



HEALTH PROFESSIONS

# COMMUNICATION SCIENCES AND DISORDERS

CENTRAL MICHIGAN UNIVERSITY

## Communication is Central: A Professional Learning Event Series

Presents:

### Play-based Early Literacy

Wednesday, March 25, 2026 ~ 4:30pm - 5:30pm EST • FREE Event • Held Virtually

#### Presenters:



**Barbara Culatta, Ph.D.** has written books, chapters, and publications on language and literacy intervention. She directed federally-funded projects that addressed effectiveness of language and literacy interventions. Dr. Culatta's research revolves around playful and personally-meaningful language and literacy interventions. She has conducted evidence based instruction in English- and Spanish-speaking settings. Dr. Culatta, professor emerita of Communication Disorders at Brigham Young University (BYU), completed her PhD from the University of Pittsburgh and a postdoctoral fellowship from Johns Hopkins University.

Relevant Financial Disclosures - none. Relevant Nonfinancial Disclosures - Founder of Systematic and Engaging Early Literacy project at BYU.



**Lee Ann Setzer, M.S., CCC-SLP** is a project director for Systematic and Engaging Early Literacy, a program and curriculum that provides professional development and web based resources for parents and teachers. She has worked as an SLP in public schools and as a clinical educator, instructor, and researcher at Brigham Young University (BYU). An experienced writer and editor, she has multiple publications ranging from fiction for children to research articles related to playful language and literacy intervention.

Relevant Financial Disclosures - none. Relevant Nonfinancial Disclosures - Part-time director of Systematic and Engaging Early Literacy project at BYU..

#### Course Description:

Children with language and phonological deficits are vulnerable to reading difficulty and can benefit from play-based literacy instruction. SLPs should consider the role that play can serve in addressing children's early literacy and language needs since playful, interactive encounters in instruction can draw children's attention to targeted skills.

#### Learning Outcomes:

1. Identify ways in which guided play can support language and literacy skills.
2. Analyze a play-based literacy/language activity.
3. Describe ways to focus on literacy skills in play-based activities.

#### Agenda:

4:30-4:32 p.m.	Introduction
4:32-4:42 p.m.	Background and overview
4:42-4:52 p.m.	Rationale and theoretical underpinnings
4:52-5:17 p.m.	Instructional principles and practices
5:17-5:27 p.m.	Analysis of play-based sessions and planning
5:27- 5:30 p.m.	Summary, Q & A

#### Course completion:

To satisfactorily complete this course the learner must complete the post-course survey.

Register Today at: <https://bit.ly/3II2AtV>

Free Event - (Registration closes on 3/22/2026)



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