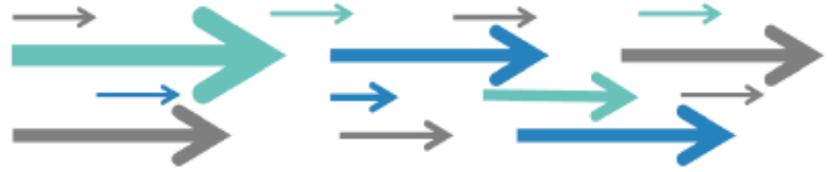# OSSPEAC 2022

MOVING FORWARD

October 10-11, 2022

Virtual Sessions

**1.35 ASHA CEs or
13.5 PDCH or
1 Graduate Credit Hour
Ashland University
Credit Available**

Join us for two days of virtual sessions designed by and for speech-language pathologists and audiologists working in the schools!

GENERAL INFORMATION

OSSPEAC is glad to be able to provide an in-person and virtual conference this year. As you will note, our focus this year will be to provide our participants with session hours. Due to previous commitments we are unable to provide hotel accommodations and meals, however, it is our hope to continue to provide a quality learning experience.

REGISTRATION: Register online at

OSSPEAC.ORG/CONFERENCE

Each participant should complete their own online registration and select the sessions they are planning to attend.

CONFERENCE RATES:
Early Registration (Prior to August 31, 2022)
2022-2023 Members $150.00 Non-Members $225.00
New ONE DAY Registration
2022-2023 Members $100.00   Non-Members $150.00

Full Registration (September 1 - September 28, 2022)
2022-2023 Members $160.00 Non-Members $235.00
New ONE DAY Registration
2022-2023 Members $105.00   Non-Members $155.00

Late Registration (After September 28, 2022)
2022-2023 Members $175.00 Non-Members $250.00
New ONE DAY Registration
2022-2023 Members $110.00   Non-Members $160.00

MEMBER REGISTRATION:
To be eligible for "2022-2023 Member" rates you must be a member of OSSPEAC for the 2022-2023 membership year, which begins July 1, 2022. You can become a member when you are completing the conference registration process or you can visit our website www.osspeac.org/membership to complete the membership process. To pay for membership separately you must use the separate online membership process, otherwise the cost will be calculated into the cost of the conference. Membership status will be checked prior to the conference.

STUDENT REGISTRATION:
Full-time communication sciences and disorders undergraduate and graduate students may attend the conference for FREE. Proof of current full-time enrollment will be required.

CHECK and PURCHASE ORDER:
Please use the ONLINE REGISTRATION and select the check or purchase order option. Participants who pay via check or purchase order (made payable to OSSPEAC) are NOT considered registered for the conference until the check or purchase order is received. However, the purchase order number is NOT required at the time of registration and can be sent after registration to info@osspeac.org. **MUST BE RECEIVED BY SEPTEMBER 28, 2022**

CREDIT CARD:
If you are using a credit card, use the online registration form, select the credit card option. Credit cards will be processed via Stripe (our secure online payment site).

HANDOUTS:
Handouts will be posted online at osspeac.org/conference as soon as they become available from the presenter, and at least one (1) week prior to the conference. It is the responsibility of the participant to download all handouts.

CANCELLATION AND REFUND POLICY:
If you need to cancel your registration, you may do so until September 28, 2022. After this date, no refunds will be processed. You may transfer your registration to another person at anytime without penalty, provided you inform us at info@osspeac.org.

MAILING ADDRESS:
205 Glendale Street, LaGrange, Ohio 44050

E-MAIL ADDRESS: info@osspeac.org

TELEPHONE NUMBER: 888-258-1032
Ellen Reaser-Lasure, Business Secretary

Tax ID: 34-1743294

POINTS TO REMEMBER

☆ Register online at www.osspeac.org. Participants paying via check or purchase order (made payable to OSSPEAC) are NOT considered registered for   the conference until the check OR purchase order (or at least the number) is received. Purchase orders can be emailed to info@ osspeac.org. Purchase orders will be invoiced after the conference. Credit cards are accepted at the time of your online registration via Stripe.

☆ No refunds will be issued after September 28, 2022.

☆ Participants will receive an e-mail confirmation after online registration. This can be used to process purchase orders and payment.

☆ One Day Registration is NOW available!

☆ In order to obtain ASHA CEU Credit, you must pay ASHA to track your CEU Credit in their registry. If you do NOT pay ASHA, please select PDCHs when completing the online credit registration.

☆ DO NOT send Ashland University credit payment with your conference registration. Registration for Ashland University one (1) graduate credit can only be paid on-site (credit cards or checks accepted for graduate credit).

☆ A post-test will be required for every session attended to receive credit .

> **Watch our website osspeac.org/ conference for updates and handouts!**

👥 Credit Information

CONTINUING EDUCATION CREDIT:
Continuing Education Credit is included in the registration cost. You receive credit for the sessions that you attend. You must attend the entire session to obtain credit for that session. Virtual attendees must also complete a post-test to receive credit.

Professional Development Contact Hours (PDCH)
A Certificate of Attendance for up to 13.50 professional development contact hours will be issued by mail or e-mail following the conference to all those who select PDCH. Certificates will reflect the number of hours submitted online. Records of these certificates are kept on file for one year. Any request for duplicate certificates will result in a $25 fee.

American Speech-Language Hearing Association (ASHA) CEUs
This program is offered for up to 1.35 ASHA CEUs (Various levels; Professional area). After completing the online CEU registration process, an electronic file will be submitted to ASHA containing registration information. Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

NOTE: Signing up for ASHA Continuing Education Credit implies you have also paid or would be willing to pay ASHA to track your ASHA CEUs through the ASHA CEU Registry. *DO NOT SIGN UP FOR ASHA CEUS IF YOU DO NOT WANT TO PAY ASHA TO BE PART OF THEIR REGISTRY.*

IMPORTANT POINT TO REMEMBER:
⇒ Do NOT select ASHA credit if you Do NOT pay them for CEU Registry.
⇒ **ONLY Participants registering for PDCH will receive a Certificate of Attendance.**
⇒ You must attend the entire session to receive credit.
⇒ You must complete the online registration of the sessions you attend to receive credit.

ASHLAND UNIVERSITY CREDIT:
OSSPEAC is collaborating with Ashland University to offer one (1) graduate credit hour for $225.00. Attendance is required for 12.5 contact hours. Hours may be acquired by attending conference sessions in person or virtually. A short project will be due by October 17, 2022.

The project requirements are as follows:
List 3 conference sessions you attended and complete 2 additional readings related to your conference sessions. These could include journal articles, references from presenters presentation, academic material, or websites. You will need to write a one page summary for each session that addresses the following:

1. The main points of the session, including what was new to you.
2. How what you learned in this session impacts your professional practice. Include any new information you learned and specific examples of how you can use what you learned in the session.
3. Reference to the additional readings that you have chosen and how it relates to what you learned at OSSPEAC. Provide a full citation to the additional readings.

Email your paper to Chrissie Eshenbaugh at cmeshenbaugh@yahoo.com by Friday, October 21, 2022. You will receive an email acknowledgment of receipt once your attachment is opened. Grades will be pass/fail (S/U) .

Payment for Ashland graduate credit can be made:

Electronically - the link to register and make payment will be sent via email prior to the conference.

Check or credit cards are accepted. A 2.7% surcharge will be assessed on credit card transactions. Any questions about payment or transcripts should be directed to the Professional Development Office at 877.557.9497.

ASHA CE APPROVED PROVIDER

Ohio School Speech Pathology Educational Audiology Coalition (OSSPEAC)

Various Levels; Professional Area

Varied Credit - 13.50 Available

SESSION LISTING

The following pages contain descriptions of each VIRTUAL session. Please review to decide which sessions you would like to attend. You will be provided a Zoom link for each session via email prior to the beginning of the virtual conference. YOU WILL BE REQUIRED TO MAKE SURE YOUR REGISTRATION NAME MATCHES YOUR SCREEN NAME SO THAT ATTENDANCE CAN BE TAKEN. You will also be required to complete a post-test to receive credit for these sessions. The post-test will be email to participants after the session. THANK YOU!

MONDAY SCHEDULE

Morning Sessions

#V1
8:30 a.m. - 12:30 p.m.
Please note: This session is being held "live" at the in-person conference.
UNDERSTANDING AND SUPPORTING LANGUAGE DEVELOPMENT IN DIVERSE LEARNERS
MOLLY SCHENKER, MA, CCC-SLP
SLPs work with many forms of neurodiversity (e.g., autism, dyslexia, language disorder, ADHD). These populations experience differences that influence language development, which SLPs must consider during assessment and intervention. These factors, including sensory, executive function, and different paths to language (e.g., echolalia) will be discussed in detail, along with considerations for supporting neurodiversity in the school setting.
Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:
1. list the sensory modalities that relate to the SLP scope of practice.
2. connect common classroom behaviors to executive function
3. identify early signs of language learning differences (e.g., hyperlexia, echolalia)

#V2
8:30 a.m. - 10:00 a.m.
Please note: This session is being held "live" at the in-person conference and will be recorded.
FROM ASSESSMENT TO INTERVENTION: STUDENT CENTERED DECISIONS ALONG THE WAY
JUDY RICH, EdD, CCC-SLP, BCS-CL
This workshop is designed for school-based speech-language pathologists to explore the tools for consistent, data- and student-centered decision-making for dismissal or continued eligibility, frequency of service and service delivery recommendations to the IEP Team for students with communications disorders. Case studies will be used to demonstrate use of tools and to promote discussion and interaction among participants related to student-centered decisions from assessment to intervention.
Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:
1. develop a student-centered plan for evaluation/re-evaluation to make eligibility or dismissal recommendations to the ARD committee
2. use a framework for making consistent decisions regarding frequency and intensity of SLP service recommendations to the IEP team
3. use a framework for making service delivery recommendations to the IEP team

#V3
10:15 a.m. - 12:15 p.m.
Please note: Marie Ireland will be presenting this session virtually to both live and virtual attendees.
EVALUATION AND ELIGIBILITY: EXPLORING REQUIREMENTS AND RESEARCH FOR SCHOOL SLPs
MARIE IRELAND, MED, CCC-SLP, BCS-CL
SLPs must understand the many requirements for evaluation and eligibility for our services that federal and state law set forth for US schools. Comprehensive evaluation and documentation of all required eligibility criteria can help school SLPs combat overidentification, high SLP caseloads, and civil rights concerns. This session will integrate federal and state regulations with best practice and the latest research in the field. Case studies will highlight the need for professionals to differentiate educational and medical regulations and requirements and provide opportunities to discuss communication with families and others.
Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:
1. identify specific requirements for evaluation and eligibility in schools
2. document all required steps for eligibility with team members to ensure IDEA compliant decision making
3. identify differences between educational identification and clinical diagnosis

Afternoon Sessions

#V4
1:30 p.m. - 4:30 p.m.
Please note: This session is being held "live" at the in-person conference.
MAKING SENSE OF THE SCIENCE OF READING: PRACTICAL STRATEGIES FOR BRINGING THE SCIENCE OF READING TO LIFE IN OUR SCHOOLS AND HOW SLPs CAN HELP
STEVEN M. GRIFFIN, MA, CCC-SLP
This session will focus on Ohio's new dyslexia legislation, the science of reading and making sense of it all for Ohio's school based SLPs. From screening to phonological awareness to brain research to orthographic mapping, Steve will share his knowledge grounded in research and 25 years of school based experience to offer practical strategies and suggestions for how SLPs can have a seat at the literacy table and impact the reading development of students on their caseloads and in their schools.
Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:
1. understand the basic tenets of Ohio's new dyslexia legislation
2. implement instructional activities to increase student literacy achievement and growth
3. contribute to building MTSS teams to support dyslexic and at-risk readers

#V5

1:30 p.m. - 3:00 p.m.

Please note: This session is being held "live" at the in-person conference.

Navigating White Water - Staying Afloat in Turbulence/ASHA Update on School Issues

Judy Rich, EdD, CCC-SLP, BCS-CL

This session is designed as a facilitated dialogue between Judy Rich, 2022 ASHA President and OSSPEAC participants. Updates on ASHA resources and initiatives that support school-based members will be highlighted, along with a discussion of options for identifying existing resources that may be reconfigured or used in a new way as we emerge from the pandemic and adjust to new ways of providing SLP services in schools.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:
1. locate resources on the ASHA website that support SLP services in schools
2. identify 3 actions or attitudes that will promote personal resilience
3. identify existing resources that may be reconfigured or used in a new way to promote quality SLP services in schools

#V6

3:15 p.m. - 4:45 p.m.

Please note: Rose Griffin will be presenting this session virtually to both live and virtual attendees.

Start Communicating Today: Foundational Skills for Autistic Toddlers and Preschool-Aged Students

Rose Griffin, MA, CCC-SLP BCBA

The CDC has stated that the prevalence rate for autism is 1 in 44 (2021). Providers need to feel equipped to help toddlers and preschool-aged students start communicating today. In this talk, participants will learn eight foundational skills that should be embedded into a learner's intervention plan. Discussion and videos will be used to illustrate strategies to work on these skills.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:
1. list eight foundational skills for younger autistic learners
2. define joint attention
3. discuss three ways to work on joint attention skills

TUESDAY SCHEDULE

Morning Sessions

#V7

8:30 a.m. - 11:30 a.m.

Please note: This session is being held "live" at the in-person conference.

ADHD and Internal Language

Michael McLeod, MA, CCC-SLP TSSLD

When focusing on the unique skill of internal language, we can empower students to develop personalized, and resilient self-talk to boost executive function skills by giving them the tools to construct it. In this training, Michael McLeod, MA, CCC-SLP TSSLD, speech-language pathologist, specializing in ADHD & executive functioning describes the assessment and treatment of executive functions deficits by utilizing a language-based approach. Michael presents research-based strategies that help us to view executive functioning from a new standpoint and how to effectively treat it.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:
1. discuss and explain the functional working definition of "executive function skills" as it pertains to the development of internal independent skills
2. list the three core executive function skills that are directly linked to independent skills in the home, social, and academic environments
3. recite one example of an intervention exercise that is done to foster a student's ability to form independent executive function skills by describing therapeutic activities to improve visual imagery and self-talk

#V8

8:30 a.m. - 10:00 a.m.

Please note: This session is being held "live" at the in-person conference.

Collaboration through UDL - Universal Design for Learning

Julia A. Wolff, MED

Universal design for learning is the bedrock for assistive technology use in education. By good collaboration between educators, specialists and administration, we can develop a curriculum that creates learning opportunities for all students. This presentation will discuss tools to help our students learn as well as how we can begin the process of collaborating with our counterparts.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:
1. define the universal design for learning
2. identify at least 3 tools that will assist all learners in accessing the curriculum
3. identify their school team and create a collaboration plan for their students

#V9

10:15 a.m. - 11:45 a.m.

Please note: This session is being held "live" at the in-person conference.

AAC and the Older Student: Considerations for Vocabulary Selection, Implementation and Access to AAC After Graduation

Tina Moreno, MA, CCC-SLP, ATP

As students head closer and closer toward graduation and transitioning to adulthood, their AAC systems need to be ready to help them meet the challenges and demands of new environments, often with unfamiliar caregivers. Communication autonomy is more important than ever before because these individuals need to be able to communicate anything they'd like to anyone anywhere. It's not enough to make requests and respond to questions. Yet, some research shows that AAC users may only have 55% of the concepts needed in adulthood represented in their vocabulary set. This session will discuss vocabulary for sexuality, safety and reporting abuse. It will explore data privacy and ensuring graduates have AAC systems when they exit the school system.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:
1. name three considerations for vocabulary selection for older students using AAC
2. describe communication autonomy
3. discuss three critical elements of a transition plan for student using AAC

Afternoon Sessions

#V10
1:30 p.m. - 4:30 p.m.
Please note: This session will be a video replay of a recorded session at the conference.
Assessment and Treatment of Childhood Apraxia of Speech (CAS): What Do I Need to Know for Next Week?
Laura L Moorer, MA, CCC-SLP
Many therapists are baffled by CAS characteristics and the type of treatment that is needed for motor speech disorders. An overview of the characteristics of CAS and tasks to differentially diagnose a severe speech sound disorder as either CAS, a phonological disorder, or dysarthria will be provided. The basics of what therapy should consist of for CAS or suspected CAS including incorporating a cueing hierarchy and principles of motor learning will be discussed. Strategies for incorporating phonological awareness and prosody into therapy will be provided. Videos and resources will be provided throughout the session ending with a question/answer time.
Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:
1. describe the main three characteristics of CAS
2. list four tasks that are needed to differentially diagnose CAS
3. describe three strategies to help children with CAS develop motor speech plans for intelligible speech
4. describe two strategies for incorporating prosody and phonological awareness activities into therapy for young children with CAS

#V11
1:30 p.m. - 3:00 p.m.
Please note: This session will be a video replay of a recorded session at the conference.
Rethinking our Approach to Teaching Synonyms, Antonyms and Categories
Sue Grogan-Johnson, PhD, CCC-SLP
Categorizing, and identifying synonyms and antonyms are found in the vocabulary standards of the CCSS and are frequently included in IEP goals for school-age students. In this session we will challenge current approaches to instruction and consider alternative methods to teach these important skills.   We will discuss how to implement these concepts into our daily practice and consider how to integrate into the classroom.
Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:
1. identify key features for instruction in categorizing words and identifying synonyms and antonyms
2. recognize preferred instructional strategies for teaching categorizing, synonyms and antonyms for children with language learning impairment

#V12
3:15 p.m. - 5:15 p.m.
Please note: This session is being held "live" at the in-person conference.
Orofacial Myofunctional Disorders (OMDs): Connecting the Dots Between Breathing, Swallowing, and Speaking
Hannah Agoston, MA, CCC-SLP; Cara M. O'Flannigan, MA, CCC-SLP
It is likely that more than half of the children you are treating for speech and language disorders have a co-occurring orofacial myofunctional disorder (OMD). This presentation provides participants with a brief history of orofacial myofunctional therapy including an overview of the research base as it relates to swallowing, breathing, and speech; a review of associated anatomy; the red flags associated with OMDs; and screening techniques. Scope of practice in the school setting will be addressed. It is important to note that ASHA acknowledges OMDs may interfere with the normal growth and development of the structure and function of the orofacial complex which can interfere with proper swallowing, breathing and speaking. Orofacial myofunctional therapy is a specialized therapy and is recognized by ASHA, the IAOM and the AOMT.
Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:
1. become familiar with the research supporting OMT as a therapy to address patterns involving oral and orofacial musculature that interfere with normal growth, development, or function of orofacial structures
2. define an orofacial myofunctional disorder
3. identify the anatomical structures associated with OMDs
4. describe an OMD's potential impact on intervention efficacy in speech sound disorders
5. screen for OMDs