

SOCIAL-COGNITIVE PRESENTATION MENU

1. Bio

Presenter:

Pamela Ely Martins, MS CCC-SLP, is a speech and language pathologist and founder of the Ely Center, LLC in Newton, Massachusetts who together with Elsa Abele, MS CCC-SLP conceptualized the idea of a center for social communication development that meets the varied needs of her clients. Pamela has over 10 years 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 Antioch New England Graduate School, Keene, NH. 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. She lives in Newton, MA with her husband, Harry and their 2 children, Maximilian, 16 and Olivia, 13. In her free time, Pamela enjoys fitness activities, horseback riding, travel, and family time.

2. General Overview

Public Schools

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

Pamela Ely Martins, CCC-SLP

Date of Presentation: September 1, 2006

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

3. "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:

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.

4. Making a Smooth Transition (year to year/school to school)

Public Schools
Practical Strategies for Helping Students Transition successfully
(academically and socially) Year to Year/School to School: A Language
Processing Perspective
Pamela Ely Martins, CCC-SLP
Dates of Presentation: May 26-27, 2006

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

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 any products or services.

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

5. Disclosure

**Public Schools
Disclosure and the Student w/Social Cognitive Deficits
May 30,2006
Pamela Ely Martins, M. S. CCC-SLP
Thomas Sheehan, M.Ed./School Counseling**

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

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.

6. 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 Martins, M.S.CCC-SLP 11/06

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 #7**

7. 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