| ASSESSMENT AND TREATMENT OF SOCIAL-PRAGMATIC dISORDERS  Ask any educator, having a student with social-pragmatic difficulties in the classroom can present numerous challenges. This training will teach  participants how to reframe their thinking in addressing students with  social deficits thereby enabling them to participate more fully in the  educational system so as to achieve social and academic success.  The first part of this session will focus on assessing social-pragmatic skills. According to law, any diagnostic interpretation must provide valid and reliable measures as well as a Functional Performance Statements. This presentation will discuss the following issues as they relate to qualifying these students. 1) Formal testing of social-pragmatics frequently fails to reveal pragmatic abnormalities. 2) Understanding how the terms Reliable and Valid relate to test Sensitivity and Specificity. 3) Test environments free of distraction – a setting that is perfect for many students with AS/HFA to perform at their best. 3) Cognitive knowledge is not Functional Use of pragmatic skills. Ultimately, the goal is to help districts avoid litigation.  The second part of this session will discuss intervention techniques  designed to enhance social pragmatic communication. Students with these deficits are often unaware of their own limitations and many  professionals have struggled in their attempts at helping them. It will  provide participants a variety of intervention techniques that truly  address social-pragmatic deficits.  November 17, 2020  8:30 am-3:30 pm  Provided by Tim Kowalski, M.A., C.C.C. | Registration located at [WWW.FRSED.ORG](http://WWW.FRSED.ORG) under the Professional Development tab  target audience  Speech Language Pathologists  CEU’s and CPDU clock hours will be given  WHERE  FOUR RIVERS SPECIAL EDUCATION DISTRICT  936 W. Michigan Avenue, Jacksonville |
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