


SPEECH & LANGUAGE *Relevant*

Professional Learning Opportunities – Summer and Fall 2011

Please see <https://www.oakland.k12.mi.us/EventManagement/tabid/637/Default.aspx> for full descriptions and registration information. *SB-CEUs pending for all courses. Oakland Schools courses related to speech, language, communication or literacy may be counted as Certification Maintenance Hours (CMHs) for ASHA.*

Title:	Effective Instruction for Elementary Readers - EIFER (4 Day Event)
Dates:	6/21/11, 6/22/11, 6/28/11, and 6/29/11
Audience:	Elementary educators teaching readers at the K-2 levels (general educators, special educators, speech-language pathologists, paraprofessionals)
Description:	For SLPs who support early readers' literacy skills along with their oral language skills, this workshop will highlight the 5 big ideas crucial to early reading instruction, guiding principles of Core instruction in each big idea, and ideas for adapting instruction to meet the needs of struggling readers within the Core. SLPs will walk away from this training with ideas about how to link their knowledge of the components of language (phonology, morphology, syntax, semantics, & pragmatics/ discourse) with the big ideas of reading and instruction so that collaboration with teachers about struggling readers is more meaningful and effective. SLPs will also be introduced to a problem-solving process that can be used to offer ideas on adapting classroom lessons for struggling readers.

Title:	ASD Summer Institute , Featured Topic: Communication (2 Day Event) Presented by Susan Stokes, MA,CCC-S	
Dates:	8/23/11 and 8/24/11	
Audience:	Speech Language Pathologists, Special Education Teachers, Social Workers, Psychologists, General Education Teachers, Parents and Para-educators working with students with ASD	
Description:	This session will challenge participants to consider the difficult or unusual behaviors exhibited by a person with ASD in relation to an expressive communication difference. All expressive communication abilities will be addressed, from students who are pre / non-verbal to students who are extremely verbal, yet lack the social communication skills to be successful communicators. Core communication functions (essential life skills for communication) will be reviewed, as well as where to start and where to go with AAC systems for people with ASD who are pre-verbal. Numerous examples of practical instructional strategies to teach various expressive communication skills to students with ASD will be shared.	

Title:	Literacy Academy for Students with Cognitive Impairments (6 Day Event)
Dates:	July 31- 4:00 - 6:00 PM August 1 - August 5, 2011- 8:30 AM - 4:30 PM
Audience:	General education teachers, special education teachers, speech language pathologists, occupational therapists, resource room teachers and parents working with students with cognitive impairments
Description:	Participants will engage in an intensive week focused on literacy instruction and assessment, classroom problem solving, and use of assistive technologies to support the literacy learning of children with complex communication needs and/or cognitive impairments. Instructional methods will include lecture demonstration, simulation, examination of written classroom performance samples and case studies. NOTE: team registration is encouraged.

Title:	DIBELS Next Essential Training: Administer, Score and Interpret (2 Day Event)
Dates:	August 22 & 23, 2011, August 30-31, 2011, or September 12-13, 2011
Audience:	Special Educators including: teacher consultants, resource teachers, school psychologists, speech and language pathologists, and General Educators participating in RTI or 3 - Tier Literacy initiatives
Description:	For participants who have never been trained in DIBELS, this two day training will provide essential knowledge and skills required to use the latest revision of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measures, now referred to as DIBELS NEXT.

Title:	DIBELS Next Transition Training: Administering, Scoring and Interpreting (1 Day Event)
Dates:	August 24, 2011, September 1, 2011, or September 14, 2011
Audience:	Special Educators including: teacher consultants, resource teachers, school psychologists, speech and language pathologists, and General Educators participating in RTI or 3 - Tier Literacy initiatives
Description:	For participants who have been trained in DIBELS, this one day training will update current users of DIBELS in the use of the latest revision of the DIBELS measures, now referred to as DIBELS NEXT. The training highlights the numerous changes and improvements incorporated into DIBELS Next.

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Title: **Read Naturally - Reading Fluency Intervention for At- Risk and Disabled Readers (1 Day Event)**
Dates: August 29, 2011 or December 6, 2011
Audience: Special educators and general education reading interventionist
Description: This training is for teachers and reading interventionist who are working with students with reading fluency problems.

Title: **REWARDS: Decoding and Fluency Intervention (1 Day Event)**
Dates: September 8, 2011 or December 13, 2011
Audience: General and special educators, teacher consultants, Title I teachers, psychologists and speech - language pathologists
Description: REWARDS is a specialized reading intervention designed to teach intermediate and secondary students a flexible strategy for decoding longer, multisyllabic words and to increase their oral and silent reading fluency.

Title: **From Narrative Language Assessment to Functional Classroom-Based Intervention (1 Day Event)**
Dates: Presented by Ron Gillam, PhD
September 16, 2011
Audience: Speech-language pathologists, special educators and classroom teachers
Description: This conference will focus on ways to integrate classroom-based tools, standardized assessments of narrative language and informal assessments to 1) determine the eligibility for services, 2) set classroom-relevant IEP goals, and 3) plan language intervention that leads to improvements in communication and literacy development.



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Title: **Visually Displaying Data- Excel Help is Here (1/2 Day Event)**
Dates: October 4, 2011, December 13, 2011, March 20, 2012 or May 8, 2012 8:30 – 11:30 AM

Audience: School personnel responsible for collecting behavioral and academic data, including teachers, social workers, psychologists, PBIS Team members, speech-language pathologists, and school and district administrators

Description: This learning opportunity is designed for participants who have collected individual student data and need assistance in creating visual displays for interpretative and communicative purposes. We will assist participants with baseline data, goal setting and progress monitoring. Participants are expected to come with their own raw data for hands-on work in the computer lab. A pre-needs assessment will be sent to participants prior to each session so that the experience is tailored to individual need. Technical assistance and consultation will be available in class to answer questions and assist participants as they work through their data.

Title: **Using Curriculum-Based Measurement for Goal Setting and Progress Monitoring (1 Day Event)**
Dates: October 28, 2011 or February 16, 2012

Audience: Special Educators (including teacher consultants, resource room teachers, school psychologists, speech and language pathologists) and general educators participating in building-wide tiered literacy approaches.

Description: For SLPs who are using curriculum-based language assessment procedures, this session will explore the concepts of setting appropriate instructional goals and progress monitoring student response. Participants will learn about four purposes of assessment and how to use progress monitoring for planning and monitoring interventions in the areas of reading, writing, and oral language.

Title: **Centralized Educational Evaluation Team (CET) (1 Day Event)**
Based on the START CET Module
Dates: November 14, 2011

Audience: Multidisciplinary team members who participate in evaluations for students suspected of ASD

Description: The Centralized Educational Evaluation Team (CET) is a process for determining educational eligibility for students with Autism Spectrum Disorder (ASD). The presentation highlights essential identifying characteristics of Autism Spectrum Disorder (ASD) and how they relate to the Michigan Department of Education, Office of Special Education and Early Intervention Services (OSE-EIS) eligibility criteria. The evaluation steps that align with the OSE-EIS process for determining educational eligibility and distinguish ASD evaluations from those of other disabilities is clarified. Additionally, the importance of the multi-disciplinary team process in the educational evaluation for students with ASD is addressed.

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Title: **SLP Series: Linking Speaking to Reading for SLPs- Phonological Processing, Phonological Awareness, Articulation, and Comprehension (1 Day Event)**
Presented by Stephanie Cork, certified Multisensory Structure Language trainer and RLAC Tutor

Dates: December 2, 2011

Audience: Oakland County school-based speech-language pathologists

Description: This course will introduce school SLPs to some of the key components of a multisensory literacy approach designed to improve the language processing skills of children with language-based learning disabilities. SLPs will learn a variety of instructional strategies based on the Orton-Gillingham approach to improve students' sound perception, phonological awareness, reading fluency, and overall reading comprehension skills. These strategies can be used during speech & language intervention for students with articulation and/ or language impairments. Specifically, the 3-Part Drill, Vowel Intensive, and Reciprocal Reading strategies (questioning, clarifying, predicting, and summarizing) will be presented. These are explicit instructional strategies that engage multiple learning pathways to enhance comprehension, retention, and application of skills for speaking, spelling and reading.

Title: **Asperger's Syndrome (2 Day Event)**
Presented by Maureen Ziegler and Stephanie Dyer

Dates: January 4-5, 2012

Audience: General and special educators, teacher consultants, Title I teachers, psychologists and speech - language pathologists

Description: Asperger's Syndrome (AS) explores characteristics of students with AS and effective practices identified in the literature to support students in their school environment. Relevant theories are covered, including social attribution theory and theory of mind, which are critical to supporting the social, emotional and behavioral development of students with AS. The Path A / Path B strategy is used to teach participants how attributions impact decision-making and responses to the behaviors of students with AS.

Title: **SLP Series: Making Curriculum-Based Practices Work for School-Based SLPs (1 Day Event)**
Presented by Nancy Garon, M.A., CCC-SLP and Diane Katakowski, M.A., CCC-SLP

Dates: March 2, 2012

Audience: Oakland County school-based speech-language pathologists

Description: This workshop will begin with a review of curriculum-based practices that have been presented to SLPs at Oakland Schools over the past two years and lead to a facilitated work session for Oakland County SLPs who want to begin or refine their implementation of curriculum-based practices. SLPs should attend with at least 1 other SLP from their district so they can problem-solve and generate ideas together. Facilitated activities and conversations will lead to work products that are shared with the whole group at the end of the day.

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Coming Soon: Augmentative/Alternative Communication Professional Learning Community (AAC- PLC)

This will be an opportunity to go deeper into the field of AAC. Activities may include discussions on current best practices, article/book studies, professional sharing, and opportunities to learn and grow together. Dates and times will be determined by interest. If you would like to participate in the AAC-PLC or have any other questions concerning trainings, please contact: **Dawn Jones** - Consultant, Assistive Technology at Dawn.Jones@oakland.k12.mi.us or 248.209.2428

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