

The Department of Speech-Language-Hearing Sciences at Lehman College of the City University of New York is proud to announce a short course entitled:

Written Language: Assessment, Treatment, and Alignment with the Common Core

Presented by Anthony D. Koutsoftas, PhD, CCC-SLP



CUNY Lehman College 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 0.55 ASHA CEUs (Intermediate level, Professional area)

Time: 8:30 AM – 4:15 PM
Friday, March 27, 2015

Place: Lovinger Theatre
Lehman College - Speech & Theatre Building
250 Bedford Park Boulevard West
Bronx, NY 10468-1589

Course Description

This workshop is for any professional who wants to gain knowledge and skill for targeting writing as part of their interventions, namely, speech-language pathologists, special educators, general educators, and others who have basic knowledge of language will benefit from this workshop. This full day workshop will provide participants an overview and foundational knowledge of writing, considerations for assessment, alignment with the common core curriculum standards, and ideas for interventions that target writing. The ability to write is an ever-growing challenge for children across the country and at the same time the demands for writing in school and in the workplace are increasing. Providing support and instruction in writing is complex and this workshop will break down the writing process to the most basic skills for improving writing. Participants will learn about the complex process that is writing and how it is related to language abilities. This workshop will be presented in four units that build upon one other, integrate information from current research and practice, and use real-world case studies to apply information.

The first unit provides foundational knowledge about writing, the writing process, and the written product. This unit will set the stage for an evidence-based approach to writing interventions that are relevant for children with and without language learning difficulties. The second unit provides instruction and experience on the assessment of writing in children with and without language based learning disabilities. Using language transcription approaches similar to those for spoken language assessments, participants will learn how to streamline the analysis of writing samples and obtain the most robust indicators of writing performance. These measures can be used to monitor progress and design treatment plans.

The third unit provides instruction on the tenets of the Common Core Curriculum Standards and how to integrate intervention goals, writing and the standards. Language intervention has historically focused on spoken modalities of listening and speaking; however, children in schools must demonstrate proficiency in the modalities of reading and writing. This unit will set the stage for an integrated approach to language intervention that includes four modalities and aligns with the Common Core Curriculum Standards. The fourth unit provides ideas for interventions that specifically target writing and also integrate oral and written language using a case study approach. Participants will have an opportunity to use real writing samples to design interventions.

SCHEDULE – Detailed

8:30-9:00 REGISTRATION

9:00 - 10:30

Overview of writing; theoretical foundations; writing process verse written product; literature review of writing deficits in children with language impairments.

10:30 – 10:45 BREAK

10:45 - 12:15

Assessment of writing samples in children with and without language learning difficulties using language transcription approaches.

12:15 - 1:15 LUNCH

1:15 - 2:15

An integrated model of language that includes spoken and written modalities and how these align with the Common Core Curriculum Standards.

2:15 - 2:30 BREAK

2:30 – 4:00

Interventions, goals, progress monitoring, and written language using a case-study approach.

4:00-4:15

Wrap up and questions.

As a result of participating in the seminar, participants will be able to:

1. Describe two theories of writing and consider developmental differences between primary, intermediate, middle, and secondary school students and how this aligns with the Common Core Curriculum Standards.
2. Apply language transcription techniques to writing samples and identify strengths and weaknesses in children's writing.
3. Explain and apply an integrated model of language to intervention that includes four language modalities of listening, speaking, reading, and writing.
4. Identify areas of weakness in the writing of children with language-learning disabilities and how to assess and intervention to target these deficits.
5. Write treatment goals that integrate writing abilities and align with the Common Core Curriculum Standards.

PRESENTER BIOGRAPHIES:

Anthony D. Koutsoftas is an Assistant Professor in the Department of Speech Language Pathology in the School of Health and Medical Sciences at Seton Hall University, South Orange, NJ. He received his Bachelor's degree from New York University, Master's degree from Teachers College, Columbia University, and PhD from Arizona State University. Anthony teaches undergraduate, graduate, and doctoral courses related to language development and language and literacy disorders in school age populations; as well as research methods courses. Anthony's research interests include the development of reading, oral language, and writing abilities in typically developing children and children at risk for academic failure including children with Language Learning Disabilities. Anthony has presented his work at conferences nationwide including: The Annual Convention of the American Speech Language Hearing Association, Symposium on Research in Child Language Disorders, Society for Research in Child Development, and the Society for Scientific Studies in Reading. For more information and detailed biography see www.thespeechguy.com

DISCLOSURE STATEMENTS:

Financial: Anthony D. Koutsoftas will be receiving an honorarium for this workshop. He receives a salary from Seton Hall University, South Orange, NJ and from his work in private practice.

Nonfinancial: Anthony D. Koutsoftas has published in peer-reviewed journals and other non-peer reviewed journals, none of which he has been paid for. He is a member of the American Speech Language Hearing Association, Society for Scientific Studies in Reading, and International Reading Association.

Regular registration: Attendance including CEUs: \$120.00

Group Rate (6 or more participants) for CEUs: \$110.00/person

**** Special Student Rate- \$60.00- must mail copy of current student ID with proof of registration for current Semester.**

Lehman Alumni: \$90.00

For early bird registration prior to March 10, 2015 \$110.00

Name _____ Employment Affiliation _____

Address _____

Home Phone _____ Business Phone _____

E-mail _____

Checks should be made payable to:

Mail to:

Lehman Speech CE
Speech and Hearing Center- Room 130
Lehman College, CUNY
250 Bedford Park Boulevard West
Bronx, NY 10468-1589
718-960-8020 (Mary Boylan-CEU Administrator)

Refund of the registration fee requires notice of cancellation prior to March 15, 2015

For Lehman College: <http://www.lehman.edu/academics/arts-humanities/speech-language-hearing-sciences/index.php>

DIRECT ALL QUESTIONS TO: speech.center@lehman.cuny.edu