



Where Everyone Has a Voice

400 Hunnewell Street Needham, MA 02494 | phone 781-400-2605 | fax 781-400-2687 | [office@elycenter.com](mailto:office@elycenter.com) | [www.elycenter.com](http://www.elycenter.com)

## SOCIAL-COGNITIVE PRESENTATION MENU

### Bios

**Pamela Ely, M.S. CCC-SLP**, is a speech and language pathologist and founder of the Ely Center, LLC in Needham, Massachusetts who together with Elsa Abele, M.S. CCC-SLP conceptualized the idea of a center for social communication development that meets the varied needs of her clients. Pamela has over 20 years of experience in the public schools as well as within more clinical settings. She was employed by the Newton Public School System, Newton, Massachusetts, for 10 years, and she is an instructor in the Autism Spectrum Certificate Program at Our Lady of The Elms College in Chicopee, MA. She consults to public and private schools in Massachusetts and New Hampshire on topics including language processing for students with Asperger's Syndrome, high functioning autism, social-cognitive disorders (anxiety, PDD-NOS, etc.), and general social skill development, and she facilitates her private practice, The Ely Center, LLC. Pamela is a graduate of Boston University, Sargent College of Communication Disorders where she studied with Else Abele. She is a member of the American Speech Language and Hearing Association (ASHA) where she holds her clinical certification, and The Massachusetts Speech Language Hearing Association (MSHA). She is also a member of the Asperger's Association of New England (AANE) and serves as a Program Committee Member. Pamela holds a BA in Economics, from Smith College in Northampton, MA. In her free time, Pamela enjoys fitness activities, horseback riding, travel, and family time.

**Sean Sweeney, M.S., M.Ed., CCC-SLP** is a speech-language pathologist and technology consultant working in the private practice and school settings through The Ely Center in Needham, MA. Sean spent over a decade in the public school setting working in the roles of SLP and instructional technology specialist. His blog, SpeechTechie, was inspired by the combination of those complementary vocations and a desire to empower those in his field to employ technology in their work. Sean currently consults to and presents for local and national organizations on technology integration in speech and language interventions. He is a frequent presenter at ASHA Convention and has participated as a speaker at the regional Social Thinking® Providers' Conferences. Sean is a regular columnist for *The ASHA Leader*.

Sean is also the Program Coordinator for The Ely Center, LLC and has worked for the practice since the winter of 2003. He received master's degrees in Speech-Language Pathology from Boston University and in Curriculum and Instructional Technology from Framingham State College.

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Below are descriptions of some of the presentations offered through The Ely Center, LLC. Presentations and Seminars may be tailored to the needs of the participants.

## 1. General Overview

**XXX Public Schools**  
**Practical Strategies for Helping Individuals with Social-Cognitive Issues**  
**Succeed: A Language Processing Perspective**

Pamela Ely, M.S. CCC-SLP

Date of Presentation:

Subject:

The impact of language processing deficits on navigating the academic and social world around us

Type of Activity:

Lecture/presentation

W/Round Table discussion and Hands-on component

Instructional level:

Intermediate

Description:

Seminar focused on the impact of social-cognitive deficits on individuals with AS, NLD, anxiety disorder, PDD-NOS and no diagnosis. The program included a hands-on practice of treatment strategies/techniques to improve self management of the social world around us. Language processing, executive functioning, and sensory issues were discussed.

Learning Outcomes:

Participants will:

- Develop a deeper understanding of the needs of individuals with social-cognitive deficits.
- Acquire knowledge of treatment techniques and strategies to improve social abilities within all settings
- Practice practical application of treatment techniques and strategies to improve social learning outcome for all individuals

## 2. "What's the Buzz"

Content to include a brief glance at those factors which affect our MS/HS students (sensory needs, executive function skills, language processing abilities) and detailed description of the "latest" buzz phrases to helping kids w/social-cognitive deficits find success at school.

**Buzz Phrases:**

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Talk Time  
Mind Filing  
Be a Social Spy

Expected vs. Unexpected behavior  
Hidden Curriculum (w/DVD showing of a few clips)  
Whole Body Listening

**Plus,**

Specific training in how to utilize these concepts to enhance social and academic success; filling up the student's tool box, if you will, to empower each individual to reach his/her potential.

### **3. Making a Smooth Transition (year to year/school to school)**

#### **XXX Public Schools**

**Practical Strategies for Helping Students Transition successfully (academically and socially) Year to Year/School to School: A Language Processing Perspective**  
**Pamela Ely, M.S. CCC-SLP**

Subject:

The impact of utilizing a set of tools for transitioning students year to year and school to school via enhanced understanding of language processing deficits on academic and social learning

Type of Activity:

Lecture/presentation  
W/Hands-on component

Instructional level:

Intermediate

Description:

Seminar focused on:

1. the impact of social-cognitive deficits on student learning
2. transition options/processes to ensure positive outcomes year to year and school to school
3. Hands-on tutorial and practice to build on strategies/techniques for improved academic and social performance in the classroom.
4. building a deeper understanding of language processing, executive functioning, and sensory issues

Agenda-

Day 1 (9am -3pm) (PowerPoint Presentation LCD projector w/wires required)

9:00-9:30 Registration

9:30-11:00 The Impact of Social-Cognitive Deficits and Language Processing Issues on School Aged Children

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- 11:00-11:15 Break
- 11:15-12:30 Treatment Strategies and Techniques for Improved Academic and Social Success – Hands on component (games, posters, activities)
- 12:30-1:30 Lunch
- 1:30-1:45 5 things handout
- 1:45-2:45 About Transition Notebooks (formal 3 ring binders, guides, papers, computer/cyber file options)
- 2:45-3:00 Wrap up: Questions/Answers/Planning for Day 2

Day 2 (9am-12pm) - (computer access or personal laptops required)

This is a hands-on day. Each group participant will receive a emailed copy of the power point document (Transition Notebook template) complete with guided notes for each page. Groups will work together and utilize the template to create a transition tool for each student they feel needs a higher level of assistance with the transition process.

Target Audience:

Classroom teachers, teams of teachers, special educators, including: speech/language pathologists, occupational therapists, physical therapists, adjustment counselors, and psychologists, as well as paraprofessionals working w/school aged children

I will not be selling/promoting anything

Learning Outcomes:

Participants will:

- Develop a deeper understanding of the needs of individuals with social-cognitive deficits.
- Acquire knowledge of treatment techniques and strategies to improve academic and social abilities within the school environment
- Develop transition tools to facilitate student transition year to year and school to school
- Practice practical application of treatment techniques and strategies to improve learning outcome for all students

#### 4. Disclosure

**XXX Public Schools  
Disclosure and the Student w/Social Cognitive Deficits  
Pamela Ely, M. S. CCC-SLP**

This presentation will focus on the issues of disclosure faced by parents and educators of students with social cognitive deficits; Asperger's Syndrome, Nonverbal Learning Disability, PDD-NOS, Anxiety Disorder, High Functioning Autism, Tourette's Syndrome, etc. Key topics will include:

Wh questions: when, why, and how to disclose  
Building affinity groups/Making social connections  
Transition planning  
Educational placement/Curriculum planning

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The format for this presentation will be a round table discussion that will begin with a brief PowerPoint presentation about the issues of disclosure for this special population, followed by an interactive question/answer session. A reference list will also be provided

**5. Direct Concept Training Module (6 week staff training program which targets all learners within the academic classroom setting)**

**XXX Public Schools  
Social/Language Processing  
Training Concepts  
Pamela Ely, M.S. CCC-SLP**

**Objective:** To support school personnel by offering written/visual training concepts and tools to enhance social language processing skills familiar to the student as he/she navigates the school environment.

**Goal:** The primary goal of introducing these concepts is to create or enhance a student's academic program. This information is designed to provide a knowledge base among classroom teachers, special educators, and support staff that may be carried over from classroom to classroom and from year to year. The concepts are a means of working collaboratively in the classroom to design and provide visual structures for learning (including presenting new material and reinforcing previously learned skills) that may suit more student learning styles and thus have a greater impact on each individual's classroom performance.

**Supplement:** There is a Whole Class Training Program which utilizes a series of activities to further help students intuit these concepts in the classroom. It is designed to be a series of interactive skill building sessions in familiar topics. The program has been used in many elementary and middle school classrooms in communities throughout the Boston area with great success.

\*this program is typically connected with the Make and Take listed as #6

**6. Make and Take**

This is an interactive, hands-on Make and Take of many strategies and techniques presented during the overview seminar. The experience is designed to facilitate understanding and use of materials shown and defined within the general talk and to promote the carryover and use of such visuals within the academic setting. Participant leave this 3 hour experience with an arsenal of visual materials to enhance the classroom learning experience for all students while directly speaking to the learning style and needs of those students on the autism spectrum and beyond.

Practical Application of strategies/techniques is discussed while the materials are being produced.

This selection requires a large work space, a laminator, several copy machines, and several reams of colored paper.

\* materials list to be provided

## **7. Principles of Social Cognition and Communication (2/3/6 hour versions)**

This course will explore practical applications of interventions for students with social communication challenges in the elementary through high school and young adult years. Sessions will define issues within the presenting profile of individuals with a range of social cognitive challenges. It will also lay a foundation of treatment tools and techniques to effect substantial growth for these individuals in the multi-faceted areas impacted by social cognitive inefficiencies including: how to discern conversational hierarchies, develop listening skills, decipher and utilize body language, and scaffold narratives so that listeners have enough context to follow along. Participants will learn to teach and infuse these social communication skills in the school, clinic, and community.

### **Learning Outcomes**

- Describe the impacts of language and sensory processing as well as executive functioning on a range of social cognitive profiles.
- Apply methodologies and teaching techniques for targeting social cognition and skills across the developmental span.
- Create lesson plans and generalization strategies for core social functioning areas such as situational awareness, listening skills, interpreting nonverbal language, learning and working in a group, narrative language and conversational skills.

## **8. Early Learning and Social Cognitive Principles (3/6 hour versions)**

This presentation focuses on social and language development within the early childhood classroom. Participants will understand the sequence of typical language acquisition and development and will be able to describe the development of play and executive functioning skills for early learners. Treatment tools and models for instruction will be discussed, including those targeting narrative language, social cognition, play, problem solving, and self-regulation.

### **Learning Outcomes**

- Describe the developmental sequences of play, narrative language and executive functioning.
- Identify key learning contexts and themes within the early learning classroom for targeting of social development.
- Apply best-practice methodologies for social cognition, narrative language, and executive functioning.

## **9. Applying Technology to Support Social Skills Instruction (3 hour option)**

This workshop will demonstrate a variety of visual and interactive applications that can be used with students with difficulties in social cognition and skills, particularly with a lens on addressing these issues in the educational environment. Participants will leave with examples of apps and technology resources dedicated to building skills in social language use, as well as tips on evaluating apps. This session will also explore apps that can be repurposed for contexts aligning with methodologies such as Story Grammar Marker®, Incredible Five Point Scale and others, within the use of techniques such as

creating social stories, visual supports and video models. Participants will have guided practice time within the session, as well as opportunities for sharing and collaborating with colleagues.

#### Learning Outcomes

- Describe and evaluate a variety of dedicated tools applicable to students at various age levels to support social interaction in the school, community and home settings.
- Align technology tools with specific approaches supporting social functioning, such as Story Grammar Marker® and The Incredible 5-Point Scale.
- Use technology resources to create visual supports for social functioning.

### **10. Pairing Picture Books and Apps to Contextually Address Language Objectives** (3 hour option)

Using children's literature in speech-language and literacy intervention is an established practice that we can combine with the recent integration of iPad apps in the educational sphere. This presentation describes the contextual overlappings between books and apps for various ages, and models the alignment of these "old" and "new" visual tools with language objectives. Participants will leave the session with a range of exemplars of books containing structures and contexts useful for speech and language therapy activities targeting language, literacy, social and executive functioning, a model for evaluating useful apps, and resources and strategies for pairing books and apps. The workshop will extend activities toward use with older students and more complex texts such as chapter books or textbooks, demonstrating apps that align with language and literacy techniques such as visualizing and text structure mapping.

#### Learning Outcomes

- Identify language structures and contexts within picture book text and illustrations.
- Evaluate apps for key features indicating applicability in language interventions.
- Describe session plans pairing books and apps based on overlapping contexts.

### **11. Applying Technology to Support Executive Functioning** (3 hour option)

This workshop will demonstrate a variety of visual applications that can be used with students with difficulties in executive functioning, particularly with a lens on addressing these issues in the educational environment. Webtools and apps for iPad will be covered, including those for self-regulation, planning, and time management. The session will also model uses of Google Apps and other tools helpful for older students struggling to access the curriculum and manage their workload. Participants will have guided practice time throughout the day, as well as opportunities for sharing and collaborating with colleagues.

#### Learning Outcomes

- Apply applications towards assisting students and parents with executive functioning: planning, organization, behavioral regulation and time management.
- Describe a range of assistive technology tools useful for older students in managing the productivity demands of the curriculum.
- Utilize approaches such as Universal Design for Learning and the SETT Framework by Joy Zabala in consulting with educators for student success.

**Presentation Rates:**

- \$250/hour On Site Fee
- \$500 Power Point Fee
- \$75/hour Drive time