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DECLARATIVE LANGUAGE AND CO-REGULATION:

Supporting Social Information Processing and Attunement Across Social Learning Styles

SPEAKER: LINDA MURPHY, MS. CCC-SLP

August 7, 2024 | 8:00 am - 3:00 pm Central Time

ZOOM - INTERACTIVE WEBINAR

PACIFIC	MOUNTAIN	CENTRAL	EASTERN
Start Time: 6 am	Start Time: 7 am	Start Time: 8 am	Start Time: 9 am

This Webinar will replay as a recording on Thursday, August 8th, 2024 beginning at 8:00 am Central. This is not a recording that can be downloaded and replayed at your own pace. All registered attendees will receive a link to the live webinar and a link to the recording replay on Thursday. Full attendance will be taken during the replay and will still qualify you for a certificate of attendance and other professional development opportunities listed. "Live" Q&A feature with speaker will not be available, however you will have the ability to use "chat" feature to interact with other participants. Same registration process for both the live and the recording replay.

Why are declarative language and co-regulation two tools that are important for engagement and learning?

Often, individuals with social learning differences do not feel competent. Many aspects of life, interactions and learning are challenging for them, and as a result they shut down, may exhibit challenging behaviors, or do not respond to our communicative bids. When we engage these students using declarative language and co-regulation, we create a feedback loop where we become better able to read their cues in the moment, and more confident adjusting what we are doing to support their competence and continued engagement.

As a result:

- Our students respond to our communicative bids and join more easily
- Our students stay engaged for longer periods of time
- We all feel authentically and positively connected
- We become better able to handle breakdowns and repairs
- Challenging behaviors decrease
- Our students become more open to novelty, challenge, and change
- Our students become more active participants in their own learning journey (i.e., increase in their personal agency)
- Our students become more aware of their own learning style, strengths and vulnerabilities and as a result, are better able to self-advocate and
- Skills develop because our students feel competent, connected and understood.

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As we take the time to establish this type of positive learning environment, that is inviting and helps our students experience competence, they engage more fully because they trust challenge will be introduced at a pace that is manageable to them. As a result, they learn more about themselves, they learn to self-advocate, and they become more open to learning about others and the world.

In this 6-hour course, participants will learn about these two tools, learn how to teach in a way that is guiding vs. directive, and empowering to the individual vs. compliance-based. Participants will be shown many examples of what this looks like in action.

THE FOLLOWING WILL BE COVERED:

Part 1 - Declarative Language: Using a Thoughtful Language Style to Help Individuals with Social Learning Differences Feel Competent, Connected and Understood

Each time we speak, we have the opportunity to choose our words. Speaking in a thoughtful way means that we are choosing words that will invite and empower individuals with social learning differences to feel connected, feel competent, and feel understood while learning and being guided outside their comfort zone. When we pause to think about what we say and how we say it, students in turn stop to think about what they say or do in response. In this part of the course, participants will be shown a speaking style called declarative language that can be naturally used within social interactions to help students experience connection, and develop and strengthen skills across areas of perspective taking, flexible thinking, problem solving, and experience sharing. Video examples of individuals from preschool age through adulthood will be shared so that participants can walk away with ideas on how to use this speaking style in their own settings.

Part 2 - Co-Regulation: Creating Competence, Balance and Positive Connection Through the Ups and Downs of Learning

In Part 2 of this session, participants will learn about a teaching process called Guided Participation, which uses co-regulation to create authentic partnerships between the teacher and student, therapist and client, or caregiver and child. When practicing co-regulation, the guide thoughtfully crafts competent, contingent roles for their student in an ongoing way, and responsibility is transferred over time, at a pace that is just right for each learner. This in turn leads to increased self-regulation, positive social connection, true reciprocity, and increased opportunities for engagement, growth, continued learning, and skill building. Video examples of this framework in action, across different contexts and with a range of individuals (from preschool age through adulthood, and including AAC users), will be shared so that participants walk away with concrete ideas of how to apply this framework in their own unique settings.

Part 3: Declarative Language & Co-Regulation: Troubleshooting and Case Studies

Using these tools is a dynamic process, and often we must scaffold in different ways to meet our learners in each moment. In this next part of the course, common reasons for breakdowns will be identified, and more challenging case study examples will be discussed. Specific strategies to navigate these breakdowns, along with specific clinical considerations within these harder moments, will be discussed. Several video clips and real-life examples will be shared to show what this looks like in action, with a range of learning styles, across different environments.



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Part 4: Creating Positive and Successful Peer Interactions

How can we apply the tools of declarative language and co-regulation when helping our students have successful interactions with their peers, develop positive relationships, form friendships, and learn together? Specific topics covered include a framework for how to approach and think about peer interaction through this relationship-based lens using co-regulatory frameworks, example natural environment and more structured activity ideas, and ways to introduce and include our learners in competitive games so that they stay engaged and successful.

LEARNER OBJECTIVES:

1. Identify the difference between declarative and imperative statements and construct declarative statements independently.
2. Implement declarative language with a range of social learners and ages.
3. Explain the rationale behind declarative language use.
4. Examine why it's important to teach at a child's edge of competence, and how this teaching style supports kids to stay regulated and engaged.
5. Explain co-regulation in terms of competent, authentic, contingent roles.
6. Interpret 5 possible reasons why a student may not respond to a declarative statement, and three strategies to navigate these breakdowns.
7. Distinguish three strategies / clinical considerations that will help navigate these challenging moments.
8. Compare four co-regulatory frameworks that can be used when supporting peer interaction across both natural environment and more structured peer-based activities.
9. Identify two strategies they can use to introduce competitive games in a thoughtful, supportive way.

COURSE SCHEDULE

(All times are Central Time)

8:00 am - 9:30 am	Part 1- Declarative Language: Using a Thoughtful Language Style to Help Kids with Social Learning Differences Feel Competent, Connected and Understood, Q & A time permitting
9:30 am - 9:45 am	Break
9:45 am - 11:15 am	Part 2 - Co-Regulation: Creating Competence, Balance and Positive Connection Through the Ups and Downs of Learning, Q & A time permitting
11:15 am - 11:45 am	Lunch
11:45 am - 1:00 pm	Part 3: Declarative Language & Troubleshooting: What to Think About and/or Do When it Doesn't Seem to Work, Q & A time permitting
1:00 pm - 1:15 pm	Break
1:15 pm - 2:45 pm	Part 4: Creating Positive and Successful Peer Interactions
2:45 pm - 3:00 pm	Questions and Answers/Wrap Up



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SPEAKER BIOGRAPHY

Linda Murphy MS, CCC-SLP is a speech language pathologist and RDI® Consultant. She co-founded Peer Projects - Therapy From the Heart, a clinic in Beverly, MA dedicated to helping individuals of all ages and their families by using a positive, thoughtful communication style that emphasizes understanding, patience, respect, and kindness. Linda has been working with individuals with social learning differences for over 25 years. She leads trainings on the topic of social learning, has authored Declarative Language Handbook, Co-Regulation Handbook, numerous articles, and co-authored the book Social Thinking and Me with Michelle Garcia Winner. Linda lives north of Boston with her husband and their two busy lovable boys.

Disclosures:

Financial: Linda Murphy will receive a speaker's honorarium from AEP Connections for the presentation. Linda also receives royalties from KDP Publishing (Amazon) as the author of the books, Declarative Language Handbook and Co-Regulation Handbook, which she will refer to in this course. There are no relevant non-financial relationships to disclose.



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PROFESSIONAL DEVELOPMENT OFFERED:

- 1. CERTIFICATE OF ATTENDANCE** 6.0 clock hours for the day. Attendance will be confirmed via Zoom log in/log out.
- 2. NBCC** AEP Connections, LLC has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 7173. Programs that do not qualify for NBCC credit are clearly identified. AEP Connections, LLC is solely responsible for all aspects of the programs.
Available NBCC Clock Hours: 6.
- 3. ASWB** AEP Connections, LLC, #1332, is approved as an ACE provider to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE provider approval period: 1/27/2022- 1/27/2025. Social workers completing this course receive 6 continuing education credits. Full attendance, a course evaluation and an additional post test is required for satisfactory completion.
- 4. AOTA** - AEP Connections, LLC is an AOTA Approved Provider of professional development. Course approval ID XXX. This distance learning – interactive is offered for up to .6 CEUs (6.0 contact hours). Intermediate, OT Service Delivery. AOTA does not endorse specific course content, products, or clinical procedures. A course evaluation with additional post test questions is required for satisfactory completion. **pending approval
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- 6. NASP** - AEP Connections is approved by the National Association of School Psychologists to offer continuing education for school psychologists. AEP Connections maintains responsibility for the program. NASP Approved Provider #1165. A code to access the course evaluation will be provided in segments throughout the webinar, to ensure full participation. The course is offered for 6 credits/hours and full attendance is required.



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EARLY BIRD \$175
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REGULAR PRICING \$199
(Register after July 12, 2024)

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 Register group by phone or email.*

Early bird registration - \$175 Regular Price registration - \$199 \$ _____
 Total Paid: \$ _____

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