



BUILDING A

ospeac 2023

COMMUNITY

October 16 & 17, 2023

Virtual Sessions

13.50 Professional Development Credit Hours

1.35 ASHA Credit

1 graduate credit hour Ashland University





GENERAL INFORMATION

OSSPEAC is proud to provide another great conference this year. As you will note, our focus again this year will be to provide our participants with session hours. It is our hope to provide participants with a quality virtual learning experience.

[OSSPEAC.ORG/CONFERENCE](https://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, 2023)

2023-2024 Members \$175.00 Non-Members \$250.00

ONE DAY Registration

2023-2024 Members \$125.00 Non-Members \$175.00

Full Registration (September 1 - October 6, 2023)

2023-2024 Members \$185.00 Non-Members \$260.00

ONE DAY Registration

2023-2024 Members \$130.00 Non-Members \$180.00

NOTE: Online registration will close on October 6th

Late Registration (After October 6, 2023, if available)

MUST REGISTER ON-SITE at the conference.

2023-2024 Members \$200.00 Non-Members \$275.00

ONE DAY Registration

2023-2024 Members \$135.00 Non-Members \$185.00

MEMBER REGISTRATION:

To be eligible for "2023-2024 Member" rates you must be a member of OSSPEAC for the 2023-2024 membership year, which begins July 1, 2023. 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. **PO OR CHECK MUST BE RECEIVED BY CONFERENCE DEADLINE.**

CREDIT CARD:

If you are using a credit card, use the online registration form and 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 and print out all handouts for use at the conference. If handouts are not available for posting online, the presenter will bring handouts to the presentation.

CANCELLATION AND REFUND POLICY:

If you need to cancel your registration, you may do so until October 6, 2023. After this date, no refunds will be processed. You may transfer your registration to another person at any time, 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

CONFERENCE AGENDA:

Monday, October 16, 2023

8:30-12:15: Conference Sessions (please see session listings for complete information)

LUNCH BREAK

1:30-5:15: Conference Sessions (please see session listings for complete information)

Tuesday, October 17, 2023

8:30-12:15 - Conference Sessions (please see session listings for complete information)

LUNCH BREAK

1:30-5:00: Conference Sessions (please see session listings for complete information)

ZOOM LINKS:

Virtual participants will be sent Zoom links for each session by October 12th. It is the participant's responsibility to make sure links have been received prior to the conference. Please contact info@osspeac.org or call 888-258-1032 if you have not received the links. PLEASE DO NOT WAIT UNTIL THE MORNING OF THE CONFERENCE as limited time will be available to assist.

Participants will be sent links to ALL sessions and will have the ability to choose which sessions they attend. In order to receive credit, the participant MUST attend the entire session and complete a post-test.

SESSIONS 10 & 16 - SPECIAL NOTE: For those participants choosing to attend either session 10 or 16, Cutting Edge Strategies to Develop Independent Executive Language Skills, with Sarah Ward, MS, CCC-SLP, specific information regarding the Zoom link and handouts is forthcoming. If you are planning to attend session 10 or 16, you MUST indicate this when you register, as only those individuals who plan to attend these sessions will receive further communication regarding links and handouts. We will be unable to add participants to the attendance roster for these sessions during the conference as all information will have already been processed and finalized.

Credit Information

CONTINUING EDUCATION CREDIT:

Continuing education credit is included in the registration cost. You receive credit for the sessions that you attend. Directions will be available at the conference for our online CEU access. Please use the form provided in the program to track the sessions you attend. You will need session attendance information after the conference when visiting at www.osspeac-ceu.org to complete the online CEU processing.

You must attend the entire session and complete the post-test to obtain credit for that session.

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 complete the post-test for the virtual sessions you attend to receive credit.
- ⇒ 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 24, 2023.

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 24, 2023. You will receive an email acknowledgment of receipt once your attachment is opened. Grades will be pass/fail (S/U).

Registration/Payment for Ashland graduate credit can be made:

1. A link to register and make payment online 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)

Varied Credit - 1.35 ASHA CEUs
Various Level



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 October 6, 2023.
- ☆ Please make your own hotel accommodations directly with your choice of hotel (listing on page 3).
- ☆ Participants will receive an e-mail confirmation after online registration.
- ☆ Handouts will be posted online at www.osspeac.org 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 and print out all handouts for use at the conference. If handouts are not available for posting online, the presenter will bring handouts to the presentation.
- Please see session 10 & 16 for specific information related to virtual links and handouts
- ☆ 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 or via online link sent separately prior to the conference. (credit cards or checks accepted for graduate credit).

VIRTUAL 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. Links to the post-test will be emailed to participants.

Monday, October 16, 2023

8:30 - 11:30 a.m.
SESSION V1

NAVIGATING AAC FOR THE GESTALT LANGUAGE PROCESSOR
Lauren Greenlief, MA, CCC-SLP

As we learn more about gestalt language processing we are left with many questions surrounding our learners and how they access AAC systems. This presentation will summarize gestalt language processing and the Natural Language Acquisition Framework in order to apply it to our AAC users. Using what we know about AAC intervention and gestalt language development we will navigate through discussions on AAC assessment details, customization, modeling targets, implementation plans, and goal setting. This presentation will leave you with practical ideas and supports to start using with your students right away. As a result of this session, the participant will be able to:

- Define the stages of the Natural Language Acquisition Framework
- Describe 3 characteristics of a non-speaking gestalt language processor
- Summarize how to support modeling for our beginning gestalt language processors
- List 3 AAC features that support gestalt language processing

Intermediate

8:30 - 10:00 a.m.
SESSION V2

MORE THAN JUST BOOKS: MAKING AN IMPACT WITH LITERACY BASED THERAPY
Shontaye Glover Jones, MS, CCC-SLP

Children with language impairments are at high risk for difficulty in learning to read and write. SLPs can play an important role in literacy development which makes books powerful tools to use for intervention. Books have the power to improve skills and increase empathy; however, when we limit the types of books we use, we limit access to stories that represent their own lived experiences and reduce exposure to new experiences. This course will discuss selecting inclusive picture books and how to use diverse books to improve speech, language and literacy skills and how to explore emotions and different perspectives.

As a result of this session, the participant will be able to:

- Identify critical elements for book selection
- Understand the importance of a book audit
- Discuss how picture books can be used to target communication goals
- Explore books through the lens of identity while utilizing a literacy-based framework for intervention

Intermediate

8:30 - 10:00 a.m.
SESSION V3

TARGET SELECTION STRATEGIES TO MAXIMIZE OUTCOMES IN CHILDREN WITH SPEECH SOUND DISORDERS
Katy Cabbage, PhD, CCC-SLP (Presenter is virtual)

Children with speech sound disorders often produce multiple speech sound errors and it can be daunting for speech-language pathologists to know what and how to prioritize what to work on first in therapy. In this presentation, we will discuss various target selection strategies that are known to increase the efficiency and effectiveness of intervention for children with speech sound disorders. Using hypothetical case studies we will practice individualizing target selection strategies for various speech production profiles.

As a result of this session, the participant will be able to:

- Discuss the importance of considering target selection for treatment of articulatory & phonologically based speech sound impairments
- Identify key considerations for target selection
- Describe major differences in evidence-based target selection strategies across speech sound disorder characteristics

Intermediate

10:15 am -12:15 p.m.
SESSION V4

SUPPORTING NEURODIVERGENT STUDENTS IN ELEMENTARY SCHOOLS
Sara Peele, MA, CCC-SLP (she/they)

Neurodiversity affirming speech and language services are integral to the ethical treatment of our clients and students. Within school-based settings, limitations and requirements are not always supportive of being a neurodiversity affirming SLP. However, there are evidence-based strategies for conducting ETRs and providing IEP services to best support our neurodivergent students, affirm them, and set them up for succeeding as their truest selves.

As a result of this session, the participant will be able to:

- Define neurodiversity and identify how it relates to the IDEA categories for special education
- Describe and analyze the differences between ableist and neurodiversity affirming assessment and therapy procedures
- Identify outdated, ableist assessment and therapy procedures and their neurodiversity affirming alternatives
- Identify opportunities for interprofessional collaboration on school-based teams to support neurodivergent students
- Apply principles for neurodiversity affirming evaluation and therapy procedures to current caseloads

Intermediate

10:15 - 11:45 a.m.
SESSION V5

INTERVENTION CONSIDERATION FOR CHILDREN WITH SPEECH SOUND DISORDERS IN SCHOOL-BASED SETTING
Katy Cabbage, PhD, CCC-SLP (Presenter is virtual)

Children with speech sound disorders (SSD) comprise a significant portion of caseloads of school-based SLPs. Despite the existence of several evidence-based interventions to improve speech production outcomes in children with SSD, few have considered how to integrate effective SSD intervention with the complex demands of school-based settings. This is surprising given the substantial number of SLPs providing SSD intervention in school-based settings. In this presentation, we will discuss how to consider various treatment variables to maximize outcomes for children with SSD in school-based settings.

As a result of this session, the participant will be able to:

- Discuss current barriers to implementation of evidence-based SSD intervention in school-based settings
- Describe speech sound disorder interventions that have been studied for usage in school-based settings
- Identify malleable treatment variables that will improve speech production outcomes in children with SSD

Intermediate

1:30 - 4:30 p.m.
SESSION V6

ISN'T IT IRONIC? WORDLESS PICTURE BOOKS FOR SPEECH AND LANGUAGE THERAPY
Jenna Rayburn Kirk, MA, CCC-SLP

Wordless picture books can be utilized for assessment and treatment in speech and language therapy for a variety of ages. This course highlights how to turn WLPBs into no-prep/low-prep therapy plans for all ages. Treatment strategies include goals for articulation, language, syntax, and social goals in mixed groups. Recommended book lists and reviewed books will include preschool, elementary, and secondary titles.

As a result of this session, the participant will be able to:

- Outline two ways to use wordless picture books for dynamic assessment
- List two treatment strategies to accompany wordless picture books
- List 5 wordless picture books for speech and language therapy

Beginner

1:30 - 4:00 p.m.
SESSION V7

SCHOOL-AGE STUTTERING THERAPY IN A NEU ERA

Nina Reeves, MS, CCC-SLP

Understanding the importance of including neurodiversity in our clinical decision making has created new guidance for SLPs who work with those who stutter. The good news is that this shift can free SLPs from unrealistic expectations of outcomes. Join us to review key strategies for successful school-age stuttering therapy.

As a result of this session, the participant will be able to:

- List at least 4 microaggressions and/or stigmatizing activities that can occur during the course of stuttering therapy
- Identify 3 shifts in therapy practices that create a supportive environment for students who stutter
- Describe at least 3 strategies that enhance therapy outcomes by helping students minimize potential societal and internal stigmas of stuttering

Intermediate

1:30 - 3:00 p.m.
SESSION V8

DYSLEXIA: DEBUNKING THE MYTHS

Olivia Weisman, MEd, CALT

Do you or someone you work with believe that dyslexia means the individual reverses letters? In this session, we will debunk this myth and many others with tools to support why. As we embark on dyslexia screening, we must prepare educators in talking about dyslexia and how we can support all students. We will discuss how understanding these myths can help us navigate these next steps in screening and instructing our students together as a team.

As a result of this session, the participant will be able to:

- Develop an understanding of dyslexia
- Gain tools to support the why for debunking myths of dyslexia
- Develop tools to facilitate conversations on how to best support a student with dyslexia

Beginner

3:15 - 5:15 p.m.
SESSION V9

FOCUS ON OUTCOMES: SECONDARY STUDENTS WITH SPEECH-LANGUAGE IMPAIRMENT

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

This workshop is designed for school-based speech-language pathologists to explore the use of tools for consistent, student-centered decision-making for dismissal or continued eligibility, frequency of service and service delivery recommendations to the IEP Team for secondary students with communications disorders with a history of SLP intervention. Case studies will be used to demonstrate use of tools and to promote interaction among participants related to decisions that facilitate independent use of communication skills across meaningful environments.

As a result of this session, the participant will be able to:

- Use a framework for making consistent decisions regarding frequency-location-duration and service delivery recommendations to the IEP Team for secondary students with a history of SLP intervention
- Use a variety of tools for describing the amount and type of support needed to facilitate independent use of communication skills across meaningful environments for secondary students with communication disorders
- Gather a complete data packet of information for the Review of Existing Evaluation Data (REED) to make continuing eligibility or dismissal recommendations to the IEP Team

Intermediate

Tuesday, October 17, 2023

8:30 - 11:30 a.m.
SESSION V10
REPEAT SESSION

CUTTING EDGE STRATEGIES TO DEVELOP INDEPENDENT EXECUTIVE LANGUAGE SKILLS

Sarah Ward, MS, CCC-SLP

Learn dozens of practical strategies to support students in developing independent executive function skills to self-regulate and manage impulses! Improve a student's awareness skills so that he/she can "read a room" then "stop, think and create" an appropriate action plan and infer possible outcomes. Teach students to see and sense the passage of time, change or maintain their pace, and carry out routines and tasks within allotted time frames. Learn how to use the Get Ready * Do * Done Model to turn the core curriculum and lesson/treatment plans into powerful tools to teach students executive control skills.

As a result of this session, the participant will be able to:

- State the functional working definition of what is meant by the term “executive function skills” as it pertains to therapeutic interventions
- Identify the typical developmental course of the executive function skills and define Executive Dysfunction
- Define how situational awareness, self talk, forethought, gesture/movement and episodic memory are the foundational skills for successful task execution
- Develop an intervention program to foster a student’s ability to form more independent executive function skills by describing therapeutic activities to improve: situational awareness and forethought, task planning, task initiation and transition within and between tasks, active self management of the factors related to the passage of time - sequence, duration, analog time, time markers, & organized thinking

Intermediate

If you are planning to attend this session, you MUST select this course when you register, as only those individuals who select this session will receive further communication regarding links and handouts. We will be unable to add participants to the attendance roster for these sessions during the conference as all information will have already been processed and finalized.

8:30 - 10:00 a.m.
SESSION V11

SURVIVAL GUIDE AS A SCHOOL SLP: RETHINK YOUR APPROACH BY GOING OUTSIDE THE BOX
Ali Solberg, MA, CCC-SLP

Have you ever felt yourself becoming overwhelmed and exhausted within your day to day work? Have you felt stuck in a rut with your traditional model of therapy services and struggle with implementing functional skills? Have you felt that it can be extremely difficult to address your students participating in RTI programs? I know I have! After working with caseloads of students from kindergarten through transition age, I know how difficult it can be to keep up with everything you want to target, address, set goals for, etc. This workshop is for school-based speech-language pathologists to figure out how to work smarter versus harder. I will walk you through a variety of initiatives that I have created, or have been a part of creating, either by necessity or by happenstance! Especially, in our post-pandemic world, our students need all the help they can get! Let me talk you through creating and/or implementing social emotional classroom based lessons, social skills classes, transition classes, life skills classes, vocational opportunities through coffee cart services, utilizing graduate students to support response-to-intervention services, and literacy classroom based lessons. Learn how to best impact students while gaining the support to make it all happen!

As a result of this session, the participant will be able to:

- Identify practical solutions to address a multitude of needs within your district
- Create a framework of implementing initiatives within your district
- Develop student-centered initiatives to increase the amount of impact within your district
- Gain support from colleagues and administration within your district

Beginner

8:30 - 10:00 a.m.
SESSION V12

COMPREHENSION CONNECTIONS: BRIDGES TO STRATEGIC READING
Tanny McGregor, Author/Educator

Teaching kids to be metacognitive, ask questions, and determine importance. It's not easy to teach these abstract thinking strategies, yet research tells us that by teaching kids to think, we are offering them access to the world. This workshop is based upon chapters 1, 2, 5, and 6 of Tanny McGregor's best-selling book, Comprehension Connections: Bridges to Strategic Reading. In this session, we'll explore ways to make the thinking process achievable, accessible and incremental, taking students from a fun object lesson to a nuanced and lasting understanding of text. Student-to-student talk is present at every step of the way!

As a result of this session, the participant will be able to:

- Cite the rationale for teaching comprehension thinking strategies
- Create launching sequences for metacognition, questioning, and determining importance
- Build bridges between previous learning and new knowledge, articulating it to one another
- Identify easy-to-access resources to support the teaching of these comprehension strategies

Beginner

10:15am - 12:15 p.m.
SESSION V13

ALL ABOUT RELATIONSHIPS
Judy Rich, EdD, CCC-SLP, BCS-CL

This interactive workshop is designed for school-based speech-language pathologists who are either new to working in schools, or who are experienced and serving as mentors to other SLPs and will explore the importance of building strong relationships to sustain work-energy and master resilience. Scenarios with discussion will form the basis for examination of how to use effective communication to build a strong network and support system that enables resilience, effective service delivery, and job satisfaction.

As a result of this session, the participant will be able to:

- Identify the 5 Pillars of Resilience
- Describe the Strong Relationships Pillar of Resilience and the types of communication skills needed establish strong relationships at work
- Identify a network of support for work relationships
- Identify the steps in preparing for a difficult conversation

Intermediate

10:15 - 11:45 a.m.
SESSION V14

COMPREHENSION CONNECTIONS: BUILDING BACKGROUND KNOWLEDGE & MAKING INFERENCES
Tanny McGregor, Author/Educator

What can we do when students lack background knowledge? How can we support them in becoming inferential thinkers? Can student-to-student talk play a part in deepening kids' thinking about text and beyond? This workshop is based upon chapters 3 & 4 of Tanny McGregor's best-selling book, *Comprehension Connections: Bridges to Strategic Reading*. In this session, we'll explore ways to make these thinking processes achievable, accessible and incremental, taking students from a fun object lesson to a nuanced and lasting understanding of text. A "hands off" teaching approach will be explored, where kids build schema and infer in authentic, engaging ways. Note: This session is most appropriate for grades 2-8.

As a result of this session, the participant will be able to:

- Cite the rationale for teaching comprehension thinking strategies
- Create launching schema (background knowledge) and inferring
- Build bridges between previous learning and new knowledge, articulating it to one another
- Identify easy-to-access resources to support the teaching of these comprehension strategies

Beginner

10:15 - 11:45 a.m.
SESSION V15

FUNCTIONAL COMMUNICATION AND BEYOND: USING LANGUAGE RICH BOOKS IN THERAPY
Sarah Barnett, MEd, MA, CCC -SLP

Books are fertile ground for effective, fun, and engaging therapy even with young children (ages 3-6). In this session you will learn how to choose books that are accessible to young children, but also contain language rich stories with a problem and a solution. You will learn how to create a book guide to use as a resource during language treatment activities. This book guide allows you to level books up and down depending on students' present levels and therapy language targets.

As a result of this session, the participant will be able to:

- Identify language rich children's books that include a problem and solution
- Demonstrate understanding of book guides as a resource in using books in language treatment
- Apply strategies to use book guides to target a variety of language objectives

Intermediate

1:30 - 4:30 p.m.
SESSION V16
REPEAT SESSION

CUTTING EDGE STRATEGIES TO DEVELOP INDEPENDENT EXECUTIVE LANGUAGE SKILLS
Sarah Ward, MS, CCC-SLP

Learn dozens of practical strategies to support students in developing independent executive function skills to self-regulate and manage impulses! Improve a student's awareness skills so that he/she can "read a room" then "stop, think and create" an appropriate action plan and infer possible outcomes. Teach students to see and sense the passage of time, change or maintain their pace, and carry out routines and tasks within allotted time frames. Learn how to use the Get Ready * Do * Done Model to turn the core curriculum and lesson/treatment plans into powerful tools to teach students executive control skills. (Max 200 participants)

As a result of this session, the participant will be able to:

- State the functional working definition of what is meant by the term "executive function skills" as it pertains to therapeutic interventions
- Identify the typical developmental course of the executive function skills and define Executive Dysfunction

- Define how situational awareness, self talk, forethought, gesture/movement and episodic memory are the foundational skills for successful task execution
- Develop an intervention program to foster a student's ability to form more independent executive function skills by describing therapeutic activities to improve: situational awareness and forethought, task planning, task initiation and transition within and between tasks, active self management of the factors related to the passage of time - sequence, duration, analog time, time markers, & organized thinking

Intermediate

If you are planning to attend this session, you **MUST** select this course when you register, as only those individuals who select this session will receive further communication regarding links and handouts. We will be unable to add participants to the attendance roster for these sessions during the conference as all information will have already been processed and finalized.

1:30 - 3:00 p.m.
SESSION V17

IGNITE YOUR AAC EXPERTISE: IMPLEMENTING WITH CONFIDENCE

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

As SLPs, we are working to improve our AAC evaluation process to increase comprehensiveness and set up robust language systems, but what happens when that evaluation is finished? We need to be confident in our abilities to set up implementation and training plans that are as comprehensive as our evaluations. The aim of this presentation is to discuss the components of the training plan, review training steps for home and classroom, and share an overview of the implementation protocol that we have developed within our own speech language therapy department.

As a result of this session, the participant will be able to:

- Identify a variety of training tools that can be used in home and classrooms
- Discuss ways to implement training with caregivers and educational teams

Intermediate

1:30 - 3:00 p.m.
SESSION V18

CONVERSATION-BASED VOCABULARY ACQUISITION: PRACTICAL STRATEGIES FOR EVERYDAY WORD LEARNING

Tanny McGregor, Author/Educator

Having a varied and growing vocabulary gives students an advantage in academics and in life. How can we help kids become curious about words and want to learn more? What are everyday ways to build conversation-based word learning into instruction? In this session, we'll explore a collection of fun, practical strategies designed to give our students the vocabulary advantage they deserve. We'll collaborate through frequent opportunities to interact with each other and participate in word games and word play. You'll leave this session with an entire menu of strategies to use throughout the school year! Note: This session is most appropriate for grades 3-12.

As a result of this session, the participant will be able to:

- Locate supporting research about vocabulary acquisition
- Create a list of easy-to-apply strategies for immediate use
- Reflect upon new learning and identify strategies appropriate to their practice

Beginner

3:30 - 5:00 p.m.
SESSION V19

VOCABULARY INTERVENTIONS FOR STUDENTS WITH LANGUAGE DISORDERS

BeckyAnn Harker, MA, CCC-SLP

Vocabulary is a critical component for reading comprehension and is an area of weakness for most children with language disorders. In this session, we will explore some theories of the interaction between vocabulary and other components of language, including comprehension. We will discuss a variety of evidence-based techniques to treat vocabulary weaknesses, including identifying words to teach. I will share the results of my study examining the effects of rich vocabulary intervention on comprehension for students with language disorders.

As a result of this session, the participant will be able to:

- Describe at least three theories of vocabulary and its interaction with other areas of language
- Identify words to target in vocabulary intervention
- Describe at least three different intervention techniques to treat vocabulary weaknesses
- Explain how direct instruction impacted comprehension of students with language disorders in one study

Intermediate

3:30 - 5:00 p.m.
SESSION V20

INK & IDEAS: SKETCHNOTING FOR ENGAGEMENT, COMPREHENSION, AND THINKING

Tanny McGregor, Author/Educator

Students deserve to express themselves in a multitude of ways. Visual notetaking, or sketchnoting, is a versatile thinking tool that provides choice, boosts engagement, extends recall, and invites deeper comprehension. In this session, we'll identify the research and then get practical. You'll learn how to get started as a sketchnoter, how to launch this practice with students, and see how educators across grade levels/content areas/roles have welcomed sketchnoting into their instructional repertoires...all with pen or stylus in hand! Note: This session is appropriate for all grade levels.

As a result of this session, the participant will be able to:

- Identify foundational research for the practice of visual notetaking
- List the benefits of “thinking with pen in hand”
- Launch this practice with their colleagues and with students of all ages
- Apply their new learning through a variety of practical applications

Beginner