

OCTOBER 12-14, 2025



EMPOWER. EVOLVE. EXCEL.
O S S P E A C 2 0 2 5

Quest Conference Center
9200 Worthington Rd, Ste 400
Westerville, OH 43082

.....

17 Continuing Education Hours Available
1.7 ASHA CEUs

.....

Sponsored by



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GENERAL CONFERENCE INFORMATION

OSSPEAC is proud to offer our 2025 Conference: Empower. Evolve. Excel. Back by popular demand, the conference will take place in Columbus, Ohio!

This three-day event will be open for

IN PERSON FULL CONFERENCE REGISTRATION ONLY.

Register early to be guaranteed a spot.

Please visit <https://osspeac.org/2025-conference/> to complete your individual registration.

CONFERENCE RATES

CONFERENCE REGISTRATION

Please note: Sunday, Monday & Tuesday sessions are included with the conference registration cost. We are unable to offer one-day registration this year.

Early Registration (prior to August 31, 2025)

2025-2026 Members: \$300
2025-2026 Non-Members: \$375

Regular Registration (September 1, 2025 - October 3, 2025)

2025-2026 Members: \$310
2025-2026 Non-Members: \$385

Late Registration (after October 4th, if available)

**Must register on-site at the conference*
2025-2026 Members: \$325
2025-2026 Non-Members: \$400

**Monday lunch is included in your conference registration. Please see conference meals for more information.*

MEMBERSHIP

NEW THIS YEAR!

You must already be a member of OSSPEAC to register at the member rate. Visit www.osspeac.org/membership to complete the membership process **PRIOR TO REGISTERING FOR CONFERENCE**. Purchasing your membership and conference registration in one transaction is no longer an option. Membership status will be checked prior to the conference.

STUDENT REGISTRATION

Full-time students enrolled in undergraduate and graduate level programs in the areas of speech-language pathology and audiology are eligible to attend the conference for **FREE**. Proof of current full-time enrollment will be required.

PAYMENT OPTIONS

1. Check

Please use the online registration and select the "register by check/purchase order" form. Participants who pay via check (made payable to OSSPEAC) **are NOT considered registered for the conference until the check is received. Documentation of CEUs will not be provided until payment has been received.**

2. Purchase Order (PO)

Please use the online registration and select the "register by check/purchase order" option. Participants who pay via purchase order (made payable to OSSPEAC) **are NOT considered registered for the conference until the purchase order is received. Documentation of CEUs will not be provided until payment has been received.**

3. Credit Card

Please use the online registration and select the "register by credit card" option. Credit cards will be processed via Stripe (our secure online payment processing site).

*More
info*

Information regarding OSSPEAC's cancellation and complaint policies can be found on the OSSPEAC website at: <https://osspeac.org/policies-and-procedures/>

Accommodations are available; please indicate this on your registration form and a representative from OSSPEAC will contact you directly.

CONFERENCE LOCATION & HOTEL INFORMATION

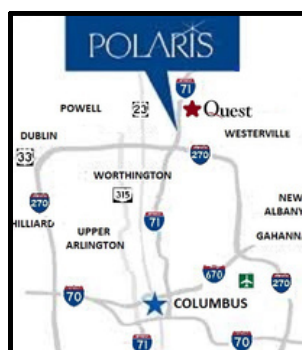
Quest Conference Center

9200 Worthington Rd

Ste 400

Westerville, OH 43082

For complete location information, click [HERE](#)



Blocks of hotel rooms have been reserved for the OSSPEAC Conference at the three properties listed below. A nightly rate of \$129 +taxes/fees has been secured. Please click on the links below to reserve a room at the group rate.

Hotel reservations are NOT REQUIRED for conference registration and are provided as a courtesy for attendees who wish to take advantage of this option.

FOUR POINTS BY SHERATON (RECENTLY RENOVATED)

8505 Pulsar Place

Columbus, Ohio 43240

breakfast made to order - not included

[Click here to book at Four Points By Sheraton](#)

HAMPTON INN POLARIS

8411 Pulsar Place

Columbus, Ohio 43240

hot complimentary breakfast buffet included

[Click here to book at Hampton Inn Polaris](#)

HYATT PLACE POLARIS

2006 Polaris Parkway

Columbus, Ohio 43240

hot complimentary breakfast buffet included

Restaurant and Bar onsite

[Click here to book at Hyatt Place Polaris](#)



CONFERENCE MEALS

PLEASE REVIEW as this has changed from previous years!

MONDAY LUNCH

IS INCLUDED WITH THE COST OF YOUR CONFERENCE REGISTRATION.

The menu includes:

- a variety of sandwiches, salads, beverages and assorted desserts - all sandwiches will include chips or pretzels and all salads will include a dinner roll
- vegetarian and vegan options are available upon request

TUESDAY LUNCH

IS NOT INCLUDED IN THE COST OF YOUR REGISTRATION.

- lunch will not be available Tuesday at the conference

BEVERAGES/REFRESHMENTS

- water, tea, coffee & assorted sodas will be provided throughout the conference

Handouts will be posted online at www.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/print out all handouts for use at the conference. If handouts are not available for posting online, the presenter will make them available to participants.



HANDOUTS



CONTACT US

OSSPEAC MAILING ADDRESS

8840 Greenwood Road
North Royalton, OH
44133

TELEPHONE

440-745-7065

EMAIL ADDRESS

info@osspeac.org



OSSPEAC RAFFLES

OSSPEAC is dedicated to giving back to our professions. 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 a 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 to support access to their educational curriculum.

Graduate Student Scholarship

The OSSPEAC Graduate Student Scholarship is intended to raise awareness about OSSPEAC among graduate students pursuing a graduate degree in the fields of speech-language pathology and audiology, who intend to pursue employment in an education setting upon graduation. This \$1000 competitive scholarship is designed to assist audiology and speech-language pathology students who have secured second-year graduate status (or third/fourth year graduate student status for AuD students).

Barbara J. Conrad Fellowship Grant

OSSPEAC honors the memory of speech-language pathologist Barb Conrad who dedicated her career to creating and promoting many of the local, state and national level professional practices in place today. This award was established in 2023 in honor of Barb's retirement. The \$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 children in Ohio's schools.

50/50 Raffle Tickets

Tickets will be available for purchase throughout the conference at a cost of:
\$1 for 1 ticket
\$5 for 6 tickets

Please consider donating a basket to the raffle!

Select "yes" when you register to let us know you will be donating!

Basket Raffle Tickets Tickets available at the conference for:

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

*\$10 is the minimum purchase amount for raffle tickets

CONFERENCE AGENDA

SUNDAY, OCTOBER 12, 2025

2:00 PM: Doors Open for Registration

3:00 PM - 6:15 PM: Conference Sessions

MONDAY, OCTOBER 13, 2025

7:15 AM: Doors Open for Registration

8:00 AM - 11:30AM: Morning Conference Sessions

11:30 AM - 12:30 PM: All Conference Keynote Session

12:30 PM - 1:30 PM: Lunch (price included with your registration fee)

1:30 PM - 5:15 PM: Afternoon Conference Sessions

5:15 PM - 6:30 PM: Relax, Unwind, & WIN Vendor Raffle

TUESDAY, OCTOBER 14, 2025

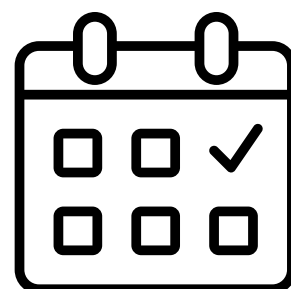
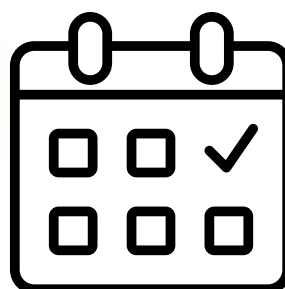
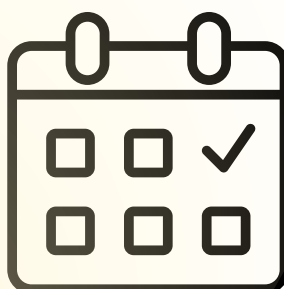
7:30 AM: Doors Open

8:00 AM - 8:20 AM: OSSPEAC General Membership Meeting & Honors
Presentation

8:30 AM - 12:15 PM: Morning Conference Sessions

12:15 PM - 1:15 PM: Lunch (On Your Own - Not Included)

1:30 PM - 5:00 PM: Afternoon Conference Sessions



PROFESSIONAL CREDIT INFORMATION

Continuing education credit is included in the registration cost. You receive credit for the sessions 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 to complete the online CEU process.

REQUIREMENTS FOR SATISFACTORY COMPLETION OF THIS CONFERENCE:

1. Attendance for the entirety of each session attended throughout the 3-day event to obtain credit for that session.
2. Completion of a post-conference assessment, provided to you via email by OSSPEAC upon close of the event.

CONFERENCE LEARNER OUTCOMES

After attending this multi-session conference, participants will be able to:

1. Identify evidenced-based practices for assessing and supporting students with speech, language, and hearing needs in school settings.
2. Apply strategies for effective collaboration with teachers, parents, and multidisciplinary teams to support student communication goals.
3. Advocate for the role of SLPs and audiologists within educational teams to support inclusive learning environments.

PROFESSIONAL DEVELOPMENT CONTACT HOURS (PDCH)

A certificate of attendance for up to 17 professional development contact hours will be issued via email 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 four years.

AMERICAN SPEECH-LANGUAGE HEARING ASSOCIATION CONTINUING EDUCATION UNITS (ASHA CEUS)

This program is offered for up to 1.7 ASHA CEUs (various levels; professional area).

After completing the online CEU registration process, an electronic file will be submitted to ASHA containing registration and credit information.

Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

NOTE: Signing up for ASHA CEUs implies you have paid, or would be willing to pay, ASHA to track your ASHA CEUs through the ASHA CEU Registry.

DO NOT SELECT ASHA CEUs IF YOU DO NOT WANT TO PAY ASHA TO BE PART OF THE ASHA CEU REGISTRY.

Any request for verification of attendance hours, a change in the type of professional credit you selected or duplicate PDCH certificates will result in a \$25 fee.



ASHA CE
APPROVED PROVIDER

**Ohio School Speech Pathology
Educational Audiology Coalition
(OSSPEAC)**

Various Levels

1.7 ASHA CEUS

Ethics Sessions are offered for 0.3 ASHA CEUs, beginner level.

DEI Sessions are available for up to 0.75 ASHA CEUs, various levels.

Supervision session is offered for 0.2 ASHA CEUs, intermediate level.

ASHA CE Provider approval and use of the Brand Block does not imply endorsement of course content, specific products, or clinical procedures.

SUNDAY AFTERNOON SESSIONS OCTOBER 12, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

3:00 PM - 6:00 PM

DON'T JUST SURVIVE...THRIVE DURING YOUR CF YEAR IN THE SCHOOLS!

Gregg Thornton, Esq, Ali Solberg, MA, CCC-SLP and Panel Participants

Calling all upcoming graduates! Starting your CF/PEY can be both an exciting and anxious time. OSSPEAC is here to help! Join us for this FREE conference event focused on providing you with valuable information regarding the CF/PEY process, including the chance to have your questions answered by a group of SLPs who recently completed their CF experiences.

***Please note: this session is sponsored by the OSSPEAC University Liaisons and is not being offered for CEU credit.*

SESSION #1

3:00 PM - 4:30 PM

BETTER TOGETHER: OT AND SLP CO-TREATMENT IN ACTION

Jenna Kirk, MA, CCC-SLP

This course is designed for occupational therapists and speech-language pathologists working in preschool settings. Through real-world examples, discussion, and collaborative planning strategies, participants will explore the benefits and logistics of co-treatment within the school system. Emphasis will be placed on interdisciplinary collaboration, logistics of co-treatment goal alignment, and evidence-based interventions that address the diverse needs of preschool-aged children. Participants will review case studies from a variety of student profiles to enhance communication, motor, play, and self-regulation skills through integrated therapy sessions.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify appropriate scenarios where co-treatment between occupational therapists and speech-language pathologists can enhance outcomes for preschool-aged children.
2. Develop three effective co-treatment therapy plans that address communication, sensory-motor, play, and self-regulation needs in preschoolers.
3. Evaluate the benefits and challenges of co-treatment in the school environment and propose solutions for common barriers.

SESSION #2

3:00 PM - 4:30 PM

HARNESSING AI FOR SMARTER SERVICE DELIVERY

Johanna Gilland, MA, CCC-SLP & Jenny Pyles, MS, CCC-SLP

Discover practical ways to integrate AI into your daily work as a school-based SLP. This session explores AI's role in streamlining documentation, IEP development, and data collection—while addressing critical ethical and legal considerations such as HIPAA and FERPA compliance, privacy, and bias. Learn how AI can be safely and effectively used to improve service delivery without compromising student confidentiality. Participants will gain hands-on strategies for lesson planning, modifying curriculum, writing measurable goals, and improving communication with families. Using AI has the potential to significantly enhance an SLP's workload efficiency by automating repetitive tasks, supporting data-driven decision-making, and freeing up time for direct student interaction and professional collaboration. Whether you're new to AI or seeking to optimize your current practices, this session will provide actionable, field-specific insights that empower you to work smarter, not harder—while maintaining compliance with ethical and legal standards.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify at least three AI tools that can be used to streamline documentation, goal writing, and data collection within a school-based setting.
2. Describe how AI integration can support compliance with HIPAA and FERPA, including strategies to protect student privacy when using AI tools.
3. List practical applications of AI for lesson planning, progress monitoring, and curriculum modifications tailored to student needs.
4. Create AI-generated drafts of IEP content or parent-friendly summaries using ethically sound prompts and real-world examples.
5. Evaluate potential ethical concerns, including bias in AI outputs, and apply best practices to ensure equitable service delivery.

SUNDAY AFTERNOON SESSIONS OCTOBER 12, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #3

4:45 PM - 5:45 PM

EMPOWERING SLP TEAMS WITH AI: LEADERSHIP STRATEGIES FOR ETHICAL AND EFFECTIVE INTEGRATION

Johanna Gilland, MA, CCC-SLP & Jenny Pyles, MS, CCC-SLP

As AI tools become increasingly accessible in educational settings, SLP leaders—including administrators, team leads, and supervisors—are uniquely positioned to guide their teams in the responsible adoption of AI. This session explores how leaders can support staff in leveraging AI to reduce workload, enhance documentation quality, and align with IDEA, ODEW compliance, and ASHA professional guidelines—all while maintaining high ethical standards and student data privacy. Participants will examine leadership-level strategies to evaluate AI tools, support staff training, monitor implementation, and model responsible AI use in their own administrative tasks. Learn how to balance innovation with accountability and walk away with practical frameworks and leadership resources tailored to the unique responsibilities of SLP Supervisors.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify leadership strategies for introducing and supporting AI use among SLP staff that align with ASHA's Code of Ethics and evidence-based practice.
2. Explain how AI tools can support IDEA and ODEW compliance in areas such as documentation, service tracking, and progress monitoring.
3. Evaluate AI tools for data security, FERPA/HIPAA compliance, and instructional appropriateness to ensure safe and effective use by school-based SLPs.
4. Develop an action plan for implementing professional learning and support systems around AI integration for their teams.
5. Model the use of AI in administrative roles, such as scheduling, communication, or report synthesis, while maintaining professional standards and transparency.

SESSION #4

4:45 PM-5:45 PM

LEVERAGING UNIVERSITIES TO LIGHTEN WORKLOAD AND NURTURE FUTURE SCHOOL SLPs: INTEGRATING KNOWLEDGE AND PRACTICE WITH SENIOR SPEECH-LANGUAGE PATHOLOGY CAPSTONE STUDENTS

Abby Foltz Hottle, MA, CCC-SLP & Carolyn (Carney) Sotto, PhD, CCC-SLP

It's no secret that school SLPs face high workloads, but an undergraduate senior capstone student can help! This final graduation experience, required by many public universities in Ohio, bridges academic learning and practical application, benefiting both the student and school speech-language pathologist. Hosting a senior capstone student provides fresh perspectives, evidence-based practices, and dedicated assistance—at no cost—while providing invaluable professional experiences for students. Attendees will learn how to connect with universities to leverage senior capstone students to lighten their workload while nurturing the next generation of school SLPs.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Describe the undergraduate senior capstone requirements, objectives, and goals.
2. Analyze the roles, responsibilities, strengths, and challenges of undergraduate students assisting speech-language pathologists in schools.
3. Create appropriate opportunities for collaboration with senior undergraduate students in a school-based capstone setting.

SESSION #5

4:45 PM-6:15 PM

REVITALIZING THE 'R': PRACTICAL TECHNIQUES FOR EFFECTIVE INTERVENTION

(repeated as session #33)

Nadine Ocock Whiteman, MA, CCC-SLP

This presentation will address the challenging "r" sound, offering practical strategies for intervention, including the complexities of working with persistent "r" errors. The use of ultrasound biofeedback as a valuable tool for 'r' remediation will be introduced, exploring its potential to enhance client progress.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Describe recent research regarding developmental norms for speech sound production to advocate for early (earlier) intervention.
2. Identify and label various contexts of the 'r' phoneme in words.
3. Describe and demonstrate elicitation methods for the 'r' phoneme including the use of the ultrasound biofeedback.
4. Describe the concepts of establishing then generalizing production of the 'r' phoneme.

MONDAY MORNING SESSIONS OCTOBER 13, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #6

8:00 AM - 11:00 AM

THE NUTS AND BOLTS OF APRAXIA THERAPY

Cari Ebert, MS, CCC-SLP

Childhood Apraxia of Speech (CAS) is a motor-based speech disorder that requires speech-language pathologists (SLPs) to use a motor-based therapy approach. Strategies used to support children with articulation or phonological disorders are not effective in increasing the reliability and flexibility of the speech motor planning system in children with CAS. Establishing an appropriate treatment plan based on the principles of motor learning is essential when treating apraxia. This course will outline how to implement a motor-based treatment plan and includes specific information on goal writing, target selection, therapy strategies and activities, use of multisensory cueing, and carryover techniques.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Contrast speech therapy approaches for treating Childhood Apraxia of Speech, phonological disorder, and articulation disorder.
 2. Summarize the principles of motor learning and how to apply them in motor-based speech therapy sessions.
 3. Describe at least five therapy activities for supporting repetitive speech practice without doing drill work.
-

SESSION #7

8:00 AM - 11:00 AM

WE'RE GOING ON A BOOK HUNT: CHOOSING, USING, AND WRITING CHILDREN'S BOOKS FOR THERAPY AND BEYOND

Shari Robertson, PhD, CCC-SLP

Literature-based intervention has been recommended as a best practice to support therapy goals for almost 30 years. Guided by the empirical evidence regarding the specific qualities of books that determine positive outcomes, this seminar will guide participants in how to choose and use books for preschool and primary students to facilitate speech, language, and literacy development. But wait - there's more! Given their unique expertise in both typical and disordered speech and language development, SLPs are ideal candidates to author high-quality children's books. Consequently, this seminar will also provide potential, budding, and closet SLP authors with key information on how to create children's books for therapy and beyond. Immerse yourself in the joy of choosing, using, and writing children's books to address IEP goals and facilitate classroom success!

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Evaluate and choose children's books, using an evidence-based tool, to facilitate therapy goals and academic success.
 2. Use, and teach others to use, interactive book reading strategies to support language and literacy development.
 3. Apply concepts and practical advice to create/self-author children's books for therapy and beyond.
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SESSION #8

8:00 AM - 9:00 AM

Beyond Words: Empowering Students with Autism Through AAC and Communication Strategies

(repeated as session #30)

Mo Buti, MEd-BD, MEd-ADMIN

This presentation explores innovative approaches to support communication for students with autism through Augmentative and Alternative Communication (AAC). Participants will learn about evidence-based strategies that foster meaningful connections and enhance learning outcomes. The session covers selecting appropriate AAC tools, implementing them effectively in classroom settings, and creating communication-rich environments. Practical real-life examples from the presenter's experience demonstrate how to overcome common barriers and celebrate communication milestones. Attendees will gain actionable techniques to help students with autism express themselves, participate more fully in educational activities, and develop greater independence and self-advocacy skills. Join us to transform communication possibilities for every learner.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Describe aided language stimulation and how to implement this strategy.
2. Explain a minimum of three common myths of using AAC for students with autism and why these are not true.
3. Explain how to support a student with autism's communication during scripting.
4. Describe the difference between core vocabulary and fringe vocabulary.

MONDAY MORNING SESSIONS OCTOBER 13, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #9

8:00 AM - 9:30 AM

GOT R PROBLEMS? A PHONEMIC APPROACH TO R REMEDIATION

(repeated as session #41)

Christine Ristuccia, MS, CCC-SLP

Frustrated with treating /r/ disorders? This course offers a new and a refreshing approach to treat the most difficult of sounds. Backed with extensive research and field testing, a complete phonemic approach to evaluating and treating /r/ is presented based on the thirty-two different types of /r/.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify the six /r/ controlled vowels.
 2. Know how to phonetically evaluate and treat the various word positions of the six vocalic /r/'s.
 3. Be able to write measurable and objective IEP goals for the /r/ phonemes.
 4. Differentiate the differences between visual and non-visual /r/ controlled vowels.
 5. Know at least three specific articulation techniques to elicit the /r/ phoneme.
 6. Know the benefits of evaluating and treating /r/ phonetically.
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SESSION #10

8:00 AM - 9:30 AM

HOW TO TEACH WRITING WITHOUT HAVING STUDENTS WRITE

Bonnie Singer, PhD, CCC-SLP, BCS-L

SLPs understand writing, but how do you share what you know without stepping on the toes of the classroom teacher? This webinar presents strategies that scaffold essential executive function and language underpinnings for writing yet require no writing on the part of the student. Learn a proven self-talk routine with embedded strategies for helping students get started with academic writing, comprehend task demands, and set initial writing goals and plans. As teachers often assume these skills are intact in students, this offers SLPs a unique way to target writing that complements classroom instruction.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Design curriculum-relevant writing instruction and intervention for students with language and executive functioning weaknesses that complements the general education curriculum.
 2. Use a self-talk routine and paired strategy for analyzing writing task demands.
 3. Teach students a self-talk routine and paired strategy for establishing initial text structure goals.
-

SESSION #11

8:00 AM - 9:00 AM

MADELINE'S LAW IN PRACTICE: NAVIGATING FINANCIAL SUPPORT OPTIONS IN PEDIATRIC AUDIOLOGY

Ashley Dainton, AuD, CCC-A, F-AAA, CH-AP

This presentation will explore financial options available for families pursuing amplification that may not have device coverage through their private insurance. The focus will be on Madeline's Law, a recently signed law for hearing aid coverage for individuals 21 and under. It will include other resources such as BCMH, CCHAT, and OHAAP. Additionally, the presentation will also cover case studies to further explain the process of pursuing financial options in a pediatric setting.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Explain Madeline's Law, and how to access possible device coverage.
2. Understand the differences between BCMH, CCHAT, OHAAP, and other financial options.
3. Analyze discussed case studies and recognize different financial pathways that are available for families.

MONDAY MORNING SESSIONS OCTOBER 13, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #12

8:00 AM - 9:00 AM

THE OMNIE MODULES REIMAGINED PROJECT: ONLINE PROFESSIONAL DEVELOPMENT FOR SCHOOL-BASED SLPs AND AUDIOLOGISTS

Kathy Jillson, MA, CCC-SLP & Sue Grogan-Johnson, PhD, CCC-SLP

Renovation of the OMNIE learning modules is complete! Join us as we tour the redesigned and updated modules developed specifically for school-based SLPs, audiologists, and educators. Examples of module topics include Supervision and Ethics, which can be used to meet ASHA and OSHPB CE hours, as well as modules that fulfill ASHA requirements for understanding cultural and communication differences. Many other topics are included in the redesign. Join us to learn how to access the modules and makeover your school-based services!

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify the contents/topics of the OMNIE Reimagined Modules for school-based SLPs and audiologists
 2. Understand the registration process and directions for accessing the modules.
 3. Select the modules most relevant to their current workload.
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SESSION #13

8:00 AM - 9:00 AM

VELOPHARYNGEAL DYSFUNCTION: A REVIEW OF IDENTIFICATION TECHNIQUES, EVALUATION PROTOCOLS AND TREATMENT STRATEGIES

Cara Werner, MA, CCC-SLP

During this talk, velopharyngeal dysfunction and types (velopharyngeal insufficiency, velopharyngeal incompetence and velopharyngeal mislearning) will be reviewed. Practical tips for screening resonance and nasal emission within the educational setting are going to be discussed. Referral sources and strategies will be shared to best support a child and their family when there are concerns for velopharyngeal dysfunction. Treatment techniques are going to be described when working with a child who presents with cleft speech characteristics or a similar articulation presentation.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify types of velopharyngeal dysfunction and treatment recommendations for each.
 2. Explain simple ways to screen for resonance and nasal emission.
 3. Name recommended next steps when working with a child who has resonance/VPD concerns.
 4. Describe treatment techniques to successfully target cleft speech characteristics.
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SESSION #14

9:15 AM - 11:15 AM

LANGUAGE UNDERPERFORMANCE IN CHILDREN WHO ARE DEAF/HARD OF HEARING: A PATHWAY TO INTERVENTION

Jareen Meinzen-Derr, PhD, MPH

This presentation explores two decades of research on language underperformance in children who are deaf/hard of hearing, emphasizing the mismatch between language and cognitive abilities. This study introduces the Technology-Assisted Language Intervention (TALI), incorporating high-tech augmentative and alternative communication tools into speech-language pathology. The work advocates for early, individualized, and visually supported interventions to close the language gap and promote developmental equity, with implications for broader educational and clinical practice.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify key factors contributing to language underperformance in children who are deaf or hard of hearing, including the mismatch between cognitive potential and language development.
2. Describe the components and measurable impacts of Technology-Assisted Language Intervention (TALI), including its use of augmentative and alternative communication (AAC) strategies to enhance expressive and receptive language outcomes.

MONDAY MORNING SESSIONS OCTOBER 13, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #15

9:15 AM - 11:15 AM

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

(repeated as session #48)

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



This presentation will review case studies adjudicated by the Ohio licensure board related to ethical violations and ethical dilemmas. The content will include new case studies and updates for the 2025-2026 practice biennium.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Name and identify ethical dilemmas.
2. Name and identify an ethical decision-making process.
3. Describe the licensure board's code of ethics and duty to report.

SESSION #16

9:15 AM - 11:15 AM

UNDERSTANDING YOUR CLIENT-PROVIDING MULTIDIMENSIONAL, CLIENT-CENTERED THERAPY FOR SCHOOL-AGE CHILDREN AND ADOLESCENTS WHO STUTTER

Robert Reichhardt, MA, CCC-SLP, BCS-SCF

In this presentation we will explore factors critical to the success of therapy for school-age and adolescents who stutter. We will discuss ways to understand your client's values, as well as understand how stuttering is impacting their communication experiences and quality of life. We will then consider a variety of research-based approaches to support improved communication experiences for your client and consider ways to facilitate the client's understanding of the potential benefits of these approaches. Considerations for the school setting will be explored.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Recall 2-3 critical factors to supporting success in the therapy process.
2. Describe 2-3 evidence-based approaches they can incorporate into therapy to support improvements in communication and quality of life for clients who stutter.
3. Explain how two different counseling approaches can be helpful in supporting change for clients who stutter.

SESSION #17

9:45 AM - 11:15 AM

EMPOWERING TEAMS TO MOVE TOWARD FLEXIBLE SERVICE DELIVERY MODELS

Allison Acerra, MA, CCC-SLP, Emily Szoszorek, MA, CCC-SLP & Caitlin Zaluski, MA, CCC-SLP, BCBA

Speech-language pathologists in the school setting are tasked with a variety of caseload and workload responsibilities. Many tasks go beyond direct therapy time and are valuable to the student and the multi-disciplinary team. This presentation aims to identify the importance of direct and indirect services and evidence supporting use of both models. The presenters will share how their team has worked toward a flexible service delivery model that incorporates direct and indirect services to balance caseload and workload tasks. Information will be shared related to student progress and staff satisfaction.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify direct and indirect therapy models and tasks.
2. Discuss evidence related to providing direct and indirect therapy.
3. Gain strategies for creating flexible service delivery models.

SESSION #18

9:45 AM - 11:15 AM

A FOUR-STEP INTERVENTION FOR TEACHING STUDENTS TO MAKE INFERENCES WHEN READING

Bonnie Singer, PhD, CCC-SLP, BCS-L

Students with language and learning challenges are well known to have difficulty comprehending non-literal spoken and written language. This presentation offers SLPs concrete intervention approaches for teaching school-age children to make inferences when they read. We begin by identifying the cognitive and linguistic systems involved in inferencing while reading, then present a four-step, systematic intervention for teaching students how to make an inference. Participants will learn a small set of visual tools that make invisible language processing visible to students and walk away with intervention practices they can use immediately to support reading comprehension and academic performance.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Use visual tools to reveal the cognitive and linguistic underpinnings of inferencing.
2. Implement a four-step, systematic intervention for making inferences when reading.
3. Explain the similarities and differences between making predictions and inferences.

SESSION #19

9:45 AM - 11:15 AM

MOMMA! COOKIE! BUS! MAKING SENSE OF VOCABULARY SELECTION FOR AAC SYSTEMS

(repeated as session #27)

Jackie Kearns, MA, CCC-SLP

Selecting vocabulary for AAC systems is overwhelming! This presentation will empower attendees with a framework for selecting vocabulary for a variety of AAC systems (low, mid, or high tech). Participants will learn to utilize David Beukelman's Participation Model as a foundation for determining a child's current and future communication needs. Participants will learn to utilize a framework for selecting vocabulary across AAC systems in order to help children communicate for a variety of different language purposes (to make requests, engage in social closeness, complain, etc.). Case study examples will be provided to reinforce concepts and knowledge discussed during the presentation.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Recall at least one difference between core and fringe vocabulary in order to understand their implications for vocabulary and language development.
2. Implement a person-centered framework for selecting meaningful vocabulary for AAC systems.
3. Plan customization of at least one augmentative and alternative communication system to support functional communication opportunities.



KEYNOTE *presentation*

SESSION #20

11:30 AM - 12:30 PM

BREAKING BOUNDARIES, BUILDING BRIDGES: WHERE EVERY CHILD'S POTENTIAL BECOMES POSSIBILITY

Mo Buti MEd-BD, MEd-ADMIN

In this heart-stirring keynote, prepare to be moved by stories of transformation that remind us why we chose this calling. Our speaker will take you on an emotional journey through the lives of students with disabilities who defied expectations and the educators who refused to accept limitations. When a child who's been told "impossible" discovers their own power, magic happens. When an educator sees beyond labels to uncover hidden talents, lives change forever. These aren't just success stories—they're testaments to our collective purpose. This is not only about strategies but also, it's about reclaiming the soul of special education. It's about remembering that behind every IEP, every accommodation, stands a child with dreams as vast as the universe. High expectations for all! You'll leave this session with your passion reignited, your purpose reaffirmed, and your heart recommitted to the wonderful work of helping extraordinary minds find their voice in an ordinary world. Together, we don't just teach—we empower. We don't just adapt—we evolve. We don't just educate—we help our students excel beyond anyone's imagination, especially their own.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Retell a story shared that was inspiring and find a time that they experienced a similar moment.
2. Describe a minimum of three different strategies to support someone with autism.
3. Describe their own reasons for doing what they do in this field.

MONDAY AFTERNOON SESSIONS OCTOBER 13, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #21

1:45 PM - 4:45 PM

AUTISM STRATEGIES AND NEURODIVERSITY-AFFIRMING PRACTICES

Cari Ebert, MS, CCC-SLP



This course provides an overview of how to provide strengths-based, neurodiversity-affirming services to autistic children and their families. The strategies and goals addressed in this course are not focused on establishing compliance or fixing deficits identified on standardized tests, but rather on supporting regulation, connection, communication, and self-advocacy to help autistic children learn, grow, and thrive as their authentic selves.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Describe the differences in how autistic children develop and learn using neurodiversity-affirming language.
2. Summarize the racial and gender disparities in diagnosing autism.
3. Explain how the medical model of disability promotes ableism.
4. Formulate neurodiversity-affirming therapy/IEP goals.

SESSION #22

1:30 PM - 3:30 PM

BEYOND THE NUMBERS: EMPOWERED PRACTICES FOR SCHOOL-BASED SLPS - HOT TOPICS 2025

(repeated as session #50)

Julie Hauck, MA, CCC-SLP, Dianne Clemens, MA, CCC-SLP, Ali Solberg, MA, CCC-SLP, Heather Davey, MA, CCC-SLP, Janice Abram, MA, CCC-SLP, Angela Brouhard, MA, CCC-SLP & Allison Hoffmann, MA, CCC-SLP

Your "numbers" are submitted and known...now what? Together we will explore some of this year's "hot topics" and consider ways to skillfully control what we can in order to excel! Here's how: understand entry/exit guidelines; communicate effectively with colleagues and others; run strong intervention programs; craft concise and informative documents; learn about time-saving technology/AI tools; and explore a variety of useful solutions that can help keep us moving towards a "healthy caseload". Join members of the Ohio School-Based SLP/AUD Supervisory Network and be empowered to evolve your load...beyond the numbers!

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify three areas of their own practice that may be improved in order to achieve a well-managed workload/caseload.
2. Describe how skillful communication with colleagues and others impacts the effectiveness of our services.
3. List three available tools/resources that support healthy, efficient caseloads.

SESSION #23

1:30 PM - 3:30 PM

EARLY CHILDHOOD STUTTERING: WHAT RECENT RESEARCH TEACHES US ABOUT ASSESSMENT AND TREATMENT

Katie Winters, PhD, CCC-SLP

Childhood stuttering most often begins between ages two and six years of age, during which many children develop an awareness that they stutter and a (positive or negative) communication attitude. Concurrent with this onset of stuttering is a critical developmental period for a child's speech, language and social cognition. Early childhood stuttering presents a unique clinical context for speech-language pathologists as they navigate child and family dynamics in addition to the likelihood of stuttering persistence vs. remittance. This presentation will review recent research related to early childhood stuttering and apply research findings to inform evidence-based assessment and treatment practices.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Summarize recent research findings related to early childhood (i.e., preschool and kindergarten age) stuttering persistence and intervention.
2. Distinguish differences between caregiver and child-reported measures of communication attitude.
3. Apply data evaluating early childhood perspective taking to assessment practices for the communication attitude of young children who stutter.
4. Discuss elements that may or may not influence caregiver perceptions of their child's communication attitude.
5. Apply recent research to early childhood stuttering assessment.
6. Consider recent research and its application to early childhood stuttering treatment.

MONDAY AFTERNOON SESSIONS OCTOBER 13, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #24

1:30 PM - 3:30 PM

THROUGH THE MYO LENS: IT'S MORE THAN SPEECH

Hannah Agoston, MS, CCC-SLP & Morgan Kuszmaul, MA, CCC-SLP

Have you ever worked with a student who isn't making progress despite years of therapy? This presentation will explore how orofacial myofunctional disorders (OMDs) might be the missing link in your therapeutic practice. We'll take a step back, zoom out, and dig deeper into what's really going on. Is this just a speech issue, or is there something more—like OMDs—that's contributing to their struggles? Walk away with a systematic approach to improving outcomes by addressing dysfunction that leads to continued speech challenges.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Outline the systematic approach for addressing dysfunction through school-based speech-language therapy.
2. Utilize team questionnaires and therapeutic screening to determine a holistic understanding of the student's functioning.
3. List three myofunctional goals that can be implemented in school based speech-language therapy.

SESSION #25

1:45 PM - 3:15 PM

BE A PLAYER IN THE STARTING LINEUP! SLPs AS CRITICAL MEMBERS OF LITERACY TEAMS

Tracy Mail, MA, CCC, SLP, Caryn Timmerman, MS, Ed, Anne Zito, EdD, CCC-SLP and Bernadette Laughlin, MA, JD

SLPs are often on the bench for literacy, but their skillsets demand, "Put me in Coach!" This session will explore solutions to barriers for SLP involvement in literacy efforts across the educational system. Participants will walk away with potential actions to implement those solutions. Join us for a collaborative experience celebrating the benefits for SLPs to share their knowledge and expertise to result in a home run for literacy outcomes for all students!

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Become familiar with critical guidance and research pertaining to SLPs role in literacy efforts.
2. Understand why an SLP's skillset is critical to the success of a district's literacy initiative and the potential benefits of SLP support of literacy for learners, teachers and administrators.
3. Become familiar with the results of 2022 and 2023 surveys of SLP involvement in literacy in Ohio's schools.
4. Explore previously developed solutions to barriers for SLP involvement in literacy efforts and walk away with potential actions to implement those solutions.
5. Enhance administrator understanding of the SLP's value in providing service supporting literacy learning.

SESSION #26

1:45 PM - 3:15 PM

GOAL WRITING IN ACTION: HOW TO IDENTIFY OBSERVABLE STUDENT BEHAVIORS TO CREATE COMPLIANT IEP GOALS

Christina Tindall, MS, CCC-SLP

School-based speech-language pathologists (SLPs) create Individualized Education Plan (IEP) goals regularly, yet many don't receive specific training in goal writing. Although most SLPs are generally taught about the SMART goal concept, intentional training is essential to the development of compliant IEP goals. This session will instruct SLPs on the acronym "ACTION" to help them identify observable behaviors as the foundation to building measurable IEP goals. By following the ACTION guidelines, attendees will be able to write functional and measurable student goals that are compliant with federal and state standards for special education.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify specific, observable goal behaviors representative of functional skill deficits.
2. Create dynamic assessment measures to obtain baseline achievement levels, types of support (prompts/cues), and goal conditions needed for functional skill attainment.
3. Write compliant annual goals for IEP reviews.

MONDAY AFTERNOON SESSIONS OCTOBER 13, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #27

1:45 PM - 3:15 PM

MOMMA! COOKIE! BUS! MAKING SENSE OF VOCABULARY SELECTION FOR AAC SYSTEMS

(repeat of session #19)

Jackie Kearns, MA, CCC-SLP

Selecting vocabulary for AAC systems is overwhelming! This presentation will empower attendees with a framework for selecting vocabulary for a variety of AAC systems (low, mid, or high tech). Participants will learn to utilize David's Beukelman's Participation Model as a foundation for determining a child's current and future communication needs. Participants will learn to utilize a framework for selecting vocabulary across AAC systems in order to help children communicate for a variety of different language purposes (to make requests, engage in social closeness, complain, etc.). Case study examples will be provided to reinforce concepts and knowledge discussed during the presentation.

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3. Plan customization of at least one augmentative and alternative communication system to support functional communication opportunities.

SESSION #28

1:45 PM - 3:15 PM

OVERVIEW OF CONGENITAL CMV INFECTION: EDUCATION NEEDED!

Pablo J Sanchez, MD

Congenital CMV infection is the leading nongenetic cause of sensorineural hearing loss worldwide, yet most parents and educators have never heard of it. The majority of infected newborns have no clinical signs of infection although a substantial proportion may have hearing loss at birth or develop it later in life. As antiviral treatment with ganciclovir or valganciclovir initiated in the first month of age improves audiologic outcomes, there is an urgent need for timely identification of infected neonates. A targeted approach that tests neonates who refer on the newborn hearing screen has been implemented in many states and hospital programs, but it fails to identify about 40% of children who experience CMV-related hearing loss. A universal screening approach is optimal given the prevalence of congenital CMV infection, its associated sequelae, the availability of a simple saliva screening tool, available antiviral treatment, and directed therapies for hearing impairment.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Describe the epidemiology and recognize the clinical manifestations and sequelae of congenital CMV infection.
2. Understand the management strategies as they relate to screening, diagnosis, and treatment.
3. Describe preventive strategies for congenital CMV infection.

SESSION #29

3:45 PM - 4:45 PM

AUDITORY PROCESSING DEFICITS: PATHWAYS FOR DIFFERENTIAL DIAGNOSIS

Gina Vasiloff, MS, CCC-SLP, C-OGA & Anna Martinha Braam, AuD, CH-AP

We propose to share a protocol that has been developed and utilized within Nationwide Children's Hospital that allows us to appropriately channel auditory processing referrals, clinically evaluate these children, and make appropriate recommendations. The hospital frequently receives referrals from outside sources to evaluate children with suspected auditory processing issues (APD). However, diagnosis of APD is somewhat difficult to make due to the comorbidity of symptoms. We plan to discuss historical perspectives and current literature, presenting symptomology, disqualifying criteria and a pathway for appropriate diagnosis and recommendations for these children.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. List and identify issues that make APD diagnosis difficult.
2. Define what auditory processing is and identify signs and symptoms of possible deficits.
3. Explain the similarities between auditory processing disorder and other conditions, and how the NCH APD protocol helps to correctly differentiate between them.

MONDAY AFTERNOON SESSIONS OCTOBER 13, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #30

3:30 PM - 4:30 PM

BEYOND WORDS: EMPOWERING STUDENTS WITH AUTISM THROUGH AAC AND COMMUNICATION STRATEGIES

(repeat of session #8)

Mo Buti, MEd-BD, MEd-ADMIN

This presentation explores innovative approaches to support communication for students with autism through Augmentative and Alternative Communication (AAC). Participants will learn about evidence-based strategies that foster meaningful connections and enhance learning outcomes. The session covers selecting appropriate AAC tools, implementing them effectively in classroom settings, and creating communication-rich environments. Practical real-life examples from the presenter's experience demonstrate how to overcome common barriers and celebrate communication milestones. Attendees will gain actionable techniques to help students with autism express themselves, participate more fully in educational activities, and develop greater independence and self-advocacy skills. Join us to transform communication possibilities for every learner.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Describe aided language stimulation and how to implement this strategy.
2. Explain a minimum of 3 common myths of using AAC for students with autism and why these are not true.
3. Explain how to support a student with autism's communication during scripting.
4. Describe the difference between core vocabulary and fringe vocabulary.

SESSION #31

3:45 PM - 4:45 PM

HOW SPEECH PATHOLOGISTS AND AUDIOLOGISTS CAN BEST SUPPORT SECONDARY TRANSITION

Amy Szymanski, MEd

Speech pathologists and audiologists play an important, yet unfortunately sometimes overlooked, role in secondary transition programming. This session will provide examples and resources that highlight how the expertise of speech pathologists and audiologists can be leveraged to improve postschool outcomes for students with disabilities.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify examples of how speech pathologists and audiologists can support secondary transition programming.
2. Understand where to locate and how to use a variety of secondary transition resources to enhance their knowledge and provision of secondary transition services.

SESSION #32

3:45 PM - 5:15 PM

INNOVATING WITHIN CHANGE: OPPORTUNITIES FOR SLPS IN A NEW EDUCATION ERA

Bernadette Laughlin, MA, JD & Shelby Davis, MA, CCC-SLP

The Individuals with Disabilities Education Act (IDEA) remains a steadfast cornerstone of special education law, ensuring the rights and services for students with disabilities. However, recent administrative changes within the Department of Education have introduced shifts in operational structures and resource allocation that may impact the day-to-day work of school-based speech-language pathologists (SLPs). This presentation will explore the implications of these changes, focusing on how SLPs can navigate evolving frameworks while continuing to uphold IDEA's mandates. By emphasizing the resilience of IDEA and the opportunities for innovation within the current landscape, this discussion aims to empower SLPs to adapt effectively and advocate for their students. The session will provide actionable strategies and foster dialogue on maintaining excellence in service delivery amidst change, highlighting the enduring commitment to serving students with disabilities.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify key administrative changes within the Department of Education and their potential impact on school-based speech-language pathologists.
2. Analyze how these shifts affect the implementation of IDEA and the provision of services for students with disabilities.
3. Apply strategies to effectively navigate evolving frameworks while maintaining compliance with IDEA mandates.
4. Engage in discussion on innovative practices that uphold excellence in service delivery within the evolving special education landscape.

MONDAY AFTERNOON SESSIONS OCTOBER 13, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #33

3:45 PM - 5:15 PM

REVITALIZING THE 'R': PRACTICAL TECHNIQUES FOR EFFECTIVE INTERVENTION

(repeat of session #5)

Nadine Ocock Whiteman, MA, CCC-SLP

The presentation will address the challenging "r" sound, offering practical strategies for intervention, including the complexities of working with persistent "r" errors. The use of ultrasound biofeedback as a valuable tool for 'r' remediation will be introduced, exploring its potential to enhance client progress.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Describe recent research regarding developmental norms for speech sound production to advocate for early (earlier) intervention.
2. Identify and label various contexts of the 'r' phoneme in words.
3. Describe and demonstrate elicitation methods for the 'r' phoneme including the use of the ultrasound biofeedback.
4. Describe the concepts of establishing then generalizing production of the 'r' phoneme.

SESSION #34

3:45 PM - 4:45 PM

TD SNAP MOTOR PLAN

Leah Benjamin, MA, CCC-SLP & Melanie Hoerst, MA, CCC-SLP

TD Snap Motor plan was developed for symbol supported communicators. This Pageset was created with a thoughtful design, efficient navigation and powerful tools encourage motor plans associated with words (automaticity aka "muscle memory"). It contains the same robust 2,700-word vocabulary across 3 grid sizes, carefully selected to provide excellent coverage and powerful to encourage learning vocabulary (known as vocabulary filter). Motor Plan lives within our beloved TD Snap software platform, with intuitive editing and customization options, that allow you to focus on learning language and not complicated software.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify two design features of TD Snap Motor Plan page set.
2. State two benefits of the TD Snap Motor Plan Page set.

SESSION #35

3:45 PM - 4:45 PM

WE DANCE TOGETHER: MAKING CONNECTIONS THROUGH DANCE

Robin Schulz, EdD, CCC-SLP

We Dance Together (WDT) is a reverse-inclusion research-based program that promotes positive peer relationships through intentional design. As speech-language pathologists, we understand the importance of school belonging and friendships and we are uniquely qualified to support our students with complex communication needs in extracurricular activities. This the program addresses inclusion, relationships, and communication development within the context of a meaningful activity. Participants will have the opportunity to see videos of the program and brainstorm how the structure could be applied to their own preferred extracurricular activities.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. List at least two ways that dance can promote joint attention skills.
2. Describe to a coworker the positive impact of equal status on peer relationships.
3. Identify at least one way they can immediately implement a visual support strategy into an inclusive group setting.
4. Name at least one alternate activity to which the We Dance Together structure could be applied in the school setting.

TUESDAY MORNING SESSIONS OCTOBER 14, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #36

8:30 AM - 11:30 AM

EVALUATION AND TREATMENT OF SPEECH AND LANGUAGE DISORDERS IN BILINGUAL AND BICULTURAL STUDENTS

Cassandra Guarneros Rosile, MS, CCC-SLP & Claire Schuster Murrell, MS, CCC-SLP

There has been a significant increase in bilingual and bicultural students across the state of Ohio's public school system. As monolingual, English-speaking speech-language pathologists, how are we supposed to correctly identify bilingual and bicultural students with speech and language impairments and provide them with specialized instruction? In this course, we will address how to identify language disorders versus language differences in bilingual students through dynamic assessment, standardized tests, classroom observations, AI, and interviews with the family. We will discuss effective service delivery for bilingual students by monolingual speech-language pathologists in the school setting.



AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Confidently develop an assessment plan for bilingual students, evaluate bilingual students, treat bilingual students, and understand how culture affects student participation and progress.

SESSION #37

8:30 AM - 10:00 AM

BREATHING FOR SPEECH - BUT ALSO EMOTIONAL REGULATION

Michelle Richards, CCC-SLP, TSLI, CLC, CRTP, CertBBM

Learn simple, research-backed breathing techniques that support communication - but also emotional regulation for a student of any age. Beyond diaphragmatic breathing supporting fluency and voicing, self-regulation is one of the greatest challenges we face each day. Let's explore the science behind breath and emotion, and obtain easy, classroom-ready exercises you can use tomorrow. Breath work isn't just calming—it's a powerful tool to improve focus, reduce anxiety, and support speech outcomes across age groups.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Review the connection between breath regulation and communication, including fluency, voicing, and overall speech production in school-aged populations.
2. Consider alternative options for speaking softly.
3. Describe how breathing techniques influence emotional and behavioral self-regulation, with reference to current research on the autonomic nervous system and polyvagal theory.
4. Acquire a variety of simple, evidence-based breathing exercises appropriate for integration into therapy sessions or classroom routines across all ages.
5. Evaluate how breathing practices can enhance focus, reduce anxiety, and increase readiness to learn, particularly in students with language, social-emotional, or executive functioning challenges.

SESSION #38

8:30 AM - 9:30 AM

EARLY IDENTIFICATION, INTERVENTION AND FAMILY SUPPORTS FOR DEAF AND HARD OF HEARING KIDS ON A LISTENING AND SPOKEN LANGUAGE JOURNEY

Rachel Wade, AuD, CCC-A & Leslie Raulie, MA CCC-SLP, LSLS Cert. AVT

Once a child is identified with a hearing loss, proper device fitting and early intervention services should begin. For a child learning listening and spoken language, discussion about auditory brain development is essential. Early intervention services should be partnered with parent education and counseling. In this session, we will discuss the importance of early identification and diagnosis of hearing loss, and how quality intervention and tailored family supports can create the best listening and spoken language outcomes.

1. After attending this session, participants will be able to:
2. Identify the major milestones of the EDHI timeline and explain their importance.
3. Describe auditory cortex development and how synaptic pruning can impact language learning.
4. List the most common emotions experienced by caregivers upon learning their young child has hearing loss.
5. Describe a way to convey the impact of hearing loss to the caregivers of a newly-diagnosed infant.
6. Name at least one etiology of childhood hearing loss and why it's important to identify it early in a child's journey.
7. Describe different strategies to support listening and spoken language development in the home.

TUESDAY MORNING SESSIONS OCTOBER 14, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #39

8:30 AM - 10:00 AM

EVOLVE YOUR APPROACH: TIERED INTERVENTIONS FOR SUPPORTING COMMUNICATION NEEDS

Angela Brouhard, MA CCC-SLP, Allison Hoffmann, MA CCC-SLP & Kristy Hopkinson, MA CCC-SLP

This session will empower SLPs to develop a sustainable system of tiered interventions to support students with communication concerns. Attendees will learn how to create a framework that can be implemented in their setting, reducing the SLP's workload while helping students excel. Practical strategies will be shared to help SLPs collaborate with teachers in delivering differentiated support, ensuring that all students receive the appropriate level of intervention. Walk away with tools to evolve your approach and foster a collaborative environment that allows students to excel.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify the different tiers of support for students with speech or language concerns.
 2. Select an appropriate intervention for each tier.
 3. Customize the tiered intervention framework to meet the specific needs of your building or program.
-

SESSION #40

8:30 AM - 10:00 AM

FROM CLINICIAN TO COMMUNICATION COACH: LESSONS IN LEADERSHIP

Nathalie Lebrun, MA, CCC-SLP & Judy Rich, EdD, CCC-SLP, BCS-CL

Join LeadSpeak: School-Based SLP Podcast co-hosts Nathalie Lebrun and Judy Rich for a dynamic 90-minute session to expand your communication, collaboration, and leadership toolkit. Drawing from powerful insights from podcast guests and must-read leadership books, this session will explore how coaching strategies can elevate your work with students, families, colleagues, and teams. Through interactive discussion and real-world examples, you'll leave with three actionable coaching techniques that enhance supervision and inspire growth in others. Whether you're mentoring, collaborating on IEPs, or stepping into leadership roles, this session offers practical, empowering tools to help you lead with clarity and connection.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Describe three key differences between clinician-directed intervention and communication coaching.
 2. Identify three coaching strategies to strengthen team trust and vulnerability.
 3. Select three situations to apply communication coaching strategies in leadership or supervision of team members.
-

SESSION #41

8:30 AM - 10:00 AM

GOT R PROBLEMS? A PHONEMIC APPROACH TO R REMEDIATION

(repeat of session #9)

Christine Ristuccia, MS, CCC-SLP

Frustrated with treating /r/ disorders? This course offers a new and a refreshing approach to treat the most difficult of sounds. Backed with extensive research and field testing, a complete phonemic approach to evaluating and treating /r/ is presented based on the thirty-two different types of /r/.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify the six /r/ controlled vowels.
2. Know how to phonetically evaluate and treat the various word positions of the six vocalic /r/'s.
3. Be able to write measurable and objective IEP goals for the /r/ phonemes.
4. Differentiate the differences between visual and non-visual /r/ controlled vowels.
5. Know at least three specific articulation techniques to elicit the /r/ phoneme.
6. Know the benefits of evaluating and treating /r/ phonetically.

TUESDAY MORNING SESSIONS OCTOBER 14, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #42

8:30 AM - 10:00 AM

HOW TO SELECT COMPLEX LANGUAGE AND LITERACY TARGETS TO OPTIMIZE GAINS FOR PRE-K TO SCHOOL-AGE

Kelly Vess, MA, CCC-SLP

**Please note: Presenter will be virtual for this session.*

Communication impairments have a multi-faceted impact across developmental domains and therefore require a multi-faceted approach. Participants will leave this workshop empowered to select communication treatment targets that optimize gains, scaffold learning experiences to make challenging concepts attainable, and write challenging yet achievable communication goals.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Embed challenging treatment targets into educationally rich intervention activities that treat the whole child.
2. Combine evidence-based treatment target selection, multimodal cueing, movement, and visual imagery to improve language, literacy, and executive function skills efficiently.
3. Differentially select complex language and literacy targets to optimize communication and executive function gains.
4. Dynamically provide multimodal and multisensory cueing to improve language and literacy skills effectively.
5. Embed complex language and literacy targets into educationally rich, hands-on, movement-based activities that support the development of executive function, language, and literacy.

SESSION #43

8:30 AM - 10:00 AM

OUR SCHOOL AAC JOURNEY - THE COUNTRY ROADS FROM PECS TO HIGH TECH AAC

Kristina Edie, MA, CCC-SLP, LeAnn Gamble, MS, CCC-SLP & Karly Ford, MS, CCC-SLP

As proud West Virginians, we want to share our "winding" country road journey from a predominantly PEC's based classroom communication system to implementation of a specific language system in our special education classrooms. This presentation provides specific ideas for parent/staff trainings, establishing a lending library, procuring speech generating devices, and implementing a specific language system. By providing advanced AAC technology, we were able to empower staff and families to model language and connect with the students. We will also share ways to move AAC use out of the classroom and into the local community.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Name two advantages to high tech AAC as a specific language system for the special education classroom.
2. Describe three ways to implement a specific language system for the special education classroom.
3. State why parent involvement is crucial to a student's success in using AAC in a variety of environments.

SESSION #44

10:15 AM - 11:45 AM

ESSENTIAL SUPPORT STRATEGIES TO PROMOTE AUTISTIC PRESCHOOLERS' MEANINGFUL LANGUAGE IN THE CLASSROOM

Andrea Ford, PhD, CCC-SLP, Abby Foltz Hottle, MA, CCC-SLP & Sara Peele, MA, CCC-SLP

To advance evidence-based practice for autistic preschoolers' language, this session will present our study to identify essential support strategies practitioners can use in classrooms. We engaged an expert panel of early childhood researchers and practitioners in multiple rounds of surveys to identify support strategies that (a) must be used to promote language for autistic preschoolers, (b) center them, and (c) create equitable access and participation. We will share the final set of essential support strategies and their definitions. To foster practical application, we will provide examples of the strategies and highlight recommendations for where, when, and how to use them.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. List and define at least ten essential support strategies to build expressive and/or receptive language for autistic preschoolers/
2. Explain how to integrate the essential support strategies into practitioners' educational practice with autistic preschoolers.
3. Summarize our research approach to identify the essential support strategies.

TUESDAY MORNING SESSIONS OCTOBER 14, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #45

10:15 AM - 12:15 PM

FROM DIAGNOSIS TO DAILY SUCCESS: THE SLP'S ROLE IN DYSLEXIA ASSESSMENT AND INTERVENTION

Cassondra Wilson, MA, CCC-SLP & Amy Duncan, MA, Ed

This session aims to provide a comprehensive exploration of dyslexia and shed light on the pivotal role that speech-language pathologists (SLPs) play in supporting individuals with this learning disorder. Dyslexia, characterized by difficulties in reading, spelling, and phonological awareness, has profound effects on communication and academic performance (Shaywitz, 2005; Moats & Dakin, 2008). The session will begin by defining dyslexia, dispelling common misconceptions, and highlighting its prevalence and early signs (Catts, Adlof, & Ellis Weismer, 2006; Chall, 1996). Participants will delve into the neurobiological basis of dyslexia, understanding the unique challenges individuals face in their learning journey. The impact of dyslexia on spoken language and its social and emotional consequences will also be examined (Robertson, 2014; Singer & Bashir, 2018). The session will then transition to the role of SLPs, defining their expertise and collaborative approach with educators and professionals in assessing and diagnosing dyslexia (American Speech-Language-Hearing Association, 2001; Erickson & Koppenhaver, 2019). Emphasis will be placed on the importance of early identification and evidence-based, language-focused interventions that align with the Science of Reading and the broader language needs of students (Nation & Snowling, 2004; Messinger-Willman & Marino, 2010).

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Examine SLPs role in dyslexia by exploring the collaborative role of SLPs with educators and other professionals.
2. Understand the SLP's involvement in assessing and diagnosing dyslexia.
3. Identify characteristics and prevalence of dyslexia.
4. Recognize the key characteristics and symptoms of dyslexia.
5. Understand how dyslexia impacts reading, spelling, and phonological awareness.

SESSION #46

10:15 AM - 11:45 AM

HOW TO SELECT COMPLEX SPEECH TARGETS FROM PRE-K TO SCHOOL AGE

Kelly Vess, MA, CCC-SLP

**Please note: Presenter will be virtual for this session.*

This workshop will guide participants in a step-by-step manner on how to select complex speech targets to produce optimal targets in the treatment of speech sound disorders. Participants will learn how to differentiate effective consonant clusters from less effective consonant clusters based on four factors: 1) Cluster complexity; 2) Maximally distinctiveness of consonant pairs; 3) Phonological processes addressed; 4) Facilitativeness of the phonetic context for individual error sounds. Participants will leave empowered by hands-on practice on how to cue complex targets multimodally. Lastly, participants will be guided in creating goals that effectively guide intervention partners through the therapeutic process.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Apply empirically supported strategies to select treatment targets based on cluster complexity, contrastive features, phonological processes, and phonetic contexts.
2. Effectively scaffold complex speech targets through the application of empirically based, dynamic multi-modal cueing hierarchies.
3. Write goals that target speech sound disorder processes and individual errors in an empirically supported manner.



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TUESDAY MORNING SESSIONS OCTOBER 14, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #47

9:45 AM - 11:45 AM

THE IMPORTANCE OF FAMILIES IN SPOKEN LANGUAGE DEVELOPMENT OF DHH CHILDREN

Rachael Frush Holt, PhD, CCC-A

The family environment and family dynamics are potent, but under- explored, influences on the development of deaf and hard-of-hearing (DHH) children. Our longitudinal research has shown that despite having grossly similar family environments, DHH children's spoken language was more sensitive to family environment and dynamics than those of hearing children one year later. This interactive presentation will discuss specific dimensions of families that promote spoken language development in DHH children, potential reasons why, and the implications for early and school-age intervention.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify the relation between family environment and DHH child receptive language.
2. Describe the role of parent language in the relation between on dimension of family environment, Intellectual/Cultural orientation, and DHH child receptive language outcomes approximately one year later.

SESSION #48

10:15 AM - 12:15 PM

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

(repeat of session #15)

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



This presentation will review case studies adjudicated by the Ohio licensure board related to ethical violations and ethical dilemmas. The content will include new case studies and updates for the 2025-2026 practice biennium.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Name and identify ethical dilemmas.
2. Name and identify an ethical decision-making process.
3. Describe the licensure board's code of ethics and duty to report.

SESSION #49

10:15 AM -11:45 AM

VOICE, CHOICE, AND INDEPENDENCE: BUILDING CONFIDENT COMMUNICATORS FOR LIFE AFTER SCHOOL

Nathalie Lebrun, MA, CCC-SLP & Judy Rich, EdD, CCC-SLP, BCS-CL

Looking to enhance your therapy sessions for older students? Using an outcomes-based approach will allow you to create meaningful, effective therapy for secondary and post-secondary students with communication disorders. Learn how to identify and implement real-world outcomes that align with students' academic, social, and transition goals. This session will guide you in designing engaging activities, monitoring progress, and ensuring therapy directly supports students' daily communication needs. Whether you're experienced or new to working with this population, this session offers fresh ideas to elevate your practice and support student success.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Define the principles of an outcomes-based framework for therapy and explain its relevance in supporting secondary and post-secondary students with communication disorders.
2. Design and implement therapy activities that are aligned with students' daily lives, transition goals, and real-world needs.
3. Describe three methods for monitoring student progress, including data collection and self-assessment, to adjust therapy plans effectively.

TUESDAY AFTERNOON SESSIONS OCTOBER 14, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #50

1:30 PM - 3:30 PM

BEYOND THE NUMBERS: EMPOWERED PRACTICES FOR SCHOOL-BASED SLPS - HOT TOPICS 2025

(repeat of session #22)

Julie Hauck, MA, CCC-SLP, Dianne Clemens, MA, CCC-SLP, Ali Solberg, MA, CCC-SLP, Heather Davey, MA, CCC-SLP, Janice Abram, MA, CCC-SLP, Angela Brouhard, MA, CCC-SLP & Allison Hoffmann, MA, CCC-SLP

Your “numbers” are submitted and known...now what? Together we will explore some of this year’s “hot topics” and consider ways to skillfully control what we can in order to excel! Here’s how: understand entry/exit guidelines; communicate effectively with colleagues and others; run strong intervention programs; craft concise and informative documents; learn about time-saving technology/AI tools; and explore a variety of useful solutions that can help keep us moving towards a “healthy caseload”. Join members of the Ohio School-Based SLP/AUD Supervisory Network and be empowered to evolve your load...beyond the numbers!

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Identify three areas of their own practice that may be improved in order to achieve a well-managed workload/caseload.
2. Describe how skillful communication with colleagues and others impacts the effectiveness of our services.
3. List three available tools/resources that support healthy, efficient caseloads.

SESSION #51

1:30 PM - 3:30 PM

BRIDGING THE GAP: PEDIATRIC COCHLEAR IMPLANTS AND THE ROLE OF EDUCATIONAL PROFESSIONALS

Maria Leno, AuD

This session offers an overview of pediatric cochlear implants (CIs), designed to support educational audiologists and speech-language pathologists. Topics include candidacy criteria, hearing aid trials, surgical and activation timelines, and realistic expectations for speech and language outcomes. Attendees will explore how cochlear implants interact with hearing assistive technologies in classrooms and learn strategies for accommodations, troubleshooting, and collaborative IEP/504 planning. Case studies illustrate best practices for supporting students with CIs. The presentation highlights the critical partnership between CI centers and school teams in promoting success for children with hearing loss.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Understand pediatric cochlear implant candidacy and evaluation; Describe the surgical and recovery process.
2. Understand activation, mapping, and expectations post-implant.
3. Align clinical care with school-based support.

SESSION #52

1:30 PM - 3:30 PM

BRINGING STORIES TO LIFE

Connie Morris, MEd

Through the lens of children’s literature, participants will explore dynamic ways to support both communication development, literacy, and social-emotional wellbeing. This interactive session will bring stories to life using creative, multisensory activities such as journaling, art, and movement, fostering deeper connections to the stories. Emphasis will be placed on inclusive opportunities for all communication styles to express thoughts and feelings, build language skills, and document growth through developmentally appropriate journaling techniques. A curated list of books, materials, tools, and resources will be provided to help SLPs, caregivers, support staff, educators, and parents, confidently design engaging, effective interventions that promote both holistic wellbeing across a wide range of ages and abilities. (Journal provided.)

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Using powerful children’s literature, create engaging social emotional wellbeing activities such as journaling, art, and movement bringing the stories and their lessons alive.
2. Provide opportunity for all communication styles to share thoughts and feelings, practice language skills, and track progress through journaling.
3. Describe the five components of Social Emotional Learning (SEL) and how these components are imperative to every aspect of children’s development.
4. List available resources to confidently build age-appropriate, successful, and engaging ways to improve mental and physical wellbeing.

TUESDAY AFTERNOON SESSIONS OCTOBER 14, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #53

1:30 PM - 3:30 PM

THE CARE MODEL FOR STUTTERING INTERVENTION AND ITS APPLICATION TO SCHOOL SETTINGS

Katie Winters, PhD, CCC-SLP

Contrary to the widespread notion that that effective communication requires fluency, the Blank Center's CARE (Communication, Advocacy, Resiliency, and Education) Model rests on the evidence-based understanding that when children, teens, and adults (1) learn communication is not defined or limited by fluency, (2) learn to share about their stuttering meaningfully, (3) develop the resiliency needed to navigate adversity, and (4) are knowledgeable about stuttering and communication, they are empowered to Dream. Speak. Live.®. This presentation will demonstrate the rationale for, and application of each component of this distinct whole-person, strengths-based approach to stuttering assessment and treatment.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Define and provide motivating rationale for each component of the Blank Center CARE (Communication; Advocacy; Resiliency; Education) Model.
2. Demonstrate an understanding of the rationale for not including fluency-focused targets when implementing the Blank Center CARE Model.
3. Recognize the ways in which stuttering openly can improve communication effectiveness for individuals who stutter.
4. Recognize effective and ineffective presentations of the six communication competencies of the Blank Center CARE Model.
5. Identify the benefits and best practices for implementation of self-disclosure of stuttering.
6. Identify the benefits of and best practices for implementation of self-compassion and voluntary stuttering as tools for resiliency in stuttering treatment.
7. Identify the benefits of learning about the tenets of stuttering, communication, and common misconceptions as it relates to treatment of stuttering.
8. Describe functional outcomes and related short-term goals to facilitate progress across each pillar of the Blank Center CARE Model.

SESSION #54

1:30 PM - 3:30 PM

DEALING WITH DIFFICULT PEOPLE: WORKING WITH YOU IS KILLING ME!

Shari Robertson, PhD, CCC-SLP

Cranky Colleagues? Surly Students? Abominable Administrators? Pushy Parents? Every workplace has its own set of people who are negative, people who oppose our ideas, people who blame others, and people who frustrate us. Difficult people in your professional setting create conflict that raises your stress levels and reduces your productivity. This seminar will focus on specific types of difficult people, explore their motivation for behaving badly, and provide specific strategies for neutralizing their negative behaviors. Don't reward difficult people for being difficult. Take charge and rise above the fray!

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Describe how difficult people think, what they fear, and why they act the way they do.
2. Discuss the dimensions of human behavior and how this relates to the behavior of difficult people and impacts on your productivity and job satisfaction.
3. Implement strategies to neutralize the behavior of difficult people in any professional setting.



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TUESDAY AFTERNOON SESSIONS OCTOBER 14, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #55

1:30 PM - 3:00 PM

DEAR SLPS - ITS OK TO FAIL: LOOKING BEYOND AN ORAL MECH EXAM

Michelle Richards, CCC-SLP, TSLI, CLC, CRTP, CertBBM

Dear SLPs, let's revisit oral mechanism examinations and their impact on students' speech-language development. Obtain a deeper understanding of the unique anatomical and physiological characteristics of each student can lead to more tailored and effective interventions. Be able to redefine progress, especially in your most challenging cases. When you feel like you've done everything, you need to know it's not your fault -or your student's! Let's learn to accept the plateau, then create rapid academic and personal growth. Are you ready to acknowledge where you've struggled? It's ok to fail!

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Understand impacts of an oral mechanism examination.
2. Identify how these observations may impact each individual student throughout their day.
3. Identify when medical help is needed, and how you may express your concerns to be heard.
4. Identify core therapy activities to optimize success (for you and your students!)

SESSION #56

1:30 PM - 3:30 PM

ETHICAL CONSIDERATIONS FOR SUPERVISION: BOUNDARIES, POWER DYNAMICS, AND THE LEARNING CONTINUUM

Krista A. Beyrer, MA, CCC-SLP, CBIS & Stacey Gerding, MS, CCC-SLP

Ethical considerations in supervision are essential to promoting professional growth in graduate clinicians and ensuring the integrity of the supervisory relationship. This presentation will address the key ethical challenges surrounding boundaries and role conflicts, power dynamics, and the learning continuum in supervision. We will explore how maintaining appropriate boundaries protects both parties from potential conflicts and unethical situations. Additionally, power dynamics inherent in supervision will be examined, focusing on the different kinds of power supervisors have and how they impact the alliance of supervisor/supervisee. Finally, we will discuss the importance of aligning supervision approaches with the supervisee's experience and learning trajectory. By recognizing these ethical concerns, supervisors can foster an environment of mutual respect, trust, and continuous learning while maintaining professional standards and responsibilities.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Discuss benefits, challenges, considerations and requirements in fostering strong ethical relationships with students.
2. Apply knowledge of ethical supervision and provide possible solutions to case scenarios.
3. Describe the inherent power dynamics in the supervisor/supervisee relationship and identify ethical and appropriate boundaries in supervision.

SESSION #57

3:30 PM - 5:00 PM

GESTALT LANGUAGE PROCESSING: A NEURO-AFFIRMING APPROACH

Lauren Schofield, MS, CCC-SLP, CBIS



Gestalt language processing has become a popular topic in the field of speech-language pathology. This presentation will begin with the history - how echolalia was once considered "meaningless" to being the building blocks for self-generated language. This presentation will compare analytic and gestalt language processing. We will discuss gestalt language processing in the pediatric population including the stages, treatment, and sample goals for each stage. Finally, we'll explore how to best support this population during therapeutic sessions and in the classroom.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Describe the six stages of gestalt language development.
2. Develop therapeutic goals as it relates to gestalt language processing.
3. Identify at least two strategies to utilize to support a gestalt language processor.

TUESDAY AFTERNOON SESSIONS OCTOBER 14, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #58

3:45 PM - 4:45 PM

DEVELOPING A COMPREHENSIVE FEEDING TEAM FOR STUDENT SUCCESS: EXCEL IN COLLABORATION

Angela Brouhard, MA, CCC-SLP & Karen Kleis, MS, OTR-L

Feeding challenges, especially those related to sensory or behavioral needs, require a collaborative, team-based approach in the school setting. This session empowers SLPs to develop a school-based feeding team and implement effective, student-centered support. Learn how to partner with occupational therapists, nurses, and educators to build a system that helps students excel, enhances their skills and supports professional collaboration. Attendees will leave with practical tools, real-life examples, and the confidence to lead feeding team development in their districts—and help students thrive, one bite at a time.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Explain the impact and importance of feeding skills on student health, safety, participation, and learning in the school setting.
 2. Identify key roles and responsibilities of team members involved in school-based feeding support.
 3. Outline steps to develop and implement a collaborative feeding team with consistent processes for referral, assessment, and intervention.
-

SESSION #59

3:45 PM - 4:45 PM

EMPOWERING SLPS WHO PROVIDE AAC SERVICES: DEVELOPING KNOWLEDGE AND SKILLS THROUGH MENTORING AND COLLABORATION.

Kathryn Brown, MA, CCC-SLP & Ann Marie Polovick, MA, CCC-SLP

Speech-language pathologists (SLPs) report an increase in provision of augmentative-alternative communication (AAC) services (ASHA 2022, 2023). Clinicians often report reduced knowledge and comfort when providing AAC services (Boster & Polovick 2025). In sharing how a large pediatric hospital used mentoring, staff education, and a structured competency program to develop a team of skilled SLPs, we will provide practical resources clinicians can use to support their own teams. We will discuss current initiatives and future directions for mentoring and knowledge sharing at the community level.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. List key components of an AAC competency program.
 2. Describe two benefits of clinician mentoring.
 3. Provide two strategies they can use in their setting to Support clinicians in providing AAC services.
-

SESSION #60

3:45 PM - 4:45 PM

NATURE-BASED NURTURING

Connie Morris, MEd

Find out how spending time with nature is supported by science to grow language development, social interaction, and emotional regulation in children and teens. Explore the inclusive, wellbeing impacts of sensory exploration, green environments, and even virtual nature exposure. Participants will gain resources to incorporate nature into any program using literature, art, movement, and breath. You'll enjoy resources to nurture holistic development and leave feeling renewed and ready to inspire others.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. List the benefits of nature-based learning for children and teens, including social interaction and language development.
2. Acquire resource ideas and lists to add nature based activities to any children's program.
3. Plan and model nurturing activities through literature, art, movement and breath.

TUESDAY AFTERNOON SESSIONS OCTOBER 14, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #61

3:30 PM - 5:00 PM

THE ROLE OF EDUCATIONAL AUDIOLOGISTS AND SPEECH PATHOLOGISTS WITH THE EARLY HEARING DETECTION AND INTERVENTION (EHDI) SYSTEM

Reena Kothari, AuD

This presentation will provide a brief introduction to the Ohio Early Hearing Detection and Intervention (EHDI) program. Next, we will discuss the most recent Joint Committee on Infant Hearing (JCIH) 2019 risk factors for hearing loss. The ongoing surveillance of deaf and hard of hearing (DHH) children expands through the school years and is supported by educational audiologists and speech pathologists. Enhancing collaboration between families and providers and the medical team is critical. Many disciplines, agencies and community partners support families and children during these early years and through the transition to school age years and beyond. School-based professionals, such as educational audiologists and speech pathologists, play a significant role in early childhood hearing screenings and supporting communication outcomes for all children, as hearing loss and/or communication challenges can arise at any time. The goal of this presentation is to learn and understand the EHDI principles for school-based professionals and the impact from the early years and through the school age years by creating opportunities for collaboration, support, and ongoing surveillance for all children, including DHH children.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Describe the key principles of the Ohio Early Hearing Detection and Intervention (EHDI) program and its population.
2. Identify and understand the Joint Committee on Infant Hearing (JCIH) 2019 risk factors for hearing loss.
3. Discuss opportunities for transition into the school system with ongoing surveillance of the DHH child, referral and support that may be needed to support and enhance the child's learning.
4. Identify opportunities to enhance early childhood hearing screening during the educational years,
5. Discuss how to create a collaborative approach for coordination of care within the EHDI system and beyond.

SESSION #62

3:45 PM - 4:45 PM

THE ROLE OF TEACHERS OF THE DEAF ON THE COLLABORATIVE TEAM FOR DEAF AND HARD OF HEARING LEARNERS

Abby White, MEd, Mandi Hinton, AuD, CCC-A & Cameron Crane, MEd, MLIS

Collaboration between teachers of the deaf, educational audiologists, and speech-language pathologists is key to supporting academic and social success for DHH students. This presentation will explore the unique and multifaceted role of itinerant teachers of the deaf with an emphasis on language and literacy development, communication strategies, and individualized teaching approaches. Presenters will highlight resources from Statewide Services & Outreach, including collaborative professional development opportunities, interactive media tools for DHH language and literacy development, and family engagement support. By utilizing these resources, educators can create a more inclusive and effective learning environment tailored to the unique needs of DHH students.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

1. Understand the role of itinerant teachers of the deaf: Learners will identify the key responsibilities and multifaceted roles of itinerant teachers of the deaf in supporting academic and social success for DHH (Deaf and Hard of Hearing) students.
2. Identify statewide resources and opportunities to support DHH professionals: Learners will review and describe resources from Statewide Services & Outreach, including interactive media tools to support DHH students' language and literacy development, professional development opportunities, case study presentations, and regional short-term programming opportunities for DHH students across the state of Ohio.
3. Create inclusive learning environments: Learners will explore how to create more inclusive, supportive, and effective learning environments for DHH students through collaborative approaches involving teachers, audiologists, and speech-language pathologists.

TUESDAY AFTERNOON SESSIONS OCTOBER 14, 2025

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #63

3:45-4:45

STRS OHIO AND YOUR BENEFITS

Karim Todd, Member Education Specialist

Karim will help you gain insight into your STRS Ohio pension, including eligibility, payment options, health care, and steps to take as you approach retirement.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

- 1.State planning steps to take throughout every career stage.
- 2.Identify changes or considerations impacting your pension system.

SESSION #64

3:45 PM - 4:45 PM

WHAT TO DO WHEN A HEALTHCARE PROFESSIONAL NEEDS HELP: A GUIDE TO THE OHIO SPEECH AND HEARING PROFESSIONALS BOARD'S SAFE HAVEN PROGRAM

Richard Whitney, MD, DABAM, FASAM



In partnership with the Ohio Speech and Hearing Professionals Board, OhioPHP administers a safe haven program for all licensees. This is a confidential path for individuals to seek help for burnout, mental health or substance use disorders and a therapeutic alternative to regulatory awareness. OhioPHP is a nonprofit organization that provides confidential and compassionate support for healthcare professionals with illnesses that may impact their health and well-being. This training will provide an overview of chronic stress, burnout, mental health and substance use disorders, an introduction to OhioPHP's services, eligibility requirements for the safe haven program, and the benefits of long-term, confidential monitoring.

AFTER ATTENDING THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

- 1.Identify indicators of chronic stress, burnout, mental health, and substance use disorders.
- 2.Describe OhioPHP and the services provided for licensed healthcare professionals in Ohio.
- 3.List eligibility requirements for the safe haven program for Ohio Speech and Hearing Professionals Board licensees.
- 4.Identify the "Duty to Report" requirements regarding impairment.
- 5.Describe how OhioPHP's monitoring program can provide additional support for licensed healthcare professionals.
- 6.Compare the differences between OhioPHP engagement and potential investigation and disciplinary action with the Ohio Speech and Hearing Professionals Board.



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In compliance with the requirements of ASHA's Continuing Education Board concerning transparency in course planning, delivery, and marketing, below is information on presenters' financial and nonfinancial interests relevant to the content of their presentation. Presenters are listed in alphabetical order.

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Allison Acerra, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Hannah Agoston, MS, CCC-SLP

The presenter has no relevant financial relationships to disclose.

The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

Leah Benjamin, MA, CCC-SLP

The presenter works for Tobii Dynavox and receives a salary.

The presenter's employer, Tobii Dynavox, is receiving complimentary exhibiting space at the conference.

Krista Beyrer, MA, CCC-SLP, CBIS

The presenter has no relevant financial relationships to disclose.

The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

Anna Braam, AuD, CH-AP

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Angela Brouhard, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose.

The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

Mo Buti, MEd-BD, MEd-ADMIN, QIDP

The presenter is receiving an honorarium and reimbursement for travel expenses from OSSPEAC.

The presenter has no relevant nonfinancial relationships to disclose.

Dianne Clemens, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose.

The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

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Cameron Crane, MEd, MLIS

The presenter is employed by Ohio Deaf and Blind Education Services - Statewide Services & Outreach and receives a salary from this state agency.

The presenter's employer, Ohio Deaf and Blind Education Services - Statewide Services & Outreach, is receiving complimentary exhibiting space at the conference.

Ashley Dainton, AuD, CCC-A, F-AAA, CH-AP

The presenter has no relevant financial relationships to disclose. The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

Heather Davey, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose. The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

Shellby Davis, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose. The presenter has no relevant nonfinancial relationships to disclose.

Amy Duncan, MA, Ed

The presenter receives a salary from The Ohio State University and is also receiving an honorarium from OSSPEAC for presenting this session.

The presenter is a member of the Board of Directors for the Central Ohio Branch of the International Dyslexia Association (IDA).

Cari Ebert, MS, CCC-SLP

The presenter is receiving an honorarium from OSSPEAC for presenting at this conference and also receives royalties from all book and product sales on her website.

The presenter has an Autistic son and shares personal experiences in this course.

Kristina Edie, MA CCC-SLP

The presenter has no relevant financial relationships to disclose. The presenter has no relevant nonfinancial relationships to disclose.

DISCLOSURES

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• • • • •

Abby Foltz Hottle, M.A., CCC-SLP

The presenter has no relevant financial relationships to disclose. The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

Andrea Ford, PhD, CCC-SLP

The presenter receives a salary as an assistant professor at the University of Cincinnati and will present work funded by the University of Cincinnati - University Research Council Faculty Scholar's Award and the Institute of Education Sciences. The presenter is also receiving an honorarium from OSSPEAC. The presenter has no relevant nonfinancial relationships to disclose.

Karly Ford, MS, CCC-SLP

The presenter has no relevant financial relationships to disclose. The presenter has no relevant nonfinancial relationships to disclose.

LeAnn Gamble, MS, CCC-SLP

The presenter has no relevant financial relationships to disclose. The presenter has no relevant nonfinancial relationships to disclose.

Stacey Gerding, MS, CCC-SLP

The presenter has no relevant financial relationships to disclose. The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

Johanna Gilland, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose. The presenter has no relevant nonfinancial relationships to disclose.

Sue Grogan-Johnson, PhD, CCC-SLP

The presenter receives payment for her work with the OMNIE Modules Reimagined Project. The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

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Association

DISCLOSURES

In compliance with the requirements of ASHA's Continuing Education Board concerning transparency in course planning, delivery, and marketing, below is information on presenters' financial and nonfinancial interests relevant to the content of their presentation. Presenters are listed in alphabetical order.

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Julie Hauck, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose. The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

Mandi Hinton, AuD, CCC-A

The presenter is employed by Ohio Deaf and Blind Education Services - Statewide Services & Outreach and receives a salary from this state agency. The presenter's employer, Ohio Deaf and Blind Education Services - Statewide Services & Outreach, is receiving complimentary exhibiting space at the conference.

Allison Hoffmann, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose. The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

Melanie Hoerst, MA, CCC-SLP

The presenter works for Tobii Dynavox and receives a salary. The presenter's employer, Tobii Dynavox, is receiving complimentary exhibiting space at the conference.

Rachael Frush Holt, PhD, CCC-A

The National Institutes of Health supported the work presented in this session. The presenter is receiving an honorarium from OSSEAC for presenting this session. The presenter has no relevant nonfinancial relationships to disclose

Kristy Hopkinson, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose. The presenter has no relevant nonfinancial relationships to disclose.

Kathy Jillson, MA, CCC-SLP

The presenter receives payment for her work with the OMNIE Modules Reimagined Project. The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

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Jackie Kearns, MA, CCC-SLP

The presenter is receiving an honorarium from OSSPEAC for presenting.

The presenter has no relevant nonfinancial relationships to disclose.

Jenna Kirk, MA, CCC-SLP

The presenter receives income from ownership of Speech Room News, LLC

and is also receiving an honorarium from OSSPEAC for presenting. The presenter has no relevant nonfinancial relationships to disclose.

Karen Kleis, MS, OTR/L

The presenter has no relevant financial relationships to disclose. The presenter has no relevant nonfinancial relationships to disclose.

Reena Kothari, AuD

The presenter has no relevant financial relationships to disclose. The presenter has no relevant nonfinancial relationships to disclose.

Morgan Kuszmaul, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose. The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

Bernadette Laughlin, MA, JD

The presenter is employed by the Ohio Department of Education and Workforce and receives a salary.

The presenter has no relevant nonfinancial relationships to disclose.

Nathalie Lebrun, MA, CCC-SLP

The presenter is receiving an honorarium and reimbursement for travel expenses from OSSPEAC.

The presenter has no relevant nonfinancial relationships to disclose.

Maria Leno, AuD

The presenter is receiving an honorarium from OSSPEAC for presenting.

The presenter has no relevant nonfinancial relationships to disclose.

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Tracy Mail, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Jareen Meinzen-Derr, PhD MPH

The presenter is receiving reimbursement for travel expenses from OSSPEAC.

The presenter has no relevant nonfinancial relationships to disclose.

Connie Morris, MEd

The presenter is receiving an honorarium from OSSPEAC for presenting and also receives an income from ownership of Budding Yoga.

The presenter has no relevant nonfinancial relationships to disclose.

Claire Schuster Murrell, MS, CCC-SLP

The presenter is an employee of Casa Speech for which she receives a salary.

The presenter has no relevant nonfinancial relationships to disclose.

Sara Peele, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose.

The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

Ann Marie Polovick, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Jennifer Pyles, MS, CCC-SLP

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

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Leslie Raulie, MA, CCC-SLP, LSLS Cert AVT

The presenter is receiving an honorarium and reimbursement for travel expenses from OSSPEAC.

The presenter has no relevant nonfinancial relationships to disclose.

Robert Reichhardt, MA CCC-SLP, BCS-SCF

The presenter has no relevant financial relationships to disclose.

The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

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

The presenter is receiving an honorarium and reimbursement for travel expenses from OSSPEAC.

The presenter has no relevant nonfinancial relationships to disclose.

Michelle Richards, CCC-SLP, TSLI, CLC, CRTP, CertBBM

The presenter is the owner and clinical director of Oakland Myo and Wellness Institute for which she receives an income.

The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

Christine Ristuccia, MS, CCC-SLP

The presenter is receiving an honorarium from OSSPEAC for presenting at this conference and also receives an income from ownership interests in Say It Right.

The presenter's company, Say It Right, is receiving complimentary exhibiting space at the conference.

Shari Robertson, PhD, CCC-SLP

The presenter is receiving an honorarium from OSSPEAC for presenting. The presenter is owner of Dynamic Resources, for which she receives income. During the presentation, the presenter will use books published by Dynamic Resources andI will also be demonstrating books owned by other publishers, with appropriate permissions.

The presenter's company, Dynamic Resources, is receiving complimentary exhibiting space at the conference.

Cassandra Guarneros Rosile, MS, CCC-SLP

The presenter is the owner of Casa Speech, for which she receives an income.

The presenter has no relevant nonfinancial relationships to disclose.

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Pablo J Sanchez, MD

The presenter is receiving an honorarium from OSSPEAC.

The presenter provided consultation services to Merck Sharpe & Dome.

Lauren Schofield MS, CCC-SLP, CBIS

The presenter is receiving an honorarium from OSSPEAC.

The presenter has no relevant nonfinancial relationships to disclose.

Robin Schulz, EdD, CCC-SLP

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Bonnie Singer, PhD, CCC-SLP, BCS-L

The presenter is receiving reimbursement for travel expenses from OSSPEAC.

The presenter's employer, Wilson Language Training Corporation, is receiving complimentary exhibiting space at the conference.

Ali Solberg, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose.

The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

Carolyn (Carney) Sotto, PhD, CCC-SLP

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Carrie Spangler, AuD, CCC-A

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Emily Szoszorek, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Amy Szymanski, MEd

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

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Gregg Thornton, Esq

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Caryn Timmerman, MsEd

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Christina Tindall, MS, CCC-SLP

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Karim Todd, Member Education Specialist

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Gina Vasiloff, MS, CCC-SLP, C-OGA

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Kelly Vess, MA, CCC-SLP

The presenter is receiving an honorarium from OSSPEAC and also receives income from book royalties and ownership interests for Research to Practice Preschool SLP, LLC.

The presenter is a doctoral candidate at the University of Florida.

Rachel Wade, AuD, CCC-A

The presenter is receiving an honorarium and reimbursement for travel expenses from OSSPEAC.

The presenter has no relevant nonfinancial relationships to disclose.

Cara Werner, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Abby White, MEd

The presenter is employed by Ohio Deaf and Blind Education Services - Statewide Services & Outreach and receives a salary from this state agency.

The presenter's employer, Ohio Deaf and Blind Education Services - Statewide Services & Outreach, is receiving complimentary exhibiting space at the conference.

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Nadine Ocock Whiteman, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose. The presenter is receiving complimentary conference registration from OSSPEAC for presenting.

Cassondra Wilson, MA, CCC-SLP

The presenter receives a salary from The Ohio State University and is also receiving an honorarium from OSSPEAC for presenting this session.

The presenter is a member of the Board of Directors for the Central Ohio Branch of the International Dyslexia Association (IDA).

Katie Winters, PhD, CCC-SLP

The presenter is receiving an honorarium from OSSPEAC for presenting and also receives a salary for employment from the University of Cincinnati.

The presenter has a professional relationship with the Arthur M. Blank Center for Stuttering Education and Research at The University of Texas at Austin. The presenter completed doctoral studies at the Arthur M. Blank Center for Stuttering Education and Research at The University of Texas at Austin, where I received training and supported the development of the model I will present on for this presentation. The presenter has applied for and received competitive foundation funding to support implementation of the Blank Center's CARE Model via Camp Dream. Speak. Live. at the University of Cincinnati.

Caitlin Zaluski, MA, CCC-SLP, BCBA

The presenter has no relevant financial relationships to disclose. The presenter has no relevant nonfinancial relationships to disclose.

Anne Zito, EdD, CCC-SLP

The presenter has no relevant financial relationships to disclose. The presenter has no relevant nonfinancial relationships to disclose.

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Meet Our Presenters



Janice Abram, MA, CCC-SLP

Janice Abram is the State Support Team SPED consultant for region 4. She supports district leaders, intervention specialists, and related service providers, including speech-language pathologists. She has worked as a preschool and elementary SLP, AAC specialist and special education coordinator. She has been in the field for 13 years and represents her region as an active member of the Ohio School SLP/AUD Supervisory Network.

Allison Acerra, MA, CCC-SLP

Allison Acerra is the Coordinator of Speech Language Services at the Cleveland Clinic Center for Autism. She manages speech-language therapy services and SLPs working in the Lerner School, provides direct services, and works in collaboration with educational service providers and behavior analysts. Allison's clinical interests include AAC, apraxia, functional communication training, literacy, multi-disciplinary collaboration, and supervision. She has presented on a variety of topics at the state and national level, including functional communication training, social language, early learning skills, natural environment teaching, team teaching, and AAC.

Hannah Agoston, MS, CCC-SLP



Hannah Agoston is a TMJ, sleep and breathwork coach, oral myologist, and speech-language pathologist with over 17 years of school-based experience, 9 years of which were spent specializing in the language development of deaf and hard of hearing students. Hannah is the founder and director of Encouraging Words, LLC a private practice providing virtual nasal breathing re-education, feeding therapy, orofacial myofunctional therapy, and speech-language therapy, across OH and CO. Hannah specializes in treating women and children with tethered oral tissues (TOTs), TMJ, jaw muscle dysfunction, sleep disorders, feeding disorders and orofacial myofunctional disorders. Hannah can be found speaking on international platforms, lecturing at universities, state conferences, and in the offices of the doctors in her local community. Hannah is passionate about taking her patients from surviving to thriving and educating practitioners to do the same, using her targeted approach to myo. You may recognize her work from social media as @encouragingwordstherapy, where she regularly shares resources and insights.

Leah Benjamin, MA, CCC-SLP

Leah Benjamin is the Solutions Consultant for Tobii Dynavox/Central and Southeast Ohio.



Krista A. Beyrer, MA, CCC-SLP, CBIS

Krista Beyrer is a clinical professor and the Director of Clinical Education, Speech Language Pathology, at the University of Cincinnati. Her clinical focus is acquired neurogenic communication disorders but also intellectual and developmental disabilities, interprofessional education and collaborative practice, ethics and supervision. She is also an undergraduate mentor and Capstone advisor, has taught numerous graduate/undergraduate courses and is a certified brain injury specialist.



Meet Our Presenters



Anna Martinha Braam, AuD, CH-AP

Dr. Anna Martinha Braam is a clinical pediatric audiologist who has worked for Nationwide Children's Hospital for two years. Dr. Braam serves as the Auditory Processing Disorder Coordinator and APD testing specialist for Nationwide Children's Hospital. She also specializes in pediatric amplification and newborn hearing screening. She is a graduate of The Ohio State University Audiology program.



Angela Brouhard, MA, CCC-SLP

Angela Brouhard is the Southwest Region Speech-Language Pathology Consultant for the state of Ohio. She has over 30 years experience as a preschool speech-language pathologist and is an active member of the Ohio School SLP/AUD Supervisory Network.

Kathryn Brown, MA, CCC-SLP

Kathryn Brown is a speech-language pathologist and evidence based practice coordinator for Nationwide Children's Hospital in Columbus, OH. Kathryn has been in the field for 20 years and specializes in evaluation and treatment with individuals who use AAC. As one of the department's evidence based practice coordinators, she supports process improvement and program development initiatives for the Speech-Language Pathology program.

Mo Buti MEd-BD, MEd-ADMIN

With over 34 years of experience, Mo Buti is a practiced professional in the field of special education providing services and support to those with disabilities and their families. She managed autism programs and services for over 6,000 students as Director of Autism and Intellectual Disabilities at Chicago Public Schools. Mo's additional experience also includes special education teacher, autism itinerant and special education administrator.

Mo is a dynamic, international speaker and well-respected authority on autism, intellectual disabilities, adult services, behavioral strategies, educational supports, and more. An active member in the special education community, including the Illinois State Autism Task Force and the Vizzle Advisory Board, Mo was the recipient of the 2012 Bobby Reyes Tribute Award from Esperanza for outstanding commitment and dedication to children and adults with developmental disabilities by an individual.



Dianne Clemens, MA, CCC-SLP

Dianne Clemens supervises speech-language pathology services for Butler County Educational Service Center in southwest Ohio. She has worked in the field of speech-language pathology for over 30 years. She is an active member of the Ohio School SLP/AUD Supervisory Network



Meet Our Presenters

Cameron Crane, MEd, MLIS



Cameron Crane currently serves as a Statewide Services & Outreach Evaluation Coordinator at The Ohio Deaf and Blind Education Services Agency. In this position, he plays a vital role in ensuring school teams throughout Ohio receive high quality assistance with evaluation, educational planning and resources. Beyond working with school districts throughout Ohio, Cameron also assists in planning and leading programs with The National Technical Institute for the Deaf, Opportunities for Ohioans with Disabilities, The Ohio Department of Higher Education and The National Deaf Center. He has master's degrees in Deaf Education, Library and Information Science, and is currently working toward earning an administrative specialist license in Curriculum, Instruction, and Professional Development. Cameron also completed a clinical training program for educational cochlear implant consultants at the Children's Hospital of Philadelphia through Smith College. Cameron is dedicated to improving outcomes for students who are deaf, hard of hearing and/or deafblind. As a teacher, evaluator, and coordinator, he is committed to the optimal educational and social-emotional growth of children with hearing loss, regardless of modality or educational philosophy.



Ashley Dainton, AuD, CCC-A, F-AAA, CH-AP

Dr. Ashley Dainton is an advanced audiologist at Nationwide Children's Hospital.



Heather Davey, MA, CCC-SLP

Heather Davey is the Speech-Language Pathology Lead at the Miami County Educational Service Center. She provides support to speech-language pathologists. Prior to being an SLP, she worked as an elementary educator for 9 years. She has been an SLP for over 15 years and is an active member of the Ohio School SLP/AUD Supervisory Network.



Shellby Davis, MA, CCC-SLP

Shellby Davis is an education program specialist on the Supports and Monitoring Team in the Office for Exceptional Children at the Department of Education and Workforce. She is a licensed school-based speech-language pathologist and provides the lens of a related service professional to the Supports and Monitoring Team and IDEA reviews. Shellby currently hosts the Supports and Monitoring Informational Sessions (SAMIS) every month on current topics regarding compliance from the field. If you would like to know more about these public sessions, please visit the IDEA Monitoring webpage on the department's website.

Meet Our Presenters

Amy Duncan, MA, Ed



Amy Duncan is a graduate research associate at the Ohio Statewide Family Engagement Center at The Ohio State University. She collaborates with Dr. Meredith Wellman to develop literacy-focused family engagement resources for K-12 students. A literacy specialist trained in the Orton-Gillingham approach, Amy received her training from the Dyslexia Training Institute and mentored under a veteran specialist for five years. She holds a master's degree in Education, an Ohio intervention specialist license and is currently a third-year doctoral candidate in Special Education at Ohio State. Her research focuses on dyslexia interventions, including letter-sound integration and morphology. Amy serves on the board of the Central Ohio International Dyslexia Association and has presented at national and state conferences.

Cari Ebert, MS, CCC-SLP



Cari Ebert is a pediatric speech-language pathologist in private practice in the Kansas City, Missouri area. She received her bachelor's degree from the University of Iowa in 1993 and her master's degree from Southern Illinois University at Carbondale in 1995. Cari is a therapist, consultant, author, product developer, and internationally recognized speaker who gets paid to do what she loves most—TALK! She has an animated personality, and this translates to a high-energy speaking style. Most importantly, Cari has an autistic son, allowing her to engage audiences both as a professional and as a parent of a neurodivergent child.

Kristina Edie, MA, CCC-SLP



Kristina Edie is an experienced speech-language pathologist with a career spanning 23 years. She is a graduate of West Liberty University and Cleveland State University. Specializing in early intervention, functional communication, and parent coaching, Kristina has dedicated her professional life to empowering individuals with communication challenges to reach their full potential. In addition to her professional achievements, Kristina is a devoted mother of five children, providing her with a unique perspective and deep empathy for the families she serves. Her ability to relate to parents and caregivers on a personal level has made her an invaluable resource and trusted ally in their journey to support their children's communication development. She has presented on this topic at ATIA and WVSHA.

Karly Ford, MS, CCC-SLP



Karly Ford is a dedicated speech-language pathologist with four years of experience specializing in AAC for individuals from birth to elementary school age. Karly is a graduate of West Liberty University and Baldwin Wallace University. Karly demonstrates expertise in various AAC modalities, including eye gaze and switch access assistive technology. Having earned certification from the University of Chicago in Assistive Technology, Karly Ford possesses comprehensive knowledge and skills in implementing and enhancing accessibility for individuals with diverse needs. With her passion for AAC, Karly Ford brings invaluable insights and expertise to her role as a co-speaker, offering practical strategies and best practices to support individuals with communication challenges. She has presented on this topic at ATIA and WVSHA.

Meet Our Presenters



LeAnn Gamble, MS, CCC-SLP

LeAnn Gamble is a speech-language pathologist working for Hancock County Schools in West Virginia. She earned her Bachelor of Science degree in Speech Pathology and Audiology from West Liberty University in 2011 and a Master of Science degree in Communication Disorders from West Virginia University in 2014. While in graduate school, she was a graduate assistant devoted to the AAC clinic, which started her passion for AAC and students with complex needs. Her professional career consists of 9 years in the public-school setting (3 year-old-preschool through high school) and 2 years in an outpatient setting. She is also a provider of early intervention services through WV Birth to Three. She has presented on this topic at WVSHA.



Stacey Gerding, MS, CCC-SLP

Stacey Gerding is an associate professor and clinical supervisor for University of Cincinnati's Speech and Hearing Clinic. She provides clinical services related to stuttering and cluttering, social communication, early intervention, ultrasound biofeedback for /r/, accent modification, language disorders, and speech sound disorders across the lifespan. Stacey serves as Assistant Director of Clinical Education and is the school placement coordinator for the online master's program in speech-language pathology at UC.



Johanna Gilland, MA, CCC-SLP

Johanna Gilland is a highly experienced speech-language pathologist with a diverse clinical and educational background. Johanna has previously presented on the topic of Artificial Intelligence as it relates to speech-language pathologists and other related service providers. She currently serves as the lead speech-language pathologist at the Mid-Ohio Educational Service Center and as a speech-language pathology consultant for a grant with the Ohio Department of Education and Workforce. In these roles, she provides professional development, compliance support, and leadership for SLPs across central Ohio. Johanna has extensive experience in both educational and medical settings. In the schools, she contributed to the autism assessment team for out-of-district schools. Before her career in education, Johanna worked at a traumatic brain injury facility and in skilled nursing facilities. She was also the co-owner and Director of Operations for a private home care agency, where she managed operations, recruitment, and community outreach. With a strong background in assessment, intervention, and interdisciplinary collaboration, she is committed to improving speech-language pathology services through evidence-based practices. She holds a Master of Arts in Speech-Language Pathology from Kent State University (2003) and multiple professional certifications.



Andrea Ford, PhD, CCC-SLP

Dr. Andrea Ford is an assistant professor at the University of Cincinnati in the Department of Communication Sciences and Disorders and a speech-language pathologist. She worked six years as an early childhood SLP outside Minneapolis, MN, before returning for her PhD in Educational Psychology, with a special education emphasis. Driven by her direct service experience, her research interests include early language development and support of young children with disabilities in routine settings, with a particular focus on autism spectrum disorders. She has published and presented locally and nationally on this topic and seeks to partner with early childhood educational teams to increase the uptake and use of evidence-based practices.

Meet Our Presenters



Sue Grogan-Johnson, PhD, CCC-SLP

Dr. Sue Grogan-Johnson is professor emerita from Kent State University and serves as a consultant to the Stark County Educational Service Center and assists with OMNIE Modules Reimagined Project. She has practiced as a speech-language pathologist for over 30 years and has a particular interest in pediatric and adult language disorders and the telepractice service delivery model. She has published research and presented on various topics at the local, state and national levels.



Julie Hauck, MA, CCC-SLP

Julie Hauck is a coordinator at Hamilton County Educational Service Center. She supports supervisors and speech-language pathologists. She has been an SLP for 24 years and is an active member of the Ohio School SLP/AUD Supervisory Network.



Mandi Hinton, AuD, CCC-A

Dr. Mandi Hinton is an educational audiologist at Ohio Deaf and Blind Education Services within the Statewide Services and Outreach division. Dr. Hinton enjoys working with districts across the state of Ohio to provide educational evaluations for students, professional development opportunities for educators, and has a passion for connecting medical communities with educational teams to support deaf, hard of hearing, and deafblind learners and their families. She attended The Ohio State University for her undergraduate dual degrees in Psychology and Speech and Hearing Sciences and remained at OSU for her audiology doctorate degree where she also completed a graduate specialization in special education. A highlight of this experience was the unique opportunity to serve as a Leadership Education in Neurodevelopmental Disabilities (LEND) trainee where she gained valuable clinical experiences in working on interdisciplinary teams. Prior to joining Statewide Services and Outreach in 2023, Mandi worked as an educational audiologist within the Ohio School for the Deaf and the Ohio State School for the Blind. With over a decade of experience in serving deaf, hard of hearing, and deafblind learners, Dr. Hinton is passionate about continuing to expand educational audiology services within the Statewide Services and Outreach division to support the unique access, technological, and educational needs of students across Ohio.



Melanie Hoerst, MA, CCC-SLP

Melanie Hoerst serves as the Tobii Dynavox Solutions Consultant for Southwest Ohio.



Allison Hoffmann, MA, CCC-SLP

Allison Hoffmann is the East Region Speech-Language Pathology Consultant for the State of Ohio. She has worked in the field of speech-language pathology and special education for 16 years and represents her region as an active member of the Ohio School SLP/AUD Supervisory Network.



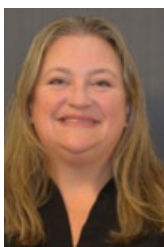
Meet Our Presenters

Rachael Frush Holt, PhD, CCC-A



Dr. Rachael Frush Holt is Professor of Speech and Hearing Science at The Ohio State University. She is president of the American Auditory Society and editor-in-chief of the Hearing section for the Journal of Speech, Language, and Hearing Research. Her research, funded by the National Institutes of Health and the National Science Foundation, focuses on the role of family environment and dynamics on neurocognitive outcomes in deaf and hard-of-hearing children who use hearing aids and cochlear implants. She also studies speech perception in children and adults. She has published over 50 peer-reviewed journal articles and book chapters, and presented over 100 posters and talks at scientific and clinical conferences with both undergraduate and graduate students. She teaches undergraduate courses in introductory audiology and graduate courses in pediatric audiology, cochlear implants, auditory neuroscience, and cognitive science.

Kristy Hopkinson, MA, CCC-SLP



Kristy Hopkinson is a speech-language pathologist with over 20 years of experience supporting preschool and school-aged children with the Educational Service Center of Eastern Ohio. During the 2024-2025 school year, Kristy took on a new role as the Speech-Language Pathology Consultant for the Northeast Region of Ohio. In this capacity, she has worked to address significant disproportionality by supporting school districts with intervention planning, guiding evaluation practices, and leading efforts to improve the retention of speech-language pathologists across the state. Kristy's dedication to professional growth, student progress and system-wide support exemplifies what it means to Empower, Evolve, and Excel. Whether working directly with children or mentoring professionals in the field, Kristy continues to lead with purpose, passion and a commitment to excellence.

Abby Foltz Hottle, MA, CCC-SLP



Abby Foltz Hottle is an assistant clinical professor at the University of Cincinnati in the Department of Communication Sciences and Disorders and a speech-language pathologist. She provides supervision to graduate and undergraduate students and coordinates the graduate student school practicum experience. Abby serves on various community and university committees related to service and DEI. She is committed to equitable education and a relationship-based framework of care for her students and clients. She is a mom and advocate. She has been an invited presenter to graduate and undergraduate courses within the College of Allied Health Sciences on ableism and neurodiversity. She has also been an invited presenter at the Ohio Speech Language Hearing Association on neurodiversity.

Kathy Jillson, MA, CCC-SLP



Kathy Jillson, consultant at State Support Team Region 3 (Cuyahoga County), provides early childhood and special education support to school districts as well as working with districts on school improvement. Kathy has participated in Ohio Master's Initiative in Education (OMNIE) projects for over 20 years and most recently served as facilitator of the OMNIE learning modules that were created by Ohio authors to support school-based SLPs and educators.

Jackie Kearns, MA, CCC-SLP



Jackie Kearns is a senior speech-language pathologist at Cleveland Clinic Children's Therapy Services. Her primary expertise is in treating children with complex communication needs. She currently completes AAC evaluations for both the pediatric and adult populations. She has presented on this topic locally, regionally, and nationally at the ATIA National Conference in Orlando, FL. She has also written a chapter for Augmentative and Alternative Communication: An Interactive Casebook.

Meet Our Presenters



Jenna Kirk, MA, CCC-SLP

Jenna Kirk has been a school-based speech-language pathologist since 2010. She is currently a speech-language pathologist in Groveport Madison Local School District. Jenna has a passion for working with preschool-aged students with communication disorders and created a company, Speech Room News, LLC, to share this passion. She writes the blog The Speech Room News and creates and sells resources for sale on Teachers Pay Teachers. Jenna has been an invited speaker at state and national conventions. Jenna is also the mom of two boys with speech sound disorders.



Karen Kleis, MS, OTR-L

Karen Kleis, from the Madison Champaign ESC, is a passionate school based occupational therapist with 30+ years of experience. She is committed to helping children with a variety of needs develop skills to their full potential. She exemplifies a collaborative approach, incorporating family and other professionals along with individualized treatment planning while developing a positive environment where children can thrive in school and life.



Reena Kothari, AuD

Dr. Reena Kothari is a public health audiology consultant for the Ohio Department of Health in the Infant Hearing Program for the last twenty plus years. Dr. Kothari has extensive experience in EHDI programming. She participated in the passage of the Universal Newborn Hearing Screening legislation and the development of legislative rules and has assisted with the implementation of hearing screening in Ohio birthing hospitals. Dr. Kothari currently oversees all Ohio birthing hospitals, children's hospitals, NICU's and local health departments for newborn hearing screening programs and provides training and technical assistance. In addition, she has developed public awareness materials, training for stakeholders, hospitals and others, and developed state and national level presentations for the Ohio Department of Health's Infant Hearing Program. She participates in various committees and special quality improvement projects. Dr. Kothari is a co-author and a co-presenter for various publications and has assisted with the development of statewide EHDI and audiological protocols.



Morgan Kuszmaul, MA, CCC-SLP

Morgan Kuszmaul is a school-based speech-language pathologist in northeast Ohio. She earned both her undergraduate and graduate degrees from Kent State University. In addition to her school-based work, Morgan provides myofunctional therapy via telehealth to youth and adults with orofacial myofunctional disorders (OMDs). She completed intensive academic and clinical training in myofunctional therapy in 2021 and currently treats individuals with temporomandibular disorders, tongue tie, and related conditions. Morgan is a passionate advocate for her students and patients and is committed to implementing evidence-based treatment across diverse populations. She has presented on topics related to OMDs and is dedicated to lifelong learning and interdisciplinary collaboration.



Bernadette Laughlin, MA, JD

Bernadette Laughlin serves as the Related Services Specialist at the Ohio Department of Education and Workforce, bringing over three decades of experience as a school-based speech-language pathologist and extensive expertise in special education law, including her work as a special education attorney. Combining practical knowledge with legal insight, she is a respected authority in the field. A sought-after speaker at state and national conferences, Bernadette holds a bachelor of science and master of arts from The Ohio State University and a Juris Doctor from Capital University Law School. As an active member of ASHA, the Council of Administrators of Special Education, and the National Coalition for Personnel Shortages in Special Education and Related Services, she remains at the forefront of issues affecting special education service providers. Her dynamic leadership continues to shape and advance the field of special education.

Meet Our Presenters

Nathalie Lebrun, MA, CCC-SLP



Nathalie Lebrun is a licensed speech-language pathologist with extensive experience supporting individuals with communication differences and disorders. Through her practice, LifeSpeak LLC, she is dedicated to helping individuals develop their communication skills and succeed in employability, independent living, and social connections. She also provides corporate communication coaching to professionals seeking clarity, confidence, and connection in workplace interactions. Nathalie serves as a graduate adjunct professor at the University of Houston, co-hosts the LeadSpeak podcast, and chairs the Texas Speech Language Hearing Association's Communication Advocacy Committee. Previously, she led the speech-language pathology department at Humble ISD and supported the district's MOSAIC post-secondary transition program.

Maria Leno, AuD



Dr. Maria Leno is a pediatric audiologist at Akron Children's Hospital with nine years of clinical experience in the field. Specializing in pediatric hearing loss and cochlear implantation, she has worked extensively with children and families to support auditory development and intervention planning. She has previously presented at a national conference for the American Cochlear Implant Alliance, sharing clinical insights and best practices. In addition to her clinical work, Maria is currently involved in research and quality improvement projects at Akron Children's Hospital, further contributing to advancements in pediatric audiology and cochlear implant care.

Tracy Mail, MA, CCC-SLP



Tracy Mail has been employed at State Support Team Region 8 for 30 years as an educational consultant. Her responsibilities involve professional development, technical assistance, and coaching in the areas of systems implementation and multi-tiered systems of support, literacy, service delivery models for inclusionary practices including co-teaching, assistive technology and access to the curriculum, universal design for learning, and executive functioning. Ms. Mail has been a member of Ohio's Regional Support Team for Literacy since 2018. She also serves as an adjunct instructor for Ashland University.

Jareen Meinzen-Derr, PhD, MPH



Dr. Jareen Meinzen-Derr is an epidemiologist and professor of pediatrics at Cincinnati Children's Hospital Medical Center, University of Cincinnati College of Medicine. She is the Executive Associate Director of the Division of Biostatistics and Epidemiology, Associate Dean for Clinical and Translational Science and Training and co-director of the Center for Clinical and Translational Science and Training. Dr. Meinzen-Derr has spent over two decades working towards improving developmental outcomes in children who are deaf or hard of hearing, particularly those with developmental disabilities. She collaborates with state agencies and the CDC to study the long-term effects of early hearing detection and intervention programs. Her research includes trials on using technology to enhance language development, aiming to improve language, communication, and social functioning to foster greater independence in children.

Meet Our Presenters

Connie Morris, MEd, Certified Children's Yoga Teacher



Connie Morris is the founder of Budding Yoga. Connie comes from a career in elementary and special education and holds a master's degree in special education with a focus on autism. She has created inclusive materials, lessons, and resources for children's social, emotional, and physical wellbeing, especially neurodivergent individuals. She is passionately working to bring mindfulness and wellbeing to all children nationally and internationally as a speaker, writer, and professional development and graduate course instructor. Topics include; Mindfulness in Schools, Social Emotional Learning, Literature and Journaling, An Intro to Neurodiversity, A Powerful Pause (Wellbeing for Educators), Nature-based Nurturing, and wellness retreats. She is the children's author of the well-reviewed Peace Plan series, using science-supported, transformational wellness tools for families and schools, and Dinosaurs Didn't Bark. She is the vice-chair of the Global Wellness for Children Initiative, actively working with organizations to make wellness inclusive and accessible for all.

Claire Schuster Murrell, MS, CCC-SLP



Claire is a bilingual speech-language pathologist from Hamilton, OH. She received her bachelor's degree from The Ohio State University in 2018 -- go Bucks! Claire received her Master of Science in Speech Language Pathology from Marquette University and completed a bilingual English-Spanish specialization program during graduate school. After her graduation in May of 2020, Claire began working at Casa Speech to continue her passion of working with monolingual and bilingual children with speech and language disorders. In her free time, Claire enjoys reading, crafting, taking walks, and exploring downtown Columbus with her family and friends!

Ann Marie Polovick, MA, CCC-SLP



Ann Marie Polovick is a speech-language pathologist and the Clinical Therapies, Clinical Manager of Assistive Technology at Nationwide Children's Hospital. She currently works in the Assistive Technology Center at the Livingston Orthopedic Surgery Center. She has over 34 years of experience and has studied and trained in augmentative and alternative communication her entire career.

Sara Peele, MA, CCC-SLP



Sara Peele is a neurodivergent school-based speech-language pathologist. She works with early childhood and elementary-age students with a wide range of support needs, with a majority of her caseload being neurodivergent. Sara has spent her professional and educational careers specializing in neurodiversity affirming practices in education. After connecting with and relating to her students, Sara recognized her neurodivergence in adulthood. Based on her personal and professional experience, she is an advocate for neurodiversity affirming, trauma-informed, evidence-based practices. Sara has experience providing training and multidisciplinary professional development within her school, district, and OSSPEAC.

Meet Our Presenters

Jenny Pyles, MS, CCC-SLP



Jenny Pyles currently serves as a speech-language pathology consultant for a grant with the Ohio Department of Education and Workforce. As a SLP consultant for southern Ohio she provides education, school district support, and leadership to school SLPs and school district management teams. With 17 years of experience as a dedicated speech-language pathologist, Jenny has spent 16 years shaping young minds in the school setting, empowering students to find their voice and thrive. She also brings valuable insight from the medical field, having spent a year delivering outpatient and inpatient therapy services in a hospital environment. Jenny's passion for communication and commitment to student success drives everything she does. Jenny is employed by South Central Ohio ESC. She holds a Master of Science in Speech-Language Pathology from Marshall University (2007).

Leslie Raulie, MA, CCC-SLP, LSLs Cert. AVT



Leslie Raulie is a graduate of Miami University (2010) with a Bachelor of Arts in Speech Pathology and Audiology, and Ohio University (2013) with a Master of Arts in Speech Language Pathology. She is a Listening and Spoken Language specialist, certified Auditory-Verbal therapist through the A.G. Bell Academy for Listening and Spoken Language. Leslie is a member of ASHA. Leslie oversees the early intervention, birth to age three, Family Center program at Ohio Valley Voices. At Ohio Valley Voices, she leads the monthly parent support group. She has been with Ohio Valley Voices since 2015.

Robert Reichhardt, MA, CCC-SLP, BCS-SCF



Robert Reichhardt is a board certified specialist in stuttering, cluttering, and fluency disorders. He is the director of Pathways Forward Center for Stuttering, a private practice based out of Cincinnati that provides specialized care to individuals who stutter, clutter or have other fluency concerns. Rob is currently chair of the American Board of Stuttering, Cluttering, and Fluency Disorders. He enjoys teaching and mentoring and was the prior instructor for the Stuttering course at the University of Cincinnati. Across his career, Rob has mentored many colleagues in the evaluation and treatment of stuttering. He has presented on stuttering at ASHA, SpeechPathology.com, the American Board of Stuttering, Cluttering, and Fluency Disorders on-line conference, and the state conventions of Ohio, Indiana, Kentucky and Michigan. Rob has served for 18 years on the planning committee for Fluency Friday, an annual event in Cincinnati for children who stutter and their families. In addition, Rob is a faculty member at Camp Shout Out, a camp for children and teens who stutter, directed by Kristin Chmela, MA, CCC-SLP, BCS and Julie Raynor, MA, CCC-SLP.

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



Dr. Judy Rich is Professor of Practice in Speech-Language Pathology at the University of Texas at Dallas, and an educational consultant specializing in school related issues for quality speech-language pathology services. She is a board-certified specialist in child language. Judy has written and presented workshops on a variety of topics for school-based SLPs. She served in school districts in Texas as an SLP, special education director, and assistant superintendent. She has also served as president of the Texas Speech-Language-Hearing Association and president of the American Speech-Language-Hearing Association.

Michelle Richards, CCC-SLP, TSLI, CLC, CRTP, CertBBM



As a speech pathologist for 23 years in public schools, then dabbling in private practice work, Michelle Richards has experienced all of the highs and lows of the job. Through years of wonder about her clinical observations, she found answers by studying more anatomy and physiology. Since then, she has pursued over 100 hours of continuing education each year since 2020. Connecting further from her own experiences as a mother, then additional training in breathing, breast feeding, and trauma helped her reframe her understanding of how and why "some kids are just like that." Michelle has presented to local districts, clinics, counties, and OSSPEAC on how teachers and clinicians can make small changes to find significant progress in even the most challenging cases. While continuing part-time school work, she runs a multi-disciplinary clinic to help newborns through adults.

Meet Our Presenters



Christine Ristuccia, MS, CCC-SLP

Christine Ristuccia received her Master of Science in Communicative Disorders at the University of Redlands, Redlands, CA and a Bachelor of Science in Health Sciences from San Diego State University. Christine is an experienced school-based speech-language pathologist who has worked with a wide range of communicative disorders ranging from preschool to adulthood. Christine founded Say It Right in 1999. Her phonemic approach to /r/ remediation, The Entire World of R, sets the standard for efficient, successful correction of /r/ articulation errors. Christine is the author of several books and has spoken throughout the United States on articulation disorders.



Shari Robertson, PhD, CCC-SLP, ASHA Honors and Fellow

Dr. Shari Robertson spent twenty years practicing in the schools and twenty five years in academia. Robertson, the CEO of Dynamic Resources and the 2019 president of the American Speech, Language, and Hearing Association, has published numerous articles, books, and clinical materials and is a nationally and internationally recognized speaker on topics such as language and literacy development, functional intervention strategies, authoring children's books, counseling, trauma-informed care, advocacy, leadership, mindfulness, imaginology, and self-care.



Cassandra Guarneros Rosile, MS, CCC-SLP

Cassandra Guarneros Rosile is a bilingual speech-language pathologist and owner of Casa Speech, LLC, located in Columbus, OH. Cassandra was born in Laredo, TX, and raised in Nuevo Laredo, Tamaulipas, Mexico. She graduated from The Ohio State University in 2012 with a Bachelor of Arts in Communication Sciences and Disorders and graduated from Miami University in 2015 with a Master of Science in Speech Language Pathology. Cassandra completed her clinical fellowship as a bilingual speech-language pathologist at Nationwide Children's Hospital and opened Casa Speech in 2017 with the mission to provide bilingual speech and language services to the Hispanic community in Central Ohio. Today, Casa Speech is the only bilingual outpatient clinic in Central Ohio that offers bilingual and bicultural speech and occupational therapy services to children ages 0-22. Casa Speech also provides speech and occupational therapy services to schools and daycares across the Columbus area, focusing primarily on culturally and linguistically diverse clients.



Pablo J Sanchez, MD

Dr. Pablo Sanchez, MD is Professor of Pediatrics, Divisions of Neonatology and Pediatric Infectious Diseases and Director, Clinical and Translational Research (Neonatology) Center for Perinatal Research at Nationwide Children's Hospital - The Ohio State University College of Medicine. Dr. Sánchez is a board-certified neonatologist and pediatric infectious diseases specialist who has a longstanding interest in clinical and translational research focused on perinatal and neonatal infections and antimicrobial stewardship. Dr. Sanchez earned his medical degree at the University of Pittsburgh School of Medicine in 1981, as well as a fellowship in Neonatal-Perinatal Medicine from Columbia-Presbyterian Medical Center, New York, in 1986 and a fellowship in pediatric infectious disease from the University of Texas Southwestern (UTSW) Medical Center, Dallas, in 1988. He was on faculty at UTSW from 1986 to 2013 before joining the pediatric faculty at Nationwide Children's Hospital, Columbus, OH in August 2013. Dr. Sánchez is the principal investigator for the National Institute of Child Health and Human Development (NICHD) Neonatal Research Network (NRN) at Nationwide Children's Hospital - The Ohio State University. Since 2019, he has served on the Advisory Committee on Immunizations Practices (ACIP), Centers for Disease Control and Prevention.



Meet Our Presenters



Lauren Schofield MS, CCC-SLP, CBIS

Lauren Schofield is a speech-language pathologist with 4 years of pediatric experience. Lauren has presented on gestalt language processing at Dayton Children's Hospital to the speech and occupational therapy teams. Lauren currently serves as adjunct faculty at The University of Cincinnati, supervising graduate students within preschools and daycares targeting speech and language skills. She also works with adults in the acute care and inpatient rehabilitation setting and currently serves on the OSLHA board as a co-director of student affairs and clinical education.



Robin Schulz, EdD, CCC-SLP

Dr. Robin Schulz is a school-based speech-language pathologist in North College Hill City Schools, adjunct instructor in special education at the University of Cincinnati, and Ohio ambassador for Charting the LifeCourse. She earned her Doctor of Education degree from the University of Findlay where she completed her dissertation study on We Dance Together, an inclusive dance program. Robin has served as community group leader for the Down Syndrome Association of Greater Cincinnati and as board president of Marjorie Book Continuing Education. She has partnered with multiple organizations to facilitate inclusive and sensory-friendly opportunities. Most importantly, Robin is a mom and advocate for her daughter who has Down syndrome and complex communication needs. This presentation is based on Robin's dissertation "The Social Impact of an Inclusive Elementary nationally at the Council for Exceptional Children and TASH conferences. This presentation will be unique in that it is designed specifically for speech-language pathologists.



Bonnie Singer, PhD, CCC-SLP, BCS-L

Dr. Bonnie Singer has been dedicated to clinical service, teaching, research, publishing, and professional education for over 35 years. Dr. Singer holds a special passion for serving students who struggle with writing, reading comprehension, and executive functions. Her research and numerous publications focus on the relationship between spoken and written language, spatial processing, executive functions, cognition, and self-regulated learning. In 1996, she founded Architects For Learning, where she led an interdisciplinary staff serving school-age and college students in the Boston area for 30 years. She also launched a sister company, Vivido, which developed professional learning for SLPs and educators in evidence-based instructional methods for language, literacy, and learning. Dr. Singer is a board-certified specialist in child language. She received the 2023 award for Outstanding Contributions in Clinical Achievement by the American Speech-Language Hearing Association. In 2024, Vivido merged with Wilson Language Training, where Dr. Singer currently serves as the Head of Writing Science & Instruction.

Ali Solberg, MA, CCC-SLP

Ali Solberg is a coordinator at the Educational Service Center of Lorain County. She provides support to speech-language pathologists as well as a variety of other related service providers. She has been an SLP for over 14 years and is an active member of the Ohio School SLP/AUD Supervisory Network.



Carolyn (Carney) Sotto, PhD, CCC-SLP

Dr. Carolyn (Carney) Sotto is Professor and Undergraduate Program Director in the Department of Communication Sciences & Disorders at the University of Cincinnati. She teaches graduate/undergraduate students on-campus and online in the areas of speech sound disorders, phonetics, assessment, psychometrics, child language & literacy incorporating multicultural themes. She is the faculty advisor for the UC NSSLHA and Multicultural Concerns in CSD (MC2) student organization chapters. Dr. Sotto was awarded Fellow of ASHA in 2018. She is past president of the Ohio Speech-Language-Hearing Association (OSLHA) and was awarded Fellow and Honors of OSLHA.



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Meet Our Presenters

Carrie Spangler, AuD, CCC-A



Dr. Carrie Spangler is employed with the Summit County Educational Service Center as an educational audiologist where she brings both a personal and professional perspective to the field of audiology. Carrie was born with a severe to profound hearing loss in both ears. She was identified at the age of 4, and has worn hearing aids since. Dr. Spangler was appointed to the Ohio Board of Speech-Language Pathology and Audiology in December 2014. Her areas of interest include educational audiology, teens and support groups, advocacy, and humanitarian audiology. Dr. Spangler is also involved in many professional and service organizations. She is a former co-chairperson of the Ohio Universal Newborn Hearing Screening Subcommittee under the Ohio Department of Health. She is also actively involved in Quota International, a service organization whose mission is to help individuals with speech and hearing impairment and disadvantaged women and children. She was instrumental in the passage of legislation that created the Ohio Hearing Aid Assistance Program, which provides funding and resources to families with permanently hearing impaired children from birth to age 21 for hearing aids, and in April 2025, Madeline's Law, which requires third-party insurance providers to cover prescription hearing aids for children under 21 years of age.

Emily Szoszorek, MA, CCC-SLP

Emily Szoszorek is a speech-language pathologist at the Lerner School at the Cleveland Clinic Center for Autism. She provides speech language therapy to school-aged students in the primary and intermediate divisions, with students ranging from seven to 15 years of age. She provides direct services in the classroom setting and works to ensure generalization and carryover to the community settings. Emily's clinical interests include functional communication training, AAC, and multi-disciplinary collaboration.

Amy Szymanski, MEd



Amy Szymanski has over 30 years of experience in the field of education, primarily in the area of special education. Ms. Szymanski holds a level of expertise in the areas of secondary transition for students with disabilities and dropout prevention and has presented on this topic at the local, state and national levels. Ms. Szymanski currently works as the Statewide Secondary Transition and Workforce Development Consultant at the State Support Team Region 1. Here, she serves as the lead in multiple projects for the Ohio Department of Education, Office for Exceptional Children. Prior to her current position, Ms. Szymanski developed a diverse skill set working as a technical assistance consultant in the education program at American Institutes for Research (AIR) and serving in Ohio as an elementary special education teacher, a school district special education coordinator, and a special education and school improvement consultant for the State Support Team Region 1.



Gregg Thornton, Esq

Gregg Thornton is the Executive Director of the Ohio Speech and Hearing Professionals Board. He frequently presents on the topic of ethics and strategies to resolve ethical dilemmas for school-based practitioners.



Caryn Timmerman, MS-Ed

Caryn Timmerman is a speech-language pathologist employed with the State Support Team Region 6. Her focus as an SLP has primarily been on students with multiple disabilities as well as students on the autism spectrum. Timmerman's other responsibilities include serving as a regional assistive technology consultant, special education lead, and low incidence consultant for SST-6 in Wapakoneta, OH.



Meet Our Presenters

Christina Tindall, MS, CCC-SLP



Christina Tindall is an assistant clinical professor and clinical supervisor in the Department of Hearing, Speech and Language Sciences at Ohio University (OU) in Athens, Ohio. Christina has taught both undergraduate and graduate students in language development, speech sound disorders, pediatric feeding, and school-based SLP administration. One of her favorite classes to teach is the clinical methods course where she leads new graduate students through the transition from classroom to clinic. Christina is the co-creator and director of the Prereading and Language Skills (PALS) summer program at OU's on-campus clinic, which provides intensive early literacy intervention for preschool and kindergarten students with speech and language impairment. As a speech-language pathologist, Christina's practice specialties include language and literacy, speech sound disorders, and pediatric feeding, with her most recent position as a school-based SLP in Marietta City Schools.

Karim Todd, Member Education Specialist



Karim is dedicated to helping members better understand their benefits and empowering them to make informed retirement decisions. Prior to joining STRS Ohio, Karim built an extensive career in outreach and engagement, holding roles at several prominent Midwest institutions, including Indian Wesleyan University, The Ohio State University, and Kent State University. An alumnus of The Ohio State University, Karim has called Columbus home for more than 20 years, where he resides with his wife and son.

Gina Vasiloff, MS, CCC-SLP, C-OGA



Gina is 33-year employee of Nationwide Children's Hospital with a wide range of experience. She specializes in childhood apraxia of speech, dyslexia and auditory processing disorders. Gina has been recognized by Apraxia Kids for advanced training and expertise in childhood apraxia of speech and is certified by the Orton-Gillingham Academy for Structured Literacy. Gina helped to develop a protocol for auditory processing referrals that is currently being utilized by the hospital.

Kelly Vess, MA, CCC-SLP



Kelly Vess is founder of the Research to Practice SLP and has over 20 years of experience as a pediatric speech-language pathologist, clinical researcher, and clinical instructor. Kelly aims to create lifelong change by bridging the best efficacy research into Monday morning practice. Kelly is the host of 'The Preschool SLP Podcast: KellyVessSLP' and creator of the 'Sparkle in School Membership', which capitalizes on movement activities to treat the whole child. Kelly is the author of '32 Lessons for Lifelong Change in Autism Intervention' and 'Speech Sound Disorders: Comprehensive Evaluation and Treatment.' Kelly is a highly sought-after speaker who has been invited to speak for the largest school districts and the most prominent continuing education stages.

Rachel Wade, AuD, CCC-A



Dr. Rachel Wade graduated from The Ohio State University in 2016 with a Bachelor of Arts in Speech and Hearing Science. She graduated from University of Cincinnati in 2020 with her AuD. She is a member of the American Academy of Audiology and the American Speech-Language and Hearing Association. Rachel practices as both a clinical audiologist and an educational audiologist at Ohio Valley Voices, where she has been since July 2020. Rachel is presenting at conferences in both Ohio and Indiana this year about audiological supports and interventions for young kids with hearing loss learning spoken language.

Meet Our Presenters



Cara Werner, MA, CCC-SLP

Cara Werner is a speech-language pathologist at Cincinnati Children's Hospital Medical Center. Her areas of interest include working with children and families impacted by cleft lip and palate, craniofacial conditions and resonance disorders. She sees patients in the Velopharyngeal Insufficiency/Incompetence (VPI) Clinic, serves on the Craniofacial Anomalies Team and conducts Nasopharyngoscopy Clinic with Plastic Surgery. Cara has been with the Division of Speech-Language Pathology since 2015.



Abby White, MEd

Abby White is a dedicated teacher of the deaf and hard of hearing with over fifteen years of experience in the field. Her career commenced as an itinerant educator in southern Ohio, where she provided tailored support across various local schools. Abby earned her Master of Education from The Ohio State University and holds a bachelor's degree in speech and hearing science. In the early phases of her career, Abby contracted directly with schools to develop innovative support services. She has since shared her expertise with the Ross County Board of Developmental Disabilities and the Southern Ohio Educational Service Center before joining the Statewide Services & Outreach division in 2023. Abby is deeply passionate about literacy education and is a certified trainer in Visual Phonics, a tool that enhances literacy, speech, and language skills for students. She upholds high expectations for deaf and hard of hearing learners, promoting quality education that cultivates their potential and success. Furthermore, Abby is a member of the Ohio Department of Education and Workforce Literacy Team. She thrives on collaboration with school teams throughout the state, appreciating the diverse expertise and perspectives that professionals contribute to the planning and implementation of high-quality instruction tailored for deaf and hard of hearing learners. Abby also leads "Teacher Down the Hall," a monthly collaborative forum for educators to exchange resources and strategies aimed at improving educational outcomes for these learners.



Nadine Ocock Whiteman, MA, CCC-SLP

Nadine is a speech-language pathologist with more than 30 years of experience in the field. She is employed by the Ohio State University Speech-Language-Hearing Clinic, Department of Speech and Hearing Science as a clinical preceptor and instructor to first- and second-year graduate clinicians. Nadine's specific clinical skills are in the areas of speech sound disorder therapy, literacy instruction, and accent management/corporate speech pathology. Prior to clinical supervision, Nadine provided direct speech-language pathology services to children and adults with developmental and acquired disorders through inpatient hospitals and through non-profit community clinics, which serviced home health, preschools, and extended care facilities.



Cassandra Wilson, MA, CCC-SLP

Cassandra Wilson is a clinical assistant professor at The Ohio State University. She specializes in adolescent language and literacy disorders, dyslexia, and assistive technology. Cassandra teaches graduate coursework, coordinates off-site placements, and presents nationally on assistive technology and executive functioning. She serves on the board of directors for the International Dyslexia Association - Central Ohio Branch and contributes to state-level initiatives supporting school-based SLPs.



Meet Our Presenters

Dr. Richard Whitney, MD, DABAM, FASAM



Dr. Richard N. Whitney, MD, serves as the Medical Director of the Ohio Professionals Health Program. This organization provides comprehensive assessment and referral services, as well as monitoring and advocacy, for healthcare professionals throughout Ohio who have been diagnosed with addictive disorders or other mental, emotional, behavioral and/or physical illnesses. Previously, Dr. Whitney practiced addiction medicine at Shepherd Hill, the Behavioral Health Department of Licking Memorial Hospital in Newark, Ohio and served as Medical Director of Addiction Services from 2001 until 2018. He is a frequent course instructor for the American Society of Addiction Medicine as well as a lecturer for a variety of professional and community organizations. Dr. Whitney graduated from the University of Texas Southwestern Medical School in Dallas, Texas. He then completed a residency in emergency medicine at Truman Medical Center in Kansas City, MO. Following his practice in emergency medicine, Dr. Whitney completed a fellowship in addiction medicine at Charter Hospital of Dallas in 1991 and has practiced addiction medicine since that time. He is a diplomate of the American Board of Addiction Medicine and is a Fellow of the American Society of Addiction Medicine.

Katie Winters, PhD, CCC-SLP



Dr. Katie L. Winters is an assistant professor in the Department of Communication Sciences and Disorders at the University of Cincinnati's College of Allied Health Sciences. Dr. Winters is the principal investigator of UC's Stuttering and Social Cognition Lab, where her research focuses on early childhood stuttering and stuttering advocacy. Dr. Winters is also the facilitator for a stuttering community-based participatory research group in the Cincinnati area. Dr. Winters teaches graduate courses in stuttering, cluttering, and typical disfluency and undergraduate courses in research methods. She has published her work in a variety of journals and presented her research internationally.



Caitlin Zaluski, MA, CCC-SLP, BCBA

Caitlin Zaluski is a speech-language pathologist at the Cleveland Clinic Center for Autism in the Lerner School. She provides services to students in the intermediate and secondary divisions. Caitlin also holds a BCBA credential. Her clinical interests include AAC, functional communication training, and interprofessional practice.



Anne Zito, EdD, CCC-SLP

Dr. Anne Zito has over 27 years of experience as a practicing SLP in public schools (preschool through high school settings). She is currently a State Support Team Region 3 coordinator and supports regional and district work in special education, literacy, and school improvement. Dr. Zito is a part of Ohio's Department of Education and Workforce's Regional Support Team for Literacy and an Ohio Inclusive Instructional Leadership (OLi4) coach. Starting in the fall, she will be an assistant lecturer for the University of Akron's School of Speech Language Pathology and Audiology.

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