store and Google Play for smartphones, iPads, and tablets. Currently, the application offers the Arabic version of the CAPT (Rayes et.al., 2019) and the Arabic version of the DiaPix. The application allows the developer to add additional speech materials easily and efficiently. Moreover, with the help of parents, audiologists can assess the speech perception of the children at home, a feature of the application that can be helpful with uncooperative children; an obstacle that may interfere with conducting pediatric speech assessment at the clinic as audiologists reported in the questionnaire. The application is evidently needed and would be used by at least 80% of the audiologists in routine pediatric evaluations.

Learning Outcomes: Attendees will be able to:

- Describe the value of speech audiometry when assessing children with hearing loss and measuring the outcomes of their hearing devices.
- Describe obstacles that may interfere with conducting pediatric speech assessment.
- Summarize an application that provides different speech materials easily and efficiently.

Time: 3:00 - 4:00pm
Language: English

Short course **اليوم الثاني**
الأحد 1 ذو القعدة 1444هـ / 21 مايو 2023



The Impact of Various Frequency-Lowering Algorithms on Speech Intelligibility and Quality

Mr. Anas Mohammed AlShaya, MSc. in Audiology, Audiologist and Teaching Assistant, KAU-SLP-A Medical Rehabilitation Sciences, Jeddah, Saudi Arabia

Ms. Ala'a Sindi, MSc in Audiology, Lecturer, KAU-SLP-A Medical Rehabilitation Sciences, Jeddah, Saudi Arabia

Mr. Anas Alshaya does not have any relevant financial and non-financial information to disclose.

Ms. Ala'a Sindi does not have any relevant financial and non-financial information to disclose.

Abstract:

Since hearing aids have limited bandwidth, frequency-lowering algorithms were made to increase bandwidth by resampling high-frequency speech sounds into lower, audible frequencies. The goal of these algorithms is to widen the range of frequencies that can be heard, while minimizing the potential negative effects of distortion and decreasing our ability to differentiate between frequency variations. There are numerous examples of frequency-lowering algorithms, but they all serve the same function. Thus, if we apply various algorithms for lowering the received frequency so that it can be audible, we want to know what happens to speech intelligibility and quality when frequency lowering is used.

Learning Outcomes:

Attendees will be able to:

- Describe how hearing aid bandwidth restrictions necessitate frequency-lowering algorithms.
- Describe the impact of frequency-lowering on speech intelligibility.
- Describe the impact of frequency-lowering on speech quality.

The Speaker Emersion Protocol (SIP)

Dr. Sara Silsilah, Senior Consultant, PhD, BCBA-D, CABAS Master Teacher

Abstract:

We studied the effects of a Speaker Immersion Protocol on the number of vocal, verbal operants emitted in non-instructional settings using a delayed multipleprobeacrossparticipantsdesign,withtwopreschoolerswithdevelopmental delays. The dependent variables were the numbers of target mands emitted in the presence of contrived establishing operations and the numbers of vocal, verbal operants emitted during 10 min probe sessions across 3 different non-instructional settings. The intervention was the Speaker Immersion Protocol (SIP). The protocol involved the use of contrived establishing operations throughout the day during instructional and non-instructional settings to induce vocal verbal behavior. Each session of the SIP involved 60 contrived establishing operations. Results for Participant 1 and 2 showed significant increases in target mand responses to contrived establishing operations. Participant 1 and 2 also demonstrated increases in vocal emissions across non-instructional settings during vocal, verbal operant probes. These findings suggest that the speaker immersion protocol increased the number of target mand emissions in contrived and non-instructional settings for both participants.

Learning Outcomes:

Attendees will be able to:

- Describe the Speaker Immersion Protocol (SIP).
- Identify the effects of using SIP.
- Describe probes for assessing language in non-instructional settings.
- Use contrived establishing operations to promote language development.

✓ ضع علامة لتحديد اختيارك Select Activity	الموعد Time	عنوان ورشة العمل / المحاضرة Lecture \ Workshop
<input type="checkbox"/>	10:00 - 10:20	Principles of phono surgery
<input type="checkbox"/>	10:20 - 11:05	The role of SLP in voice therapy
<input type="checkbox"/>	11:05 - 11:20	Velo Pharyngeal Incompetency VPI
<input type="checkbox"/>	11:20 - 11:40	Roadmap swallowing disorders
<input type="checkbox"/>	11:40 - 11:55	CMV
<input type="checkbox"/>	11:55 - 12:25	Detecting and treating language disorders in early childhood
<input type="checkbox"/>	10:00 - 12:00	علاج الخوف من الإجراءات الطبية عند الأطفال ذوي الاضطرابات النمائية
<input type="checkbox"/>	10:00 - 11:30	تطبيق استراتيجيات التأهيل السمعي اللفظي AVT خلال اللعب
<input type="checkbox"/>	11:30 - 1:00	Binaural Hearing Evaluation and cochlear implant
<input type="checkbox"/>	11:00 - 1:00	Assessment to Practice: A client-centered approach to ABA interventions
<input type="checkbox"/>	10:00 - 12:00	تدريب أولياء أمور الأطفال من ذوي اضطراب التواصل على استراتيجيات التواصل بتبادل الصور باستخدام سماعة أذن ومراة أحادية الاتجاه
<input type="checkbox"/>	10:00 - 12:00	Acoustic Reflex
<input type="checkbox"/>	12:00 - 1:00	Multidisciplinary Approach in Evaluating Autism Spectrum
<input type="checkbox"/>	3:00 - 6:00	Management of Childhood Apraxia of Speech
<input type="checkbox"/>	2:00 - 3:00	فاعلية القصة الاجتماعية
<input type="checkbox"/>	2:00 - 6:00	برنامج تدريب أسر ذوي التوحد عن بعد (برنامج أنا أدرب طفلي) تجربة مركز التميز للتوحد
<input type="checkbox"/>	2:00 - 4:00	Video Head Impulse Test (vHIT)
<input type="checkbox"/>	4:00 - 6:00	Cochlear implantation Rehabilitation – A deeper look into strategies
<input type="checkbox"/>	2:00 - 4:00	Multidisciplinary Team Assessment of Behavioral and Developmental Disorders
<input type="checkbox"/>	4:00 - 6:00	اكتساب الاطفال ذوي التأخر اللغوي للضمائر المنفصلة والمتصلة باللغة العربية (لهجات) من خلال جلسات النطق واللغة

التسجيل: من الساعة 8 إلى 9 صباحاً

ضع علامة ✓ لتحديد اختيارك Select Activity	الموعد Time	عنوان ورشة العمل / المحاضرة Lecture \ Workshop
<input type="checkbox"/>	9:00 - 10:00	Factors affecting speech fluency in Arabian Gulf (Khaleej) culture
<input type="checkbox"/>	10:00 - 12:00	كيف نتعامل مع المشاعر والأفكار السلبية المرتبطة بالتأتأة لدى البالغين
<input type="checkbox"/>	9:00 - 11:00	اضطرابات التواصل الاجتماعي: التقييم واستراتيجيات التدخل
<input type="checkbox"/>	10:00 - 1:00	Arabic Sensory Processing Measure -Preschool (SPM-P) And how do the speech therapists use them for their intervention plan?
<input type="checkbox"/>	9:00 - 11:00	My child is driving me crazy. Using behavioral strategies to prevent and reduce problem behaviors
<input type="checkbox"/>	11:00 - 12:00	Interprofessional Collaboration and Practice within ASD Population: Autism Center of Excellence (ACE) Experience
<input type="checkbox"/>	12:00 - 1:00	Biological interventions for post-stroke aphasia: The current evidence and future directions
<input type="checkbox"/>	9:00 - 1:00	التأهيل اللغوي للأطفال المصابين بالتوحد واعاقات اخرى من خلال استخدام مفاهيم تحليل بي إف سكينرز للسلوك اللفظي
<input type="checkbox"/>	9:00 - 11:00	Introduction to Augmentative and Alternative Communication (AAC)
<input type="checkbox"/>	11:00 - 1:00	Case Presentation: Effectiveness Outcome of Combined OT and SLP Intervention Presentation
<input type="checkbox"/>	2:00 - 3:00	Applying morphological awareness to Arabic speech-language therapy sessions
<input type="checkbox"/>	3:00 - 4:00	Treatment of Swallowing Disorders in Adults
<input type="checkbox"/>	2:00 - 6:00	Application of ABA Principles in Speech and Language Intervention
<input type="checkbox"/>	2:00 - 6:00	Aphasia Rehabilitation
<input type="checkbox"/>	2:00 - 6:00	ورشة تطبيق وتصحيح وتفسير مقياس ستانفورد - بينينة للذكاء (الصورة الخامسة)
<input type="checkbox"/>	2:00 - 3:00	Moving Toward an Arabic Test Battery for Speech Audiometry
<input type="checkbox"/>	3:00 - 4:00	The impact of various frequency-lowering algorithms on speech intelligibility and quality
<input type="checkbox"/>	4:00 - 4:30	The Speaker Immersion Protocol

In-House Attendance رسوم حضور المؤتمر

رسوم الأخصائيين المعتمدين من الجمعية الأمريكية للنطق واللغة والسمع ASHA	رسوم أعضاء الجمعية السعودية لأمراض التخاطب والسمعيات	رسوم الطلبة	الرسوم
400	300	250	350.00

Online Attendance رسوم التسجيل عن بعد

رسوم الأخصائيين المعتمدين من الجمعية الأمريكية للنطق واللغة والسمع ASHA	رسوم أعضاء الجمعية السعودية لأمراض التخاطب والسمعيات	رسوم الطلبة	الرسوم
350	250	200	300.00

رسوم حضور ورش العمل المتخصصة

رسوم حضور ورش العمل المتخصصة مدة 3 ساعات

رسوم أعضاء الجمعية السعودية لأمراض التخاطب والسمعيات عن بعد	رسوم أعضاء الجمعية السعودية لأمراض التخاطب والسمعيات للحضور بالمركز	الحضور عن بعد	الرسوم للحضور بالمركز
350	370	350	400.00

رسوم حضور ورش العمل المتخصصة مدة 4 ساعات

رسوم أعضاء الجمعية السعودية لأمراض التخاطب والسمعيات عن بعد	رسوم أعضاء الجمعية السعودية لأمراض التخاطب والسمعيات للحضور بالمركز	الحضور عن بعد	الرسوم للحضور بالمركز
375	400	425	475.00

* السعر للورشة الواحدة ويشمل ضريبة القيمة المضافة.

* رسوم حضور المؤتمر لاتشمل رسوم ورش العمل المتخصصة كل ورشة عمل لها رسوم منفصلة.

* ملاحظة هامة: سيتم ارسال شهادات الحضور بالبريد الإلكتروني المسجل لدينا وذلك بعد انتهاء المؤتمر.

Important Note: attendance certificates will be emailed to participants after the conference.

Personal Details

معلومات شخصية

Full name: : الاسم الكامل
Occupation: : المهنة
Place of work: : جهة العمل
Work phone : Fax: : فاكس
Mobile phone : : الجوال
E-mail: : البريد الالكتروني
SCFHS Registration#: : رقم التصنيف المهني للهيئة السعودية للتخصصات الصحية:

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الرجاء وضع علامة (✓) على الطريقة التي تريد الدفع بها. يرجى دفع الرسوم مقدماً لضمان حجزك في ورش العمل

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• الدفع النقدي:

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* فضلاً إرسال النموذج إلى البريد الالكتروني:

Conference@jish.med.sa

يتقدم مركز جدة للنطق والسمع بخالص الشكر والتقدير
للشركات والمؤسسات على الرعاية الكريمة لفعاليات المؤتمر.

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