

Macomb ISD/ Macomb St. Clair SLHA
2011-2012 Speech and Language Workshops
REGISTER NOW at www.misd.net, “Course Offerings”, Speech Language Pathology

**Screening and Progress Monitoring Tool for Listening Comprehension and Oral
Language in the Primary Grades**
September 30, 2011 9:00-3:30

TARGET AUDIENCE: RTI Team Members: Speech Language Pathologists. Teachers, reading specialists who may use this tool

DESCRIPTION: This session will focus on using two minute retell measures to predict which students will be at-risk for reading comprehension in later grade levels. Participants will learn how to administer and score story probes and how to match student performance to instruction. This will provide a great foundation for working collaboratively with kindergarten and first grade teachers. The measures are sensitive to change and work well within a response-to-intervention system. The purpose of this professional learning opportunity will be to provide a curriculum-based framework to intervene in the area of oral language and listening comprehension concerns for students. Links to assessment data will be made to match interventions in the area of fiction and informational oral language skills for academic success and outcomes.

PRESENTER: Wendy Robinson, Hartland Iowa

COST: \$40 Members of the Macomb /St. Clair Speech/Language Hearing Association \$60 Nonmembers

**The Disorganized Student: Connecting Executive Functioning Problems and Escalating
School Demands with Learning Difficulties**

EVENING WORKSHOP
October 11, 2011 4:30-7:45

TARGET AUDIENCE: General and special educators, speech-language pathologists, psychologists, social workers, teachers, administrators

DESCRIPTION: Executive functions are the thinking skills (e.g., inhibition of behavior, shifting of behavior, emotional control, working memory) responsible for guiding, directing, and managing behavior, along with purposeful, goal-directed, problem solving. Simply stated, EF skills help us meet challenges and accomplish goals.

Collaborative Problem Solving principles help parents and teachers better manage children’s behavior. Functioning as a collaborative team, parents (and teachers) and children work together to arrive at more reasonable solutions for various daily challenges. This approach is incorporated when “lagging skills” exist that prohibit children from meeting their potential. Lagging skills include executive function difficulties, language processing concerns, emotional regulation, cognitive flexibility and social skills.

Through the process, parents (and teachers) learn to help children develop the ability to identify and problem solve solutions to lagging executive skills in order to better regulate their own behavior – a skill essential to lifelong success. This approach is taught, modeled and practiced so that it can be generalized more easily to home and/or school settings. While this approach is helpful specifically for children who experience learning difficulties, it also is useful as a basic parenting approach that helps parents and children learn to truly listen and respect one another as well as to modify these challenges.

PRESENTER: Michael Bamberry, Ph.D.

COST: \$20 Members of the Macomb /St. Clair Speech/Language Hearing Association \$30 Nonmember

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Speech-Language Guidelines: Orientation for NEW School-Based SLPs

October 26, 2011 12:00pm – 3:30pm

TARGET AUDIENCE: Speech Language Pathologists New to Macomb County

DESCRIPTION:

Learn about the Michigan speech and language guidelines. This workshop will include an overview of the new document, highlighting the new materials. You will hear more about how early intervening practices and response to intervention (RtI) can be applied to speech and language practices. Curriculum-relevant assessment and intervention practices will be discussed. Participants will also learn about the suggested assessment practices from SLPs who have tried it out. Finally an overview of the sections related to all of the other disabilities and the special issues (assistive technology, feeding and swallowing, etc) will prepare you to use the document in your own practices.

Evidence-based Writing Instruction for K-12 Struggling Writers

January 6, 2012 9:00-3:30

TARGET AUDIENCE: Speech-Language Pathologists, Special Education Teachers, School Psychologists

DESCRIPTION: This workshop focuses on the research evidence that supports a variety of instructional practices in writing education and how to apply that research when working with K-12 students who struggle with written expression for a variety of reasons. A wide variety of specific, evidence-based strategies will be introduced to help poor writers plan and revise papers, and summarize complex texts. At the end of this workshop participants will be able to: identify the writing instructional practices that are well supported by research; describe the characteristics of effective writing strategy instruction; list the steps of at least two different summarization strategies; and identify appropriate adaptations for students who struggle with writing mechanics and key instructional principles associated with teaching spelling and handwriting

PRESENTER: Gary A. Troia is an associate professor of special education at Michigan State University and a principal investigator with the Literacy Achievement Research Center located at MSU. He is the principal investigator for a 4-year IES-funded grant that examines the content of states' writing standards and assessments, the Common Core writing standards, and the alignment of standards and assessments with research-based practices, postsecondary expectations, and NEAP writing performance. Dr. Troia has authored over thirty research papers and book chapters and has given numerous presentations about his work in the areas of phonological processing, writing assessment and instruction, and teacher professional development in literacy.

Dr. Troia was a faculty member at the University of Washington in Seattle before taking his current position at MSU. Prior to receiving his doctorate from the University of Maryland in 2000, he worked 10 years in the public schools as a special educator and speech-language pathologist, and 6 years as a university clinical supervisor. Dr. Troia is a consulting editor for several journals and an associate editor of *Language, Speech, and Hearing Services in Schools*. He is the editor of the book *Instruction and Assessment for Struggling Writers: Evidence-Based Practices*, and a co-editor of *Putting Writing Research into Practice: Applications for Teacher Professional Development*, both published by Guilford Press. With colleagues Froma Roth and Colleen Worthington, he has co-authored a phonological awareness intervention program called *Promoting Awareness of Speech Sounds (PASS)*, published by Attainment Company, for young at risk children. Along with Janine Certo and Natalie Olinghouse, he is currently developing a genre study resource for classroom teachers titled *Growing Writers: Teaching Writing to Students of All Abilities*.

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**Story Braidy and Story Grammar Marker:
How to Make a "Cold" Re-Telling "Hot!"**

Date To Be Determined – watch course where at misd.net

DESCRIPTION: This highly interactive professional development workshop will focus on Narrative Intervention in Elementary School using Story Grammar Marker (upper el) and Story Braidy (lower el). This will include narrative development for: re-telling, telling, writing and comprehending stories as well as for social-emotional growth for all elementary grades pre-K-6. Beyond the “Wh” Questions and common graphic organizers, the presenter will demonstrate a cognitive-linguistic approach for the “why” questions: motivations, feelings, plans – all necessary for the development of critical thinking skills. Other areas of focus for this hands-on approach are the main idea, the plot diagram, beginning-middle-end and “story sparkle” such as: conjunctions, linguistic & mental state verbs, adverbs and adjectives. The presenter will also delineate assessment and progress monitoring measures for re-telling and writing stories. This approach is appropriate children in general education, as well as with children with Language Learning Disorders, Autism Spectrum Disorders, and English Language Learners. Participants will select materials appropriate for the grade level they service.

TARGET AUDIENCE: Elementary teachers for grades pre-K-6th (general or special education), speech-language pathologists, reading specialists, and other team members involved with literacy.

PRESENTER: Maryellen Moreau, Mindwing Concepts

Teaching the Tough Phonological Awareness Skills

June 19, 2012 9:00-3:30

TARGET AUDIENCE: Speech Language Pathologists and other RTI members (teachers, intervention specialists, etc)

DESCRIPTION:

The ability to hear and manipulate sounds in words is a foundation of reading success. Research has supported the progression model that children’s phonological awareness skills develop from larger units, such as syllables, to smaller units, such as phonemes. Participants will learn about a continuum of skills, from simple to complex. Presenter will model strategies for teaching the “tough” PA skills of rhyming and identification/categorization.

PRESENTER: Susan Hall, author of *I’ve DIBELed, Now What?*

COST: \$40 Members of the Macomb /St. Clair Speech/Language Hearing Association
\$60 Nonmembers