



AUDIOLOGY, SPEECH-LANGUAGE PATHOLOGY AND LEARNING CONFERENCE

# Learning to Play and Playing to Learn:

## Exploring the Play Profiles of All Children

**Speaker: Carol Westby, PhD, CCC-SLP**

**Monday, April 29, 2024**

**Children's Hospital Colorado**

2nd floor conference center

Video conferencing available



**Children's Hospital Colorado**



Affiliated with

University of Colorado  
Anschutz Medical Campus

## Overview

Benefits of play are both immediate and long-term and contribute to all aspects of children's health and development including their physical and mental well-being, their educational development, brain development, self-regulation, opportunities for language development, spatial and mathematical learning, creativity, and the formation of identity. With the current emphasis on developing academic skills, opportunities for children to engage in play are being eliminated. Play areas are removed from classrooms and recesses are eliminated. Goals and objectives for young children with developmental impairments frequently focus on isolated skills and tasks rather than on strategies to promote meaningful participation. Yet children's play experiences promote development of integrated cognitive, language, and social-emotional skills that underlie comprehension and self-regulation of behavior essential for learning. And it is in play that children participate with others. This session will describe the development of functional and symbolic play in typically developing and neurodivergent children, the dimensions of symbolic play and how these dimensions contribute to comprehension of oral and written discourse, and strategies to promote children's play. Participants will be able to develop play-based goals and objectives that promote development of the language, social-emotional, cognitive, and self-regulatory skills essential for social and academic competence.

## Objectives

At the end of the conference, participants will be able to:

- Describe and assess the development of play and language from birth to age 7
- Describe ways that the play of typically developing children and neurodivergent children differ in terms of exploratory/functional/symbolic levels and playfulness
- Explain possible reasons for play differences between typically developing and neurodivergent children
- Describe the relationships between play, language, and literacy
- Design play routines to promote functional and symbolic play

## Continuing Education Credit



**ASHA CE**  
**APPROVED PROVIDER**

Children's Hospital Colorado

Intermediate Level  
0.6 ASHA CEUs

Children's Hospital Colorado is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This program is offered for **0.6 ASHA CEUs** (Intermediate level; Professional area).

Attendees are expected to be present for the entire program. Individuals who are not present for the full program will not receive ASHA CEUs. No partial credit will be provided.

## Further Information

For additional information, please email the Committee at [LanguageLearningASL@childrenscolorado.org](mailto:LanguageLearningASL@childrenscolorado.org), or call Chris Moores at 720-777-5470.

## Registration Fees

	After 4/3/24
Professional	\$150
Students	\$100

Please register at [ce.childrenscolorado.org](http://ce.childrenscolorado.org)

## Cancellation Policy

A refund, minus a \$25 processing fee will be granted if cancellation is requested by April 3, 2024. No refunds will be granted after this date or for non-attendance, although you may send a substitute.

The Planning Committee reserves the right to modify the agenda content while keeping consistent the time and content requirements for ASHA CEUs, or cancel this conference, or if minimum acceptable registration is not attained by April 12, 2024, with a full refund to participants.

## Agenda

### Monday, April 29, 2024

8:20 a.m.	<b>Welcome and Introduction</b>
8:30–10 a.m.	<b>Foundational frameworks</b> The importance of play World Health Organization’s International Classification of Functioning Dynamic systems theory
10–10:15 a.m.	<b>Break</b>
10:15 a.m.–12 p.m.	<b>Development of presymbolic play and communication (birth-18 months)</b> Development of functional play Characteristics of functional play in typically developing and neurodivergent children Transition to symbolic play
11 a.m.–12 p.m.	<b>Section 3 — How are Speech Sound Targets Selected?</b>
12–1 p.m.	<b>Lunch</b>
1–2:15 p.m.	<b>Development of symbolic/pretend play dimensions and language (17 months – 7 years)</b> Development of symbolic play Relationship of play dimensions to language and literacy Symbolic play in autistic children
2:15–2:30 p.m.	<b>Break</b>
2:30–4 p.m.	<b>Promoting play and language development</b> Setting play goals Facilitating development of abstract language Coping with play problems
4 p.m.	<b>Adjourn</b>

## Faculty

Dr. Carol Westby, PhD, CCC-SLP, is a consultant for Bilingual Multicultural Services in Albuquerque, NM and holds an affiliated appointment in Communication Disorders at Brigham Young University in Provo, UT. She is a fellow of the American-Speech-Language-Hearing Association (ASHA), has received the Honors of ASHA and the Kleffner Lifetime Clinical Achievement Award, and holds Board Certification in Child Language and Language Disorders. Dr. Westby has received the Distinguished Alumnus Award from Geneva College and the University of Iowa’s Department of Speech Pathology and Audiology and the ASHA Award for Contributions to Multicultural Affairs. She is widely recognized for her development of the Westby Playscale, an assessment tool for young children. She had published and presented nationally and internationally on a wide variety of topics including screen time and learning in the 21st century, assessing and facilitating play in children, theory of mind, narrative development, adverse childhood experiences, and issues in assessment and intervention with culturally/linguistically diverse populations.

Dr. Westby has a BA in English from Geneva College and an MA and PhD in Speech Pathology from the University of Iowa.

### Faculty Disclosure:

Financial: *Honorarium for Conference & reimbursement for expenses*

Disclosure: *Speaker reports no relevant non-financial relationships and does not intend to reference the off label/investigative use of any commercial products or devices.*