



BUILDING A

osspac 2023

COMMUNITY

October 16 & 17, 2023

**Spitzer Conference Center
Lorain County Community Center
1005 Abbe Road North
Elyria, Ohio**

14.50 Professional Development Credit Hours

1.45 ASHA Credit

1 graduate credit hour Ashland University

***Registration is limited to 400 in-person participants...
register early!***



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. Due to previous commitments we are unable to provide hotel accommodations and meals, however, it is our hope to continue to provide a quality learning experience.

REGISTRATION: Limited to 400 participants. Register online at:

[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. **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).

CONFERENCE MEALS:

Conference meals are not included with the cost of registration. Please see page 3 for a list of nearby dining options. If you would like to remain at the Spitzer Conference Center, OSSPEAC has partnered with LCCC to offer lunch for an additional cost of \$19 daily. Please see page 2 for additional details. If you choose this option, you will purchase your lunch(es) during the online registration process. Please note: Those choosing late registration (if available) will NOT be able to purchase lunch.

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

7:30- 4:30: Registration Open

8:00-12:30: Conference Sessions (please see session listings for complete information)

LUNCH ON YOUR OWN (ordering option - see page 2)

12:15-1:15: OSSPEAC Board Meeting

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

5:15-7:00: Honors of the Association and Relax, Unwind & Win Vendor Raffle

Tuesday, October 17, 2023

7:30- 12:00: Registration Open

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

LUNCH ON YOUR OWN (ordering option - see page 2)

12:45-1:00: OSSPEAC Business Meeting

1:00-1:20: Basket Raffle and 50/50 Drawing

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

HOTEL ACCOMODATIONS:

See Page 3 of this brochure regarding area hotels.

*****Participants will enjoy free self-parking at LCCC*****



Lunch/Meals/Refreshments

*Complimentary water, coffee, tea, and light snacks
will be provided throughout the conference!*

OSSPEAC is pleased to offer you the flexibility to spend your lunch time however you like! If you would like to leave the campus of LCCC, a list of nearby restaurants can be found on the next page (page 3).

If you would like to remain at the Spitzer Conference Center during lunch, you may purchase the soup & salad buffet to eat onsite. The soup and salad buffet will be prepared by LCCC Catering and Dining Services and will be available on both Monday and Tuesday for an additional cost. You will receive a ticket in your registration packet if you choose to purchase a lunch.

Soup & Salad Buffet: Includes two chef's choice soups along with fresh greens and an assortment of salad toppings, rolls & butter, iced tea & lemonade, plus a dessert (ingredients will vary slightly per day).

Cost: \$19.00/per day



RAFFLES...RAFFLES...RAFFLES

OSSPEAC is dedicated to giving back to our profession. Please support the following philanthropic initiatives by participating in this year's basket raffle and 50/50 drawing at the conference.

Julie S. Kelly Scholarship

OSSPEAC honors the memory of audiologist Julie S. Kelly with a scholarship reflecting her dedication to higher education and individuals with hearing impairment. This \$1000 competitive scholarship is awarded each year to a high school senior with hearing impairment who is planning to pursue higher education.

S.O.S. (Support Our Students)

The OSSPEAC Support Our Students (S.O.S.) grants provide funds to support children with all types of communication needs giving them access to their educational curriculum. This year's raffle is for a lottery tree.

Graduate Student Scholarship

OSSPEAC is committed to fostering our professions of speech/language pathology and audiology in Ohio's universities. The OSSPEAC Graduate Scholarship has been established to raise awareness among graduate students of OSSPEAC and to recognize excellence of academic and clinical skills of individuals who plan a career in the educational setting. The OSSPEAC Graduate Scholarship for \$1000 is designed to assist audiology and speech-language pathology students who have secured second-year graduate student status (or third/fourth-year year graduate student status for AuD students).

Barbara J. Conrad Fellowship Grant

Barb is a visionary who has dedicated her career to creating and promoting many of the local, state and national level professional practices considered gold standard today. In honor of Barb's upcoming retirement, OSSPEAC is establishing this award. This \$1000 grant is intended to assist early career school-based SLPs in obtaining the critical tools and ongoing professional training needed to provide high quality speech language pathology services to Ohio's school children.

Basket Raffle Ticket Information

Tickets will be available for purchase throughout the conference at a cost of:

\$10 for 11 tickets \$20 for 22 tickets \$25 for 30 tickets

Please note - \$10 will be the minimum amount for purchase of raffle tickets this year.

Also, new this year.... didn't remember cash? NO PROBLEM!

VENMO will ALSO be accepted for the purchase of basket raffle tickets.

50/50 Raffle Ticket Information

Tickets will be available for purchase throughout the conference at a cost of:

\$1 for 1 ticket \$5 for 6 tickets

*Please note: only cash payment will be accepted for the 50/50 drawing.

The drawing for the basket raffles and 50/50 will be held during lunch in the Reaser Grand Ballroom on Tuesday.

Please consider donating a basket for the basket raffle and let us know you are bringing one by selecting "yes" when you register for the conference.

Thank you for your continued support of these important initiatives!



Area Hotels/Restaurants

For your convenience the OSSPEAC Conference Committee has put together the following list of local hotels and lunch options near LCCC/Spitzer Conference Center. This listing is not all inclusive and no endorsement should be inferred. Clicking on the name should take you directly to their website.

HOTELS

Homewood Suites by Hilton Cleveland/Sheffield

4930 Transportation Dr, Sheffield, OH 44054
(440) 695-0735
1.1 miles from Lorain County Community College

Country Inn & Suites by Radisson, Elyria, OH

645 Griswold Rd, Elyria, OH 44035
(440) 328-4096
2.5 miles from Lorain County Community College

Courtyard by Marriott Cleveland Elyria

1755 Travelers Ln, Elyria, OH 44035
(440) 284-3000
2.5 miles from Lorain County Community College

Hampton Inn & Suites Elyria

1795 Lorain Blvd, Elyria, OH 44036
(440) 324-7755
2.6 miles from Lorain County Community College

Wyndham Avon

35600 Detroit Rd, Avon, OH 44011
(440) 517-4124
4.5 miles from Lorain County Community College

Hyatt Place Cleveland/Westlake/Crocker Park

2020 Crocker Rd, Westlake, OH 44145
(440) 871-3100
7.2 miles from Lorain County Community College

DoubleTree by Hilton Hotel Cleveland - Westlake

1100 Crocker Rd, Westlake, OH 44145
(440) 871-6000
7.5 miles from Lorain County Community College

LUNCH OPTIONS

On Campus Dining...

College Center MarketPlace – SUBWAY and other Pizza, Deli and Grill options
College Center Starbucks - The full Starbucks menu is offered, including coffees, drinks, pastries and sandwiches.

Off Campus Dining...

Don Tequila – Mexican
1134 N Abbe Rd, Elyria, OH 44035

Panera Bread

5382 N Abbe Rd, Village of Sheffield, OH 44035

Dunkin Donut

994 N Abbe Rd, Elyria, OH 44035

Ruby Tuesday

5274 N Abbe Rd, Elyria, OH 44035

Steak n Shake

5300 N Abbe Rd, Elyria, OH 44035

Wendy's

5200 N Abbe Rd, Village of Sheffield, OH 44035

McDonald's

5250 Detroit Rd, Village of Sheffield, OH 44035

Cracker Barrel

5205 Detroit Rd, Sheffield Lake, OH 44054

Sugarcreek – family dining

5196 Detroit Rd, Village of Sheffield, OH 44035

Sorrento's – Italian

5223 Detroit Rd, Village of Sheffield, OH 44054

Quaker Steak and Lube

4900 Transportation Dr, Village of Sheffield, OH 44054



TOY DRIVE

OSSPEAC invites you to be a part of this open toy donation event, where our community can come together, give from their heart and provide toys for RePlay for Kids to adapt and give to children in need. Toy considerations are included OR you can access RePlay for Kids Amazon Wishlist via the QR code below. Help us work toward "Building a Community."

Toys will be collected onsite at Conference Registration.

AMAZON WISH LIST



RePlay for Kids
because *every* child needs to play



Musical Toys



For example: Crib toys, Sesame Street musical toys

✔ **What to look for:** One or two switches: such as an on/off switch, or a pushbutton.



✘ **What to avoid:** Multiple switches or buttons to activate, since we can adapt only one or two switches. Also avoid keyboards, guitars, and other multi-key instruments.

Action Figures



For example: Spiderman, Power Rangers, Robots

✔ **What to look for:** One or two switches: such as an on/off switch, or a pushbutton.



✘ **What to avoid:** Multiple switches or buttons to activate, since we can adapt only one or two switches.

Motor Vehicles



For example: Remote Control (R/C) Race Cars, Matchbox trucks, airplanes/helicopters

✔ **What to look for:** If remote controlled, only choose ones with forward/reverse controls, not left/right too.



✘ **What to avoid:** Four-directional controls or multiple switches to activate. Also avoid toys that move too fast (since there will be a cable attached).

Plush Toys



For example: Tickle-Me-Elmo, Care Bears, dolls that talk or sing

✔ **What to look for:** One or two switches: such as an on/off switch, or a switch in the hand, foot or belly that needs to be squeezed.



✘ **What to avoid:** Multiple switches or buttons to activate, since we can adapt only one or two switches.

BUILDING A

osspeac 2023

COMMUNITY

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.

Professional Development Contact Hours (PDCH)

A certificate of attendance for up to 14.50 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.

American Speech-Language Hearing Association (ASHA) CEUs

This program is offered for up to 1.45 ASHA CEUs (Various levels; Professional area). The Ethics session is available separately for 0.2 ASHA CEUs, Beginner level; the Supervision Session, Beginner level is offered for 0.2 ASHA Credit; and there are several options for DEI sessions available for 10.5 ASHA Credit, Various levels. After completing the online CEU registration process, an electronic file will be submitted to ASHA containing registration information. Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

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

IMPORTANT POINT TO REMEMBER:

- ⇒ Do NOT select ASHA credit if you do NOT pay them for CEU Registry.
- ⇒ ONLY participants registering for PDCH will receive a certificate of attendance.
- ⇒ **You must attend the entire session to receive credit.**
- ⇒ You must complete the online registration of the sessions you attend to receive credit.



ASHA CE

APPROVED PROVIDER



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 27, 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 27, 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. On-Line at [Sign in \(elluciancloud.com\)](http://elluciancloud.com)
2. Onsite at the conference - A representative from Ashland University will be present at the OSSPEAC conference registration area on Monday, October 16th between the hours of 8:00 a.m. - 12:00 p.m.

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.

Ohio School Speech Pathology Educational Audiology Coalition (OSSPEAC)

Varied Credit - 1.45 ASHA CEUs
Various Level

OSSPEAC Ethics Session - .2 ASHA CEUs
Beginner Level

OSSPEAC Supervision Session - .2 ASHA CEUs; Beginner Level

OSSPEAC DEI Sessions - Varied Credit - 1.05 ASHA CEUs; Various Levels



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.
- ☆ One Day Registrations are NOW available!
- ☆ 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.
- ☆ 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).
- ☆ Dress in layers: it's difficult to maintain optimal temperature in large conference rooms.

just relax
& unwind
WIN

RELAX, UNWIND and WIN

Monday 5:15 - 7:00 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
Honors of the Association.
Cash bar (wine, seltzers, beers)
and light hors d'oeuvres will be available.***

LISTING OF SESSIONS

Monday, October 16, 2023

8:00 a.m.-12:00 p.m.
SESSION 1

NOT THAT DIALECT THING AGAIN! PUTTING THE FUN BACK IN THE FUNDAMENTALS OF EVALUATION AND TREATMENT OF LINGUISTICALLY DIVERSE STUDENTS USING LINGUISTICALLY BASED STRATEGIES

Janice E. Jackson, PhD, CCC-SLP

This lively session will present key strategies/techniques to effectively discern difference from disorder in African-American English speaking children and other non-mainstream language varieties. Distinctions between linguistic varieties of English including morphosyntactic features often mistaken for impairment and cultural linguistic influences are reviewed. Evidence-based formal/informal assessment techniques, goal writing tips, and engaging treatment strategies are presented. Participants will learn concrete effective ways to navigate the mine fields that exist when writing reports and communicating with families/stakeholders within a diverse space. Participants will leave with a functional tool kit applicable for all students and a deeper understanding of language, variation, and impairment.

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

- Identify common grammatical features of AAE
- Compare and contrast features of English language difference and language disorder
- Employ techniques to help distinguish non-mainstream variety use from disorder
- Identify appropriate (and inappropriate) standardized instruments for use with dialect speaking children
- Identify AAE features not appropriate for remediation
- Formulate reports using appropriate non-biased/non-inflammatory language

Intermediate

8:30 a.m.-12:30 p.m.
SESSION 2

BEYOND AUDITORY PROCESSING: AN INTEGRATIVE APPROACH TO CONCEPTUALIZING SPOKEN-LANGUAGE PROCESSING AND POSSIBLE DEFICITS

Larry Medwetsky, PhD

Currently, there is no consensus as to what is central auditory processing. I have sought to bridge the divide by developing a conceptualization that examines the processing of spoken-language as it occurs in everyday life. This presentation will provide information to assist professionals in better understanding the processes that are engaged and how deficits in the various processes can impact successful processing of speech information. Using this conceptualization as a framework, clinicians can develop a test-battery approach to delineate the specific nature of their clients' processing deficits and, in turn, an intervention plan to best meet their client's specific needs.

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

- Articulate the unifying aspects of the spoken-language processing model for bridging the different perspectives that have been proposed concerning central auditory processing
- Describe the importance of a test battery approach that can delineate specific spoken-language processing deficits
- Incorporate information gained from this session to better address the specific needs of actual clients

Intermediate

8:30 - 11:30 a.m.
SESSION 3

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 - 11:30 a.m.
Session 4

EFFECTIVENESS OF FOUR WORKLOAD APPROACHES

Charles H. Carlin, PhD, CCC-SLP

In Ohio, educational agencies utilize a data-driven process to determine service providers' workload and caseload size. This session will overview the requirements from the Operating Standards from the perspective of a speech-language pathologist (SLP). Then, the presenter will review the effectiveness of four different workload approaches that were implemented in Ohio. Finally, participants will learn about resources and strategies that other school districts used to manage workload.

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

- Explain the Ohio workload rule
- Compare the strengths and weaknesses of four different workload approaches
- Name ASHA and ODE resources that can be used to manage workload
- Name strategies districts used to manage workload

Beginner

8:30 - 11:00 a.m.
SESSION 5

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

8:30 - 10:00 a.m.
SESSION 6
REPEAT SESSION

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 7

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

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

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.

Beginner

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

8:30 - 10:00 a.m.

SESSION 9

REPEAT SESSION

TICKET REQUIRED

REPLAY FOR KIDS TOY ADAPTATION WORKSHOP

Natalie Wardega

In this hands-on workshop, participants will adapt mainstream, battery-operated toys by placing a switch cable in parallel with the original switch, allowing the toy to be operated by a variety of alternative switches that could be plugged into the cable. These adapted toys are then provided, for free, to agencies that work with kids with disabilities. A toy will be provided for participants to use during the workshop as the skill is taught and learned. Upon completion of the session, the adapted toys will remain in possession of RePlay for Kids to be donated as described during the session. If you would like to bring a specific toy to be adapted for a particular student/classroom/program, you are welcome to do so. All attempts to adapt your toy onsite at the conference will be made. However, depending on the volume of individual toys this may not be possible. If your toy is not complete by the end of the conference, arrangements will be made directly with you for delivery at a later date.

(Max 25 attendees per session)

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

- Understand how to adapt a toy for switch use by putting a switch in parallel with the original
 - Understand the circuitry of toys in order to apply the learned skill to other toys
 - State 3 ways RePlay for Kids can support students, families and professionals
 - State 3 resources available for students, families and professionals on the RePlay for Kids website
- Intermediate*

8:30 - 10:00 a.m.

SESSION 10

USE THE COMMUNITY TO FUEL YOUR PASSION!

Camelia Varnado (Presenter is virtual)

Research shows that community service has a unique way of developing an individual's leadership skills, sense of community, civic ethics, self-esteem, and other personal characteristics. In terms of career growth, many service activities provide an opportunity to explore possible careers, experience a chosen career field and develop professional skills.

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

- Explore several different opportunities before choosing a service site
- Find a service opportunity that relates to your academic major and/or career interests
- Look for a service opportunity that addresses an issue you care about
- Treat this opportunity like you would an important job

Beginner

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

SESSION 11

REPEAT SESSION

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

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

SESSION 12

REPEAT SESSION

SUPPORTING THE SLP COMMUNITY: HOT TOPICS FOR SCHOOL BASED SUCCESS

Allison Hoffmann, MA, CCC-SLP; Dianne Clemens, MA, CCC-SLP; Julie Hauck, MA, CCC-SLP; Bethany Whidden, MA, CCC-SLP; Kathy McDermott, MA, CCC-SLP; Angela Brouhard, MA, CCC-SLP; Ellen Bonk, MA, CCC-SLP

Hot Topics 2023! In this presentation, members of the Ohio School SLP/AUD Supervisory Network will share supports for the SLP Community, laying the foundation for stellar school based services while constructing best practices on several current, major topics impacting school based services. We will help you build a solid understanding of adverse educational impact; disproportionality; the updated operating standards; the updates with Developmental Delay; the new/updated resources from the SLP Supervisory Network; the medical versus educational model; ASHA requirements with diversity awareness; importance with advocacy; creating "outside the box" solutions with workload calculation; and more. We will discuss solutions and best practices related to each topic. You will leave informed and equipped with resources and references designed to support and empower school-based practitioners to shape their practices over the coming year.

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

- Explain current practice issues facing personnel in school settings
- Describe solutions for key practice issues that involve stakeholders at multiple levels (school, district, and state level personnel)
- Network and problem-solve with other professionals

Intermediate

10:15 am -12:15 p.m.
SESSION 13

OROFACIAL MYOFUNCTIONAL DISORDERS (OMDs) – AN INTRODUCTION TO BREATHING, SWALLOWING, AND SPEAKING

Hannah Agoston, MS, CCC-SLP; Cara M. O'Flannigan, MA, CCC-SLP

It is likely more than half of the children you are treating for speech and language disorders have co-occurring orofacial myofunctional disorders (OMDs). Orofacial myofunctional disorders are likely something you were not trained in during graduate school. Orofacial myofunctional therapy is recognized as part of the scope of practice for speech-language pathologists. This presentation provides participants with a brief history of orofacial myofunctional therapy (OMT) 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 briefly addressed.

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

- Become familiar with the research supporting OMT as a therapy to address patterns of normal growth, development, and stomatognathic function
- Be able to list and describe common orofacial myofunctional disorders in children
- Identify the anatomical structures associated with OMDs
- Learn how to screen for OMDs

Beginner

10:15 - 11:45 a.m.
SESSION 14

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

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

FUNCTIONAL AAC ASSESSMENT AND FUNDING

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

"I know my student needs AAC. What device do they need? Who is going to pay for it? Where do I start?" This presentation aims to answer these questions as it walks you through the school-based AAC evaluation process and funding options. We will focus on a collaborative team-based approach focusing on the whole child. We will consider available AAC evaluation tools and supports that can guide the AAC evaluation process. We will discuss school-funded devices vs. insurance funded devices vs. alternate funding sources.

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

- Identify the critical components of AAC assessment
- Critically evaluate available resources related to AAC assessment
- Identify options for obtaining AAC for students in schools
- Identify steps to complete insurance funding submission

Beginner

10:15 - 12:15 p.m.
SESSION 16
REPEAT SESSION

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

10:15 - 11:45 a.m.
SESSION 17
 REPEAT SESSION
 TICKET REQUIRED

REPLAY FOR KIDS TOY ADAPTATION WORKSHOP
Natalie Wardega

In this hands-on workshop, participants will adapt mainstream, battery-operated toys by placing a switch cable in parallel with the original switch, allowing the toy to be operated by a variety of alternative switches that could be plugged into the cable. These adapted toys are then provided, for free, to agencies that work with kids with disabilities. A toy will be provided for participants to use during the workshop as the skill is taught and learned. Upon completion of the session, the adapted toys will remain in possession of RePlay for Kids to be donated as described during the session. If you would like to bring a specific toy to be adapted for a particular student/classroom/program, you are welcome to do so. All attempts to adapt your toy onsite at the conference will be made. However, depending on the volume of individual toys this may not be possible. If your toy is not complete by the end of the conference, arrangements will be made directly with you for delivery at a later date.
 (Max 25 attendees per session)

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

- Understand how to adapt a toy for switch use by putting a switch in parallel with the original
- Understand the circuitry of toys in order to apply the learned skill to other toys
- State 3 ways RePlay for Kids can support students, families and professionals
- State 3 resources available for students, families and professionals on the RePlay for Kids website

Intermediate

1:30 - 4:30 p.m.
SESSION 18

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 - 4:30 p.m.
SESSION 19
 REPEAT SESSION

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

1:30 - 4:00 p.m.
SESSION 20
 REPEAT SESSION

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 21

SUPPORTING THE DEAF/HARD OF HEARING CHILD AT SCHOOL: THE EDUCATIONAL PROFESSIONAL AND PERSONNEL ROLES IN A FAMILY'S JOURNEY

Michelle Hu, AuD, CCC-A (Presenter is virtual)

Imperative knowledge and resources for educational professionals during the delicate times of identification of hearing loss and navigating through the school ages. This presentation will cover stages of grief, emotional processing for both family and student/child, how to facilitate and support them during their DHH journey, and significant roles and practices for inclusion to know and consider.

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

- Understand different stages families and children/students may go through upon receiving a diagnosis
- Identify the role of educational professionals and personnel in a DHH child's educational journey
- Identify practices for inclusion and accessibility

Beginner

1:30 - 3:00 p.m.
SESSION 22
REPEAT SESSION

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

1:30 - 3:00 p.m.
SESSION 23

STRATEGIES TO SUPPORT READING AND LISTENING COMPREHENSION

Charles H. Carlin, PhD, CCC-SLP

SLPs commonly provide services and interventions to address comprehension deficits in school-aged children. First, this session will overview several comprehension strategies that have been empirically supported. Then, the presenter will discuss how those strategies can be used together to target weaknesses related to answering comprehension questions and retelling stories. Finally, participants will learn ways to incorporate and adapt curriculum-based materials to support comprehension weaknesses.

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

- List empirically supported comprehension strategies
- Explain how to infuse those comprehension strategies into services and interventions
- Explain ways to incorporate and adapt curriculum-based materials to support comprehension weaknesses

Intermediate

1:30 - 3:00 p.m.
SESSION 24

WORKING ON R DOESN'T WORK

Susan Haseley, MS, CCC-SLP

This course will focus on the causes of a disordered R Sound, available tools, and treatment strategies. Additionally, we will compare strategies focused on motor movements versus strategies focused on phonemic imitation. Speech pathologists will find a way to make sense of the R distortion types, results from poor imitation skills, elicitation, and carryover skills. During this session, participants will experience the errors their clients deal with daily. Clinicians will have an opportunity to learn about tools on the market for use with R production, helping to round out their therapy sessions.

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

- Determine the cause of different distortions and develop remediation plans
- Review traditional therapy methods, speech therapy tools, including placement tools, visual tools, and tactile tools, to determine how to best serve their client's needs
- Determine the distorted sound outcome of an incorrect jaw, tongue placement, or lack of tension

Intermediate

1:30 - 3:00 p.m.
SESSION 25

OHIO DEPARTMENT OF EDUCATION: EMPOWERING SPECIAL EDUCATION SUCCESS
Bernadette Laughlin, MA, JD

The Ohio Department of Education provides a comprehensive update on recent developments and initiatives aimed at enhancing the educational experience for students with disabilities. The focus is on key areas such as the revisions to the Operating Standards, the MTSS state model, a celebration of Ohio's special education determination status success, improving trends in Ohio's graduation and dropout rates, the 2023-24 monitoring guidelines, and the ongoing development of new special education forms. Furthermore, the presentation introduces the formation of a dedicated workgroup tasked with revising the caseload/workload rule. Lastly, the presentation highlights the upcoming role of regional SLP consultants in providing specialized support to SLPs. These consultants will serve as valuable resources, offering expertise, guidance, and professional development opportunities to Ohio's SLPs across the state.

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

- Identify and explain recent developments and initiatives implemented by the Ohio Department of Education to enhance the educational experience for students with disabilities, including revisions to the Operating Standards, the MTSS state model, Ohio's special education determination status success, improving trends in graduation and dropout rates, monitoring guidelines for 2023-24, and the development of new special education forms
- Describe the current provisions of Ohio's caseload/workload rule and list factors to be considered during the revision of this rule
- Outline the support services provided by regional Speech-Language Pathology (SLP) consultants, including guidance, professional development opportunities, and ongoing assistance. They will be able to identify the available resources and describe how they can access and utilize the support networks to enhance their skills and services as SLPs in Ohio

Beginner

1:30 - 3:00 p.m.
SESSION 26
REPEAT SESSION
TICKET REQUIRED

REPLAY FOR KIDS TOY ADAPTATION WORKSHOP
Natalie Wardega

In this hands-on workshop, participants will adapt mainstream, battery-operated toys by placing switch cable in parallel with the original switch, allowing the toy to be operated by a variety of alternative switches that could be plugged into the cable. These adapted toys are then provided, for free, to agencies that work with kids with disabilities. A toy will be provided for participants to use during the workshop as the skill is taught and learned. Upon completion of the session, the adapted toys will remain in possession of RePlay for Kids to be donated as described during the session. If you would like to bring a specific toy to be adapted for a particular student/classroom/program, you are welcome to do so. All attempts to adapt your toy onsite at the conference will be made. However, depending on the volume of individual toys this may not be possible. If your toy is not complete by the end of the conference, arrangements will be made directly with you for delivery at a later date.

(Max 20-25 attendees per session)

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

- Understand how to adapt a toy for switch use by putting a switch in parallel with the original
- Understand the circuitry of toys in order to apply the learned skill to other toys
- State 3 ways RePlay for Kids can support students, families and professionals
- State 3 resources available for students, families and professionals on the RePlay for Kids website

Intermediate

3:15 - 5:15 p.m.
SESSION 27
REPEAT SESSION

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

3:15 - 5:15 p.m.
SESSION 28
REPEAT SESSION

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

3:15 - 5:15 p.m.
SESSION 29

WHY WE KEEP COMING BACK FOR MORE: THE CHANGING ROLES OF CLINICAL SUPERVISION AND EDUCATION POST-PANDEMIC

Brigette Wilson, MA, CCC-SLP, MPH

Each semester, graduate students in communication science and disorders (CSD) approach their new clinical experience with anticipation and enthusiasm. This is coupled with a layer of uncertainty and anxiety. The COVID-19 pandemic has increased this level of anxiety with self-doubt and insecurity. As a result, clinical supervisors are presented with the unique challenge of teaching the clinical learning continuum along with social, communication, and coping skills needed to be successfully across the CSD curriculum and beyond. This session will offer a clinical model that addresses the unique needs of CSD students post-pandemic and moves them through the clinical learning continuum.

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

- Identify 4 characteristics of beginning clinicians
- Name 3 best practice supervisory strategies
- Learn 2 ways to develop an action plan for clinicians who are not meeting competencies

Beginner

3:15 - 5:15 p.m.
SESSION 30

KICKSTART YOUR OROFACIAL MYOFUNCTIONAL THERAPY

Hannah Agoston, MS, CCC-SLP; Cara M. O'Flannigan, MA, CCC-SLP

Time to roll up your sleeves and get familiar with baseline measures, compensations, and exercises. Be prepared to get hands on with myo exercises and the sensory techniques we use on a regular basis. Correct resting posture can be the linchpin for students with persistent speech sound disorders and is often overlooked in therapy. This presentation will give you the tools needed to kickstart your students' journey to proper oral posture and nasal breathing success. Tongue Up, Lips Closed, Breathe Through the Nose! If you are brand new to Orofacial Myofunctional Therapy it is recommended you attend the Introduction to Orofacial Myofunctional Therapy presentation by Hannah and Cara as well.

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

- Know how to conduct baseline measurements of orofacial structure and function
- Learn when and who to refer to
- Identify compensations
- Practice sensory strategies to use in therapy
- Become familiar with exercises to establish mouth closed resting posture to promote nasal breathing

Intermediate

3:15 - 4:45 p.m.
SESSION 31

LISTENING-RELATED FATIGUE IN ADOLESCENTS WITH HEARING LOSS: ASSOCIATIONS WITH SCHOOL ACCOMMODATIONS AND STUDENT CHARACTERISTICS

Kelsey Klein, AuD, PhD, CCC-A

Listeners with hearing loss require greater listening effort than those with normal hearing to understand speech in complex environments. This increased listening effort may lead to listening-related fatigue, which can negatively impact a student's learning and well-being. This presentation will focus on listening-related fatigue in middle- and high-school students with various degrees and configurations of hearing loss. Specifically, the associations between listening-related fatigue and school accommodations (e.g., remote microphones) and student characteristics (e.g., type of hearing device) will be highlighted. Recommendations for audiologists, speech-language pathologists, and educators will be discussed.

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

- Explain the importance of understanding listening-related fatigue in adolescents with hearing loss
- Describe the associations between listening-related fatigue and school accommodations in adolescents with hearing loss
- Describe the associations between listening-related fatigue and student characteristics in adolescents with hearing loss
- Identify ways that clinical and educational professionals can address listening-related fatigue in adolescents with hearing loss

Intermediate

3:15 - 4:45 p.m.
SESSION 32

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

3:15 - 4:45 p.m.
SESSION 33
REPEAT SESSION

FUNCTIONAL AAC ASSESSMENT AND FUNDING
Michele Dolensky MA, CCC-SLP; Michelle Pickett MS, CCC-SLP

"I know my student needs AAC. What device do they need? Who is going to pay for it? Where do I start?" This presentation aims to answer these questions as it walks you through the school-based AAC evaluation process and funding options. We will focus on a collaborative team-based approach focusing on the whole child. We will consider available AAC evaluation tools and supports that can guide the AAC evaluation process. We will discuss school-funded devices vs. insurance funded devices vs. alternate funding sources.

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

- Identify the critical components of AAC assessment
- Critically evaluate available resources related to AAC assessment
- Identify options for obtaining AAC for students in schools
- Identify steps to complete insurance funding submission

Beginner

3:15 - 4:45 p.m.
SESSION 34
REPEAT SESSION
TICKET REQUIRED

REPLAY FOR KIDS TOY ADAPTATION WORKSHOP
Natalie Wardega

In this hands-on workshop, participants will adapt mainstream, battery-operated toys by placing a switch cable in parallel with the original switch, allowing the toy to be operated by a variety of alternative switches that could be plugged into the cable. These adapted toys are then provided, for free, to agencies that work with kids with disabilities. A toy will be provided for participants to use during the workshop as the skill is taught and learned. Upon completion of the session, the adapted toys will remain in possession of RePlay for Kids to be donated as described during the session. If you would like to bring a specific toy to be adapted for a particular student/classroom/program, you are welcome to do so. All attempts to adapt your toy onsite at the conference will be made. However, depending on the volume of individual toys this may not be possible. If your toy is not complete by the end of the conference, arrangements will be made directly with you for delivery at a later date.

(Max 25 attendees per session)

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

- Adapt a toy for switch use by putting a switch in parallel with the original
- Understand the circuitry of toys in order to apply the learned skill to other toys
- State 3 ways RePlay for Kids can support students, families and professionals
- State 3 resources available for students, families and professionals on the RePlay for Kids website

Intermediate

Tuesday, October 17, 2023

8:30 - 11:30 a.m.
SESSION 35
TICKET REQUIRED

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

8:30 - 11:30 a.m.
SESSION 36

TAKEN OUT OF CONTEXT: IGNORE THE IEP

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

Have you ever written an IEP goal targeting answering "WH" questions and then in your therapy sessions asked the student questions such as "who flies an airplane?" We have and we both came to the same conclusion. There has to be a better way to actually teach our students language skills. Many times we will hyper-focus on a student's IEP goals and use those to plan student specific therapy. What if we were to broaden our view beyond the IEP goals and teach language in a way that was contextualized, organic, and meaningful to our students? In this presentation, we will give you strategies to provide contextualized language interventions within the constraints of preschool settings.

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

- Gain understanding of taking their therapy beyond IEP goals
- Name strategies for incorporating language into common preschool routines
- Describe and implement contextualized language instruction

Intermediate

8:30 - 10:00 a.m.
SESSION 37

UPDATE ON PEDIATRIC HEARING IMPLANT CANDIDACY

Carmen Jamis, AuD, CCC-A

This talk will serve as an update on when it may be appropriate to refer a child for a hearing implant candidacy evaluation based on most current FDA guidelines and position statements by related professional organizations. Learners will be provided with evidence-based research, anecdotal observations, and case studies that support referral criteria.

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

- Describe most current FDA guidelines for pediatric hearing implant candidacy
- Identify potential off-label hearing implant candidates based on position statements by related professional organizations

Intermediate

8:30 - 10:00 a.m.
SESSION 38

MY STUDENTS ARE FAR BEHIND IN THEIR BASIC LEARNING SKILLS - HOW TECHNOLOGY CAN HELP TO OVERCOME THE COVID LITERACY GAP

Kevin Stuckey, MEd, CCC-SLP

This presentation addresses how SLPs, teachers, and parents can help children ages 4-12 catch up on their basic language and literacy skills that have declined dramatically due to COVID. Using the research-based HearBuilder Online Foundational Literacy Program, students, with minimal adult supervision, learn how to follow directions, listen carefully, comprehend what they hear, remember information, and sequence events; all critical pre-reading skills needed to have success in school and later in life.

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

- Summarize and discuss how the foundational learning and literacy skills of children ages 4-12 can be improved quickly and efficiently, with minimal adult supervision, through the HearBuilder Online Foundational Literacy Program, and how this relates to the clinical practice of SLPs
- Explain the HearBuilder methodology for teaching children ages 4-12 basic concepts, following directions, auditory memory, phonological awareness, and sequencing; all critical skills for classroom learning and reading success
- Access and use over 57,000 online educational resources in the Super Duper Digital Library
- Identify and keep up-to-date resources on the most recent therapy and classroom techniques for teaching literacy

Intermediate

8:30 - 10:00 a.m.
SESSION 39

GIVING AAC LEGS TO STAND ON: REAL SOLUTIONS FOR WOBBLING INTERVENTIONS!

Don D'Amore, MA, CCC-SLP; Carol Spears, MA, CCC-SLP

Often there are stark differences in outcomes between students using similar AAC systems. Success may come from analyzing four key elements in the implementation of AAC, which may be compared to four legs of a table. We can level out the table using specific solutions to support any weak legs.

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

- Acquire general knowledge regarding various AAC systems (speech generating devices and apps, PECS, symbolic language systems)
- Define and identify common challenges encountered in classroom settings with students that utilize AAC.
- Define and identify important stakeholders and their contributions in the successful implementation of AAC
- List possible solutions to the common problems that have been detected with AAC systems

Intermediate

8:30 - 10:00 a.m.
SESSION 40
REPEAT SESSION

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 41

DEBUNKING DYSLLEXIA: ADDRESSING LITERACY CHALLENGES FROM AGES 5 THROUGH 89

Dawn Muller

Reading is a critical life skill that impacts learning, as well as communication and other aspects of development. Practitioners and educators are instrumental in identifying language and literacy struggles, while also providing early intervention to support acquisition of skills. This session will introduce participants to the Tests of Dyslexia, which is the first comprehensive assessment of dyslexia allowing for assessment of dyslexia in ages 5-89. Session participants will be provided with an overview of the TOD and learn how it can be instrumental in debunking dyslexia so they can adequately assess for and support language and literacy development.

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

- Identify characteristics of dyslexia and its impact on learning and development
- Describe constructs to comprehensively assess dyslexia and approaches to provide focused intervention

Beginner

8:30 - 10:00 a.m.
SESSION 42

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

8:30 - 10:00 a.m.
SESSION 43
REPEAT SESSION
TICKET REQUIRED

REPLAY FOR KIDS TOY ADAPTATION WORKSHOP

Natalie Wardega

In this hands-on workshop, participants will adapt mainstream, battery-operated toys by placing a switch cable in parallel with the original switch, allowing the toy to be operated by a variety of alternative switches that could be plugged into the cable. These adapted toys are then provided, for free, to agencies that work with kids with disabilities. A toy will be provided for participants to use during the workshop as the skill is taught and learned. Upon completion of the session, the adapted toys will remain in possession of RePlay for Kids to be donated as described during the session. If you would like to bring a specific toy to be adapted for a particular student/classroom/program, you are welcome to do so. All attempts to adapt your toy onsite at the conference will be made. However, depending on the volume of individual toys this may not be possible. If your toy is not complete by the end of the conference, arrangements will be made directly with you for delivery at a later date.

(Max 25 attendees per session)

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

- Adapt a toy for switch use by putting a switch in parallel with the original
- Understand the circuitry of toys in order to apply the learned skill to other toys
- State 3 ways RePlay for Kids can support students, families and professionals
- State 3 resources available for students, families and professionals on the RePlay for Kids website

Intermediate

8:30 - 10:00 a.m.
SESSION 44

DIVERSITY, EQUITY, AND INCLUSION IN COMMUNICATION SCIENCES AND DISORDERS: A LOOK AT WHERE WE ARE NOW AND WHERE WE ARE GOING

Myrita Wilhite, PhD, AuD, CCC-A

The composition of the population of the United States includes individuals who are ethnically, linguistically, racially, and culturally diverse. Many people view this diversity as a collective strength of our nation. The profession of CSD does not reflect the diversity of our country. Despite the initiatives that have been implemented by academic programs, our profession and programs are not diverse. The purpose of this seminar is to explore the diversity, equity, and inclusion (DEI) initiatives that are currently being implemented in academic programs across the country and to discuss the social and political landscape that may shape future initiatives.

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

- Identify barriers to implementing DEI programs in higher education
- Discuss the political and social climate that play a role in DEI outcomes
- List the 2023 standards for accreditation and certification by the CAA and ASHA and how they relate to DEI initiatives

Beginner

10:15am - 12:15 p.m.
SESSION 45

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 am -12:15 p.m.
SESSION 46

RESOLVING ETHICAL DILEMMAS - BEST PRACTICES FOR SCHOOL-BASED SLPs AND AUDS

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

During this interactive presentation, several ethical dilemmas that can arise in the school setting will be explored. Using a web-based interactive platform, participants will have the opportunity to use their electronic devices to decide whether various scenarios pose any ethical dilemmas, and if so, how to appropriately respond in order to ensure appropriate service delivery to students. Participants will also receive updates on licensure matters. This presentation will meet the licensure board's two-hour of ethics continuing education requirement for the 2023-2024 practice biennium.

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

- Name and describe common ethical issues that practitioners encounter in the school setting
- Describe the steps/process to appropriately respond to ethical dilemmas or violations that should be reported
- State how the Code of Ethics under Ohio Administrative Code Chapter 4753-9 can be an effective resource to educate others to respect the practitioner's professional judgement when serving students with disabilities

Beginner

10:15 - 11:45 a.m.
SESSION 47
REPEAT SESSION

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

10:15 - 11:45 a.m.
SESSION 48

DYNAMIC ASSESSMENT FOR CHILDHOOD APRAXIA OF SPEECH

Amanda Zimmerman, MA, CCC-SLP

Learn effective and evidenced-based methods to help differentially diagnose children with Childhood Apraxia of Speech. This course will provide the steps to understand the characteristics of CAS, differentially diagnose with the help of the ProCAD (Profile of Childhood Apraxia of Speech and Dysarthria) rating checklist and other informal evaluation protocols, and review the Dynamic Evaluation of MotorSpeech Disorders (DEMSS) assessment. Case studies will be provided to enhance learning outcomes.

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

- Identify and rate several features of CAS
- Identify steps in the differential diagnostic process for CAS
- Explain how to interpret testing results in order to differentially diagnose CAS

Advanced

10:15 - 11:45 a.m.
SESSION 49
REPEAT SESSION

AAC EVALUATION AND IMPLEMENTATION

Allyse Gastel, MA, CCC-SLP

Performing effective, evidence-based AAC evaluations that drive instruction is daunting. Limited research, diverse populations, and evolving technologies are barriers that may feel too large to hurdle. This presentation works to integrate the available research so that SLPs can feel confident when conducting AAC evaluations, no matter their previous level of experience. Participants can walk away with a framework to guide their AAC practices within their school districts, which will ultimately provide better outcomes for our complex communicators.

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

- Identify components of an effective AAC evaluation
- Use evaluation results to select an intervention method
- Select culturally and developmentally appropriate vocabulary for an AAC system

Beginner

10:15 - 11:45 a.m.
SESSION 50

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 51
REPEAT SESSION
TICKET REQUIRED

REPLAY FOR KIDS TOY ADAPTATION WORKSHOP
Natalie Wardega

In this hands-on workshop, participants will adapt mainstream, battery-operated toys by placing a switch cable in parallel with the original switch, allowing the toy to be operated by a variety of alternative switches that could be plugged into the cable. These adapted toys are then provided, for free, to agencies that work with kids with disabilities. A toy will be provided for participants to use during the workshop as the skill is taught and learned. Upon completion of the session, the adapted toys will remain in possession of RePlay for Kids to be donated as described during the session. If you would like to bring a specific toy to be adapted for a particular student/classroom/program, you are welcome to do so. All attempts to adapt your toy onsite at the conference will be made. However, depending on the volume of individual toys this may not be possible. If your toy is not complete by the end of the conference, arrangements will be made directly with you for delivery at a later date.

(Max 20-25 attendees per session)

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

- Understand how to adapt a toy for switch use by putting a switch in parallel with the original
- Understand the circuitry of toys in order to apply the learned skill to other toys
- State 3 ways RePlay for Kids can support students, families and professionals
- State 3 resources available for students, families and professionals on the RePlay for Kids website

Intermediate

10:15 - 11:45 a.m.
SESSION 52
REPEAT SESSION

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

1:30 - 4:30 p.m.
SESSION 53
TICKET REQUIRED

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

1:30 - 3:00 p.m.
SESSION 54

AUDITORY ACCLIMATIZATION IN CHILDREN

Dave Gordey, PhD (Presenter is virtual)

Auditory acclimatization is described as the adjustment time related to learning to accommodate new auditory inputs through hearing technology. This presentation will discuss explorative case studies completed in auditory acclimatization with children who are deaf or hard of hearing. Facilitators and barriers for successful auditory acclimatization with children who are long-time users of hearing aid technology will be discussed.

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

- Define auditory acclimatization
- Describe facilitators towards successful auditory acclimatization
- Describe barriers towards successful auditory acclimatization

Intermediate

1:30 - 3:30 p.m.
SESSION 55
REPEAT SESSION

RESOLVING ETHICAL DILEMMAS - BEST PRACTICES FOR SCHOOL-BASED SLPs AND AUDS

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

During this interactive presentation, several ethical dilemmas that can arise in the school setting will be explored. Using a web-based interactive platform, participants will have the opportunity to use their electronic devices to decide whether various scenarios pose any ethical dilemmas, and if so, how to appropriately respond in order to ensure appropriate service delivery to students. Participants will also receive updates on licensure matters. This presentation will meet the licensure board’s two-hour of ethics continuing education requirement for the 2023-2024 practice biennium.

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

- Name and describe common ethical issues that practitioners encounter in the school setting
- Describe the steps/process to appropriately respond to ethical dilemmas or violations that should be reported
- State how the Code of Ethics under Ohio Administrative Code Chapter 4753-9 can be an effective resource to educate others to respect the practitioner’s professional judgement when serving students with disabilities

Beginner

1:30 - 3:00 p.m.
SESSION 56

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 57

TREATMENT TECHNIQUES FOR CHILDHOOD APRAXIA OF SPEECH: INCORPORATING DYNAMIC TEMPORAL AND TACTILE CUEING AND THE PRINCIPLES OF MOTOR LEARNING INTO FUN AND FUNCTIONAL SPEECH SESSIONS FOR EACH YOUNG CHILD WITH CAS

Amanda Zimmerman, MA, CCC-SLP

This course will provide a wealth of information on evidence based treatment approaches for Childhood Apraxia of Speech. You will learn the Principles of Motor Learning and the Dynamic Temporal and Tactile Cueing methods, while incorporating all of the strategies into fun and engaging speech activities for children with moderate to severe Childhood Apraxia of Speech. Video case studies will be provided.

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

- Identify the principles of motor learning
- Identify the methods in the Dynamic Temporal and Tactile Cueing Approach
- Explain how to incorporate cueing methods and selection of targets in treatment of CAS

Advanced

1:30 - 3:30 p.m.
SESSION 58
 REPEAT SESSION

WHY WE KEEP COMING BACK FOR MORE: THE CHANGING ROLES OF CLINICAL SUPERVISION AND EDUCATION POST-PANDEMIC

Brigette Wilson, MA, CCC-SLP, MPH

Each semester, graduate students in communication science and disorders (CSD) approach their new clinical experience with anticipation and enthusiasm. This is coupled with a layer of uncertainty and anxiety. The COVID-19 pandemic has increased this level of anxiety with self-doubt and insecurity. As a result, clinical supervisors are presented with the unique challenge of teaching the clinical learning continuum along with social, communication, and coping skills needed to be successfully across the CSD curriculum and beyond. This session will offer a clinical model that addresses the unique needs of CSD students post-pandemic and moves them through the clinical learning continuum.

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

- Identify 4 characteristics of beginning clinicians
- Name 3 best practice supervisory strategies
- Learn 2 ways to develop an action plan for clinicians who not meeting competencies

Beginner

1:30 - 3:00 p.m.
SESSION 59

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

1:30 - 3:00 p.m.
SESSION 60

ANTI-FATNESS: HOW IMPLICIT BIAS AMONG PRACTITIONERS IS IMPACTING OUR PATIENTS AND STUDENTS

Laura Hvizd, MA, CCC-SLP; Amy O'Brien, MA, CCC-SLP

This presentation will introduce the concepts of anti-fatness, weight stigma, and the culture that perpetuates continued harm against those with communication disorders in healthcare and schools. Participants will be urged to privately examine their implicit bias and how it impacts their evaluation and treatment in addition to learning about allyship.

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

- Define and understand anti-fat bias, anti-fatness, and fat stigma
- Examine their own potential bias, its origins, and how it impacts their professional work
- Learn how to be an ally to those with communication disorders that are negatively impacted by anti-fat bias

Beginner

1:30 - 3:00 p.m.
SESSION 61
 REPEAT SESSION
 TICKET REQUIRED

REPLAY FOR KIDS TOY ADAPTATION WORKSHOP

Natalie Wardega

In this hands-on workshop, participants will adapt mainstream, battery-operated toys by placing a switch cable in parallel with the original switch, allowing the toy to be operated by a variety of alternative switches that could be plugged into the cable. These adapted toys are then provided, for free, to agencies that work with kids with disabilities. A toy will be provided for participants to use during the workshop as the skill is taught and learned. Upon completion of the session, the adapted toys will remain in possession of RePlay for Kids to be donated as described during the session. If you would like to bring a specific toy to be adapted for a particular student/classroom/program, you are welcome to do so. All attempts to adapt your toy onsite at the conference will be made. However, depending on the volume of individual toys this may not be possible. If your toy is not complete by the end of the conference, arrangements will be made directly with you for delivery at a later date.

(Max 25 attendees per session)

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

- Adapt a toy for switch use by putting a switch in parallel with the original
 - Understand the circuitry of toys in order to apply the learned skill to other toys
 - State 3 ways RePlay for Kids can support students, families and professionals
 - State 3 resources available for students, families and professionals on the RePlay for Kids website
- Intermediate*

1:30 - 3:30 p.m.

SESSION 62

REPEAT SESSION

SUPPORTING THE SLP COMMUNITY: HOT TOPICS FOR SCHOOL BASED SUCCESS

Allison Hoffmann, MA, CCC-SLP; Dianne Clemens, MA, CCC-SLP; Julie Hauck, MA, CCC-SLP; Bethany Whidden, MA, CCC-SLP; Kathy McDermott, MA, CCC-SLP; Angela Brouhard, MA, CCC-SLP; Ellen Bonk, MA, CCC-SLP

Hot Topics 2023! In this presentation, members of the Ohio School SLP/AUD Supervisory Network will share supports for the SLP Community, laying the foundation for stellar school based services while constructing best practices on several current, major topics impacting school based services. We will help you build a solid understanding of adverse educational impact; disproportionality; the updated operating standards; the updates with Developmental Delay; the new/updated resources from the SLP Supervisory Network; the medical versus educational model; ASHA requirements with diversity awareness; importance with advocacy; creating "outside the box" solutions with workload calculation; and more. We will discuss solutions and best practices related to each topic. You will leave informed and equipped with resources and references designed to support and empower school-based practitioners to shape their practices over the coming year.

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

- Explain current practice issues facing personnel in school settings
- Describe solutions for key practice issues that involve stakeholders at multiple levels (school, district, and state level personnel)
- Network and problem-solve with other professionals

Intermediate

3:15-4:45 p.m.

SESSION 63

BILL OF RIGHTS FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING: THEN AND NOW

Janet DesGeorges (Presenter is virtual)

The first Bill of Rights for Students who are Deaf or Hard of Hearing was passed in South Dakota almost 20 years ago. Since then, nearly 20 other states have adopted similar bills. Come hear a brief history of their passage, their impact, and their current status. This session will also cover other movements and resources that are continuing to make an impact on deaf education.

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

- Articulate the history behind the bill of rights and other legislative efforts for students who are deaf or hard of hearing
- Identify where the bills and/or other efforts were successfully passed and what made that possible
- Describe the usefulness, effectiveness, and possible challenges of these bills

Intermediate

3:30 - 5:00 p.m.

SESSION 64

STRS OHIO: WHAT YOU SHOULD KNOW

Kelley McChristy

Awareness is key to planning for your financial and retirement security. Join an STRS Ohio representative to learn about: "Your STRS Ohio pension (eligibility requirements, calculation, payout options, and health care)". Planning steps to take throughout every career stage. Changes or considerations impacting your pension system. This session is recommended for early, middle, and late career members.

Awareness is key to planning for your financial and retirement security. Join an STRS Ohio representative to learn about your STRS Ohio pension (eligibility requirements, calculation, payout options, and health care).

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

- State planning steps to take throughout every career stage
- List changes or considerations impacting your pension system

Beginner

3:30 - 5:00 p.m.

SESSION 65

REPEAT SESSION

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 66
REPEAT SESSION

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

3:30 - 5:00 p.m.
SESSION 67
REPEAT SESSION

AAC EVALUATION AND IMPLEMENTATION
Allyse Gastel, MA, CCC-SLP

Performing effective, evidence-based AAC evaluations that drive instruction is daunting. Limited research, diverse populations, and evolving technologies are barriers that may feel too large to hurdle. This presentation works to integrate the available research so that SLPs can feel confident when conducting AAC evaluations, no matter their previous level of experience. Participants can walk away with a framework to guide their AAC practices within their school districts, which will ultimately provide better outcomes for our complex communicators.

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

- Identify components of an effective AAC evaluation
- Use evaluation results to select an intervention method
- Select culturally and developmentally appropriate vocabulary for an AAC system

Beginner

3:30 - 5:00 p.m.
SESSION 68

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

3:30 - 5:00 p.m.
SESSION 69
REPEAT SESSION
TICKET REQUIRED

REPLAY FOR KIDS TOY ADAPTATION WORKSHOP
Natalie Wardega

In this hands-on workshop, participants will adapt mainstream, battery-operated toys by placing a switch cable in parallel with the original switch, allowing the toy to be operated by a variety of alternative switches that could be plugged into the cable. These adapted toys are then provided, for free, to agencies that work with kids with disabilities. A toy will be provided for participants to use during the workshop as the skill is taught and learned. Upon completion of the session, the adapted toys will remain in possession of RePlay for Kids to be donated as described during the session. If you would like to bring a specific toy to be adapted for a particular student/classroom/program, you are welcome to do so. All attempts to adapt your toy onsite at the conference will be made. However, depending on the volume of individual toys this may not be possible. If your toy is not complete by the end of the conference, arrangements will be made directly with you for delivery at a later date.

(Max 25 attendees per session)

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

- Adapt a toy for switch use by putting a switch in parallel with the original
 - Circuitry of toys in order to apply the learned skill to other toys
 - State 3 ways RePlay for Kids can support students, families and professionals
 - State 3 resources available for students, families and professionals on the RePlay for Kids website
- Intermediate*

3:30 - 5:00 p.m.
SESSION 70
REPEAT SESSION

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

3:30 - 4:30 p.m.
SESSION 71

Q-INTERACTIVE FOR SLP'S

Kathleen M. Woodward, EdS, NCSP

This presentation will demonstrate the exciting new updates to the user interface and provide an overview of tests and features available for SLP's on Q-interactive as well as the benefits of going digital. Q-interactive is a comprehensive digital system that can be used to administer and score tests traditionally given by an examiner in one-on-one settings. The presenter will guide attendees through all of the functionality of the platform with examples specific to SLP's. If you have never tried Q-interactive, or it's been a while since you used it, come check it out!

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

- Utilize SLP tests available on Q-interactive
- Identify assessment features within the Q-interactive platform

Intermediate



SNEAK PEAK AT A FEW OF OUR VENDORS/SPONSORS



Harefoote Moon

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