VIRTUAL SESSION LISTING

OSSPEAC 2022
Moving Forward
October 10 & 11, 2022

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

Monday 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

Tuesday 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