

## 2011 WSPA fall convention

### **Language Beyond Talking: Identifying and Addressing Language Impairments and Associated Learning Disorders**

Language represents the building blocks for which much academic learning is built. Not surprising, therefore, language impairments affect much more than expressive vocabulary and grammar. Various forms of language processing directly affect higher and lower level learning skills. Impaired language frequently causes a breakdown in the pragmatic functions of problem solving, participating in conversation, and comprehending narrative and expository discourse products - essential skills for academic and lifelong success (van Kleeck, 1994). Forms of phonological processing directly impact word reading, decoding and spelling (Share et al, 1984).

This session is designed to increase attendees understanding of the relationship between various levels of oral language (phonology, receptive/expressive, pragmatic), and written language skills and their impact on learning. Well-established empirical findings will be integrated with clinical examples to allow those in attendance to recognize assessment profiles that will help with conceptualization and directly impact intervention.

#### **Learning Objectives:**

1. Develop a better understanding of the relationship between language, language disorders and learning challenges.
2. Be able to identify how various language processes affect different learning skills.
3. Recognize features/symptoms that warrant referral for a language evaluation.
4. Describe features/symptoms of higher level language deficits.

#### **Biographical Sketch**

##### **Kenneth L. Grizzle, Ph.D.**

Dr. Grizzle is a Pediatric Psychologist and Associate Professor at the Medical College of Wisconsin and Children's Hospital of Wisconsin. He is the director of the School Performance Program in the Child Development Center at CHW, where he works collaboratively with speech and language pathologists, developmental nurse practitioners and developmental pediatricians to assess and treat an array of developmental, psychiatric and learning concerns.

##### **Kary Mirasola, MS, CCC-SLP**

Ms. Mirasola has worked as a speech and language pathologist for the last 12 years. In 2003, Kary started working at Children's Hospital of Wisconsin. During that time, she has worked with children and adolescents aged 2-19 with a variety of speech, language and communication issues. She currently works closely with developmental pediatricians and pediatric psychologists to assist in differentially diagnosing language, learning and behavioral disorders. Her specialty areas include language learning disabilities, higher level language disorders, pragmatic language impairments, and auditory/ language processing disorders.