

Outline

The Relevance of Storytelling to ELA State Standards

The 4 related domains of state standards  
Meet IEP goals and interventions while supporting curriculum goals  
Instructional strategies to promote language and literacy skills

The Relevance of Storytelling to Social-Emotional Development

Support classroom curriculum while meeting students' needs  
Social-emotional skills  
Self-regulation  
Self-identity  
Self-determination  
Problem solving

Types of Storytelling and Connection to Social-Emotional Development

Fictional  
Personal/autobiographical  
Life stories  
Cultural variations and impact on narratives

Stages of Narrative Development and Development of "Self"

Physical—Emotional attachment and shared emotions  
Social—Attention, intention, and communication  
Cognitive—I/You perspective, sense of self, reference to self  
Representational—Talking about the past  
Narrative—Stories of me/others, past/future, worlds outside this one  
Cultural—Stories of us in the world

Objectives

1. Articulate the relevance of storytelling to the English Language Arts (ELA) state standards and how storytelling meets IEP and curriculum goals.

2. Summarize the types of storytelling and their connection to social-emotional development in students.

3. Employ tools to assess and document the development of students' narrative structure, coherence, vocabulary, and linguistic elements.

4. Connect the relationship between setting, plot, and character traits to social-emotional skills, self-regulation, self-identity, and problem solving.

5. Utilize age-appropriate literature to help students connect emotions/behaviors/mental states of characters to self to promote self-regulation.
6. Apply strategies to support inferential thinking by relating emotions and mental states to events.

7. Facilitate students' recognition of characterization, plot, and theme in fictional stories, autobiographical narratives, and life stories.

Live Seminar & Webcast Schedule

(Times listed in Mountain)

7:30 Registration/Morning Coffee & Tea

8:00 Program begins

11:50-1:00 Lunch (on your own)

4:00 Program ends

There will be two 15-min breaks (mid-morning & mid-afternoon). Actual lunch and break start times are at the discretion of the speaker. A more detailed schedule is available upon request.

Specifically Designed For: Speech-Language Pathologists · Speech-Language Pathology Assistants · Special Education Teachers · Special Education Directors · General Education Teachers · Reading Specialists · Learning Disabilities Specialists · School-Based Personnel · School Psychologists · School Counselors · School Social Workers · Other helping professionals who work with elementary through high school students

Seminar on DVD or CD 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](http://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.

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A Window into a Student's Ability to Construct a Story

Rubrics to evaluate narrative structure, coherence, vocabulary, and linguistic elements  
Existing assessment tools and level of scaffolding provided  
Personal, fictional, and life story narratives: Case examples ages 8–20

Strategies to Develop Detailed and Coherent Stories

Story grammar that builds coherent narratives and elements that affect characters' behavior and self-regulation  
Ways to help student recognize mental states in characters, themselves, and others (Theory of Mind)  
Connecting emotions/behaviors/mental states of characters to self to promote self-regulation  
Vocabulary and syntax necessary to express connections between mental/emotional states and behaviors/events  
Literature that triggers reminiscing

Strategies to Develop and Integrate Life Stories

Role of characterization in life stories  
Using biographies/autobiographies to understand characterization  
Identification and development of themes  
Support inferential thinking for "why events occurred" and "why characters reacted"

Questions?

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Developing Social-Emotional Skills & Self-Regulation in Students

Narrative Intervention for Long-Term Academic, Personal & Social Success!

Presented by: Carol Westby, PhD, CCC-SLP, BCS-CL  
Internationally-renowned language and literacy expert and Board Certified Specialist in Child Language

Specifically Designed For:

- Speech-Language Pathologists
- General & Special Education Teachers
- School-Based Mental Health Professionals

Strategies Align with ELA Standards!

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# Developing Social-Emotional Skills & Self-Regulation in Students

The ability to understand the structure of a story and to use this knowledge to share stories benefit students in more ways than one: these skills are critical for long-term academic, personal and social success.

Don't miss this chance to learn from **internationally-renowned language and literacy expert and Board Certified Specialist in Child Language, Carol Westby, PhD, CCC-SLP, BCS-CL** on how the ability to tell a detailed and coherent personal and fictional story is critical for:

- **Engaging in conversations**
- **Developing and maintaining relationships**
- **Developing a sense of self and self-determination**
- **Regulating one's behavior**
- **Making informed choices, goal setting, and logical problem solving**

You will learn how personal narratives allow students to understand their own behavior and that of others, thereby developing emotional regulation. You'll also learn how a student's sense of self and early narrative emerge through reminiscing about shared experiences.

Carol will teach you techniques and procedures that will support your students' social-emotional and self-regulation development while meeting the goals set out in the English Language Arts (ELA) Standards. You'll learn:

- The importance of storytelling to social-emotional development
- The story grammar elements that build organized story retelling
- Techniques to help children recognize mental states in characters, themselves, and others (Theory of Mind)
- How to help students understand a character's behavior to better predict the consequences of their own actions
- The relationship of identifying setting, plot, and character traits to social-emotional skills, self-regulation, self-identity, and problem solving
- Procedures to develop the language and vocabulary that express connections between emotions/mental states and actions/events
- How to use scaffolding to support the ability to infer
- Tools that will help you assess and document the development of your students' narrative structure, coherence, vocabulary, linguistic elements, and progress in meeting state ELA standards
- How to choose specific literature that will trigger reminiscing and reflecting

Elevate your support of students with a variety of language, literacy and behavioral disorders. **Register today!**

*"Dr. Westby is the CONSUMMATE teacher - KNOWLEDGEABLE & PASSIONATE about her topic. It was a pleasure and an honor to spend the day learning from an icon in our field!"*

**Speech-Language Pathologist**

## Speaker

**Carol Westby, PhD, CCC-SLP, BCS-CL**, is an internationally-renowned expert on play assessment and development, language-literacy relationships, current play theories, and the development of the four dimensions of play in young children (birth-5 years).

She is a fellow of the American Speech-Language-Hearing Association 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, and the ASHA Award for Contributions to Multicultural Affairs.

Dr. Westby began her career in New York where she developed her renowned Play Scale. She has written and implemented projects to support personnel preparation, clinical service, and research, including Project PLAY (Play and Language Attunement in Young Children), that trained caregivers to increase the development of play, theory of mind, and language. And she has consulted with the New Mexico Preschool for the Deaf, which employs a play-based curriculum.

Dr. Westby has been a visiting professor at Flinders University in South Australia where she worked on a language/literacy curriculum, and at Brigham Young University where she consulted on SEEL, a systematic and engaging emergent literacy program that employs playful practice.

Dr. Westby has published and presented nationally and internationally on play, language-literacy relationships, narrative/expository development and facilitation, theory of mind, 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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### 2,4,6,8 This Is How We Regulate: 75 Play Therapy Activities to Increase Mindfulness in Children

By Tracy Turner-Bumberry, LPC, RPT-S, CAS

Learning mindfulness strategies can be difficult for children and adolescents, let alone when kids have autism, anxiety, ADHD or other emotional regulation issues. That's why play therapist and counselor, Tracy Turner-Bumberry, LPC, RPT-S, CAS, has created 75 simple, playful and on-point interventions that combines mindfulness, expressive arts and play to help kids achieve greater self-regulation, focus more and stress less.



### Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges

By Mona M. Delahooke, PhD

In *Beyond Behaviors*, internationally known pediatric psychologist, Dr. Mona Delahooke describes behaviors as the tip of the iceberg, important signals that we should address by seeking to understand a child's individual differences in the context of relational safety. Featuring impactful worksheets and charts, this accessible book offers professionals, educators and parents tools and techniques to reduce behavioral challenges and promote psychological resilience and satisfying, secure relationships.

## Live Webcast Details and Live Webcast Continuing Education Credit Information

### Join us on December 13, 2019, for this live, interactive webcast!

Invite your entire office and, like a live seminar, "attend" the webcast at its scheduled time. It's easy and convenient! Webcasts provide everything you need for a premier educational experience including real-time video and audio of the speaker. See and hear the speaker, ask questions via email and have them answered during the webcast, and watch the slides all on your computer screen. Seminar materials are available for download. One CE Certificate is included. Certificates of Completion can be printed after completing and passing the on-line post-test evaluation. Additional certificates are available for \$49.99 USD per participant. Please see "live seminar schedule" for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch. For CE information for the live webcast, please visit: [www.pesirehab.com/webcast/75995](http://www.pesirehab.com/webcast/75995)

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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 [cepesi@pesirehab.com](mailto:cepesi@pesirehab.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 profession's standards.

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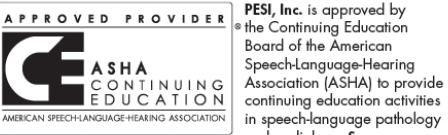
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**information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

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\*\* Please note that Speech-Language Pathologists must complete the post-test and evaluation within two weeks of attending the live event if they would like their participation submitted to the ASHA CE Registry. Detailed instructions will be provided the day of the program under the Handouts section of the online program. \*\* 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 Materials Section of the webcast.

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