OSSPEAC 2022

Moving Forward

October 10 & 11, 2022

SESSION LISTING

Below is a listing of sessions that are available at the 2022 OSSPEAC Fall Conference: Moving Forward. Please select those sessions that you are planning to attend. You will not be issued tickets for these sessions and seating is filled on a first-come, first-served basis. The conference committee uses your session selections to get an accurate count of participants for room assignments. Therefore, we ask that you stay as close to your selections as possible. THANK YOU!

MONDAY SCHEDULE

Morning Sessions

#1

8:30 a.m. – 12:30 p.m.

NO MORE LIFERS! TREATING SSDS EFFECTIVELY IN THE EARLY ELEMENTARY YEARS THROUGH RTI AND EFFECTIVE TREATMENT STRATEGIES

TERESA FARNHAM, MA, CCC-SLP

Children with persistent and resistant speech sound errors need to have those errors addressed early and effectively. To do so, it is vital that the school SLP use effective strategies to prioritize and provide intervention. This session will review methods for reducing speech sound errors in an RtI framework, including strategies for deciding when, how and why to provide treatment, how to support all students' phonologic learning in the general education setting, and strategies for eliciting and addressing persistent speech sound errors such as [s, r, l]. A successful model of intervention for single sound errors at the elementary level will be provided and demonstrated.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. describe a framework for planning for three tiers of intervention targeting speech sound errors
2. determine which level of intervention is appropriate for students with differing speech sound errors
3. implement a screening/progress monitoring tool to keep students placed in the appropriate tier of intervention
4. describe dynamic treatment processes for eliciting persistent error sounds

#2

8:30 a.m. - 12:30 p.m.

Please note: This hybrid session will include virtual attendees.

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)

#3

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

ASSESSMENT AND TREATMENT OF TINNITUS AND SOUND TOLERANCE DISORDERS IN CHILDREN AND TEENAGERS

GAIL M. WHITELAW, PHD

Tinnitus is as common in children and teens as in adults, with sound tolerance issues perhaps being more common. Both of these disorders impact quality of life for children and their families. They can also have an impact on school and school performance. This presentation is designed to address the assessment and management of tinnitus and sound tolerance issues in children and teens. Specific assessment considerations will be highlighted. Management options will be described. A number of cases will be included in the presentation.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:

1. develop an assessment protocol for tinnitus in the pediatric population
2. define sound tolerance disorders and possible etiologies
3. discuss current research in tinnitus and sound tolerance disorders that applies to this population
4. create a management strategy for tinnitus in children and teens
5. create management strategies for sound tolerance disorders in children and teens
6. describe the impact of tinnitus on academics and quality of life in children and teens

#4

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

Please note: This live session will be recorded and replayed as session #23.

Getting an Early Start: The Importance of Teaching Functional Communication to Preschoolers with ASD

Allison Acerra, MA, CCC-SLP; Olivia Murphy-Rogers, MA, CCC-SLP

The development of functional communication skills and the use of functional communication training (FCT) are important skills and tools to use in speech language therapy with preschoolers with autism spectrum disorder (ASD). Teaching these skills can increase independent communication in the school environment, while decreasing challenging behaviors and communication frustration. This presentation will provide an overview of the importance of teaching skills at a young age and tools for assessment and goal development. Participants will learn about functional communication targets and ways to effectively teach functional communication skills to preschoolers.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. define functional communication skills and functional communication training
2. discuss the importance of including functional communication skills in speech language therapy goals
3. develop functional communication goals and functional communication targets to replace challenging behavior

#5

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

Please note: This hybrid session will include virtual attendees and will be recorded and replayed as session #41.

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

#6

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

Escaping the Silo: How to Embrace Interprofessional Practice for Pediatric Feeding Disorders

Michelle Dawson, MS CCC-SLP, CLC

When working with little ones who have a pediatric feeding disorder (PFD) we are only as good as the team surrounding them on their journey. If you're an SLP new to the world of PFD, being part of a new interprofessional practice (IPP) team can feel daunting given the variety of team members you may encounter; but relax, there is joy to be found in the learning process! For the next 90 minutes, learn about the most common specialty physicians, allied health team members, local education agency (LEA) team members, and community members found on IPP teams, their education, their roles and responsibilities on the team, and functional strategies to collaborate for optimal patient outcomes.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. describe the roles and responsibilities of three different specialty physicians found on a PFD team
2. describe the roles and responsibilities of three different allied health and community members found on a PFD team
3. describe functional strategies to assist in engaging in crucial conversations for improved continuity of care between IPP team members

#7

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

Updates from the Office for Exceptional Children

Joseph Petrarca, MA,CCC-SLP

Participants will be provided with updates from the Office for Exceptional Children. This session will include status updates regarding the current state of special education in Ohio as it relates to the fields of speech-language pathology and audiology.

Instructional Level: Advanced

Learner Outcomes: As a result of this course, participants will be able to:

1. understand the current special education landscape in Ohio
2. apply the current landscape to their unique environment
3. analyze and evaluate current practices for potential reinforcement or refinement

#8

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

Please note: This live session will be recorded and replayed as session #50.

SLPs: The Missing Link to Improved Literacy Outcomes for Learners

Jennifer Heim, MA, CCC-SLP, MEd; Tracy Mail, MA, CCC-SLP

This session will focus on the importance of the SLPs potential involvement in a district and/or building's plan to implement literacy practices. Through the work of the State Literacy Team over the past 4 years, members realized that SLPs inherently possess the skill set that aligns with the foundational structures to improve literacy outcomes for learners. To that end, a core group of SLPs on that team surveyed the state to determine the current level of literacy support that SLPs provide in their districts. The results of that survey will be shared during this session as well as suggestions about how SLPs can support literacy initiatives and how to advocate their value to building and district administrators. Come to this session to learn just how valuable your skills are and how to focus those skills in a way that boosts the literacy outcomes for learners.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:

1. understand why an SLP's skillset is critical to the success of a district's literacy initiative
2. understand the science of reading and the simple view of reading
3. understand the current state of SLP involvement in literacy in Ohio's schools
4. identify how to support the administrator's understanding of the SLP's value in providing service regarding literacy
5. identify potential benefits from SLP support in literacy for learners and colleagues

#9

10:15 a.m. - 12:15 p.m.

AAC in the IEP: Goals, Therapy, & Classroom Strategies

Michelle Pickett, MS, CCC-SLP; Michele Dolensky, MA, CCC-SLP/ATP

This presentation will discuss the implementation of augmentative-alternative communication (AAC) for a variety of communicators. We will discuss how to document AAC in an IEP, examples of AAC goals and objectives, therapy activities to target these goals, and strategies to incorporate AAC into the classroom. Participants will view videos of individual and small group therapy sessions focusing on language development and expressive communication using AAC.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:

1. identify the four sections in which AAC needs to be documented in the IEP
2. identify two AAC IEP goals
3. identify two therapy activities to focus on AAC goals
4. describe one strategy for implementing AAC into the classroom

#10

10:15 a.m. - 12:15 p.m.

Onward and Upward: Advancing School-Based Practice - Hot Topics 2022

Kathy McDermott, MA, CCC-SLP; Dianne Clemens, MA, CCC-SLP; Barb Conrad, MA, CCC-SLP

Hot Topics 2022! In this presentation, members of the Ohio School SLP/AUD Supervisory Network share their perspectives on several current, major topics impacting education. SLP roles in dyslexia; disproportionality/equity of service; and workload/caseload next steps will be discussed. New/updated resources and initiatives will be shared, including updated OMNIE guidelines; dyslexia guidebook; developmental delay age ranges, and more. Engage in discussions regarding solutions and best practice related to each topic. Leave informed and equipped with resources and references designed to support and empower school-based practitioners to advance their practices onward and upward over the coming year.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. explain current practice issues facing personnel in school settings
2. describe solutions for key practice issues that involve stakeholders at multiple levels (school, district, and state level personnel)
3. network and problem-solve with other professionals

#11

10:15 a.m. - 12:15 p.m.

Resolving Ethical Dilemmas - Best Practices for School-Based SLPs and AUDs

Gregg Thornton, Esq; Carrie Spangler, AuD, CCC-A

During this interactive presentation, practitioners will have the opportunity to decide whether various scenarios that can arise in the school setting pose any ethical dilemmas. Participants will receive information on how to effectively use the board's code of ethics to effectively respond to ethical dilemmas. In addition, practitioners will receive information and resources to help resolve ethical dilemmas. This presentation will meet the licensure board's two hour ethics requirement of continuing education for the 2021-2022 practice biennium.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:

1. name/describe ethical dilemmas/issues that school-based practitioners encounter
2. state ethical requirements adopted by the licensure board
3. implement and follow an ethical decision-making process to effectively resolve an ethical dilemma
4. state how the licensure board's Code of Ethics can be an effective resource with educating others about your role as a licensed practitioner and ethical responsibilities to your students
5. identify when the practitioner has a duty to report ethical violations

#12

10:15 a.m. - 12:15 p.m.

Please note: Marie Ireland will be presenting this hybrid session virtually with 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

#13

10:15 a.m. - 12:15 p.m.

Autism is Hard Enough But How Do I Work With A BCBA?

Lynn M. Dudek MS, CCC-SLP, MBA, BCBA, COBA

Individuals with autism are frequently served by a team of many professionals. Teams might include a speech-language pathologist, occupational therapist, psychiatrist, intervention specialist, and behavior analyst (BCBA). SLPs and BCBAs often serve those with autism and must work together. Sometimes, because of the overlap of knowledge and scope, effective collaboration and communication can be a challenge. However, when these professionals are able to develop a mutually respectful and positive relationship, everyone, especially the student, wins!

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. discuss the difference between scope of practice and scope of competence
2. list the individual and overlapping scopes of practice and competence between SLPs and BCBAs
3. describe multiple ways to develop and maintain a collaborative relationship with BCBAs

#14

10:15 a.m. - 12:15 p.m.

Teaching Narratives: Practical Tips to Assess and Intervene

William Bolden III, MA, CCC-SLP

Narratives are important for students' academic and social success. In this introductory session, we will discuss how to effectively assess narration and teach children to tell stories. The evidence base for narrative interventions will be reviewed along with information regarding typical narrative development. Techniques for eliciting and analyzing narratives will be discussed as well as therapeutic methods and supports for teaching narratives to school-age children. Multiple examples of narrative intervention activities and literature-based units will be shared and reviewed.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:

1. identify the research and evidence base supporting the use of narrative interventions
2. describe typical narrative development and identify common narrative structures
3. list methods for eliciting and analyzing narrative samples
4. list instructional methods and supports for teaching story grammar and narrative structure

Afternoon Sessions

#15

1:30 p.m. - 4:30 p.m.

Accelerating Progress for Children with Severe Speech Sound Disorders

Teresa Farnham, MA, CCC-SLP

Using complexity theory to plan and implement intervention for children with severe speech sound disorders can result in rapid, system-wide change in a child's speech sound system. Mrs. Farnham has implemented this treatment model in a public-school setting, with significant student success often in as little as one school year. Current assessment and intervention strategies for children with severe SSD, emphasizing linguistically based analysis, target selection, and intervention methods. Practical strategies for implementation in a school or clinical setting, with emphasis on treatment based on detailed diagnostic analysis will be reviewed. Key components of appropriate assessment and effective therapy will be the primary focus of the session.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. identify key elements of phonological target selection for therapeutic intervention
2. identify key components of effective phonological assessment
3. identify key strategies for effective phonological intervention

#16

1:30 p.m. - 4:30 p.m.

Please note: This hybrid session will also have virtual attendees.

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

#17

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

He Can Talk, So Why Isn't He TALKING!? Real Solutions Addressing Five Key Factors of Why Many Individuals With Autism Spectrum Disorder Have Difficulty Communicating

Don D'Amore, MA, CCC-SLP

For some students with autism spectrum disorder or other critical communication disabilities, there are multiple factors which may contribute to limitations in their communication and verbal speech. Based on over two decades of the presenter's specialized AAC experiences, five key common factors which may contribute significantly to deficits in communication are identified. Specific practical strategies, therapy techniques and supports which could help address communication gains for these students are shared.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. identify five key factors which may contribute significantly to deficits in communication for students with Autism SD
2. be able to list two to five strategies or therapy techniques and supports which could help address communication gains for these students with critical communication deficits
3. create their own individualized therapy plans for their future sessions to incorporate strategies which address these key factors

#18

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

Please note: Kris English will be presenting this session virtually.

Self-Determination and Child-Centeredness

Kris English, PhD

Increasingly, different models of centeredness are being used to describe the focus of health care. In this presentation, we will consider the history, principles, and concerns of person-centered, family-centered, and child-centered care, culminating with the question, "What does it mean to be person-centered in pediatric settings, and what is the role of the school-based clinician?" The presentation will include strategies designed to provide children opportunities to voice their preferences and make decisions, and also how to share this important life-skill with families.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. name one concern regarding young persons with hearing impairment regarding college and employment
2. list three subskills related to the development of self-determination
3. describe the relationship between self-determination and post-high school outcomes

#19

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

Where is the Communication Breakdown? Is My Colleague the Problem? Or is it Me?

Michael Nieporte

Do you have a coworker or two who you struggle to understand? Perhaps you have more in common than you would expect. While you are an expert in communication, could you benefit from brushing up on your own knowledge of communication styles? This lighthearted course will challenge your knowledge of yourself and help you to see your colleagues in a new light.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:

1. identify and describe the four types of communication styles
2. identify their own personal communication style
3. identify the communication style of others
4. flex their own communication styles to maximize communication with a coworker

#20

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

Please note: This hybrid session will also have virtual attendees.

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

#21

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

Connecting the Dots: How Etiologies Drive EBP Treatment of Pediatric Feeding Disorders

Michelle Dawson, MS CCC-SLP, CLC

There are four components to the diagnosis of pediatric feeding disorder (PFD): medical, nutritional, feeding skill, and psychosocial. Each of these components is intricately complex and interwoven into the beautiful tapestry of life that makes up the lives of those we are called to serve. However, one of these components, "medical", can be overwhelming to grasp due to limited exposure to pediatric medical aspects within the framework of graduate coursework and limited clinical practicum exposure to working with medically complex children. The next 90 minutes are a dedicated crash course to build up a PFD clinician's confidence when it comes to how common medical etiologies can influence evaluation and treatment for PFD. Topics covered include neurogenic conditions, aerodigestive tract conditions, gastrointestinal conditions, with emphasis placed on learning through laughter and case studies. So, come with snacks, hypoallergenic gloves, and a healthy dose of curiosity to chase down how an etiology can influence treatment for PFDs!

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. describe common neurogenic conditions and how they can influence treatment of a pediatric feeding disorder
2. describe common aerodigestive tract conditions and how they can influence treatment of a pediatric feeding disorder
3. describe common gastrointestinal conditions and how they can influence treatment of a pediatric feeding disorder

#22

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

Please note: This live session will be recorded and replayed as session #38.

School Psychological Perspectives on Stuttering/Dysfluency

Ryan Taylor, EdS, LSP, BLSP

A presentation discussing speech dysfluency/stuttering as it relates to psychological/school psychological perspectives. Topics will include a foundational description of stuttering as well as how stuttering relates to psychological diagnoses or educational disability identification(s), such as speech-language impairment, specific learning disability, autism, or others. Treatment methods will be addressed from a psychological perspective as well as consultative approaches that psychologists or speech-language pathologists can use to engage the other party in a joint effort to treat disfluent speech.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:

1. discuss aspects of stuttering from a psychological perspective
2. describe ways in which psychologists can be collaborative partners with speech-language pathologists in treating stuttering
3. describe how stuttering relates to educational disabilities and services available through educational agencies

#23

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

Please note: This repeat session will consist of a video replay of session #4.

Getting an Early Start: The Importance of Teaching Functional Communication to Preschoolers with ASD

Allison Acerra, MA, CCC-SLP; Olivia Murphy-Rogers, MA, CCC-SLP

The development of functional communication skills and the use of functional communication training (FCT) are important skills and tools to use in speech language therapy with preschoolers with autism spectrum disorder (ASD). Teaching these skills can increase independent communication in the school environment, while decreasing challenging behaviors and communication frustration. This presentation will provide an overview of the importance of teaching skills at a young age and tools for assessment and goal development. Participants will learn about functional communication targets and ways to effectively teach functional communication skills to preschoolers.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. define functional communication skills and functional communication training
2. discuss the importance of including functional communication skills in speech language therapy goals
3. develop functional communication goals and functional communication targets to replace challenging behavior

#24

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

Please note: Tina Childress will be presenting this session virtually.

Making an Impact: Inservice Ideas for Educators and Families

Tina Childress, AuD, CCC-A

Designing an impactful inservice is an art. You have a limited amount of time to help others understand how being deaf or hard of hearing affects your student in the classroom setting and beyond. What tools and resources are out there? This workshop will demonstrate activities to engage families, students and educators. You will also learn about some online resources including sound simulations, pre-made templates and other printables. We will end the workshop with an opportunity for you to share any resources not discussed.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. describe one activity that explains how the hearing system works
2. articulate two limitations of using sound simulations
3. name two places to get resources for inservices

#25

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

Keep it Comprehensive: Rethinking the AAC Evaluation

Allison Acerra, MA, CCC-SLP; Lyndsey Welch, MA, CCC-SLP; Tamara Dujmovic-Bracak, MA, CCC-SLP

Speech language pathologists play a critical role in setting up functional and appropriate communication systems for AAC users. It is important to put together a comprehensive evaluation and take a team-centered approach when evaluating AAC systems. This presentation will provide an overview of changes that our team developed to reframe our thinking and consider long-term needs of the AAC user, family, and educational team to guide decision-making when evaluating AAC systems.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. discuss the rationale for completing a comprehensive and team-centered AAC evaluation
2. identify key components of a comprehensive AAC evaluation
3. list resources they can include in their AAC evaluations

#26

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

Please note: Rose Griffin will be presenting this session virtually.

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

#27

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

Please note: This live session will be recorded and replayed as session #52.

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

#28

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

Compliant Evaluations- Getting it Right

Bernadette Laughlin, MA, Esq; John Magee, MA; Caryn Timmerman, MS, CCC-SLP

School speech-language pathologists are experts in identifying communication disorders. But identifying a child as one with a speech-language disability under the Individual with Disabilities Education Act (IDEA), a team decision, requires a process called educational identification which is different than a clinical diagnosis. How is adverse educational effect determined? What is the correct way to document the data in the evaluation team report (ETR)? Join a speech-language pathologist, a special education attorney, and a consultant from the Ohio Department of Education who reviews ETRs for compliance to get accurate information taken from real-life examples.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. state the differences between a clinical diagnosis of a speech-language disorder and the identification of a child as one with a speech-language disability under the Individuals with Disabilities Education Act
2. state how to document the adverse educational impact of a speech-language disorder on an evaluation team report
3. identify what is required in a comprehensive evaluation team report
4. state examples of educational needs and implications for instruction based on the results of an evaluation

#29

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

Supervisory Stories and Words of Wisdom

Kathleen Tobias, MA, CCC-SLP

This session will encourage SLP supervisors of graduate Interns to interact with and train their students with a high degree of intentionality in the following areas: 1) the personal relationship between the intern and the supervisor; 2) the differentiated supervising/teaching approach 3) and ethical and professional considerations in supervision. We will ask ourselves questions such as "What kind of supervisor do I want to be?", "How can I best get an idea of my graduate intern's skills to meet him/her where they're at?"; and "How can we best model professional decision making for our graduate interns?"

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. list three to five factors to consider when getting started with a graduate student intern
2. discuss strategies to support graduate interns in their duties
3. list the steps in a decision-making tree where the graduate intern and supervisor identify 1) if there is an ethical/professional issue 2) if action is needed/not needed and 3) if action is needed, what action to select

#30

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

Please note: This live session is a repeat of session #22.

School Psychological Perspectives on Stuttering/Dysfluency

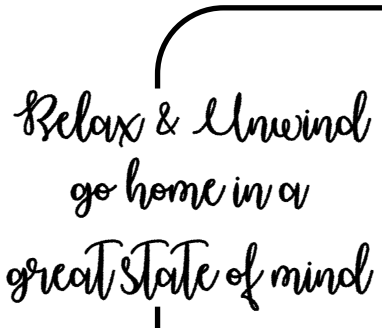
Ryan Taylor, EdS, LSP, BLSP

A presentation discussing speech dysfluency/stuttering as it relates to psychological/school psychological perspectives. Topics will include a foundational description of stuttering as well as how stuttering relates to psychological diagnoses or educational disability identification(s), such as speech-language impairment, specific learning disability, autism, or others. Treatment methods will be addressed from a psychological perspective as well as consultative approaches that psychologists or speech-language pathologists can use to engage the other party in a joint effort to treat disfluent speech.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:

1. discuss aspects of stuttering from a psychological perspective
2. describe ways in which psychologists can be collaborative partners with speech-language pathologists in treating stuttering
3. describe how stuttering relates to educational disabilities and services available through educational agencies



RELAX, UNWIND and WIN

Monday 4:45—5:45 p.m.

Wrap-up the first day of conference with a chance to relax, unwind & win wonderful prizes donated by the vendors. Celebrate as we announce the graduate scholarship winner as part of our university outreach to welcome students to our conference. Cash bar (wine, seltzers, beers) and light hors d'oeuvres will be available.

TUESDAY SCHEDULE

8:00 – 8:20 a.m. OSSPEAC Business Meeting

Morning Sessions

#31

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

Please note: This live session will be recorded and replayed as session #45.

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

#32

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

Making Strides Using a Workload Approach

Charles H. Carlin, PhD, CCC-SLP; Bernadette Laughlin, MD, EsQ; Barb Conrad, MA, CCC-SLP

Educational agencies utilize a data-driven process to determine service providers' workload and caseload size. This session will review the requirements of the Ohio Operating Standards from the perspective of a speech-language pathologist (SLP). Participants will learn about various resources that can be used to calculate an appropriate workload. They will also learn about strategies that other Ohio school districts are using to manage their SLPs' workload.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:

1. explain the benefits of a workload approach
2. describe the major components of Ohio's workload approach
3. explain strategies to manage workload

#33

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

Please note: This hybrid session will include virtual attendees.

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

#34

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

Please note: This live session will be recorded and replayed as session #58.

Get More Bang for Your Buck with Language-Rich Activities

Bethany Whidden, MA, CCC-SLP; Lindsey Dino, MA, CCC-SLP

As speech-language pathologists, we frequently include the words "language-rich activities" in the implications sections of our ETRs, but we leave out specific examples of what these activities look like and how they can be incorporated into the classroom. This session will discuss the importance of providing language enrichment through routines that are occurring every day in preschool. We will provide specific examples of how to embed opportunities for language learning into the environment so that language-rich activities become a natural part of your classrooms.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:

1. define "language-rich environment"
2. list strategies for incorporating language into common preschool routines
3. name examples of activities that can be implemented in the classroom

#35
8:30 a.m. - 10:00 a.m.
Please note: This hybrid session will include virtual attendees.
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.
Cancelled
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

#36
8:30 a.m. - 10:00 a.m.
65 STUDENTS + 256 GOALS = 1 STRESSED OUT SLP
LISA KATHMAN, MS, CCC-SLP; SARAH BEVIER, MS, CCC-SLP
As a school-based speech language pathologist (SLP), you don't have the luxury of selecting a niche caseload and focusing on just one disability area. School SLPs across the nation often face caseloads of 65+ students and may work with preschool through 12th grade with a wide range of communication needs. This course will focus on how to plan therapy for a diverse caseload, write effective and individualized treatment plans, as well as organize data and progress monitoring using technology.
Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:
1. describe how to assess a student for an annual IEP in order to write a truly individualized treatment plan
2. create a lesson plan for a group of students who have different IEP goals
3. name at least one digital tool to organize the data and paperwork required to manage a large school-based caseload

#37
8:30 a.m. - 10:00 a.m.
IT TAKES A TEAM! PROMOTING COLLABORATION AND COMMUNICATION AMONG AUDIOLOGISTS, SLPS, TODS, GENERAL EDUCATION TEACHERS, AND FAMILY MEMBERS TO BETTER SERVE PRESCHOOLERS AND SCHOOL-AGED CHILDREN WITH HEARING LOSS
DONALD M. GOLDBERG, PHD, CCC-SLP-A, LSLS CERT. AVT; KATIE MONTAGUE, MA, CCC-SLP, LSLS CERT. AVT; CARRIE SPANGLER, AUD, CCC-A; RACHEL VOVOS, AUD, CCC-A; PARENT MEMBER (TBA)
The purpose of this panel session is to address how we might better collaborate and communicate on behalf of preschoolers and school-aged children who are deaf or hard of hearing, and are mainstreamed in our classrooms. The shared contributions of the panel members include an educational audiologist, a pediatric/cochlear implant audiologist, clinicians from the professions of speech-language pathology, audiology, and listening and spoken language certified auditory-verbal therapists. Practical tips and suggestions will be shared regarding how each panel member works with our children and their families and how we might better collaborate and communicate as a team. An added feature of this dynamic presentation will be representation from parent guests with whom we have worked. Contributions from the audience/ participants will also be solicited -- all with the goal of generating insights and hands-on recommendations to "use tomorrow" on behalf of the children and students we co-teach.
Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:
1. detail the roles and responsibilities of four northeast Ohio professionals working with children who are deaf or hard of hearing
2. list examples of what audiologists, speech-language pathologists, and auditory therapists do in their clinical management of these children (including the areas of our audiology and communication findings; issues of hearing sensory technology related to hearing aids, cochlear implants, and hearing assistive technology; goals and objectives being addressed)
3. identify practical suggestions that can result in better communication of our respective observations
4. describe concrete ideas of how we can promote better collaboration among the team working with these students

#38
8:30 a.m. - 10:00 a.m.
Please note: Repeat Session – Playing of recorded Session 22
SCHOOL PSYCHOLOGICAL PERSPECTIVES ON STUTTERING/DYSFLUENCY
RYAN TAYLOR, EDS., LSP, BLSP
A presentation discussing speech dysfluency/stuttering as it relates to psychological/school psychological perspectives. Topics will include a foundational description of stuttering as well as how stuttering relates to psychological diagnoses or educational disability identification(s), such as speech-language impairment, specific learning disability, autism, or others. Treatment methods will be addressed from a psychological perspective as well as consultative approaches that psychologists or speech-language pathologists can use to engage the other party in a joint effort to treat disfluent speech.
Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:
1. discuss aspects of stuttering from a psychological perspective
2. describe ways in which psychologists can be collaborative partners with speech-language pathologists in treating stuttering
3. describe how stuttering relates to educational disabilities and services available through educational agencies

#39

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

Please note: This hybrid session will also include virtual attendees.

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

#40

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

SLP and OT Collaboration

Bethany McFerin, MA CCC-SLP

Like peas and carrots, SLPs and OTs make a great pairing! Come and find out how these two disciplines can come together to strive for a shared outcome with a variety of students. Incorporating kinesthetics into our sessions helps to elicit communication. From therapy games, life skills, goal writing, and rubrics, this is one fun time to share with your work bestie!

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:

1. gain an understanding of how to incorporate movement/sensory into games/tasks we're already doing with our students
2. identify benefits of co-treating/collaboration
3. create shared goals and data collection methods through examples provided

#41

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

Please note: This live session will consist of a video replay of session #5.

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

#42

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

Current considerations of Auditory Processing Disorders (APD) In School-Aged Children

Gail M. Whitelaw, PhD

It is time to move beyond focusing on ""controversies" related to auditory processing disorders. This presentation will address ways to identify and support children with auditory processing issues and how they impact listening and learning in the classroom. Auditory processing "terminology" will be reviewed and considerations for classifying these disorders will be discussed. Current assessment considerations will be presented. Management aspects of the auditory processing disorders will be highlighted. The role of the audiologist and the speech-language pathologist will be discussed. Case examples will be provided to facilitate learning.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:

1. define auditory processing disorder and list characteristics of children with APD
2. discuss assessment options
3. develop treatment options for children with auditory processing disorders
4. describe interdisciplinary team approach for assessment and management

#43

10:15 A.M. - 11:45 A.M.

OHIO'S SCHOOL BASED SLP & AUD COMMUNITY OF PRACTICE

SUE GROGAN-JOHNSON, PHD, CCC-SLP

Today's educational work environment is fast paced, demanding, and disrupted. SLPs and AuDs starting out are expected to be problem-solvers, team players, and initiative-takers. They must possess content knowledge as well as the requirements of state and national regulations. And, while the young professionals are working to figure all of that out, they are expected to take ownership for their own career path, seeking out-growth opportunities, including the knowledge needed to be successful, and developing leadership skills. Ohio's School-Based SLP & AuD Community of Practice is designed to provide the mentoring, support, resources, and information needed for SLPs and AuDs who are new to the school-based setting! *Community of Practice members and those who want to learn more about this program* are invited to an official welcome event which includes tools for getting off to a good career start and opportunities for CoP members to network!

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:

1. recognize the components of the Ohio School Based SLP & AuD C of P program that will support successful integration into school-based practice
2. identify target areas for professional growth that ensure the integrity of the profession and delivery of quality, culturally responsive services to students with communication impairments
3. establish professional connections with new and experienced school based SLPs & AuDs to establish the Ohio School Based SLP & AuD Community of Practice

Afternoon Sessions

#44

12:15 p.m. - 1:00 p.m.

KEYNOTE PRESENTATION: PUT YOUR OXYGEN MASK ON FIRST BEFORE HELPING OTHERS

LISA KATHMAN, MS, CCC-SLP; SARAH BEVIER, MS, CCC-SLP

When you fly on an airplane, the flight attendant instructs you to put your oxygen mask on first before helping others. This is an important metaphor for those working in the field of speech-language pathology. Taking care of others can easily deplete those who give, which is something SLPs do daily with the clients they serve. This lunch keynote address will focus on ways to take care of yourself to avoid experiencing burnout, stress, fatigue, and reduced effectiveness while working as an SLP.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:

1. identify 3 behaviors that contribute to burnout
2. describe 3 ways you can implement self-care to reduce the effects of job stressors

#45

1:30 p.m. - 4:30 p.m.

Please note: This repeat session will consist of a video replay of session #31 and will include both live and virtual attendees.

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

#46

1:30 p.m. - 4:30 p.m.

BUILDING BRIDGES: MAKING COMMUNITY EVENTS INCLUSIVE & ACCESSIBLE

KATHY KEAGGY, MA, CCC-SLP

Attending and being a part of community events can be overwhelming and discouraging for individuals with special needs and their families. We know that inclusion at school is important and beneficial. Inclusion should not stop when someone graduates. This presentation will teach (and hopefully inspire) participants to make community events, clubs, organizations, and groups accessible for everyone. A community theater and Christmas light show in Ohio are just two examples of how to create a program or take an already-existing event and make it more accessible. Making events and activities more accessible and inclusive is the first step. It also opens up a space to begin a much-needed conversation around accessible event planning and becoming an advocate, including members of the community in the process is critical.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:
1. feel inspired and empowered to make at least one local community event, activity, or group accessible to all members of the community
2. describe how to translate the educational concepts of LRE and ICS beyond the classroom and into the community
3. describe the importance of breaking down barriers that make many community events difficult for autistic individuals and families
4. describe how to help others feel more comfortable about autism through increasing knowledge and awareness

#47

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

Practical Strategies for Middle School and High School Students

Stacie Mamula, MA, CCC-SLP; Maggie Cook, MA, CCC-SLP; Kathleen Tobias, MA, CCC-SLP

During the session, you will meet three SLPs with varying middle school / high school caseloads. Find out how they schedule, collaborate, and choose materials. They will also share with you their role in transition skills and community-based activities. There will be time for questions about your specific cases.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:
1. describe how to work through unique issues of scheduling, choose age-appropriate materials, and gain ideas for collaboration at the upper levels
2. engage in team-based problem solving for challenging cases
3. learn from each SLP about their role in transition planning and community-based activities so they can leave with ideas to bring back to their district

#48

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

Each Child Means Each Child: Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities.

Joseph Petrarca, MA, CCC-SLP

Each Child Means Each Child: Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities is part of Each Child Our Future, Ohio's strategic plan for educating all Ohio's students. Participants will be provided with the current educational landscape related to students with disabilities. The role of the speech-language pathologist and educational audiologist in supporting the plan's recommendations will be explored.

Instructional Level: Advanced

Learner Outcomes: As a result of this course, participants will be able to:
1. learn about the background and structure of Each Child Means Each Child
2. understand the correct special education landscape
3. apply and analyze the current education landscape to their own unique situation
4. evaluate the critical components of Each Child Means Each Child and the role the speech-language pathologist or educational audiologist can have in implementing the tactics and action steps outlined in the plan
5. create an individualized plan to assist in actualizing the recommendations outlined in Each Child means Each Child

#49

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

AAC and Authentic Communication: Strategies for Implementation in Everyday Routines

Tina Moreno, MA, CCC-SLP, ATP

How can we help students who use AAC learn to communicate spontaneously on topics that are personally meaningful and in ways that help them build connections with those around them? How do we help these students move beyond requesting and answering questions? Our goal as speech-language pathologists is to support language development and help students establish communication autonomy. This session will share strategies and resources for keeping students engaged, motivated and inspired as they find and develop their own authentic voices through AAC. This session focuses on embedding aided language throughout natural routines while moving away from prompting, requiring responses and prescribing what learners should say.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:
1. define aided language stimulation
2. describe authentic communication
3. identify restrictive prompts
4. identify three strategies for promoting authentic communication

#50

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

Please note: This repeat session will consist of a video replay of session #8.

SLP's: The Missing Link to Improved Literacy Outcomes for Learners

Jennifer Heim, MA, CCC-SLP, MEd; Tracy Mail, MA, CCC-SLP

This session will focus on the importance of the SLPs potential involvement in a district and/or building's plan to implement literacy practices. Through the work of the State Literacy Team over the past 4 years, members realized that SLPs inherently possess the skill set that aligns with the foundational structures to improve literacy outcomes for learners. To that end, a core group of SLPs on that team surveyed the state to determine the current level of literacy support that SLPs provide in their districts. The results of that survey will be shared during this session as well as suggestions about how SLPs can support literacy initiatives and how to advocate their value to building and district administrators. Come to this session to learn just how valuable your skills are and how to focus those skills in a way that boosts the literacy outcomes for learners.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:
1. understand why an SLP's skillset is critical to the success of a district's literacy initiative
2. understand the science of reading and the simple view of reading
3. understand the current state of SLP involvement in literacy in Ohio's schools
4. identify how to support the administrator's understanding of the SLP's value in providing service regarding literacy
5. identify potential benefits from SLP support in literacy for learners and colleagues

#51

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

Please note: Dave Gordey will be presenting this session virtually.

A Tool for Determining Hearing Aid Candidacy in Children with Mild Hearing Loss

Dave Gordey, PhD

Today, many audiologists use the HL Audiogram as a key part of hearing aid candidacy for infants and young children. Research has shown that infants and young children with mild hearing loss may face speech-language and academic delays. However, audiologists still report challenges in their own decision-making for recommending hearing aids and providing effective counseling for parents on the need for intervention with amplification. This presentation will discuss an education tool to support hearing aid candidacy decisions and parent counseling for children with mild hearing loss.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:
1. define the Speech Intelligibility Index (SII).
2. create a corrected HL audiogram using the Mild Hearing Loss tool.
3. describe a corrected HL audiogram and its Speech Intelligibility Index

#52

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

Please note: This repeat session will consist of a video replay of session #27 and will include virtual attendees.

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

#53

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

Achieving Best Outcomes through School and Outpatient Speech Collaboration

Lana Dennison, MA, CCC-SLP; Cortney M Schoene, MA, CCC-SLP

Speech-language pathologists need to be equipped with strategies to positively collaborate with professionals across settings. Successful interprofessional education and interprofessional practice is more widely researched and discussed; however, intraprofessional collaboration between speech-language pathologists in various settings, including schools and hospital/outpatient settings, is also vastly important in best care and improved outcomes. This presentation will share the strategies and resources for successful collaboration between outpatient and school speech-language pathology. It will also provide participants, both direct care providers and leaders within organizations, with ideas to replicate this successful professional collaboration and translate the resources and strategies for their team.

Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:
1. describe interprofessional and intraprofessional collaboration and its positive impact on patient outcomes
2. list methods for collaboration between speech-pathology settings including school and hospital/outpatient
3. create a plan to translate the collaboration between school and hospital/outpatient speech-language pathologists to his/her/their own clinical setting/practice
4. identify possible challenges/obstacles of intraprofessional collaboration, and problem solve possible solution/s

#54

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

Make Your Retirement Plan Work For You: Navigating the State Teachers Retirement System (STRS)

Katherine E. Tehrani, Financial Professional

Navigate retirement planning by deepening your understanding of the State Teachers Retirement System (STRS) as well as supplemental retirement planning strategies. Learn how your pension (STRS) works and create a holistic plan for retirement in this interactive, personalized session. You will leave with an actionable plan for your retirement that includes understanding of your pension and additional retirement planning strategies. Don't leave your retirement to chance - take the wheel and create the retirement you deserve! All are welcome – this session includes strategies for all career stages.

Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:
1. identify individual STRS pension options using the STRS Benefit Estimation Table.
2. gain knowledge of Defined Benefit and Defined Contribution options and the Partial Lump Sum Option
3. create a comprehensive retirement plan, drawing from STRS pension information, 403(b) and 457 retirement plans, and other financial planning tools

#55
3:15 p.m. - 4:45 p.m.
Please note: Hilary Davis will present this session virtually.
My Ears are Tired: Fatigue in Children with Hearing Differences
Hilary Davis, AuD, CCC-A
Children with hearing differences are at risk for fatigue due to prolonged and difficult listening situations, such as listening and paying attention throughout the school day. Fatigue can have significant negative consequences that impact an individual's quality of life. In order to best identify these children who are experiencing difficulty with fatigue, we developed a listening-related fatigue questionnaire for children, their parents and teachers that is available free of charge online.
Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:
1. identify several factors that may impact a child's level of listening-related fatigue
2. describe the process taken to develop a listening-related fatigue questionnaire
3. list potential interventions to use with children struggling with listening-related fatigue

#56
3:15 p.m. - 4:45 p.m.
Reinventing Evaluation Standards and Practice in the Age of Technology
Kristin Martinez, MA, CCC-SLP
The pandemic certainly reinforced the need for flexibility in clinical practice. However, flexibility does not mean inadequate or subpar, and it should never mean the delay, or complete halt of, evaluation services for children when it is essential to determine the need for any appropriate intervention services within developmental windows and legal timelines. This presentation will delve into virtual speech and language evaluations in today's world. The instructors will discuss current clinical perceptions, trends in research, and best practices in conducting both standardized and informal assessments remotely. Discussion of more challenging areas of tele assessment, specific clinical scenarios, and online assessment tool demonstrations will also be provided.
Instructional Level: Intermediate

Learner Outcomes: As a result of this course, participants will be able to:
1. explain standards of practice as outlined by teleassessment industry leaders
2. examine current research related to teleassessment
3. categorize teleassessment practices as recommended, not recommended, or dependent upon resources and supports

#57
3:15 p.m. - 5:15 p.m.
Please note: This hybrid session will also include virtual attendees.
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

#58
3:15 p.m. - 4:45 p.m.
Please note: This repeat session will consistent of a video replay of session #34.
Get More Bang for your Buck with Language-Rich Activities
Bethany Whidden, MA, CCC-SLP; Lindsey Dino, MA, CCC-SLP
As speech-language pathologists, we frequently include the words "language-rich activities" in the implications sections of our ETRs, but we leave out specific examples of what these activities look like and how they can be incorporated into the classroom. This session will discuss the importance of providing language enrichment through routines that are occurring every day in preschool. We will provide specific examples of how to embed opportunities for language learning into the environment so that language-rich activities become a natural part of your classrooms.
Instructional Level: Beginner

Learner Outcomes: As a result of this course, participants will be able to:
1. define "language-rich environment"
2. list strategies for incorporating language into common preschool routines
3. name examples of activities that can be implemented in the classroom