

YOU ARE INVITED TO THE 14TH ANNUAL
PEPPER LECTURE



Northwestern
SCHOOL OF COMMUNICATION

Megan Roberts is the Jane Steiner and Michael Hoffman Assistant Professor of Communication Sciences and Disorders and the Principal Investigator of the Early Intervention Research Group. She is a licensed speech-language pathologist with over 10 years of clinical and research experience working with young children and their families. The focus of her clinically based research is investigating how to improve early access to intervention and how to tailor family-centered early communication interventions for young children with developmental delays (autism, hearing loss, language impairment) to account for individual differences in child and parent factors and their intersection. Her intervention approaches are used by clinicians throughout the world. She co-founded the Developmental Diagnostic Program at Northwestern University's Center for Audiology, Speech, Language, and Learning. This clinical and research collaborative provides high quality clinical services with simultaneous research data collection, such that clinical practice informs research and vice versa. Her research is funded by the National Institute of Deafness and Communication Disorders and the Institute of Education Sciences.

For more information, please visit ei.northwestern.edu

WEDNESDAY, MAY 8, 2019 ■ 4:30 PM
FRANCES SEARLE, RM 1-421

Most children learn to talk from interacting with their parents and caregivers. However, as many as 2 in 5 children have difficulty learning language for any number of different reasons – genetic, neurological, and environmental. Early identification and intervention is critical to maximizing long-term outcomes for children with early language delays. However, the long-term outcomes for children with developmental disabilities are variable, due to factors such as late identification and lack of access to evidence-based interventions. This lecture will include findings from a series of studies of new approaches to identification and intervention. Specifically, I will describe two innovative approaches to early autism diagnosis. I will also discuss how shifting our current intervention paradigm to one that involves systematic inclusion of caregivers is essential to increasing intervention dosage. Finally, I will demonstrate how intervention outcomes are further amplified through the use of adaptive approaches based on individual child and caregiver characteristics.

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