

Preliminary program

31 August

Time	Talk
09.00	Registration
10.00	Welcome
10.20 – 11.20	Charles Hulme: <i>Interventions to improve reading and language skills in children with Down Syndrome</i>
11.20 – 11.45	Silje Hokstad: <i>Findings from a systematic review of language interventions for children with Down syndrome</i>
11.45 - 12.45	LUNCH
12.45 – 13.15	Christopher J. Lemons: <i>Literacy Instruction for Children with Down Syndrome</i>
13.15 – 13.45	Kari-Anne Næss & Liz Smith: <i>Vocabulary, Phonological Awareness, and Letter Knowledge Promote Reading in Children with Down Syndrome</i>
13.45 – 14.15	Liv Inger Engevik, Kari-Anne B. Næss, & Bente Hagtvet: <i>Cognitive Stimulation of Pupils With Down Syndrome: A Study of Inferential Talk During Book-Sharing</i>
14.15 – 14.45	BREAK
14.45 – 15.15	Ingrid Holmboe Høibo: <i>Quality in newer wordless picture books</i>
15.15 – 15.45	<i>TBA</i>
15.45. – 15.00	Conclusion
18.00	Reception Oslo City Hall (registered participants only)

1 September

Time	Talk
10.00 – 10.30	Liz Smith, Silje Hokstad, & Kari-Anne Næss: A systematic review of language interventions for children with Down syndrome: what are the most effective approaches?
10.30 – 11.00	Sara E Wood, Jennifer Wishart, Claire Timmins, William J. Hardcastle, & Joanne Cleland: <i>The use of electropalatography (EPG) in the treatment of motor speech disorders in children with Down's syndrome: A randomized controlled trial.</i>
11.00-11.30	Bernadette Witecy: <i>Language comprehension in children, adolescents and adults with Down syndrome</i>
11.30 – 12.30	LUNCH
12.30 – 14.00	<u>Field of practise in 90 minutes</u> - Line Avers: <i>When working on speech - can we be more concrete?</i> - Nina Skauge: <i>New booklets make the difficult a little easier</i> - Karianne Hjørnevik Nes: <i>Inclusive education in fifth grade public school with language as a basic skill</i> - Britt-Hege Wærnes: <i>Reading and learning intervention for children with Down syndrome from kindergarten to first grade.</i> - Henrik Wærnes: <i>Systematic speech intervention with the Karlstadmodel stimulation plate- a practice story</i> - Karen Knudsen Synnes: <i>Why sign-language is a key to communication and participation to people with Down Syndrome</i>
14.00 – 14.30	BREAK
14.30 – 15.00	Kari-Anne Næss, Egil Nygaard, Johanne Ostad, & Sol Lyster: Vocabulary in children with Down syndrome
15.00 – 15.30	Anne-Stine Dolva, Marit Kollstad, & Jo Kleiven: <i>Language and communication characteristics - teens as informants in research</i>
15.30	End