

Outline

Frameworks for Understanding Play-Cognitive-Social-Literacy Relationships
What's happened to play?
A dynamic systems approach to learning through play
The World Health Organization's International Classification of Functioning
Nature and nurture foundations for play

Westby Play Scale
An Assessment Framework to Evaluate and Treat Children's:
Precursor skills and early language development
Development of pretend play and language development

Emergent Presymbolic Play (Birth - 17 months)
Attuned interactional play
Joint attention/referencing in play
Functional toy use and coordinated interactions in 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)

Objectives:

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.

Target Audience:
Speech-Language Pathologists • Speech-Language Pathology Assistants • Psychologists
School Psychologists • 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)

Develop Pretend Play Skills to Set the Foundations for Language and Literacy
Extend play themes, prop use and sequences within play
Advance higher-level thinking, problem-solving and creativity
Build interactions essential for social-emotional development
Develop theory of mind through demonstrating the perspectives of others in the play scenarios
Build literate-style language through play
Use play as the nexus into developing oral narrative skills
Phonological awareness skills through playful practices

"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

Live Webinar Schedule
(Times listed in Eastern)
8:00 Program begins
11:50-1:00 Lunch Break
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.

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Connecting Play and Language to Literacy and Social-Emotional Development
ASSESSMENT AND TREATMENT FOR YOUNG CHILDREN
Don't miss this chance to learn from an icon in the field!
LIVE Interactive Webinar
Thursday, May 20, 2021
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Join us online, for this live training!
Connecting Play and Language to Literacy and Social-Emotional Development
ASSESSMENT AND TREATMENT FOR YOUNG CHILDREN
Featuring **Carol Westby, CCC-SLP, PhD, BCS-CL, ASDCS**
Internationally-renowned expert on play assessment and development, language-literacy relationships, and the developer of the Westby Play Scale!
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Connecting Play and Language to Literacy and Social-Emotional Development

Play is the window into—and the foundation for— the development of language, text comprehension, cognition and social-emotional skills in children. It's essential to know children's developmental play level if we are to select appropriate play interventions. Yet there are few tools that allow the clinician or teacher to look at these skills in a holistic way.

The Westby Play Scale gives us just that—it's a unique assessment tool that allows us to evaluate these skills while children play!

Join Dr. Westby, internationally-renowned expert on play assessment and development and language-literacy relationships, and **learn to effectively use the Westby Play Scale to assess children's symbolic play skill level, language skills and how they use language.** Supported by 40 years of evidence-based research, the scales will help you set goals at the right developmental level for all the young children (birth-5) you work with.

Don't miss this chance to learn from Dr. Westby, an icon in the field who will teach you how to integrate the play practices and play strategies essential to promote:

- Higher-level thinking, problem-solving and creativity
- A range of language skills
- The foundations for developing text comprehension
- Awareness of temporal, cause-effect and social relationships
- Empathy, which is important for interpreting and responding appropriately to the needs, desires, and roles of others
- Interactions essential for social-emotional development
- Ability to self-regulate, organize and monitor their own behavior so they can become independent, self-motivated learners

Register today and learn an approach that targets skills at appropriate developmental levels for children, builds language simultaneously, is highly transferable and most of all, is fun!

Interventions 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.



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Meet Your Speaker



Carol Westby, CCC-SLP, PhD, BCS-CL, ASDCS, is an internationally renowned expert on play assessment and development in children. She is the developer of the renowned Westby Symbolic Play Scale, a research-based scale used to assess children's social and play skills. Dr. Westby has written and implemented projects to support personnel preparation, clinical service, and research, including Project PLAY (Play and Language Attunement in Young Children), that trains caregivers to increase the development of play, theory of mind, and language.

Dr. Westby is a fellow of the American-Speech-Language-Hearing Association (ASHA), is Board Certified in Child Language and Literacy Disorders, and has received the Distinguished Alumnus Award from Geneva College and the University of Iowa's Department of Speech Pathology and Audiology, the ASHA Award for Contributions to Multicultural Affairs, the Honors of ASHA, and the Kleffner Lifetime Clinical Career Award.

Dr. Westby has published and presented nationally and internationally on topics including play, autobiographical memory, theory of mind, language-literacy relationships, narrative/expository development and facilitation, adverse childhood experiences, screen time, trauma, metacognition/executive function, and assessment and intervention with culturally/linguistically diverse populations. 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. She is a consultant for Bilingual Multicultural Services in Albuquerque, NM and holds an affiliated appointment in Communication Disorders at Brigham Young University in Provo, UT.

Speaker Disclosure:

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.

CE CREDITS AVAILABLE FOR LIVE WEBINAR

This continuing education activity is designed to meet state board requirements for the following professionals: **Speech-Language Pathologists, Occupational Therapists, Teachers, Counselors, Social Workers.**

For specific credit approvals and details, visit pesirehab.com/webcast/84912

National CE Credit Approvals For Live Webinar

Credits listed are for full attendance at the live webcast only. The CE certificate can be downloaded/printed after completing the webcast and passing the online post-test evaluation (80% passing score). Please see schedule for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch.

This activity is pending approval from the National Association of Social Workers.



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.

This course is offered for 6 ASHA CEUs (Intermediate level, Professional area).

*** 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.*



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.



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Recommended Reading:

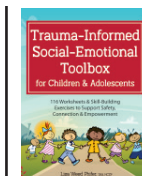


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Jennifer Cohen Harper, MA, E-RYT, RCTY

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