# Outline

#### **Foundations of Cognitive-Play-**Literacy Relationship: Frameworks for **Assessment and Intervention**

- Dynamic systems theory: integrating nature and nurture theories
- The World Health Organization's International Classification of Functioning
- A performance competence framework for assessment and intervention

#### Social-Emotional/Cognitive Precursors to Play: Birth-17 months

- Neurotypical and atypical patterns of socialemotional development
- Environmental influences on socialemotional development and play Temperamental variations in children

Presymbolic play

#### **Development of Pretend Play** Dimensions (17 months – 5 years): **Relationship of Play Dimensions to** Language and Literacy

- Theory of Mind Dimension (understanding thoughts and feelings of self and others) Decontextualization Dimension (reduced
- use of props in play)
- Thematic Dimension (from familiar to novel pretend themes)
- Organization Dimension (sequencing and planning of play)

#### Interventions to Promote Playing to Learn

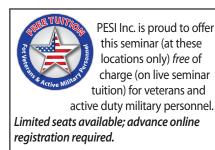
Setting goals for playful learning Promote literate-style language through play

- Develop phonological awareness skills through playful practices Promote thematic pretend play to develop
- foundations for language and literacy

"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

# Skills You Can Expect to Leave With:

- 1. Determine how play deficits cause intellectual, social, emotional and physical harm to children.
- 2. Articulate the development and interrelationships of cognition, play, language, social-emotional skills and literacy.
- 3. Assess a child's play development and language skills using the Westby Play Scale.
- 4. Recommend appropriate activities and strategies to develop young children's language/ social-emotional/play skills at each level.
- 5. Employ play to promote the cognitive, language, social-emotional and self-regulation skills that underlie children's effective social interactions and literacy comprehension.
- 6. Establish how play can facilitate self-regulation, empathy and the foundations for reading comprehension.



#### Live Seminar & Webcast Schedule (Times listed in Eastern)

- 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.

Target Audience: Speech-Language Pathologists • Speech-Language Pathology Assistants • Occupational Therapists Occupational Therapy Assistants • Reading Specialists • Head Start Staff • Early Childhood Special Education Staff Learning Disabilities Specialists • Preschool Teachers • Counselors • Social Workers Other Helping Professionals who Work with Children (Birth - 5 Years)



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# Play & Language

# THE ROOTS OF LITERACY



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# THE ROOTS OF LITERACY



#### Featuring

# Carol Westby, Ph.D., CCC-SLP,

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



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# Play & Language: The Roots of Literacy

#### Don't miss this opportunity to learn from Dr. Westby!

Join Dr. Westby as you learn about the vital relationship between the dimensions of play, social-emotional functioning, language and literacy. Learn firsthand, how to effectively use the Westby Play Scale—a tool that offers a way to evaluate **all** young children's (birth-5 years) symbolic play skills. Supported by 40 years of evidence-based research and organized by

developmental level, this tool will breakdown the milestones children should be achieving with their play and language. You will learn play practices and play strategies to improve language, cognitive and social-emotional skills, which are essential for literacy development and academic success, including:

- · Higher-level thinking, problem-solving and creativity
- Advancing language skills and text comprehension
- Awareness of temporal, cause-effect and social relationships
- Motivation, self-regulation and empathy
- Interpreting and responding appropriately to the needs, desires, and roles of others

These intervention activities will work for **all** young children, but special focus will be given to interventions for children with language learning disabilities, autism, socio-economic/ cultural variations and ESL. Observing children's play provides information about their knowledge, views of the world and mastered skills. REGISTER NOW!

### Speaker



CAROL WESTBY, Ph.D., CCC-SLP, 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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70 Play Activities for Better Thinking, Self-Regulation, Learning & Behavior

By Lynne Kenney, Psy.D. & Rebecca Comizio, MA, MA-Ed, NCSP



allow credit for breaks or lunch.

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Packed with worksheets, handouts, and guided scripts with step-by-step directions, this definitive resource will put you to the top of your play game. With over 70 activities designed to improve thinking, self-regulation, learning and behavior, your tool kit will be full and your creative brain will be inspired to craft your own meaningful exercises. Play now, Play later... with 70 Play Activities for better brain function and learning.

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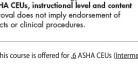
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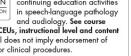
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\*\* Please note that Speech-Language Pathologists must complete the post-test and evaluation within two weeks of attending the live event if they would like their participation submitted to the ASHA CE Registry. Detailed instructions will be provided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

Social Workers: PESL Inc. #1062 is approved to offer social work continuing education by the Association of Social Work Boards (ASVB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. PESI, Inc. maintains responsibility for this course. ACE provider approval period: January 27, 2017 - January 27, 2020. Social Workers completin

this course receive 6.25 Clinical Practice continuing education credits. Course Level: ntermediate. Full attendance is required; no partial credits will be offered for partial attendance. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

Other Professions: This activity qualifies for 380 minutes of instructional content as required by many national, state and local licensing boards and professional organizations. Save your course outline and certificate of completion, and contact your wn board or organization for specific requirements







..... PLAY

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# "Without play, a child's ability to develop and

function effectively in the world is at best impaired and at worst as good as impossible" (Hubbuck, 2009).

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