The Department of Speech-Language-Hearing Sciences at Lehman College of the City University of New York is proud to announce a short course entitled:

**Turn It On: Harnessing the Power of Games & Media for Social Learning**

Presented by Anna Vagin, Ph.D., SLP

This course is offered for 0.60 ASHA CEUs (Intermediate level, Professional area)

**Time:** 8:30 AM – 4:00PM  
**Place:** Lovinger Theatre  
Lehman College  
250 Bedford Park Boulevard West  
Bronx, NY 10468-1589  

**Course Description**

This full day conference presents detailed information about how to use media and games (movies, movie shorts, YouTube videos, table top games & video games) as engaging material for social learning. This information is appropriate for those working with students in elementary through high school, who may have diagnoses such as ASD, ADHD, NVLD, Language Disorder, Anxiety Disorder, Social Communication Disorder or Twice Exceptional.

We will begin by discussing the influence of our own behavior on our students using the model of Feuerstein’s Mediated Learning Experiences, as we review specific strategies including: the use of silence, gesture, and visual supports, as well as how to formulate our language so it encourages more complex and spontaneous language on the part of our students.

We will talk about the challenges of “jump cuts” and their role in inference, reviewing strategies to build understanding of intention, behavior, and effect. We will look at a range of materials, including picture books, textbooks, and media excerpts.

As we move into discussion about media, we will review current research telling us that many of our students struggle to process moving, social information. The case will also be made that first watching and talking about abstract social concepts using third person experiences (like characters in a YouTube video), allows students to then more easily self-reflect on their own emotional and social experiences.

We will discuss how to break down sample IEP social learning goals into underlying social learning concepts, and support our teaching with media selections for children ranging in age from preschool through high school. We will review structured activities for movies, movie shorts, and YouTube videos exploring concepts including: emotional vocabulary, flexibility, inner voice/perseverance,
helping and cooperating, “jerky” behavior, arguing, social repairs, and empathy. We will review sequential activities to move students toward self-reflection.

Many students with social learning challenges don’t like taking risks, so we will conclude with a discussion of resilience. We will review ways to (1) help students practice feeling uncomfortable, (2), utilize sensory, cognitive, and calming strategies, (3) front load students for taking risks, and (4) help students review their experiences so that they begin to see themselves as more capable. Since we want engaged learners, we will go over the use of tabletop (cooperative as well as competitive) games as well as carefully selected video games we can use as great motivators.

Our discussion will include video games. We will draw from Gamification and Flow theories as we explore why many students with social learning challenges are so into gaming, and review structured activities targeting perspective taking, flexibility, self-talk and cooperation. We will explore non-threatening ways to structure discussions with older students to build bridges between some of the violent video games they may play and our work in social cognition.

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**SCHEDULE - Detailed**

7:45 to 8:30  
Registration and Continental Breakfast  
Pick-up Materials and Handouts

8:30 to 8:45  
Welcome and Opening Remarks (Introduction)

8:45 to 10:15  
The influence of Feuerstein’s Mediated Learning Experiences  
* learning to use silence  
* understanding the importance of gesture  
* developing critical visual supports  
* formulating our language effectively

10:15 to 10:30  
Break

10:30 to 12:00  
The challenge of inference  
* exploring the pervasiveness of jump cuts  
* understanding the role of inference in curriculum  
* supporting students in combining world knowledge with situational information  
* reviewing motivating materials

12:00 to 1:00  
Lunch

1:00 to 2:30  
Media as engaging social learning material  
* examining research on social motion  
* breaking down IEP goals  
* exploring appropriate video selection  
* using structured activities targeting social concepts

2:30 to 2:45  
Break

2:45 to 3:45  
The power of games to build resilience  
* understanding resilience in students with social learning
challenges
*selecting appropriate games
*setting students up for success
*understanding benefits & challenges of video games

3:45 to 4:00 Discussion and Questions

4:00 Adjourn

As a result of participating in the seminar, participants will be able to:

1. Define Feuerstein’s MLEs and explain how his theory applies to our work in social cognition.
2. Explain how new findings exploring the use of gesture have implications for those working in social cognition and language.
3. Define “jump cuts” and explain how they are relevant to inference.
4. Explain the theoretical underpinnings supporting using media for social learning work.
5. Demonstrate how to use a YouTube video to support a social learning concept with a student with whom they work.
6. Explain how to break down IEP social learning goals into underlying social learning concepts, and support teaching with appropriate media selections.
7. Describe the Flow Experience, and how it impacts students with social challenges.
8. Explain how to use two tabletop games to build flexibility and tolerance for uncomfortable students with whom they work.
9. Outline how to lead a productive discussion about video gaming and social thinking with older students.

Who Should Attend:

Participants will be expected to be professionals in speech-language pathology or a related fields: (teachers, special educators, educational specialists, psychologists, etc.), and graduate students.

PRESENTER BIOGRAPHIES:
Anna Vagin, PhD, is a licensed speech/language pathologist with over 30 years experience. In her private practice in Marin County, California, she provides individual sessions and social learning groups to children, young adults, and their families. Her particular interest is using media to support social thinking in students with diagnoses such as ASD, ADHD, NVLD, Language Disorder, Anxiety Disorder, Social Communication Disorder or Twice Exceptional. She provides consultation to parents and schools, and is a frequent speaker in the US and Canada on topics related to social cognition. She is the author of Movie Time Social Learning (2013) and YouCue Feelings: Using Online Videos for Social Learning (2015).

DISCLOSURE STATEMENTS:  
Financial: Dr. Vagin receives royalties for her books on media and social learning. She is the owner of a private practice, and often receives honorariums for presenting nationally, in Canada, and internationally. She will receive an honorarium for this workshop.
Nonfinancial: Dr. Vagin is on the Board of the California Speech-Language-Hearing Association.
Regular registration: Attendance including CEUs: $165.00

Group Rate (6 or more participants) for CEUs: $150.00/person

** Special Student Rate- $60.00- must mail copy of current student ID with proof of registration for current Semester.

Lehman Alumni: $90.00

For registration prior to October 5, 2017 $150.00

Name ________________________ Employment Affiliation __________________________

Address __________________________________________________________________________

Home Phone _______________ Business Phone _____________________________

E-mail ______________________________

Checks should be made payable to: Lehman Speech CE

Mail to:
Speech and Hearing Center- Room 130
Lehman College, CUNY
250 Bedford Park Boulevard West
Bronx, NY 10468-1589
718-960-8020 (Mary Boylan-CEU Administrator)

Refund of the registration fee requires notice of cancellation prior to October 15, 2017

For Lehman College website for more information:
DIRECT ALL QUESTIONS TO: speech.center@lehman.cuny.edu

How to get there: http://www.lehman.edu/about/maps-and-directions.php