**Working memory, language, and literacy: Relationships and Treatment strategies**

Working memory can be conceptualized as the “cognitive workspace” (Kaufman, 2014), or the place in the mind where information is held before thinking about and acting on it. Working memory is employed during activities such as math computation, spelling, writing and revising, planning, and social interaction. Working memory in combination with language skill and background knowledge is especially important in learning how to read and write. Children who have language and literacy delays sometimes exhibit working memory deficits that can impact their school success. Identifying gaps in auditory working memory, background knowledge, and language; as well as understanding the functional, social, and academic impact of such deficits for individual children can be complicated. From a practical perspective, both language and memory gaps place children at high risk for academic difficulties across subject areas, especially in reading and writing. Devising and implementing engaging activities that build background knowledge, challenge auditory working memory, and improve morpho-syntactic skill can be difficult. This workshop will provide a definition and description of working memory; a brief overview of the research on the influence of working memory and background knowledge gaps on literacy; specific examples of how auditory working memory deficits and background knowledge gaps can manifest academically; and suggestions for speech-language pathologists for creating activities that integrate auditory working memory, oral and written language, and background knowledge for school age children.

**Learning Objectives**: Upon completion of this workshop, the participant will be able to:

1. Define "working memory" as it relates to children with language and literacy delays.
2. Describe the ways in which working memory deficits in combination with language and world knowledge gaps might affect learning and academic outcomes for school age children.
3. Describe three games that can address working memory for language to use with school age children.

**Kimberly Peters, Ph.D**., is a speech-language pathologist, audiologist, and former English teacher. She completed her graduate education and clinical training in communication sciences and disorders at the University of Connecticut. She worked at the New England Center for Hearing Rehabilitation for 9 years as a rehabilitative specialist, consulting with school districts and providing services to infants, children, and adults who are deaf or hard of hearing and their families. In 2002, she joined the faculty of Western Washington University in Bellingham, Washington. Kimberly is a Professor, Chair of the Department of Communication Sciences and Disorders, and Director of the Aural Rehabilitation and Resonance Clinic at Western. She provides clinical and consultative services, supervises graduate students, teaches courses in pediatric hearing loss and habilitation, and conducts research in language, cognitive development, and social competence in children who are deaf and hard of hearing.

**DISCLOSURES:** Presenter is receiving an honorarium for the presentation from WSLHA. Non-financial: speaker has a son who is deaf and uses cochlear implants.

**Intervention Strategies & Programs for Supporting Children’s Social Communication in Context**

Social communication intervention is an area in which speech-language pathologists are well positioned to provide support. The negative impact of social communication disorder on the quality of children’s lives is well documented. Lack of peer support and meaningful relationships places children at risk for learning difficulty, behavioral challenges and more seriously, eventual interactions with the criminal justice system. SLPs can work as members of a team to support social communication skills for children on their caseloads. However, selecting and implementing appropriate intervention strategies in concert with other professionals is often time consuming and logistically challenging. Further, in the school environment there are multiple professionals whose charge it is to support these skills. This can cause confusion among special education teams regarding who can and should support social skills. This presentation distills the research and provides actionable and evidence-based intervention programs that can be utilized in the context of public schools. Selected programs have been proven effective, and their practical implementation as well as identification of stakeholders will be explored. SLPs who serve children with communication disorders will deepen their knowledge of the array of programs and strategies available in supporting the social skills and quality of friendships of these children.

**Learning Objectives**: Upon completion of this workshop, the participant will be able to:

1. Explain expanded definition for social communication (SC)
2. Identify characteristics of SC in children on their caseloads
3. Describe selected evidence-based intervention concepts and strategies for supporting children with social communication disorders

**Kate Krings, MS, CCC-SLP** received her Master of Science degree from the University of Washington. Kate began her career as a speech-language pathologist in the Seattle Public School District. During her time there, she worked with preschool, elementary and high school students with a wide variety of communication disorders. She developed an expertise and passion for working with marginalized and underserved populations, as well as with children from culturally and linguistically diverse backgrounds. Kate has been on faculty at the UW Department of Speech and Hearing Sciences since 2007. She is a Senior Lecturer and supervises graduate students in their pediatric speech and language rotations in the UW Speech and Hearing Clinic. She serves as the Public-School Placement Coordinator for the department. She coordinates two projects within the department: The Partnership for Healthy Parenting Project at the Washington Corrections Center for Women and Communication for Life at the UW Speech and Hearing Clinic. Kate has taught several graduate level courses including: Assessment and Intervention for Adolescent Language Disorders, Assessment and Intervention for School-Age Language Disorders, Assessment and Treatment of Pediatric Speech Sound Disorders, and Public-School Speech-Language Pathology and Audiology.

**DISCLOSURES:** Presenter is receiving an honorarium for the presentation from WSLHA. There are no relevant non-financial relationships that may bias an individual.



This course is offered for 0.6 ASHA CEUs, (Intermediate level, Professional area).

 OSPI Clock Hours of 6 hours will be offered.

***\*WSLHA charges a processing fee of $15.00 for ASHA CEUs ($10.00 members) and $10.00 for clock hours payable at the conference. Please bring cash or check.***