

CSLOT's 11th Annual Autumn Inservice

Center for Speech, Language, Occupational Therapy, and Applied Behavior Analysis

Friday, November 5, 2021 | 8:00 am – 5:15 pm

Agenda

TIME	SESSION/ACTIVITY	SPEAKER
8:00-8:30	Welcome and introduction	Brendan O'Connor Webster
8:30-10:00	SESSION Family-Centered, Open-Ended Play and Early Language: Coaching Caregivers in Heuristic Play	Jennifer Adams Oppenheimer, MA, CCC-SLP
10:00-10:15	Break	
10:15-12:15	SESSION Creating Joy: Contacting Values in the Service of Being Social	Timothy Weil, Ph.D., BCBA-D
12:15-1:00	Lunch	
1:00-3:00	SESSION Social Thinking: Teaching the Thinking Behind the Doing	Ryan Hendrix, MS, CCC-SLP
3:00-3:30	Group movement break	
3:30-5:00	SESSION Increasing the Efficacy of Articulation Therapy using Principles of Complexity Theory	Brendan O'Connor Webster, MA, CCC-SLP, BCS-CL
5:00-5:15	Closing message	Sarah Peters



Family-Centered, Open-Ended Play and Early Language: Coaching Caregivers in Heuristic Play

Play is the work of children and the foundation for development. Open-ended, heuristic play not only supports development, including language development, it is truly family-centered and culturally responsive as all play materials used are common household items uniquely found in that child's natural environment. Additionally, and most critically, open-ended, heuristic play is readily accessible to all families, regardless of socio-economic status. In this session we define heuristic, open-ended play and describe its role in development, summarize how to use heuristic play in therapy and, most importantly, illustrate how to coach caregivers in creating and encouraging heuristic play in their everyday, already established routines with common household materials. With an increase of digital media entertainment, virtual classes, and teletherapy, understanding principles of and coaching caregivers in setting up environments of play, especially tangible, exploratory play with open-ended everyday household materials, is more critical now than ever.

LEARNER OUTCOMES

As a result of this presentation:

1. Participants will be able to define heuristic play and describe the benefits of heuristic play in child development.
2. Participants will be able to summarize how to use heuristic play in family-centered, culturally responsive therapy.
3. Participants will be able to illustrate principles of caregiver coaching in encouraging and supporting heuristic play in already established family routines.

Jennifer Adams Oppenheimer, M.A., CCC-SLP, CEO and Founder of SpeakJoy Center for Development, has over 20 years of experience in both public school and private practice settings working with infants, toddlers, children, and adolescents and their families. Jennifer received her master's degree in Communicative Disorders from California State University, Long Beach and her bachelor's degree in Speech, Language, and Audiology from Brigham Young University in Provo, Utah. Professional interests include early invention, parent coaching, the therapeutic use of technology, and international professional issues. Jennifer is a past presenter at ASHA, CSHA, and AAPPSPA.

Disclosure: Financial—Jennifer Adams Oppenheimer will receive an honorarium for her presentation. Non-financial—no relevant non-financial relationship exists.



Creating Joy: Contacting Values in the Service of Being Social

When programming for individuals with intellectual and/or developmental disabilities, social behavior is said to be of paramount importance. This view is held-by and required-by neurotypicals when developing client programming even though many of us in society suffer from social anxieties, if not simply a lack of desire (read: its not reinforcing to us) to engage in interpersonal interactions with those who are pretty much strangers to us. Further, we do this without considering the individual's values; instead, we may say that "We must train social behavior!—it is important because (insert authoritative reason here!)!"

The view presented in this talk is one where 1) activities/context and 2) creation of language around the value of being social should be approached first. This will permit construction of social behavior programming that aligns more so to the individual's needs and desires. This only becomes possible when we contact an individual's personal values as they relate their Self to Others in the context of socialization. Exposure to activities/contexts help to promote contact with direct contingency streams that hold the potential for access to myriad positive reinforcers, while Values work may produce the motivation to contact the same. When values are constructed in meaningful ways with the client, these "rules" may function as motivative augmentals in that they identify values consistent actions that, in-and-of themselves are positive reinforcers.

LEARNER OUTCOMES

As a result of this presentation:

1. Participants will be able to identify components of the Acceptance and Commitment Therapy (ACT) approach for psychological flexibility.
2. Participants will be able to describe how the various components interact in language that results in framing experience.
3. Participants will be able to explain how relational language aids in creating motivative functions without requirement of association.
4. Participants will be able to describe the interplay of metaphors and various centering/perspective taking exercises to create values statements that may serve as guides for social interactions.

Dr. Timothy Weil, BCBA-D, has been involved in the practice of behavior analysis since 1993. Dr. Weil attended graduate school at the University of Nevada, Reno, focusing his training on all things pediatric and acquired expertise in working with children of varying diagnoses, as well as pediatric presenting problems and academic learning difficulties. Upon graduating with his Ph.D. in behavioral psychology, Dr. Weil taught in graduate behavior analysis programs at both the Florida State University and University of South Florida. Additionally, he ran the early childhood autism program at FSU and served as program coordinator for both graduate programs. His teaching extended from practical applications to conceptual basis of behavior analysis. Dr. Weil has presented hundreds of presentations at state, national, and international conferences. He has been an invited speaker on various topics and conducts workshops on language via derived stimulus relations and acceptance and commitment training. Additionally, Dr. Weil has published book chapters and research articles in a variety of journals. He currently serves on the editorial board for the Analysis of Verbal Behavior and is a reviewer for several other journals.

Disclosure: Financial—Timothy Weil will receive an honorarium for his presentation. Non-financial—no relevant non-financial relationship exists.



Social Thinking: Teaching the Thinking Behind the Doing

In this presentation we'll explore how what we see and hear, or someone's social response, is only the tip of the iceberg. We'll go beneath the surface to think about how we process and respond to the social world around us and how we can use this framework to organize our thinking as interventionists. This framework will support how we group students together to support their social competencies and how it can help us to problem solve for students to work and learn together in a group. Concepts, strategies, and activities to support engagement will also be explored.

LEARNER OUTCOMES

As a result of this presentation:

1. Participants will be able to explain the difference between teaching social skills and social thinking.
2. Participants will be able to describe key components for grouping students.
3. Participants will be able to define one strategy to support student engagement.

Ryan Hendrix, MS, CCC-SLP, a social cognitive therapist in the San Francisco Bay Area, trained and works directly with Michelle Garcia Winner and Dr. Pamela Crooke. Ryan supports students and families across the lifespan with social learning differences in individual and group sessions. She consults with school teams and speaks internationally on Social Thinking as a member of the Social Thinking Speaking and Training Collaborative. Ryan is also a coauthor of the *We Thinkers* curriculum, published by Social Thinking.

Disclosure: Financial—Ryan Hendrix will receive an honorarium for her presentation. Non-financial—no relevant non-financial relationship exists.



Increasing the Efficacy of Articulation Therapy using Principles of Complexity Theory

Choosing targets for articulation therapy is often a challenge for SLP's working with children who have multiple articulation errors. Collecting and transcribing the speech sample, exacting but straightforward, is the first step, but analysis of the transcribed data in order to develop a therapy plan can be confusing: what are the general patterns revealed by the analysis, what category/class of speech sounds are involved, which are missing, where to begin? Traditional methods of articulation therapy view these questions through a developmental lens which leads the clinician to present speech targets based on age/stage of speech development rather than on how the speech sounds are intricately related by place and manner of articulation (Van Riper, 1978).

Speech is a complex, non-linear system with many moving parts. Complexity Theory shows us how to simplify our analysis and target complex speech sounds for correction. This causes a cascading effect to other, related, untreated sounds, which decreases the overall duration of the child's time in therapy.

Using clients' speech samples, the methodology will be demonstrated during the session, and working in groups, participants will develop a treatment plan based on Complexity Theory.

LEARNER OUTCOMES

As a result of this presentation:

1. Participants will be able to discuss the rationale for using complexity treatment.
2. Participants will be able to select appropriate candidates for complexity treatment.
3. Participants will be able to demonstrate how to perform a speech analysis based in the Complexity Model.
4. Participants will be able to choose appropriate targets for treatment.

Brendan O'Connor Webster, M.A., CCC, BCS-CL, founded the Center for Speech, Language and Occupational Therapy (CSLOT) in 1982. Now known as the Center for Speech, Language, Occupational Therapy and Applied Behavior Analysis, Ms. Webster has achieved her dream of creating a multi-disciplinary clinic with a diverse staff. A hybrid telepractice, CSLOT's staff includes professional clinicians from all over the United States. Ms. Webster is recognized by the American Speech and Hearing Association (ASHA) as a Board-Certified Specialist in Child Language and received the California Speech and Hearing Association's Distinguished Achievement award for District 4 in 2014. She has presented numerous papers at ASHA, CSHA, and AAPPSPA in topics of early intervention and private practice and is a past member of the Board of Directors for the American Academy of Private Practice in Speech Pathology and Audiology.

Disclosures: Financial--As CEO, Brendan Webster receives a salary from CSLOT. Non-financial—no relevant non-financial relationship exists.



A THANK YOU MESSAGE FROM BRENDAN

Thank you to today's presenters, Jennifer Adams Oppenheimer, Dr. Timothy Weil, and Ryan Hendrix. I also want to thank all the behind-the-scenes people who helped put this clinical program together, Sarah Peters, Camille Summers, Angela Bahre, Elsa Guerrero, and Rebecca Jamili.

But I REALLY want to thank the clinical staff, for whom this program was developed -- our amazing team of home-based behavior technicians, program supervisors, BCBAs, speech pathologists, occupational therapists, and the administrative staff that keeps CSLOT working.

Above all, I want to thank you for being open and resilient in the face of many changes, and for taking this opportunity to broaden your professional horizons.



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