Narrative Intervention: Going Beyond Language and Literacy

Types of narratives and their roles and functions
Fictional
Personal/autobiographical
Life stories
Common Core curriculum and social skills
Cultural variations in personal and fictional narratives

TARGET AUDIENCE:
Speech-Language Pathologists · Speech-Language Pathology Assistants · Special Education Teachers · Special Education Directors

Outline

NARRATIVE INTERVENTION STRATEGIES: INTEGRATING FICTIONAL AND PERSONAL STORIES
Strategies to Develop Autobiographical Memory and Personal Narratives
Reminiscing that promotes autobiographical memory
Using children's books to trigger reminiscing
Elements and influences of settings on stories
Identify and build narrative plots
Developing landscape of consciousness (Theory of Mind)
Making connections between emotions/mental states and actions
Developing vocabulary and syntax to express connections between mental/emotional states and behaviors/events
Support-making narrative inferences
Question-answer relationships – from literal to inferential
Levels of language abstraction – from contextualized to decontextualized language
Facilitate personal narrative skills to promote problem-solving and self-regulation

Strategies to Develop Life Stories
Role of characterization in life stories
Rubrics to evaluate types of coherence in life stories
Narrative microstructures and macrostructures
Vocabulary for thoughts and feelings (Theory of Mind) and complex syntax
Structure, content/plot/theme and coherence

Strategies to Develop Autobiographical and Personal Stories
Strategies: Integrating Fictional and Personal Narratives

Live Seminar Schedule
7:30 Registration/Morning Coffee & Tea
8:00 Program begins
11:50-1:00 Lunch (on your own)
8:00 Program ends
5:00 Event concludes

Anaheim, CA
Thursday January 26, 2017
Pasadena, CA
Friday January 27, 2017
Anaheim, CA
Thursday January 26, 2017
Pasadena, CA
Friday January 27, 2017

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If you contact us before the event date, you can exchange for a DVD or CD/digital manual package on the subject (self-study continuing education credit may be available), a certificate to attend another seminar, or receive a tuition refund less a $30 cancel fee. Substitutions are permitted at any time.

Hassle-Free Cancellation Policy: If you contact us before the event date, you can exchange for a DVD or CD/digital manual package on the subject (self-study continuing education credit may be available), a certificate to attend another seminar, or receive a tuition refund less a $30 cancel fee. Substitutions are permitted at any time.

How was this seminar idea? A manuscript to publish? The nation's top speakers and authors contact us first. If you are interested in becoming a speaker or have a new topic idea, please contact Cyndi Postlewaite at cpostlewaite@pesi.com or call (715) 855-5253.

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pesirehab.com
The Key to Autism: An Evidence-based Workbook for Assessing and Treating Children & Adolescents

By Cara Marker Daily, PhD

The Key to Autism is an invaluable and comprehensive resource for any professional assessing and treating children and adolescents. Filled with dozens of case studies, exercises, and tools to help you understand the brain with autism, this book includes the latest in cognitive assessment, and "how-to" sections for applied behavior analysis (ABA), this workbook is the key to understanding the minds and children with autism.

Hands-on Activities for Children with Autism & Sensory Disorders

By Teresa Garland, MOT, OTR/L

Following a step-by-step recipe format, Teresa Garland, MOT, OTR/L provides nearly 200 activities and interventions to help children with their sensory needs. This highly detailed, illustrated and accessible guide is a rich resource for any therapist, teacher or parent.

Focus on Narrative Intervention for Building Social-Emotional Skills and Self-Regulation in Children and Adolescents

Beyond Language and Literacy

Carol Westby, Ph.D., CCC-SLP

Speaker

Carol Westby, Ph.D., CCC-SLP, is a consultant for Bilingual Multicultural Services, Inc (BMSI) in Albuquerque, NM and holds an affiliate position in Communication Disorders at Brigham Young University in Provo, UT. She has developed a clinical decision tree for assessing fictional narrative development.

At BMSI, Dr. Westby is working with staff to document the developmental stages of autobiographical narratives in preschool and elementary school children and promote the emergence and development of life stories in adolescents as a way to promote self-regulation and self-determination. She has published and presented nationally and internationally on narrative and expository development and facilitation, theory of mind, narrative organizational function, language-literacy relationships, and issues in assessment and intervention with culturally linguistically diverse populations.

Dr. Westby is a fellow of the American Speech-Language Hearing Association (ASHA) 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, the ASHA Award for Contributions to Multicultural Affairs and the ASHA Award for Contributions to Narrative Development.

Speaker Disclosures: Financial Carol Westby is a consultant for Bilingual Multicultural Services. Dr. Westby receives a speaking honorarium from the organization to determine specific filing requirements. Non-financial Carol Westby is the developer of the Westby Play Scale.

Objectives

1. Describe the development of autobiographical/personal stories, fictional stories and life story narratives.

2. Explain the role of autobiographical/personal stories, fictional stories and life story narratives in academic and social success.

3. Illustrate the ways cultural influences structure and condition of autobiographical and fictional narratives.

4. Select and use appropriate tools to assess fictional and autobiographical/life story personal narratives, considering cultural influences.

5. Use children and adolescents' literature to promote development of personal narratives and life stories.

6. Develop students' ability to make inferences by relating emotions and mental states to events.

7. Facilitate students' recognition and production of characterization, plot and theme in fictional narratives, fictional narratives and life stories in social interactions, self-regulation and academic growth.

8. Promote the emergence and development of life stories in adolescents as a way to develop self-regulation.

9. Develop a clinical decision tree for assessing fictional narrative development.

10. Walk away with narrative interventions that will take you beyond the language and literacy work you do with children and adolescents to effectively develop their social-emotional, self-regulation and academic growth!