



CYNTHIA K. HOEHL INSTITUTE FOR EXCELLENCE
presents

ASSESSMENT SYMPOSIUM SERIES

for School Psychologists and Other Professionals

NASP APPROVED



JANUARY 30, 2015 **ASSESSING SOCIAL COGNITION**
Julie Erdelyi, M.A.

MARCH 27, 2015 **EVALUATING LISTENING COMPREHENSION
AND READING COMPREHENSION**
Melissa Farrell, Ph.D.

MAY 8, 2015 **IDENTIFYING LEARNING DISABILITIES IN
ENGLISH LANGUAGE LEARNERS**
Deborah Howard; TOD, ESL, Curriculum and Supervision

MAIN STREET LANDING
60 LAKE STREET | BURLINGTON, VERMONT

9:00 A.M. - 3:30 P.M.

Attend series for \$300

~ or ~

\$125 each

With support from the



For more information or to download a registration form
WWW.STERNCENTER.ORG

802-878-2332



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JANUARY 30, 2015 WORKSHOP 1



Assessing Social Cognition

This six hour course will provide an introduction to social cognition, including social cognitive theory and areas of social cognitive functioning. Discussion of formal and informal assessment measures including theory of mind tasks, false belief tasks, language assessments, and perspective taking tasks will provide a framework for assessing areas of social cognitive functioning and informing interventions for students.

ABOUT THE PRESENTER

Julie Erdelyi is Program Manager of Communication Services at the Stern Center for Language and Learning. She has extensive experience as a Special Educator and Autism Specialist designing and implementing academic instruction, proactive behavior intervention plans, and social thinking instruction for elementary school students who have Autism Spectrum Disorders. Julie received her Bachelor's degree in elementary education from the University of Vermont and a Master's degree in special education - developmental disabilities from the University of St. Thomas in Minneapolis, Minnesota. She has presented at local and national conferences and recently was published in the Autism Asperger's Digest Magazine.

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MARCH 27, 2015 WORKSHOP 2



Evaluating Listening and Reading Comprehension

Reading comprehension is not easy to assess, and low scores on measures of reading comprehension reveal little about the component skills that make reading comprehension possible. While it is widely agreed that decoding and word recognition are paramount for skilled reading, the understanding of written language also presumes a foundation of receptive language skill.

This workshop will focus on the whys and wherefores of testing listening comprehension (LC) as part of a comprehensive reading evaluation.

Participants will learn about definitional challenges associated with listening comprehension. They will learn about the different ways in which LC can be assessed, and how data from such tests can be used to reveal more about the reading mind. In the end, participants will learn how LC test results can be used to develop more effective recommendations for reading comprehension instruction.

ABOUT THE PRESENTER

Melissa Farrall is the author of *Reading Assessment: Linking Language, Literacy, and Cognition*, and the co-author of *All About Tests & Assessments* published by *Wrightslaw*. Melissa Farrall presently works as educational consultant for St. Joseph Hospital in Nashua, NH. She teaches the structure of language at Simmons College in Boston, MA. Dr. Farrall received her doctorate from Brown University in 1981 in the area of Slavic Linguistics. She received her Master's Degree from Rivier College in Learning Disabilities in 1994, and her certification as a Specialist in the Assessment of Intellectual Functioning in 1999. Dr. Farrall worked as a learning disability specialist in the public schools for several years. She has worked with the International Dyslexia Association at both the national and branch levels. Dr. Farrall lives in Milford, New Hampshire with her husband, her dog, and her cat.

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MAY 8, 2015 WORKSHOP 3



Language Learning Differences & Disabilities in English Language Learners

“How can we use language based assessments with a child who is not fluent in the language? How do we know if a child is or is not “fluent” in a new language? What does it mean to be ELL? Can a child be both ELL and have a learning disability? How can we appropriately and accurately diagnose that child? What resources are available?”

Participants will gain a clear understanding of ELLs and the language/learning challenges they present; federal and state regulations related to ELL ; how to assess for eligibility and how to support language difference in the classroom relative to Common Core State Standards. This will be a combination of presentation and discussion which will include “burning questions” from participants.

ABOUT THE PRESENTER

Deborah Howard has been teaching for 30 years. She currently contracts with the Maine Department of Education English Language Learners, working on special projects related with Title III. She is the ELL Teacher/Consultant at RSU21, working both directly with students and supporting teachers throughout the district who have ELL students in their classes.

She began her career at the Maryland School for the Deaf as a Kindergarten teacher and has taught grades 3-5 at Governor Baxter School for the Deaf in Falmouth, Maine. She has experience teaching at the high school level and has served as Curriculum and Assessment Coordinator. She is certified in Teaching English as a Second Language as well as Curriculum and Supervision.

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PROFESSIONAL LEARNING REGISTRATION FORM

I would like to register for:

	Date	Title	Cost
<input type="checkbox"/> Series		Assessment Symposium Series (Includes all 3)	\$300
<input type="checkbox"/> Workshop #1	1/30/2015	Assessing Social Cognition	\$125
<input type="checkbox"/> Workshop #2	3/27/2015	Evaluating Listening and Reading Comprehension	\$125
<input type="checkbox"/> Workshop #3	5/8/2015	Language Learning Differences and Disabilities in ELL	\$125

Total: _____

Participant Information

First Name: _____ Last Name: _____

Email: _____

Home Address: _____

City: _____ State: _____ Zip: _____

School: _____

Phone: (H) _____ (W) _____ (C) _____

In case of inclement weather, please list all applicable phone numbers.

Position(s):

- Parent Curriculum Coordinator General Educator Special Educator
 SLP Pre-School Teacher Early care or Education Provider
 Principal Paraprofessional Other (please specify): _____

Grade(s) you currently teach: _____

Payment Options (choose one):

Enclosed is a check in the amount of \$ _____ (payable to the Stern Center)

Please charge my: Visa Mastercard

Credit Card #: _____ Exp. Date: ____ / ____ CVV# _____

Name on Card (please print): _____

Signature: _____

PO # _____ (Must include hard copy)

Yes! Please add me to your professional learning email list.

Please return completed registration and payment to:

Stern Center for Language and Learning

Attn: Rachel Lapidow

183 Talcott Road, Suite 101, Williston, VT 05495

or fax to (802) 878-0230

After registering, we will send you an e-confirmation. Please call 802-878-2332 if you do not receive an e-confirmation.