

Session #1

What is RTI Really and Why Should SLPs be Involved in It?

Overview:

The education world is abuzz with RTI (Responsiveness to Intervention). However, the many iterations of this approach can leave SLPs in schools baffled as to its real intent. Is RTI a golden opportunity or one more thing for SLPs to do? Participants in this session will explore what RTI is and what it is not. They will learn the opportunities this approach presents to SLPs to redefine their roles in the schools, as well as the pitfalls to avoid.

Learning Outcomes:

Participants will:

- Explain typical features of RTI models.
- Identify new and expanded roles for SLPs within RTI Models.
- Explore pitfalls to avoid in design and implementation of RTI approaches.
- Discuss RTI implementation issues.
- Develop an action plan for RTI.

Agenda:

- 8:45am- Advance Organizer
- 8:50am- Getting on the same page with RTI
- 9:20am- New Roles & Responsibilities for SLPs
- 9:50am- SLP Unique Contributions
- 10:20am- Break
- 10:35am- RTI Tiers – Opportunities & Cautions
- 11:05am- Implementation Opportunities & Challenges
- 11:35am- Post organizer – lessons learned

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Session #2

Beyond Wh Questions: SLPs Working with Higher Level Text Comprehension

Overview:

One of the most critical challenges faced by students with language impairment (LI), especially as they get older, is reading comprehension. However, students with LI are not the only ones struggling in this area. SLPs often wonder how to address higher level text comprehension needs while retaining their identity as “clinical” service providers. Further, they wonder how to dovetail their work with that of teachers who have the primary responsibility to teach reading. This workshop will address the unique contributions of SLPs to reading comprehension for students with LI, as well as other struggling students. Specific techniques to teach language underpinnings of vocabulary and main idea will be discussed.

Learner outcomes:

Participants will:

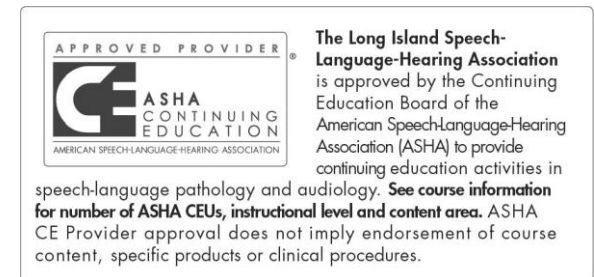
- Identify the critical elements of text comprehension.
- Differentiate knowledge, skills and strategies.
- Analyze the unique contributions of SLPs to reading comprehension.
- Discuss the language and related cognitive underpinnings of text comprehension.
- Discuss therapy techniques for addressing vocabulary and main idea.
- Plan follow-up actions based on lessons learned at this conference.

The new ASHA CEU form requires that you provide your ASHA Account Number.

Agenda:

- 1:00pm- Advance Organizer
- 1:05pm- Components of Proficient Reading and Text Comprehension
- 1:25pm- Differentiating Knowledge, Skills and Strategies
- 1:35pm- Break
- 1:50pm- Unique Contributions of SLPs
- 2:20pm- Language and Related Cognitive Underpinnings Foundational to Reading Comprehension
- 2:50pm- Techniques for Addressing Vocabulary
- 3:20pm- Techniques for Addressing Main Idea
- 3:50pm- Application of Lessons Learned

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This course is offered for .6 ASHA CEUs (**Intermediate** level, **Professional** area).

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Please check one:

- LISHA Member- \$100.00
 - LISHA Student Member- \$100.00
 - New LISHA member*- \$150.00
 - New LISHA Student Member*- 125.00
- (* includes 2010 LISHA dues)

Check payable to LISHA

Return registration with payment to:
LISHA, P.O. Box 133
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Info@lisha.org for further information and registration confirmation.

Registration is First Come, First Served!

No onsite registration!

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Presenter:

BARBARA J. EHREN, ED.D is currently the Director of the Doctoral Program in Communication Sciences and Disorders at the University of Central Florida, a collaborative program focusing on language and literacy. Prior to this position she was a researcher with the University of Kansas Center for Research on Learning (KUCRL) where her emphasis was on adolescent literacy. Before joining KUCRL she completed eleven years of service to the School District of Palm Beach County, Florida, where she last served as Manager of Professional Development. She also served as the Manager of Exceptional Student Education, Program Planner for Inclusive Education and Program Planner for Speech-Language Impaired. Prior to that she was a professor of learning disabilities and communication disorders for fifteen years at Florida Atlantic University. She has been a speech-language pathologist, as well as a classroom teacher in the schools. She is a Fellow of the American Speech-Language-Hearing Association (ASHA) and has served on several key ASHA committees, including the Ad Hoc Committee on Reading and Writing. Currently, she is the chair of the Ad Hoc Committee on the Roles and Responsibilities of the School-Based SLP.

Dr. Ehren was awarded the Clinical Career Achievement Award by the Florida Language, Speech and Hearing Association. She was a consultant to the National Institutes of Health (NIH) in their formulation of the national research agenda in adolescent literacy and was an editor of the Guilford series on Challenges in Language and Literacy. She currently serves on the RTI Action Network Advisory Board, the International Reading Association RTI Commission and on several journal editorial boards. She has a special interest in assisting school districts to build capacity at the school level for more effective literacy programs for diverse learners Her current research activities revolve around strategic reading with adolescents. A recent publication is *Response to Intervention: An Action Guide for School Leaders*.



Long Island Speech-Language-Hearing Association

Proudly Presents:

Workshops on a Cruise:



Session 1: *What is RTI Really and Why Should SLPs be Involved in It?*

Session 2: *Beyond Wh Questions: SLPs Working with Higher Level Text Comprehension*

Presenter:

Barbara J. Ehren, Ed.D., CCC-SLP

August 5 – 9, 2010

Session 1: August 6, 2010 AM

Session 2: August 8, 2010 PM

.6 CEUs offered

Location:

**Carnival Glory, NYC
Departure**