

Promoting Language Comprehension and Production Through Narratives: Applications for Children with Language Disorders or ASD.

Thursday May 11, 2017
1-Day Comprehensive Course

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Uris Auditorium
Weill Cornell Medical College
1300 York Avenue, at 69th Street
New York, New York 10021

Registration Fee: \$150.00
Registration includes course materials, breakfast, lunch, and coffee break.

Cancellation/Refund Policy

An administrative fee of \$50 will be retained on all cancellations. All requests for refunds must be in writing and received by May 1, 2017. After this date, no refunds are possible.

For More Information Contact:

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Registration/Disclosure Information
<http://cornellent.org/rsvp.html>

Target Audience

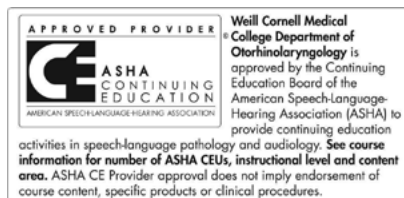
Speech Language Pathologists, Educators

The purpose of this workshop is to describe the cognitive and linguistic constructs and the practical evidence supporting a narrative language instruction program for children with language disorders or ASD.

Learning Objectives:

- Participants will describe how cognitive models relate to language intervention protocols
- Participants will explain how the development of causal and temporal knowledge relates to literal and inferential comprehension
- Participants will describe aspects language intervention that support better comprehension of discourse.
- Participants will describe ways to improve the complexity and quality of children's narratives
- Participants will summarize the evidence supporting narrative language instruction with various populations of diverse learners

Accreditation and Credit Designation Statements



This course is offered for **0.7 ASHA CEUs**
(Intermediate level, Professional area).

Disclosures:

Ron and Sandi Gillam are the authors of the Supporting Knowledge for Literacy and Language (SKILL) program and receive royalties from its sale. Ron Gillam is the author of the Test of Narrative Language and receives royalties from its sale. SKILL was supported by an IES grant to develop a narrative intervention program #R324A100063

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Presented by Weill Cornell Medicine's
Department of Otolaryngology – Head and
Neck Surgery, Center for Speech and Hearing

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 **Weill Cornell Medicine**
Otolaryngology

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Course Director

Dr. Joseph Montano is an Associate Professor of Audiology in Clinical Otolaryngology and Director of Hearing and Speech at Weill Cornell Medical College, New York Presbyterian Hospital. He received his Ed.D. in Audiology from Teacher's College Columbia University, his MA degree from New York University, and is certified in Audiology (CCC-A) through the American Speech Language Hearing Association (ASHA). He currently serves as the Vice President of Standard and Ethics in Audiology for ASHA and has been a Past-President of the Academy of Rehabilitative Audiology and the New York State Speech Language and Hearing Association. He currently serves on the Advisory Boards of the Hearing Rehabilitation Foundation (HRF) and Hearing Education and Awareness for Rockers (HEAR).

Presenters

Ronald Gillam, PhD holds the Raymond and Eloise Lillywhite Endowed Chair in Speech-Language Pathology at Utah State University. His research, which has been funded by the National Institutes of Health and the U.S. Department of Education, primarily concerns information processing, language assessment, and language intervention with school-age children. Dr. Gillam has received numerous teaching and research awards including Honors of the ASHA, the Editor's Award for Journal of Speech, Language, and Hearing Research (twice) and the Robins Award for the outstanding researcher at Utah State University.

Sandra Laing Gillamm, PhD is a Professor in the Department of Communicative Disorders and Deaf Education at Utah State University and the current Vice President for Speech Language Pathology Practice for the American Speech Language and Hearing Association (ASHA). She has received numerous awards including being named ASHA Fellow, Outstanding Alumnus, Undergraduate Research Mentor of the Year, and Outstanding Researcher of the Year. Her research interests include language and literacy impairments, diverse populations and comprehension. Her research has been funded by the Institute of Education Sciences.



Program

8:00 – 8:15

Introduction

8:15 – 8:45

What is narrative and why is it important?

8:45 – 10:15

Translating Cognitive and Linguistic Models into Narrative Language Intervention Procedures Research Support for Narrative Intervention

10:15 – 10:30

Break

10:30 – 11:30

Phase 1: Teaching Story Structure (SGEs + causal framework)

11:30 – 12:30

Phase 2: Stabilization of Story Structure and Explicit instruction on multiple linguistic targets (elaborated noun phrases, adverbs, mental verbs, linguistic verbs, subordinated and coordinated clauses, causal language)

12:30 – 1:30

Lunch (on your own)

1:30 – 2:30

Phase 3: Metacognitive instruction (internalizing story structure and linguistic targets)

2:30 – 3:30

Measuring Progress in Narrative Intervention

3:30 – 3:45

Break

3:45 – 5:15

Examining the Evidence for Narrative instruction in diverse populations

5:00 – 5:15

Review, Questions and Discussion



Weill Cornell Medicine
Otolaryngology