9th Annual Eleanor M. Saffran Cognitive Neuroscience Conference

“Advances in Working Memory and Working Memory Training: Implications for Language Processing and Rehabilitation”

Sponsored by:
Eleanor M. Saffran Center for Cognitive Neuroscience
Department of Communication Sciences and Disorders
College of Health Professions and Social Work
Temple University
Philadelphia Neuropsychology Society (PNS)

With support from:
National Institute on Deafness and Other Communication Disorders (NIDCD), 1R13DC014223-01 awarded to Temple University (PI: Nadine Martin)

Date & Time: Friday, September 19th, 2014
Registration begins at 8:00am
Conference from 8:45am to 5:00pm
Reception from 5:00pm to 7:00pm

Saturday, September 20th, 2014
Registration begins at 8:00am
Conference from 9:00am to 3:30pm

Location: Temple University
Student Activities Center
Room 200
1755 N. 13th Street
Philadelphia, PA 19122
9th Annual Eleanor M. Saffran Cognitive Neuroscience Conference

Advances in Working Memory and Working Memory Training: Implications for Language Processing and Rehabilitation

The Temple University Department of Communication Sciences and Disorders and the Eleanor M. Saffran Center for Cognitive Neuroscience are pleased to present the 9th Annual Eleanor M. Saffran Cognitive Neuroscience Conference. Dr. Eleanor M. Saffran was one of the pioneers of Cognitive Neuropsychology with a career spanning some 35 years. Two remarkable features of Eleanor’s career were the diversity of topics she researched and her extraordinary ability to focus on the most intriguing aspects of a problem. This year’s topic, short-term and working memory, was of special interest to Eleanor and her work in this area was instrumental in motivating aphasia rehabilitation scientists to consider the role of nonlinguistic cognitive abilities in language processing and impairment. Eleanor’s research led to important developments in our understanding and treatment of agrammatism, deep dyslexia, word deafness, short-term memory deficits, word production, sentence processing, semantics, and visual cognition. Her legacy of research will continue to inspire researchers in all areas of cognitive neuroscience and rehabilitation science.

The theme of this year’s conference, working memory and working memory training, is highly relevant to research on speech and language development, speech and language impairment and rehabilitation of speech and language disorders and to clinical practice. The idea that cognitive processes such as working memory and executive control functions are involved in processing the representations of language is not a new one. However, in the last few decades, research has refined our understanding of this relationship. This knowledge, in turn, is being applied to the development of training programs to improve these abilities and/or augment treatments of language impairment. On Day 1 of this conference, we will hear about the latest theoretical and clinical developments. On Day 2, we are very pleased to offer an opportunity for researchers and clinicians to work together to identify ways in which the research-driven training/treatment protocols can be implemented in clinical or school settings. This “translational” workshop is an exciting addition to our program and in keeping with the call for evidence-based practice in Speech-Language Pathology and Psychology.

We welcome you to the 9th Annual Saffran Conference and hope you will enjoy!
Continuing Education and Other Information

Philadelphia Neuropsychology Society

Continuing Education Credits
The Philadelphia Neuropsychology Society (PNS) is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. PNS maintains responsibility for the program and its content.

This course is offered for 6 CEs (Friday) and 5 CEs (Saturday) for psychologists.

American Speech-Language-Hearing Association

Temple University is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.65 (Friday) and 0.55 (Saturday) ASHA CEUs (Intermediate level, Professional Area)

Other Information

Child Care:
Child care services can be made available through the Department of Communication Sciences. We can provide a list of students from our undergraduate and graduate programs who have appropriate clearances regarding child abuse and criminal records and are willing to provide in-home care for your children during conference hours in the Philadelphia area.

If you will require this service, please contact Lydia Spanier at 215-204-4350 or by e-mail at Lydia.spanier@temple.edu for pricing options. She will provide more details about this service.

Dietary Restrictions:
If you have specific dietary restrictions or allergies, please contact Lydia Spanier at 215-204-4350 or at Lydia.spanier@temple.edu to discuss alternate options we can provide to you.
Conference Proceedings

Day 1: Advances in Working Memory and Working Memory Training

Morning Session

8:00 – 8:45 Registration

Coffee and continental breakfast will be provided.

8:45 – 9:00 Welcome and Opening Remarks

9:00 – 10:00 Advances in Theories of Working Memory and Executive Function

Marie T. Banich, Ph.D.
Professor, Department of Psychology, University of Colorado at Boulder; Department of Psychiatry, University of Colorado Health Sciences Center; Director, Institute of Cognitive Science, Boulder, Colorado, USA

1. Participants will be able to describe the distinction between working memory and executive function.
2. Participants will be able to explain how working memory can serve to support executive function by allowing for the proactive maintenance of goals.
3. Participants will be able to summarize how executive function can support language processing through the selection of words and ideas that are relevant to the current context or discourse.

10:00 – 11:00 The Role of Working Memory in Language Comprehension

David Caplan, M.D., Ph.D.
Professor of Neurology, Harvard Medical School; Associate Neurologist, Massachusetts General and Spaulding Rehabilitation Hospitals, Boston, Massachusetts, USA

1. Participants will be able to describe the mechanisms that support verbal short-term memory.
2. Participants will be able to list three different aspects of the comprehension process.
3. Participants will be able to understand the relation between different mechanisms that support verbal short-term memory and different aspects of the comprehension process.

11:00 – 11:15 Coffee Break

11:15 – 12:15 Advances and Controversies on WM Interventions

Jason Chein, Ph.D.
Associate Professor Department of Psychology, Director, Neurocognition Laboratory, Temple University, Philadelphia, Pennsylvania, USA

1. Participants will be able to summarize the key features of effective working memory training interventions.
2. Participants will be able to list two challenges that researchers and practitioners face in determining the efficacy of alternative working memory training interventions.
3. Participants will be able to understand the current status of research regarding the transfer of working memory training to general cognitive performance.

12:15 – 12:30 Discussion of Morning Session

12:30 – 1:30 Lunch Break

Lunch will be served buffet style with vegetarian options included
Afternoon Session

1:30 – 2:30  Working Memory and Its Disorders: Causes and Implications for Working Memory Training
Joni Holmes, Ph.D.
Senior Investigator Scientist, Cognition and Brain Sciences Unit, Cambridge, United Kingdom

1. Participants will be able to evaluate the effectiveness of working memory training, including its limitations.
2. Participants will be able to explain how and why different responses to training might be expected for children with different developmental disorders.

2:30 – 3:30  Working Memory and Sentence Processing in Specific Language Impairment
James Montgomery, Ph.D.
Professor, School of Hearing, Speech & Language Sciences, Director, Developmental Psycholinguistics Lab, Ohio University, Athens, Ohio, USA

1. Participants will be able to describe the sentence comprehension profile of children with specific language impairment (SLI) and the two theoretical accounts proposing to explain the profile.
2. Participants will be able to discuss the extant literature examining the relation between working memory and sentence comprehension in children with SLI.
3. Participants will be able to explain a novel psychometric approach to building cognitive-linguistic models of sentence comprehension in children with SLI and their age mates.

3:30 – 3:45  Afternoon Break

3:45 – 4:45  Working Memory Training for Adults with Aphasia
Laura Murray, Ph.D.
Associate Professor, Department of Speech and Hearing Sciences; Director, Adult Cognition and Language Laboratory, Indiana University, Bloomington, Indiana, USA

1. Participants will be able to describe the rationale for providing working memory training to adults with aphasia.
2. Participants will be able to summarize direct and indirect approaches to remediating working memory disorders in adults with aphasia.
3. Participants will be able to list future research needs pertaining to remediating working memory disorders in adults with aphasia.

4:45 – 5:00  Closing Remarks

5:30 – 7:00  Reception
Day 2: Translational Workshop: Implementation of Theory- and Evidenced-Based Treatments in Clinic and School Settings

Morning Session

9:00 – 9:15 Welcome and Opening Remarks

9:15 – 10:15 Working Memory Training: A Re-cap of What We Know

Joni Holmes, Ph.D., Senior Investigator Scientist, Cognition and Brain Sciences Unit, Cambridge, United Kingdom
Darren Dunning, Ph.D., Post-Doctoral Researcher Norwich Medical School, University of East Anglia, United Kingdom

1. Participants will be able to describe the different approaches to working memory training.
2. Participants will be able to explain why children with different developmental disorders might show different patterns of response to working memory training.

10:15 – 11:15 Interventions for Working Memory Disorders in Adults

Laura Murray, Ph.D., Associate Professor, Department of Speech and Hearing Sciences; Director, Adult Cognition and Language Laboratory, Indiana University, Bloomington, Indiana, USA

1. Participants will be able to summarize treatment activities designed to directly address working memory disorders in adults with aphasia.

11:15 – 12:00 Brunch

Brunch will be served buffet style with vegetarian options included

Afternoon Session

12:00 – 3:00 Break-Out Sessions

Group 1: Joni Holmes, Ph.D. and Darren Denning, Ph.D.

Working Memory Difficulties and Interventions

1. Participants will be able to identify warning signs of working memory failure in children and recognize ways classroom teachers can aid these children in the school environment.
2. Participants will be able to explain how to optimally implement working memory training.

Group 2: Laura Murray, Ph.D.

Adult Language Working Memory Treatment: Applications to Clinical Setting

1. Participants will be able to describe how to apply and adapt empirical working memory treatment protocols in clinical settings based on the needs of individual clients with aphasia and possible work setting restrictions.

3:00 – 3:30 Discussion and Closing Remarks
**Marie Banich, Ph.D.,** is a professor of Psychology at the University of Colorado Boulder, where she also serves as director of the Institute of Cognitive Science, a multi-disciplinary institute dedicated to exploring the science of the mind. In addition, she serves as the Executive Director of the Intermountain Neuroimaging Consortium, a joint venture of the University of Colorado Boulder and the Mind Research Network of Albuquerque, New Mexico. Her research specializes in using brain imaging techniques to understand the neural systems that allow us to direct our attention and our actions so that we can prioritize, organize, and target our behavior in a goal-oriented manner, abilities often referred to as executive function. She investigates these issues both in normal individuals as well as clinical populations, such as individuals with attention-deficit/hyperactivity disorder and adolescents with severe substance and conduct problems. She also takes a developmental perspective, examining how executive functions mature during adolescence. Her research findings have been published in leading journals, including the journal Science. In addition, she is author of a textbook in Cognitive Neuroscience now in its third edition. Among her other professional experiences, Prof. Banich has been a member of the MacArthur Foundation on Adolescent Development and Juvenile Justice, a Fulbright Senior Scholar in Verona, Italy, and has recently received a James McKeen Cattell Sabbatical Award.

**David Caplan, M.D., Ph.D.,** is a Professor of Neurology at Harvard Medical School, and Director of Behavioral/Cognitive Neurology at Massachusetts General Hospital. Dr. Caplan obtained his Bachelor’s and Ph.D. (Linguistics) degrees from M.I.T, and completed his medical training at McGill University. His clinical area is Cognitive Neurology. His research is in the area of syntax. He has studied disorders of syntactically based comprehension in people with aphasia, the nature of the memory system used in syntactic comprehension, and neural correlates of syntactic comprehension using PET, fMRI and EEG/MEG.

**Jason Chein, Ph.D.,** is an Associate Professor in the Department of Psychology (Brain, Behavior, & Cognition) at Temple University. Broadly, research in Dr. Chein's laboratory employs a cognitive neuroscientific approach to evaluate alternative theoretical claims surrounding the basic mechanisms of cognition, the relationship among these mechanisms, and the contribution each makes to high-level cognitive function. Dr. Chein has extensive training in the use of functional magnetic resonance imaging (fMRI) and employs this technique in combination with traditional behavioral measures to pursue his research goals. His primary research focus is on the psychological and neurobiological underpinnings of working memory (immediate memory, short-term memory, controlled attention), and its role in cognitive control, learning, and decision making. Dr. Chein obtained his undergraduate degrees in Psychology and Computer Science from Temple University in 1997, and rejoined the Temple community as a member of the faculty in January of 2006. During the interim, he earned his M.S. and Ph.D. in cognitive psychology with a specialization in cognitive neuroscience from the University of Pittsburgh and then completed a post-doctoral fellowship at Princeton University. Dr. Chein currently teaches courses in Cognitive Psychology and Functional Neuroimaging. He is a member of the Cognitive Neuroscience Society, the Psychonomic Society, the American Psychological Association, and the Society for Neuroscience.

**Darren Dunning, Ph.D.,** is a Research Associate at the Norwich Medical Center at the University of East Anglia. He is interested in working memory and its role in learning and developmental disorders. His research has focused on developing assessments to characterize the cognitive profiles of children with mathematical difficulties and poor working memory skills. In his current work he is developing and evaluating interventions to help remediate working memory impairments in various developmental groups, including those with working memory difficulties, dyslexia, ADHD and acquired brain injury.

**Joni Holmes, Ph.D.,** completed both her first degree and Ph.D. in Psychology at the University of Durham, UK, before moving to Leeds Metropolitan University, UK, as a Lecturer in Psychology in 2005. She moved to the University of York, UK, to work as a Postdoctoral Research Fellow with Professor Susan Gathercole in the Centre for Working Memory and Learning in 2006, where she worked on a project investigating the cognitive profiles of children with disorders of memory and attention. Joni joined Northumbria University, UK, as a Senior Lecturer in Psychology in January 2009, before moving to the Medical Research Council’s Cognition and Brain Sciences Unit in Cambridge, UK in August 2011. She continues to work there as a Senior Investigator Scientist where she manages a broad programme of work investigating memory problems in children and cognitive training. Dr Holmes’ area of expertise is working memory and learning. She is currently investigating the far-reaching impact of cognitive impairments during childhood, directing high profile
research into cognitive-based training, and developing practical ways to overcome the adverse consequences of poor working memory on learning. Her recent work has been investigating the causes of working memory problems across developmental disorders and exploring whether the source of the impairment impacts on responsiveness to training.

James Montgomery, Ph.D., is Professor in Communication Sciences and Disorders and Director of the Developmental Psycholinguistics lab at Ohio University. His research has centered on the intersection of cognition and sentence processing/comprehension in children with specific language impairment (SLI). Specifically, he has focused on the influence of memory storage, retrieval, and attention on the offline and online sentence processing/comprehension of children with SLI. Current research efforts are directed at building cognitively-based models of sentence comprehension and quantifying mental effort during memory and sentence processing.

Laura L. Murray, Ph.D., is a Full Professor in the Department of Speech and Hearing Sciences, and Cognitive Science and Neuroscience Programs at Indiana University. She completed her undergraduate degree at the University of Western Ontario, her Master's degree from Minot State University, and her doctoral work at the University of Arizona. Dr. Murray teaches courses on normal aging and acquired neurogenic cognitive and communication disorders, and has received several awards for her teaching efforts at both the undergraduate and graduate levels. Her research interests include examining how cognitive deficits (e.g., attention) interact with the language abilities of adults with neurogenic communication disorders, and developing assessment and treatment strategies for these patient populations. Her contributions include a graduate-level textbook: Neurogenic disorders of language and cognition: Evidence-based clinical practice, and numerous peer-reviewed and invited journal articles, book chapters, and invited and refereed conference presentations at the national and international levels in the fields of aphasia, right hemisphere disorders, dementia, traumatic brain injury, and normal aging.
Directions to Temple University’s Main Campus & Parking

To Temple University’s Main Campus

From the Pennsylvania Turnpike:
Take Exit 326 (Philadelphia/Valley Forge). Follow I-76 East (Schuylkill Expwy.) approx. 18 miles to Exit 344 (Central Philadelphia/I-676) Note: Exit is on left. Follow I-676 approximately 1 mile to Central Phila./Broad Street exit. Take Broad Street exit (stay to left). In one block, go left onto Broad Street. Follow Broad Street to Oxford Street (approx. 2 miles). Turn left onto Oxford Street. Stay on Oxford for 1 ½ blocks and turn right onto Sydenham Street. The Liacouras Center Visitors Parking Garage* entrance is about 1 ½ blocks down on your right.

From the Northeast Extension Pennsylvania Turnpike:
Take Exit 20 to I-476 South to I-76. Exit at I-76 East (approx. 5 miles). Take I-76 East approx. 15 miles to Exit 344 (Central Philadelphia/I-676) Note: Exit is on left. Follow directions from I-676 above.

From I-95 North:
Take Exit 22 (Central Philadelphia/I-676). Follow Central Philadelphia signs to Broad Street exit. At next intersection (Vine Street) turn left. In one block, turn left onto Broad Street. Follow Broad Street to Oxford Street (approx. 2 miles). Turn left onto Oxford Street. Stay on Oxford for 1 ½ blocks and turn right onto Sydenham Street. The Liacouras Center Visitors Parking Garage* entrance is about 1 ½ blocks down on your right.

From I-95 South:
Take Exit 22 (Central Philadelphia/I-676). Note: Exit from left lane. I-676 West to Broad Street exit. See above directions from Broad Street exit.

From the New Jersey Turnpike:
Take Exit 4 to route 73 North. Approx. 1 mile to Route 38 West. Follow for 5 1/2 miles to Benjamin Franklin Bridge. Take I-676 West to Broad Street exit. Follow above directions from Broad Street exit.

Parking at Temple’s Main Campus

In addition to the Liacouras Center Visitors Parking Garage ($15), there is also a parking lot available located between 11th & 12th Street on Cecil B. Moore Avenue ($6) and other lots indicated on the map.

Public Transportation to Temple’s Main Campus

SEPTA Regional High Speed Lines:
All lines stop at Temple University Station, 10th and Berks Streets.

Broad Street Subway: All local trains stop at Cecil B. Moore Station (Broad Street and Cecil B. Moore Avenue).

“16” Bus: Stops on Broad Street at Cecil B. Moore Avenue, Montgomery Avenue, Berks Street, and Norris Street.

“4” Bus: Stops on Broad Street at Cecil B. Moore Avenue, Montgomery Avenue, Berks Street, and Norris Street

“3” Bus: Stops on Cecil B. Moore Avenue from 11th Street to Broad Street.

“23” Bus: Stops on 12th Street (southbound) and 11th Street (northbound) at Berks Mall, Montgomery Avenue, and Cecil B. Moore Avenue.
Main Campus

Buildings and Departments

1. Alter Hall (The Fox School of Business)
2. Anderson Hall (AB, AC, AL)
3. Annenberg Hall (AH)
4. Architecture
5. Atlantic Terminal (privately developed housing)
6. Avenue North Complex
   6A. The Edge (privately developed student housing)
   6B. Shops
6C. Temple University Fitness
7. Barrack Hall
8. Barton Hall (Physical Science)
   8A. Barton A
   8B. Barton B
9. Beury Hall (BE)
10. Biology-Life Sciences Building (BL)
11. Campus Police Sub-Station
12. Campus Safety Services
13. Carrell Hall
14. Conwell Hall (CW)
15. Conwell House
16. Edberg-Olson Football Practice Facility
17. 1810 Liacouras Walk (student services)
18. Engineering
19. Entertainment and Community Education Center and retail shops (WRTI)
20. Facilities Management Office
21. Founder’s Garden
22. Gladfelter Hall (GH)
23. Hardwick Hall (student housing)
24. Elmira Jeffries (student housing)
25. Johnson Hall (student housing)
26. Kardon Building (privately developed housing)
27. Klein Law Building (James E. Beasley School of Law)
28. The Liacouras Center
29. Messiah College
30. Mitchell and Hilarie Morgan Hall and Dining Complex
31. Mitten Hall (Diamond Club)
32. Newman Center
33. “1940” (student housing)
34. Oxford Village (privately developed housing)
35. Paley Library (PL)
36. Peabody Hall (student housing)
37. Pearson and McGonigle Halls
   37A. Pearson Hall (PH)
   37B. McGonigle Hall (MG)
38. Presser Hall (PR)
39. Ritter Hall Annex (RA)/Kiva Auditorium
40. Ritter Hall (RH)
41. Rock Hall (RC)
42. Edward H. Rosen Hillel Center for Jewish Life
43. 1700 N. Broad Street
44. Science, Education and Research Center (under construction)
45. The Shops on Liacouras Walk
46. Shusterman Hall
47. Small Business Development Center
48. Speakman Hall (SP)
49. Sports and Recreation Fields
50. Student Center Complex
   50A. Howard Gittis Student Center/Bookstore
50B. Student Center (south)
51. Subway Station and Plaza (SEPTA)
   51A. Northbound
   51B. Southbound
52. Sullivan Hall (SN)
53. Temple Performing Arts Center
54. Temple Towers (student housing)
55. Temple U. Regional Rail Station (SEPTA)
56. Temple University TECH Center & Welcome Center
57. “1300” (student housing)
58. Tomlinson Theater (TT)/Randall Theater
59. Triangle Apartments (student housing)
60. Tuttleman Learning Center
61. Tyler School of Art
62. University Village (privately developed housing)
63. Wachman Hall (Computer/Mathematics)
64. Walk Auditorium
65. Weiss Hall (WH)
66. James S. White Hall (student housing)

Wheelchair Access

Updated 09/12/13
In 2005, the Dr. Eleanor M. Saffran Cognitive Neuroscience Conference Fund was established through generous gifts from Dr. Saffran’s family, friends and colleagues. Over $7,000 was raised in that initial effort. Additionally, in 2007, her daughter, Dr. Jenny Saffran, and her husband, Dr. Seth Pollak, made a generous contribution to ensure the fund was permanently endowed, which will provide support to help sustain the conference in perpetuity.

We would like to invite you to be part of this effort by making a contribution of any amount to be added to the endowment. As the endowment grows, so does the funding available to sustain our conference year to year.

You may make your gift online by visiting www.giving.temple.edu and clicking on “Give Now” on the right corner of the page. From there, fill out the online form. To ensure your gift is being made to the Eleanor M. Saffran Endowment, select the box that says “Other” and then fill in the box to say Eleanor M. Saffran Endowment. Should you have any questions or would like to work with the Development staff directly on your gift, please contact Angela Davis, Institutional Advancement Office of the College of Health Professions and Social Work, at 215-707-7674 or at angela.davis@temple.edu. Your contribution is fully tax-deductible to the extent provided by law.

Donors of $1,000 or more are afforded membership in the Russell H. Conwell Society at Temple University, a philanthropic leadership group comprised of alumni, friends, parents and institutional partners. Conwell members are recognized annually for their support in the Temple University Honor Roll, the CHP Annual Report, and are also invited to a special Conwell Society event each fall. Please keep in mind that you may make your gift as a pledge to be paid over the course of a year on a monthly, quarterly or bi-annual basis. Gifts or pledges over $1,000 may be paid over five years.

Thank you in advance for your support of the Dr. Eleanor M. Saffran Cognitive Neuroscience Conference Endowment. Should you have any questions, or would like to make a gift, please contact:

Angela Davis, Institutional Advancement Office
College of Health Professions and Social Work
Temple University, 3307 N. Broad Street
Jones Hall 308 Philadelphia, PA 19012
Tel: 215-707-7674
Email: angela.davis@temple.edu
Pre-Registration Form

Pre-Registration is due by September 15th, 2014. Please print clearly & complete all information.

Name______________________________________________________________________________

Address____________________________________________________________________________

Phone (H)_________________________________  (W)_____________________________________

Email _____________________________________________________________________________

Employer__________________________________________________________________________

Title or Position_____________________________________________________________________

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Registration Fee (Includes light breakfast, lunch, and reception)

Make check payable to Temple University

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Continuing Education Fees

ASHA CEU Fee:  

Make separate check payable to Temple University

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APA CE Fee:  

Make check payable to Philadelphia Neuropsychology Society

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| Friday (6)   | $30.00 for members
|             | $60.00 for non-PNS members
| Saturday (5) | $25.00 for members
|              | $50.00 for non-PNS members

Total Fees Paid: _________________

Cash or Check for Registration and CEUs will be accepted on site during the morning registration.

Attendees of the Saturday Workshop, please indicate which afternoon breakout session you will attend:

Group 1 - Child Language Treatment: Working Memory Difficulties and Interventions

Group 2 - Adult Language Working Memory Treatment: Applications to Clinical Setting

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Please send registration form to Lydia Spanier before September 15th, 2014 by mail, fax or email to:

Department of Communication Sciences and Disorders
Temple University – Weiss Hall, Room 110
1701 N. 13th Street
Philadelphia, PA 19122-6085

Phone: 215-204-4350
Fax: 215-204-6334
Email: lydia.spanier@temple.edu

Need additional information or have questions?
Call Nadine Martin at 215-204-1870 or email: nmartin@temple.edu
STUDENT PRE-REGISTRATION FORM

Registration and lunch are complimentary for full-time students, but registration must be made in advance and full-time student status must be confirmed with Department Chair or Faculty Advisor signature (see below).

Please print clearly & complete all information

Name__________________________________________________________________________________________

Address________________________________________________________________________________________

Phone (H) ________________________________________   (W) __________________________________________

Email__________________________________________________________________________________________

University or College_____________________________________________________________________________

Department_____________________________________________________________________________________

Undergraduate [   ]  Graduate: Master [  ] Doctoral [   ]

Postdoctoral Fellow*: [   ]  *

*Full time Postdoctoral only

Please Indicate which session(s) you will be attending

Friday            [   ]  
Saturday        [   ]

Attendees of the Saturday Workshop, please indicate which afternoon breakout session you will attend:

Group 1 - Child Language Treatment: Working Memory Difficulties and Interventions                [   ]
Group 2 - Adult Language Working Memory Treatment: Applications to Clinical Setting                [   ]

CONFIRMATION OF FULL-TIME STUDENT STATUS

This is to confirm that ____________________________________ is registered as a full-time student at

________________________________________ in the 2014 academic year.

Department Chair/Faculty Advisor authorization

Name (Print) ____________________________________________

Name (Sign) ____________________________________________  Date___________________________

Please send registration form to Lydia Spanier before September 15th, 2014 by mail, fax or email to:

Department of Communication Sciences and Disorders
Temple University – Weiss Hall, Room 110
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