

NORTHBROOK, IL - OCT. 7-8, 2010

From Speech To Language To Literacy Interventions That Target Traditional Speech Goals And Also Build Strong Literacy Foundations

SEMINAR DESCRIPTION

Children can be dismissed from speech therapy with improved articulation skills and word intelligibility but still possess weak early literacy skills and/or poor oral & written language abilities. Without strong reading and writing foundations, these students will be at high risk for classroom failure. This treatment-focused seminar will introduce interventions that address traditional therapy goals *while at the same time* building stronger reading, writing and thought organization skills for children with developmental disabilities.

Participants will learn assessment strategies that can identify which students receiving speech & language interventions are also at-risk for reading failure, and how to analyze this assessment data to select appropriate speech & language interventions that will also target foundational literacy skills. Discussed will be how to embed language interventions into storybooks that increase vocabulary and build literacy skills.

Introduced will be the brain's four processors and how research on early literacy development suggests that targeting the orthographic processor first, rather than the phonological processor, may be a more effective approach to teaching letter-sound correlation and literacy skills. Participants will learn *orthographic instruction* (printed cues) and how these strategies can be highly successful for improving speech, establishing phonological awareness and boosting language and literacy skills, *all simultaneously*. Next will be a discussion on how the brain functions in expanding oral and written expression and how to utilize *multi-sensory instruction* to target students struggling with organizing and expanding their thoughts. Specific areas addressed will be writing from prior knowledge, vocabulary comprehension, defining & describing, similarities & differences, categorization, and more.

By the end of this seminar SLPs will feel empowered to move children from speech to language to literacy, and educators will learn resources that can become a curriculum for establishing literacy skills for children with developmental disabilities.



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SPEAKERS



C. Melanie Schuele, PhD, CCC-SLP, is an ASHA fellow and an assistant professor in the Department of Hearing and Speech Sciences at Vanderbilt University. Her research and clinical efforts focus on understanding and improving language and literacy skills of children with language impairments. Dr. Schuele currently has two grants that focus on developing expertise in literacy assessment and interventions for speech-language pathology masters and doctoral students. From 2001-2006 she collaborated with the West Virginia Department of Education in a statewide initiative to implement tiered phonological awareness instruction and intervention.



Sara L. Smith, MS, CCC-SLP, is the founder of the Expanding Expression™ Company and creator of the Expanding Expression Tool™ (EET). She began her career in the public school setting where she focused on developing and teaching language strategies to facilitate academic success. Her continued study of language processing and multi-sensory approaches to learning led to the Expanding Expression™ Program for improved oral and written language. As a presenter at the school district, state and national levels, Sara provides educators with insight into learning and demonstrates strategies to use with all children.



Keli Richmond, MS, CCC-SLP, works in the Texas school systems teaching in-services, providing therapy, and promoting literacy skills. Keli also presents on the topic of literacy development to SLPs and other educators around the United States at in-services, seminars and state and national conventions. She is author of the Literacy Speaks!® program.

Literacy Speaks!® introduces orthographic instruction (printed cues) in a comprehensive program that improves speech intelligibility and language skills while promoting a strong literacy foundation. Keli is a past recipient of the Indiana Speech-Language-Hearing Association's Professional Achievement Award.



Howard Goldstein, PhD, CCC-SLP, is known nationally for his work and research in the field of child language intervention. At The Ohio State University, Dr. Goldstein is Research Director of the Schoenbaum Family Center and a Professor in the Department of Human Development and Family Sciences. His research interests include early intervention and the development of instructional approaches for teaching generalized language and social skills to children with developmental disabilities and for enhancing vocabulary development in students in high poverty schools.



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Achieving goals with challenging students sometimes requires a new approach to therapy.

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Seminar Registration Form

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| <p>From Speech To Language To Literacy <input type="radio"/> Northbrook, IL • October 7-8, 2010 (#2009)</p> <p>Motivating Children With Autism To Speak <input type="radio"/> Indianapolis, IN • November 12, 2010 (#1984)</p> <p>SPACE IS LIMITED AND REGISTRATION MUST BE CONFIRMED ON A PREPAID BASIS BY CREDIT CARD OR CHECK. <small>(Make check payable to NSS.)</small></p> <p>Please Print</p> <p>Seminar Date _____ Amount _____</p> <p>Seminar Location _____ Credit Card # _____</p> <p>Name of Registrant _____ <small>(Visa, MC, Amerx, Discover)</small></p> <p>ASHA Account Number _____ Expiration Date _____ CV #* _____</p> <p>State License Number _____ <small>*CV# is the last 3 digits on the signature panel of Visa/MC/Discover • 4 digit # above card # on front of Amx</small></p> <p>Discipline required for CEU processing <input type="checkbox"/> SLP <input type="checkbox"/> Teacher <input type="checkbox"/> Other _____</p> <p>Work Facility Name & Address _____</p> <p>Card Holder's Name _____</p> <p>Card Holder's Signature _____</p> <p>Card Holder's Address _____</p> <p>Home Address _____</p> <p>Purchase Order # _____</p> <p>Check Issued From _____</p> <p>Phone # _____</p> <p>Please indicate numbers where you can be reached if necessary</p> <p>Phone: Work (____) _____</p> <p>Home (____) _____</p> <p>Fax (____) _____</p> <p>Email Address _____</p> <p><small>Printed in the USA</small></p> | <p>Mail Registration To: NSS, P.O. Box 1247, Gaylord, MI 49734 or Call: 888.337.3866 Fax: 888.696.9655 email: info@northernstpeech.com</p> |
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INDIANAPOLIS, IN • Nov. 12, 2010

NORTHBROOK, IL • Oct. 7-8, 2010

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Motivating Children With Autism To Speak

Incorporating ABA Principles To Build Functional Communication

Participants Will Learn To:

Think outside-the-box when planning treatment interventions for your most challenging clients

Use functional American Sign Language as a springboard to vocal communication

Reduce the prompt-dependency trap that plagues many children with autism

SPEAKER:

Tamara S. Kasper, MS, CCC-SLP, BCBA

"Engaging speaker, well organized, obviously passionate about the subject matter."



Participants Will Learn To:

Identify which students receiving speech & language interventions are also at-risk for reading failure

Improve speech, establish phonological awareness and boost language and literacy skills, all simultaneously, through orthographic instruction

SPEAKERS:

C. Melanie Schuele, PhD, CCC-SLP
Howard Goldstein, PhD, CCC-SLP
Keli Richmond, MS, CCC-SLP
Sara L. Smith, MS, CCC-SLP

Achieving goals with challenging students sometimes requires a new approach to therapy.

Indianapolis, IN • Nov. 12, 2010

Motivating Children With Autism To Speak Incorporating ABA Principles To Build Functional Communication

SEMINAR DESCRIPTION

Many children with autism and other developmental disabilities live with little or no verbal skills. The inability to communicate even basic requests creates a high level of frustration and can lead to many challenging behaviors, including self-stimulatory and self-injurious behavior. Traditional intervention approaches are often ineffective for this population.

Presented by a practicing Speech-Language Pathologist who has also become a Board Certified Behavior Analyst, this seminar draws from multiple treatment frameworks to gain insight into reasons that some children make minimal progress and provides specific methods for enhancing the effectiveness of your treatment approaches. The seminar shines a light on the challenges in working with children with autism and other developmental disabilities and provides outside-the-box teaching strategies to reduce problem behavior, to promote functional communication, and to increase early vocal skills in this population. Building on current treatment methods from the field of Speech-Language Pathology as viewed through the eyes of a Behavior Analyst, this seminar provides real world examples of practical and easily implemented interventions that can be applied across contexts. Emphasis will be placed on the use of Skinner's behavioral classification of language, which refocuses and refines the teaching of functional communication. Methods for effective transfer of skills from imitative to spontaneous requesting will be presented. Procedures to systematically shape functional verbal and/or manual communication will be addressed, including utilization of the **K & K Sign to Talk** teaching tools and Kaufman's system of a hierarchy of vocalizations (word shells). Focused on practical strategies, dozens of video clips illustrating treatment methods are integrated throughout the day. Past participants have described this dynamic seminar as "inspirational" and "empowering."



Tamara will teach you how to reinforce and shape appropriate verbal utterances, how to use sign language to encourage verbal language and explain when to fade cues to maximize your client's verbal skills.



"This is one of the Best Conferences I have been to; you can transfer these techniques to many disorders, not just autism."

"I can hardly wait to try some of these techniques with my kids whom I've always found so difficult to work with..."

SPEAKER



Tamara S. Kasper, M.S., CCC-SLP, BCBA, is a Speech-Language Pathologist with 20 years experience working with children with challenging behaviors. Tamara's commitment to the children she serves led her to pursue treatment methods outside the field of Speech-Language Pathology. Under the mentorship of renowned Behavior Analyst Dr. Vincent Carbone and his protégé, Tamara became a Board Certified Behavior Analyst. She has also completed advanced training in application of Skinner's analysis of verbal behavior, Greenspan's DIR approach, and Kaufman's strategies for apraxia of speech.

Tamara is a frequently invited international lecturer, having treated clients and trained professionals in England, Ireland, Greece, Australia and other countries. She enthusiastically shares her unique approaches and her outside-the-box intervention techniques that are successful in building functional verbal behavior for children on the autism spectrum.

Tamara is also Director of *The Center for Autism Treatment* near Milwaukee, Wisconsin, a center which provides personalized ABA intervention plans for children as well as consulting services and workshops to autism treatment teams in the United States and abroad. Tamara's publications include the *K&K Sign to Talk* materials and *Speak with Sign*. She was the 2008 recipient of the Wisconsin Speech and Hearing Association's Clinical Achievement Award. For more information on Tamara Kasper and her treatment center visit www.centerautismtreatment.org.

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Bring a group and **SAVE** with our group tuition rates!

Motivating Children with Autism To Speak

LOCATION

Indianapolis, IN
Friday, November 12, 2010

Seminar Location:
Hilton Indianapolis North
8181 N. Shadeland Ave.
Indianapolis, IN 46250
Phone: 317-849-6668

Onsite parking is FREE.



SEMINAR OBJECTIVES

At seminar conclusion, participants will be able to:

- List two skills required for the development of verbal language.
- List three motivators that can increase the use of verbal language.
- Explain the rationale of using reinforcement in the teaching of verbal skills.
- Describe the process of using phonemic approximations in the teaching of verbal language.
- Explain the rationale of using manual communication in conjunction with teaching verbal language.



ACCREDITATION



INTENDED AUDIENCE: Speech-Language Pathologists, Occupational Therapists, Behavior Analysts and other Special Education Professionals who treat children with autism or other developmental disabilities. Parents of children with autism or other developmental disabilities are also invited to attend, though the seminar retains a clinical focus.
LEVEL: Intermediate.

This program is offered for .6 CEUs (Intermediate level; Professional area).

AOTA: Approved Provider of Continuing Education by the American Occupational Therapy Association, Inc. #4095.
BEHAVIOR ANALYSTS: Presenter is an ACE Provider through the BACB. Seminar is offered for 7.5 hours.

Space is limited. Register today at www.northernstpeech.com.

SEMINAR OUTLINE

"Great videos - I learned a lot from them."

- 7:30-7:50 Check In and Onsite Registration (Coffee and Tea)
- 7:55-8:00 General Seminar Information
- 8:00-9:30 Impacting Verbal Language Through Application of "Verbal Behavior": Rationale and Strategies
- 9:30-9:45 Break
- 9:45-10:30 Strategies To Reduce Problem Behavior and Promote Verbal Language
- 10:30-11:15 Building Motivators To Encourage Communication

11:15-12:15 Lunch (on your own)

12:15-1:45 Applying Kaufman's Word Shell Approach To Shape Speech Production Skills in Children with Autism

1:45-2:00 Break

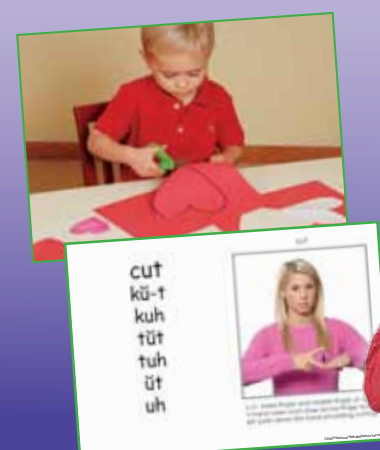
2:00-3:30 Utilizing Sign Language and Vocal Language Training (K & K Sign to Talk): Evidence-Based Practice To Support Methodology

3:30-3:45 Final Questions

3:45 Adjourn and Sign Out



"These fun-filled actions tease new words from my toughest clients! Amazing responses!"



Tamara S. Kasper, MS, CCC-SLP, BCBA



REGISTRATION INFORMATION

4 WAYS TO REGISTER:

- Online: www.northernstpeech.com
- Phone: 888-337-3866
- Mail: NSS, P.O. Box 1247, Gaylord, MI 49734
- Fax: 888-696-9655

REGISTER EARLY – SPACE IS LIMITED

LATE FEE: Add \$20 if registering less than two weeks prior to seminar.

CANCELLATIONS: Tuition will be refunded less a \$25 processing fee, if written notification is received by NSS up to two weeks prior to the seminar. Two weeks to 72 hours prior to seminar date 50% refund; 72 hours or less no refund. NSS reserves the right to cancel the event 7 days prior to the seminar date.

REGISTRATION FEE:

- INDIVIDUAL: \$189.00
- GROUP OF 2+: \$179.00 each*
- GROUP OF 5+: \$129.00 each*

*Groups must register together.

For ordering information on all products go to www.northernstpeech.com.

From Speech To Language To Literacy

Interventions That Target Traditional Speech Goals And Also Build Strong Literacy Foundations



"You've made such a huge impact on so many children...thank you for your creativity and sharing of your idea!"

–Speech-Language Pathologist

LOCATION

NORTHBROOK, IL
October 7-8, 2010

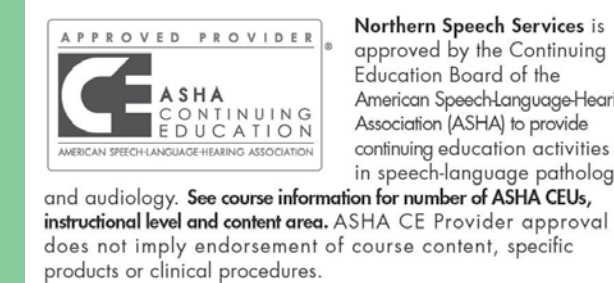
Seminar Location:
Hilton Chicago-Northbrook
2855 N. Milwaukee Ave
Northbrook, IL 60062
Phone: 847-480-7500

Onsite parking is free. Please make hotel reservations at least 40 days prior and request the Northern Speech rate of \$119.

"This program is highly successful for children that are making little or no progress with traditional therapy. I observed dramatic improvements in my students with Final Consonant Deletion. Literacy Speaks!® not only remediates difficult error patterns, it creates phonemic awareness!"

– Early Childhood Speech-Language Pathologist

ACCREDITATION



This program is offered for 1.2 CEUs (Intermediate level; Professional area).

INTENDED AUDIENCE: Speech-Language Pathologists and Educators who want to establish foundational literacy skills for children with developmental disabilities.
LEVEL: Intermediate.



SEMINAR OUTLINE

Day One

- 7:30-7:50 Check In and Onsite Registration (Coffee and Tea)
- 7:55-8:00 General Seminar Information
- 8:00-9:30 Determining Which Children with Speech & Language Deficits Are at High Risk for Reading Failure (Schuele)
- 9:30-9:45 Break
- 9:45-11:15 Planning Speech & Language Treatments That Also Contribute to the Development of Literacy Skills (Schuele)
- 11:15-12:30 Lunch on Own
- 12:30-2:00 Embedding Language Interventions into Storybooks To Increase Vocabulary and Build Literacy Skills (Goldstein)
- 2:00-2:15 Break
- 2:15-3:45 Additional Storybook Interventions To Increase Vocabulary (Goldstein)
- 3:45 Adjourn and Sign Out

Day Two

- 7:30-7:55 Sign In (Coffee and Tea)
- 7:55-8:00 General Seminar Information
- 8:00-9:30 The Brain's Processors and How They Relate to Successful Speech and Literacy Instruction (Richmond)
- 9:30-9:45 Break
- 9:45-11:15 Using Orthographic Instruction To Improve Phonological Awareness and To Correct Articulation Errors While Building a Strong Literacy Foundation (Richmond)
- 11:15-12:15 Lunch on Own
- 12:15-1:45 Rationale for Using Multi-Sensory Instruction To Expand Oral & Written Language Skills (Smith)
- 1:45-2:00 Break
- 2:00-3:30 Expanding Expression Protocol Explained and Demonstrated (Smith)
- 3:30 Adjourn and Sign Out

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REGISTRATION FEE:

- INDIVIDUAL: \$269.00
- GROUP OF 2+: \$259.00 each
- GROUP OF 5+: \$239.00 each

*Groups MUST register together



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