

Outline

Foundations for ToM Development

ToM dimensions
Neuroanatomical/Neurochemical foundations for ToM types or dimensions
Genetic/environmental influences on ToM
DSM-5® diagnoses and comorbidities

Assessment of ToM Development

Formal and informal ways to assess ToM
Precursors in infants/toddlers
Emergence during preschool
Higher order ToM in school-age children and adolescents

Cognitive/Affective ToM and Interpersonal/Intrapersonal ToM

Patterns of ToM deficits and ToM developmental levels
Social and academic implications
Profiles to effectively match deficits to interventions

ToM Interventions for:

Infants and Toddlers

Engage children in emotional sharing
Develop several types of joint attention
Promote coordination/co-regulation in interactions

Early Preschool

Develop a sense of self through play
Develop pretend play skills
Nurture foundations for autobiographical memory and the ability to think about the future

Late Preschool/Early Elementary

Foster the vocabulary and syntactic skills necessary for ToM
Identify cues and clues to help recognize and infer emotions of self and others
Promote language for counterfactual reasoning and mental time travel

Late Elementary/Adolescents

Strategies for emotional and behavioral regulation
Strategies to promote social and academic comprehension
Sentence frames to develop complex syntax for explaining reasons for emotions and behaviors

Deficits in Theory of Mind (ToM) are at the heart of social-emotional difficulties exhibited by those with Autism Spectrum Disorder (ASD) and Social Communication Disorders (SCD) and contribute to the social difficulties of children with Language Disorders (LD) and Deaf or Hard-of-Hearing (DHH).

Speaker



CAROL WESTBY, PhD, CCC-SLP, is a fellow of the American-Speech-Language-Hearing Association (ASHA) and holds Specialty Recognition in Child Language. She received the Distinguished Alumnus Award from the University of Iowa's Department of Speech Pathology and Audiology, the ASHA Award for Contributions to Multicultural Affairs and the honors of ASHA.

For over 20 years, Dr. Westby has been principal investigator on a number of clinical service, research and personnel preparation grants, including Project LIGHTS, a personnel preparation program to educate speech-language pathologists, special education teachers and school psychologists to work with children with autism spectrum disorders; and Project PLAY (Play and Language Attunement in Young Children), which

trained caregivers to increase the quality and frequency of interactions that promote development of Theory of Mind (ToM) and language. Dr. Westby implemented a social-emotional program to develop ToM in young elementary school children who exhibit bully-like and victim-like behaviors.

Dr. Westby is the developer of the Westby Play Scale, a checklist used to assess children's social and play skills. She has published and presented nationally and internationally on theory of mind, play, language-literacy relationships, narrative/expository development and facilitation, assessment and facilitation of written language, metacognition/executive function, and issues in assessment and intervention with culturally/linguistically diverse populations.

Speaker Disclosures:

Financial: Carol Westby is a consultant for Bilingual Multicultural Services. Dr. Westby receives a speaking honorarium from PESI, Inc. She is the author of numerous chapters and articles; and is published by various publishers including Jones & Bartlett and Pearson.

Non-financial: Carol Westby is the developer of the Westby Play Scale. Dr. Westby is a fellow of the American-Speech-Language-Hearing Association.



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Dori Samson, Speech-Language Pathologist

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Theory of Mind Interventions to Develop Social-Emotional Skills

Improve Social & Academic Success from
Infancy through Adolescence

Rockville, MD

Thursday, November 30, 2017

Fairfax, VA

Friday, December 1, 2017

Live Video Webcast

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Theory of Mind Interventions to Develop Social-Emotional Skills

Improve Social & Academic Success from
Infancy through Adolescence



Featuring
Carol Westby, PH.D., CCC-SLP,

Internationally-renowned expert on Theory of Mind, play assessment and development, language-literacy relationships, and the developer of the Westby Play Scale!

"Dr. Westby is the consummate teacher, knowledgeable and passionate about her topic. It was a pleasure and honor to spend the day learning from an icon in our field!"

Speech-Language Pathologists



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Theory of Mind

Interventions to Develop Social-Emotional Skills

Children with Theory of Mind (ToM) deficits lack social-reciprocity and perspective taking and struggle to make inferences about what others might do, think and feel. They have poor self-awareness and emotional regulation. Thus, they perceive the world they live in to be unpredictable putting them at a social and academic disadvantage. Your challenge as a therapist working with these children is to help them develop effective social-emotional functioning.

Join Theory of Mind expert, Carol Westby, PhD, CCC-SLP, and discover the developmental stages of ToM from precursors in infancy through higher-level thinking in adolescence. You will learn how to identify the patterns of ToM deficits and ToM developmental levels to effectively match intervention strategies to the child's specific needs. Through video examples, children's books and movies and pictures you will learn to design and implement strategies to develop the social-emotional underpinnings of ToM.

Skills that you will be able to implement immediately...

- Assess development of ToM from infancy through adolescence
- Engage children in emotional sharing and joint attention
- Foster autobiographical memory and ability to think about the future
- Improve the vocabulary and sentence patterns necessary for ToM
- Identify multiple contextual cues to improve ToM
- Develop intrapersonal ToM to regulate behavior and emotions
- Determine which profiles respond to specific interventions using current research

Objectives

1. Assess and describe the developmental stages of Theory of Mind (ToM) in infants/toddlers, children and adolescents with ASD, SCD, LD and hearing impairment.
2. Connect current research documenting neural bases for emotional understanding and ToM.
3. Analyze the types of difficulties making inferences exhibited by children and adolescents with ASD and SCD.
4. Design and implement activities to develop the social-emotional underpinnings of ToM.
5. Employ strategies to promote ToM in children and adolescents.
6. Use children's literature to promote inference making and interpersonal and intrapersonal ToM.

Seminar on CD or DVD Package:

You can purchase a self-study package on the subject. You will receive a set of CDs or DVDs that include a digital copy of the seminar manual and post-test/evaluation. You and your colleagues can receive CE hours for a nominal fee. To determine if homestudy credits are available for your profession go to www.pesirehab.com or call 800-844-8260. Check with your licensing board to verify acceptance of self-study credits for license renewal. Order today by using the order form on this brochure or by calling 800-844-8260.

Target Audience:

Speech-Language Pathologists · Speech-Language Pathology Assistants · Special Education Teachers & Staff · Special Education Directors
General Education Teachers & Staff · Occupational Therapists · Occupational Therapy Assistants · Psychologists · Social Workers · Counselors
Early Interventionists · Head Start Staff · Reading Specialists · School-Based Personnel

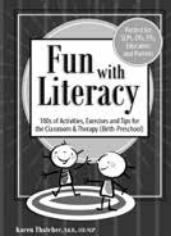
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A manuscript to publish? The nation's top speakers and authors contact PESI first. If you are interested in becoming a speaker, or have a new topic idea, please contact **Cyndi Postlewaite** at cpostlewaite@pesi.com or call (715) 855-5253.

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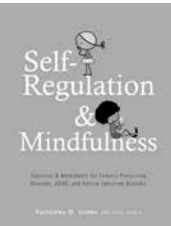


Fun with Literacy:

100s of Activities, Exercises and Tips for The Classroom & Therapy (Birth-Preschool)

By Karen Thatcher, EdD, CCC-SLP

This incredible resource makes adapting therapy to include literacy simple, fun and inexpensive. Whether you're an **OT, SLP, PT, educator or parent**, *Fun with Literacy* gives you hundreds of multi-disciplinary activities to improve literacy skills in children ages birth to preschool.



Self-Regulation and Mindfulness

By Varleisha Gibbs, Ph.D., OTD, OTR/L

Nationally known OT, Dr. Varleisha Gibbs has created a must-have resource for addressing self-regulation in children. This workbook is filled with mindfulness techniques, hands-on activities, worksheets, assessments, exercises and coloring pages to engage the child in their own success. Step-by-step Dr. Gibbs provides you with clear, concise and evidence-based strategies for treating children with sensory processing disorder, autism spectrum disorder, ADHD and similar developmental challenges.

Seminar & Webcast Schedule (Times listed in Eastern)

7:30 Registration / Morning Coffee and Tea
8:00 Program Begins
11:50-1:00 Lunch (on your own)
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If your profession is not listed, please contact your licensing board to determine your continuing education requirements and check for reciprocal approval. For other credit inquiries not specified below, or questions on home study credit availability, please contact cepsi@pesi.com or 800-844-8260 before the event.

Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of mental health professionals. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your professions standards.

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COUNSELORS: This intermediate activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

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VIRGINIA COUNSELORS: This intermediate activity is approved for 6.25 clock hours of continuing education instruction. The Virginia Board of Counseling recognizes courses and providers that are approved by the American Psychological Association or NAADAC. A certificate of attendance will be awarded at the end of the program to counselors who complete the program evaluation, to submit to their state board.

EDUCATORS/TEACHERS: This course is designed to qualify toward your professional development requirement. The program is 6.25 clock hours in length.

OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY ASSISTANTS: PESI, Inc. is an AOTA Approved Provider of continuing education. Provider #: 3322. Full attendance at this course qualifies for 6.0 contact hours or .6 CEUs in the Category of Domain of OT and Occupational Therapy Process. Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. Course Level: Intermediate.

PSYCHOLOGISTS: PESI, Inc. is approved by the American Psychological Association to sponsor continuing education for psychologists. PESI maintains responsibility for this program and its content. PESI is offering this activity for 6.25 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.



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PESI, Inc. 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.

SPEECH-LANGUAGE PATHOLOGISTS: This course is offered for 6 ASHA CEUs (Intermediate level, Professional area).

** Please note that Speech-Language Pathologists who participate in the live webcast will be required to complete additional steps if they want their participation submitted to the ASHA CE Registry. Detailed instructions will be provided the day of the program under the Handouts Section of the webcast.

SOCIAL WORKERS: PESI, Inc. Provider #:1062, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB), www.aswb.org through the Approved Continuing Education (ACE) Program. PESI, Inc. maintains responsibility for the program. ASWB Approval Period: January 27, 2017 - January 27, 2020. Social workers should contact their regulatory board to determine course approval for continuing education credits. Social workers participating in this course will receive 6.25 (Clinical) continuing education clock hours for this intermediate course. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

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