

OCTOBER 11-13, 2026



OSSPEAC 2026

LEADING TO THE NEXT CHAPTER

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

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16.5 Continuing Education Hours Available
1.65 ASHA CEUs

.....

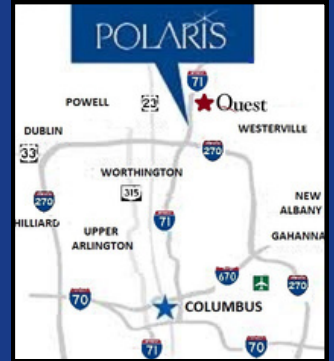
Sponsored by



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. Nightly rates vary slightly. Please click on the links below to reserve a room at the group rate. Hotel reservations are NOT REQUIRED for conference registration and these blocks are provided as a courtesy for attendees who wish to take advantage of this option.

All hotel options include complimentary breakfast during your stay.

Fairfield Inn and Suites Polaris
(within walking distance)
9000 Worthington Road
Columbus, Ohio 43082

Group Rate: \$129.00 per night + taxes

[Fairfield Inn & Suites
Booking Link](#)

Hampton Inn Polaris
(within walking distance)
8411 Pulsar Place
Columbus, Ohio 43240

Group Rate: \$129.00 per night + taxes

[Hampton Inn
Booking Link](#)

Hyatt Place Polaris
(short drive from conference center)
2006 Polaris Parkway
Columbus, Ohio 43240

Group Rate: \$135 per night + taxes

[Hyatt Place
Booking Link](#)

GENERAL CONFERENCE INFORMATION

OSSPEAC is proud to offer our 2026 Conference: *Leading to the Next Chapter*.

This event will be open for ONE & TWO DAY REGISTRATION.

See information below for more details.

Please visit <https://osspeac.org/2026-conference/> to complete your individual registration.

MEMBERSHIP

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.

PAYMENT OPTIONS

1. Check

Please use the online registration link and select "pay by check" as your payment method. 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 select "pay by check" as your payment method.. Please be sure you have listed your district's contact information in your registration. Participants who pay via purchase order **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).

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. Lunch on Monday is **NOT** included in the student registration.

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 at the conference are available for attendees; please indicate this on your registration form and a representative from OSSPEAC will contact you directly.

CONFERENCE REGISTRATION RATES

Full Conference Registration

Attend Sunday, Monday AND Tuesday

Monday's lunch is included in your registration; Tuesday's lunch is on your own
Earn up to 16.5 PD hours (1.65 ASHA CEUs)

MEMBER		NON MEMBER
\$330	AUG 1 - AUG 31	\$405
\$340	SEPT 1 - OCT 3	\$415
\$355	OCT 4 - OCT 11	\$430

One- Day Conference Registration

Attend Monday OR Tuesday; Sunday sessions included with one-day registration

If you attend on Monday, lunch is included in your registration

If you attend Tuesday, lunch is on your own

MEMBER		NON MEMBER
275	AUG 1 - AUG 31	\$350
\$295	SEPT 1 - OCT 3	\$370
\$330	OCT 4 - OCT 11	\$405

CONFERENCE MEALS

→ MONDAY LUNCH

IS INCLUDED WITH THE COST OF YOUR CONFERENCE REGISTRATION.

The menu includes:

- soup, salad, and baked potato bar with toppings
- gluten free and vegetarian options will be available - no additional request needed

→ 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 \$2000 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.) grant fund is designed for OSSPEAC members to purchase products that will assist students in accessing their educational curriculum. The grant amount awarded annually ranges between \$150-\$500.

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

Welcome

SUNDAY, OCTOBER 11, 2026

2:30 PM: Doors Open for Registration
3:00 PM - 6:15 PM: Conference Sessions

MONDAY, OCTOBER 12, 2026

7:15 AM: Doors Open for Registration
8:00 AM - 11:15 AM: Morning Conference Sessions
11:15 AM - 12:15 PM: Lunch (included w/ registration fee)
12:30 PM - 3:45 PM: Afternoon Conference Sessions
3:45 PM - 4:15 PM: Visit Vendors & Appetizers
4:15 PM - 5:15 PM: Keynote Presentation
5:15 PM - 5:30 PM: Honors of OSSPEAC Presentations
5:30 PM - 5:45 PM: Relax, Unwind & Win Vendor Party

TUESDAY, OCTOBER 13, 2026

7:30 AM: Doors Open for Registration
8:00 AM - 8:20 AM: OSSPEAC General Membership Meeting
8:30 AM - 11:45 AM: Morning Conference Sessions
11:45 AM - 12:45 PM: Lunch (On Your Own - Not Included)
1:00 PM - 5:00 PM: Afternoon Conference Sessions

LET'S STAY CONNECTED!

Follow us for updates, resources and upcoming events



@OSSPEAC2.0



OSSPEAC

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 onsite 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 conference 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 16.5 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 1.65 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
1.65 ASHA CEUs

Ethics Sessions are offered for 0.5 ASHA CEUs, various levels
DEI Sessions are available for up to 0.9 ASHA CEUs, various levels
Supervision session is offered for 0.2 ASHA CEUs, introductory level

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

MEET YOUR CONTENT AREA REQUIREMENTS

Look for these tags...

**ETHICS
SESSION**

ETHICS

SESSION # 29, 33, 48, 65

**DEI
SESSION**

CULTURE, LANGUAGE, AND IDENTITY IN
EDUCATION TRAINING, SERVICE
DELIVERY, AND PRACTICE
MANAGEMENT

SESSION # 1, 5, 15, 23, 36, 40, 47, 54

**SUPERVISION
SESSION**

SUPERVISION

SESSION # 61

**WHAT ARE THE
REQUIREMENTS?**



ASHA



**Speech and Hearing
Professionals Board**

CLICK ON EACH LOGO FOR MORE INFO

Audiologists...

**AUDIOLOGY
SESSION**

AUDIOLOGY

SESSION # 1, 5, 9, 18, 28, 32, 44, 48, 55, 64

SUNDAY AFTERNOON SESSIONS OCTOBER 11, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #1

3:00 PM - 4:00 PM

FROM COMPLIANCE TO AGENCY: DEVELOPING SELF-DETERMINATION IN STUDENTS
WHO ARE DEAF/HARD OF HEARING

Krista Yuskow, AuD

DEI
SESSION

AUDIOLOGY
SESSION

This session will redefine the role of the educational audiologist and school-based SLP from "equipment managers" to facilitators of the Skill Builder model. Grounded in Self-Determination Theory (SDT), this presentation explores how fostering competence, autonomy, and relatedness directly impacts student's social-emotional well-being, confidence, and overall success in transitioning from passive technology users to independent, lifelong self-advocates. Participants will gain a developmental roadmap for scaffolding advocacy, and will leave with practical resources, and actionable IEP goals designed to empower students as active leaders in their own hearing journeys.

After attending this session, participants will be able to:

1. Identify the three core pillars of Self-Determination Theory (Competence, Autonomy, and Relatedness) and describe how each pillar impacts the social-emotional well-being of students who are deaf or hard of hearing.
2. Apply the "Skill Builder" model to clinical practice by drafting grade-level specific IEP goals that shift the focus from equipment compliance to student-led advocacy and environment management.
3. Discuss self-advocacy tools, such as The Strategy Toolbox or Communication Repair Scripts, to help students move from passive listening to active environment management.
4. Analyze the professional shift from "compliance officer" to "collaborative partner" and explain why prioritizing student autonomy over equipment policing is essential for long-term functional independence and the reduction of learned helplessness.

SESSION #2

3:00 PM-4:00 PM (REPEATED MONDAY AS SESSION #11)

THE NEXT CHAPTER: SUSTAINING CLASSROOM SUPPORT BEYOND TIERED INTERVENTION

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

As educational teams implement a tiered intervention framework for students with communication concerns, suspecting a disability and moving to a special education evaluation may occur. This session explores "the next chapter"—bridging the gap between Tiered Intervention and the IEP. Learn to leverage intervention data as part of your comprehensive evaluation and discover strategies to prevent successful classroom supports from disappearing after special education identification. We focus on SLP-teacher collaboration to ensure a continuous, successful support story for every student.

After attending this session, participants will be able to:

1. Identify how to integrate progress-monitoring data from tiered interventions into a comprehensive evaluation to clearly demonstrate a student's need for Specially Designed Instruction.
2. List specific strategies for documenting successful tiered interventions within an IEP to continue classroom support after identification.
3. Describe a collaborative framework for SLPs and general education teachers to maintain a "layered" support model that ensures the continuity of successful classroom-based strategies within the general education environment.

SESSION #3

3:00 PM-4:00 PM (REPEATED TUESDAY AS SESSION #42)

TEACHING SPEECH GENERATING DEVICES: WHERE DO I START?

Stacey H. Gardner, MA, CCC-SLP & Brooke Gasiewski, MA, CCC-SLP

As speech-language pathologists, we are seen as the expert on using SGD. So how do we effectively and efficiently plan lessons for our students using these devices? During this presentation we will explore how to use structured small groups to expose children to using a SGD, to teach children to intentionally use their SGDs, to train other professionals, and to have children explore the large variety of vocabulary available to them on SGDs. At the end of the session, participants should be able to plan small group sessions addressing the use of SGDs in the elementary setting.

After attending this session, participants will be able to:

1. Plan a small group lesson for students using SGDs in elementary school targeting literacy, functional communication, social interactions and language goals.
2. Learn strategies to implement modeling for staff across the classroom setting.
3. Have new ideas and materials for lesson planning.

SUNDAY AFTERNOON SESSIONS OCTOBER 11, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #4

4:15 PM-6:15 PM

FROM REFERRAL TO DISMISSAL: SUPPORTING STUDENTS WHO STUTTER IN THE SCHOOLS THROUGH AN ICF-INFORMED AND STUTTERING-AFFIRMING FRAMEWORK

Katerina Ntourou, PhD, CCC-SLP

This workshop provides a comprehensive framework for school-based assessment and intervention with students who stutter, addressing the continuum of service delivery from referral through dismissal. Current research and stuttering-affirming concepts will be integrated throughout all components of the workshop. Assessment and intervention will be anchored in the International Classification of Functioning, Disability and Health (ICF) model, which extends beyond observable speech behaviors to include communication activity, participation in educational and social contexts, environmental facilitators and barriers, and personal factors such as attitudes, emotions, and self-advocacy.

After attending this session, participants will be able to:

1. Describe how the International Classification of Functioning, Disability and Health* (ICF) model can be applied to school-based assessment and intervention for students who stutter.
2. List key assessment domains for students who stutter in educational settings, including stuttering overt behaviors, communication activity, participation, environmental facilitators and barriers, and personal factors.
3. Write IEP goals that reflect the educational impact of stuttering and support participation, communication confidence, and self-advocacy.

SESSION #5

4:15 PM-5:15 PM

PEAK: SCHOOL-BASED MENTORSHIP FOR STUDENTS WITH HEARING LOSS

Krista Yuskow, AuD

The PEAK (Programming, Education, Advocacy, Knowledge) tool offers a structured framework for school-based hearing care professionals to develop peer-to-peer support programs for students who are deaf or hard of hearing. Grounded in a "tour bus" model of flexible modules, the program targets autonomy, competency, and relatedness. This presentation guides attendees through the entire PEAK lifecycle: from the inception of the project, to outcome measures. Take a walk through PEAK and gain actionable strategies for engaging students with hearing difficulties and help foster student self-determination.

After attending this session, participants will be able to:

1. List the components of self-determination.
2. Describe the importance of school-based mentorship programs.
3. Describe the learning modules of the PEAK student mentorship program.



SESSION #6

4:15 PM-6:15 PM

TINY WORDS, BIG RELIEF: MICRO-SCRIPTS FOR SCHOOL- BASED SLPs AND AUDIOLOGISTS FACING BURNOUT AND IMPOSTOR SYNDROME

K. Todd Houston, PhD

School-based speech-language pathologists and educational audiologists are asked to lead, problem-solve, document, collaborate, and support students and families in high-pressure environments. That reality can fuel burnout, self-doubt, and impostor moments. This session introduces micro-scripts—brief, intentional phrases that help professionals regulate stress, reframe pressure, communicate clearly, and protect their energy in real time. Participants will learn how to use micro-scripts in meetings, parent conversations, workload strain, and internal moments of self-questioning, then build a personalized set of practical scripts to support their next chapter of confident, sustainable school-based practice.

After attending this session, participants will be able to:

1. Differentiate burnout from impostor thoughts and identify how each shows up in school-based SLP and educational audiology practice.
2. Apply micro-scripts for self-regulation, boundary-setting, and confident communication during high-pressure professional moments.
3. Create a personalized set of micro-scripts for meetings, family communication, workload stress, and moments of self-doubt.

MONDAY MORNING SESSIONS OCTOBER 12, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #7

8:00 AM - 11:15 AM

GESTALT LANGUAGE DEVELOPMENT: ASSESSMENT, SUPPORTS, AND CASE EXAMPLE

Marge Blanc, MA, CCC-SLP (Presenter is Virtual)

This session will present details about Natural Language Acquisition (NLA), including research findings, and an update from the last 13 years. It will focus on the application of research, assessment and support principles, and stage-by-stage considerations and goal-writing. A case example will illustrate language development from echolalia to Stage 5 grammar. ***This session is the prerequisite for attending: Gestalt Language Development: Language Sampling and Scoring: Older Students, Other Considerations (session #22).***

After attending this session, participants will be able to:

1. List observable behaviors that suggest that a child uses a gestalt language development process.
2. Describe each stage of gestalt language development as researched through Natural Language Acquisition.
3. Describe general research-based supports for gestalt language development.
4. Describe specific supports for gestalt language development at each NLA stage.

SESSION #8

8:00 AM - 9:00 AM

ARE WE HAVING FUN YET? THE COMPREHENSION-READING CONNECTION PRESENTATION

Shari Robertson, PhD, CCC-SLP

Proficient reading comprehension is linked not just to how well children read, but how much they read. Students who understand what they read are more motivated to read, and the more children read, the better they are at comprehending text. Children with comprehension deficits are less motivated to read, resulting in fewer opportunities to improve text comprehension, often culminating in avoidance of reading altogether. This session will explore the powerful motivation-comprehension connection that can either fuel reading motivation or accelerate reading failure. Participants will leave with multiple ready-to-use motivation-boosting strategies to help students become more engaged, confident, and successful readers.

After attending this session, participants will be able to:

1. Summarize key points of the research base regarding the bidirectional relationship between reading comprehension and motivation.
2. Compare and contrast the impact of intrinsic and extrinsic motivation on reading comprehension.
3. Apply multiple strategies to improve reading comprehension and motivation for children with language disorders.

SESSION #9

8:00 AM - 9:00 AM

Factors Supporting Trajectories in Auditory, Language, and Reading Skills for Adolescents with Hearing Loss

Elizabeth Walker, PhD, CCC-A/SLP

Many children with hearing loss (CHL) receive early intervention for hearing loss. Even with this early intervention, however, CHL are at risk for delays. The aim of this presentation is to describe growth trajectories of vocabulary, morphosyntax, and reading from ages 5 to 18 years in CHL and age-matched typical-hearing children. CHL and typical-hearing children participated in a longitudinal study for over 15 years. Results showed that in CHL, higher levels of aided auditory access are associated with steeper growth trajectories in language. These results suggest consistent auditory access with well-fit hearing aids contributes to positive outcomes for CHL.

After attending this session, participants will be able to:

1. Describe longitudinal growth trajectories in vocabulary, morphosyntax, and reading for children with hearing loss compared to typically hearing peers from early childhood through adolescence.
2. Identify key factors—such as aided auditory access, age at confirmation of hearing loss, and maternal education—that influence individual differences in language and literacy development in children with hearing loss.

AUDIOLOGY
SESSION

SESSION #10

8:00 AM - 9:00 AM (REPEATED TUESDAY AS SESSION #57)

HOW TO CREATE AN ASSISTED FEEDING GUIDELINES AND PROCEDURES IN YOUR SCHOOL DISTRICT

Jara Packer, EdD, CCC-SLP, Kelliann Calabria, MS, CCC-SLP & Heather Asch, RN, BSN, LSN

This presentation will help teams design guidelines and procedures in order to provide safe mealtimes for students with dysphagia or feeding disorders. This work should never fall on the speech-language pathologist only, and we will outline a multidisciplinary team approach to keep students safe and staff comfortable! The presentation will include an outline of: district policies and procedures; assisted feeding observations; and how to create an assisted feeding plan.

After attending this session, participants will be able to:

1. Identify the specific responsibilities of each multidisciplinary team member (e.g., SLP, OT, nurse, teacher, and paraprofessional) in executing a student's feeding observations and plans.
2. Apply current district policies and procedures to ensure all mealtime protocols meet legal and safety compliance requirements.
3. Perform structured assisted feeding observations to identify environmental or behavioral factors that impact a student's safety.
4. Collaborate on the creation of a written assisted feeding plan that includes specific textures, positioning, and emergency procedures.
5. Report increased comfort levels in designing and implementing feeding techniques and managing potential risks through team-based support

SESSION #11

8:00 AM - 9:00 AM (REPEAT OF SESSION #2)

THE NEXT CHAPTER: SUSTAINING CLASSROOM SUPPORT BEYOND TIERED INTERVENTION

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

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SESSION #12

8:00 AM - 9:00 AM

OVERCOMING BEHAVIORS TO DRIVE EFFECTIVE COMMUNICATION WITH AAC

Rachael Parkin, MEd, CCC-SLP

We all know that augmentative and alternative communication devices are imperative for non-speaking or minimally verbal students, but often behavior challenges can interfere with progress and lead to device abandonment. Working through behaviors and having strategies for tackling them head on can be an imperative first step to allowing you to focus on your students' language goals. It can also be essential for getting teacher, team member, and parent buy-in. During this session, we will discuss common behavior challenges specific to students who use augmentative or alternative forms of communication, as well as practical strategies for addressing those challenges.

After attending this session, participants will be able to:

1. Identify behaviors related to AAC which can impede successful use of a communication system.
2. Recognize reasons behaviors related to AAC might exist.
3. Provide three possible solutions or strategies to try in an effort to overcome behaviors and more effectively access language.
4. Identify possible therapist and/or parent mindset barriers leading to limited AAC growth.

MONDAY MORNING SESSIONS OCTOBER 12, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #13 (REPEATED TUESDAY AS SESSION #59)

8:00 AM - 9:00 AM

WHAT'S NEW FOR OHIO'S IEP AND ETR FORMS?

Sarah Buoni, Jo Hannah Ward & Chralin Forsthoefel

The Ohio Department of Education and Workforce has revised IEP and ETR forms to align with both state and federal guidelines. This session will outline the updates, describe how the revisions were made, and explain what is required in each new section. Attendees can also examine case studies designed to help ensure compliance. Additional resources will be provided.

After attending this session, participants will be able to:

1. Identify changes that have been made to Ohio's Evaluation Team Report documents.
2. List the information required for each of the areas changed in Ohio's Evaluation Team Report documents.
3. Identify changes that have been made to Ohio's Individualized Education Program documents.
4. List the information required for each of the areas changed in Ohio's Individualized Education Program documents.

SESSION #14

9:15 AM - 11:15 AM

DE-MYSTIFYING GRID: TOOLS FOR COMMUNICATION, EDUCATION, AND CONNECTION

Janette Ozoa MS CCC-SLP & Alicia Alverson MS, CCC-SLP, ATP

This course is intended to be a demonstration and discussion of the Grid software, specifically an overview of grid set/vocabulary file options and how they can be used throughout the user's day at school. Grid sets to be discussed include core+fringe-based vocabularies, phrase-based vocabularies, literacy tools and classroom tools (e.g., visual schedules, self-regulation tools), etc. The presentation will also go over basic editing and have opportunities for participant-led discussion.

After attending this session, participants will be able to:

1. Describe three strategies for supporting language, learning, and literacy using Grid.
2. Discuss three ways that augmentative and alternative communication (AAC) functions as a universal design for learning (UDL) tool.
3. Identify three communication supports and/or strategies they can immediately deploy across a classroom.

SESSION #15

9:15 AM - 11:15 AM

DISRUPT THE DEFAULT: A NEW LENS ON PROVIDING BEST PRACTICE IN THE ASSESSMENT AND INTERVENTION OF BILINGUAL AND MULTILINGUAL LEARNERS

****THIS COURSE COUNTS TOWARD ASHA REQUIREMENT FOR CULTURAL COMPETENCY****

Jocylene Graham, MA, CCC-SLP

Despite best intentions, unconscious bias continues to shape the ways clinicians assess and provide therapy to culturally and linguistically diverse children. This session highlights how understanding and disrupting unconscious bias can lead to more accurate assessments and tailored interventions for bilingual/multilingual learners. Blending research with practical tools and case studies, attendees will learn how to integrate their practical tools and case studies, attendees will learn how to integrate their new found knowledge into their practice to support better health and educational outcomes.

After attending this session, participants will be able to:

1. Reflect on personal and professional unconscious biases that may impact service delivery.
2. List at least three dynamic assessment tools that can be used with little resources or time.
3. Apply dynamic assessment to distinguish language disorder from difference.

DEI
SESSION

MONDAY MORNING SESSIONS OCTOBER 12, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #16

9:15 AM - 11:15 AM

DYSLEXIA IN THE ERA OF OHIO LITERACY REFORM: THE ROLE OF SLPS IN ASSESSMENT AND INTERVENTION

Cassandra Wilson, MA, CCC-SLP & Madeline Durante, MS, CCC-SLP

Recent Ohio dyslexia legislation has expanded expectations for early screening and structured literacy, positioning speech-language pathologists (SLPs) as key members of multidisciplinary teams. This session examines the SLP's role in dyslexia assessment and intervention within school settings. Presenters will clarify the distinction between screening, evaluation, and diagnosis while highlighting the importance of language-based assessment. Evidence-based intervention approaches aligned with the science of reading, including structured literacy and oral language supports, will be discussed. Practical strategies for collaboration and service delivery will be provided to help SLPs effectively support students with dyslexia under current Ohio mandates (Ohio Revised Code 3323.25; ASHA, 2020; Catts & Kamhi, 2005).

After attending this session, participants will be able to:

1. Describe current Ohio dyslexia legislation and its implications for school-based practice, including universal screening and structured literacy requirements.
2. Identify the role of speech-language pathologists within multidisciplinary dyslexia teams, particularly in relation to language-based assessment.
3. Differentiate between screening, evaluation, and diagnostic considerations for students with suspected dyslexia.
4. Apply evidence-based intervention approaches, including structured literacy and language-focused supports, within the SLP scope of practice.
5. Develop practical strategies for collaboration with educators and intervention specialists to support students with dyslexia across tiers of service delivery.

SESSION #17

9:15 AM - 11:15 AM (REPEATED TUESDAY AS SESSION #45)

HOT TOPICS FOR SCHOOL SLPS: WHAT'S HAPPENING IN 2026

Ali Solberg, MA, CCC-SLP, Angela Brouhard, MA, CCC-SLP, Heather Davey, MA, CCC-SLP & Renee Zegar, MS, CCC-SLP

School-based SLPs face evolving demands in service delivery, compliance, and collaboration. This session offers practical insights for sustainable practice, focusing on documenting adverse educational impact and the SLP's role within MTSS. Presenters will provide critical updates on new ETR/IEP forms and desk review expectations to ensure compliance. Additionally, the session addresses professional resilience to help practitioners manage shifting responsibilities. Participants will gain actionable strategies and resources to support thoughtful decision-making, professional growth, and effective student support in the ever-changing school environment.

After attending this session, participants will be able to:

1. Identify at least three key indicators of "adverse educational impact" to improve the accuracy and defensibility of student documentation.
2. Describe the SLP's specific roles and responsibilities within a Multi-Tiered System of Support (MTSS) framework.
3. List the primary changes in the new ETR and IEP forms to ensure alignment with current state compliance and desk review standards. Develop a personal professional resilience plan using at least two practical strategies discussed to manage evolving school-based workloads.

SESSION #18

9:15 AM - 11:15 AM

LISTENING TO LEARN: EVALUATING AND FACILITATING AUDITORY SKILL DEVELOPMENT IN AN EDUCATIONAL SETTING

Amanda L. Fitz, MA, CCC-A

AUDIOLOGY
SESSION

This presentation focuses on the evaluation and remediation of auditory skill development in children with hearing deficits within an educational setting. Emphasis will be placed on the exploration of various evidence-based assessment materials used to identify auditory needs across developmental levels. Both formal and informal methods will be discussed. Participants will examine a range of intervention strategies designed to promote auditory access, listening comprehension, and language development. Practical applications will include integrating auditory skill development into classroom instruction, collaborating with interdisciplinary teams, and embedding supports within individualized education plans to enhance student participation and educational outcomes.

After attending this session, participants will be able to:

1. Identify and describe a variety of evidence-based assessment tools appropriate to each stage of auditory development.
2. Generate at least two appropriate intervention strategies designed to promote auditory skill development in a given case scenario.
3. Develop and write one functional auditory goal that can be integrated into an individualized educational plan and aligned with classroom instruction.

SESSION #19

9:15 AM - 11:15 AM

THE NEXT CHAPTER IS NOW: LEADING SLP TEAMS THROUGH AI INNOVATION AND COMPLIANCE

Johanna Gilland, MA, CCC-SLP

Artificial intelligence is rapidly evolving—and so are its applications in school-based speech-language pathology. Since our last OSSPEAC conference, new tools, capabilities, and guidance have emerged that are transforming how SLPs approach documentation, IEP/ETR development, and workload management. This session will provide an updated look at practical AI applications for SLPs and leaders, with a focus on improving efficiency while maintaining alignment with IDEA, ODEW, and ASHA guidance. Participants will explore real-world examples, ethical considerations, and strategies to responsibly integrate AI into practice to support staff, streamline workflows, and enhance service delivery.

After attending this session, participants will be able to:

1. Identify at least three recent advancements in AI tools and applications relevant to school-based SLP practice since the previous OSSPEAC conference.
2. Describe how AI can be used to support IDEA and ODEW compliance in areas such as documentation, ETR/IEP development, and service tracking.
3. Evaluate AI tools and practices for ethical use, including considerations related to FERPA, HIPAA, and professional standards outlined by ASHA.

SESSION #20

9:15 AM - 11:15 AM

R SOUND ELICITATION DEEP DIVE: A NEW FRAMEWORK TO TACKLE /r/ WITH CONFIDENCE, CLARITY, AND EVIDENCE

Lindsey Hockel, MS, CCC-SLP (Presenter is virtual)

Stuck at the elicitation stage? You're not alone. This session takes a focused look at how to elicit a true /r/—with less guessing and more success. Participants will learn how to select and apply multisensory cues based on client-specific factors like age, stimulability, and phonetic context. With real therapy videos and hands-on tips, this course is designed to move you—and your clients—past the hardest part of /r/ therapy.

After attending this session, participants will be able to:

1. Match cueing strategies to client needs based on age, profile, and phonetic context.
2. Describe at least five evidence-informed techniques for eliciting /r/.
3. Apply at least one new elicitation technique in their next /r/ session.

SESSION #21

9:15 AM - 11:15 AM

READ WITH ME! STRESS-FREE STRATEGIES FOR SUPPORTING EARLY LANGUAGE AND LITERACY SKILLS

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

If you are searching for research-driven ways to increase the language and literacy skills of young children – you've come to the right place! Participants in this short course will learn to use six interactive reading strategies that have been proven to enhance reading, talking, social, and cognitive skills for young children across a variety of ability levels. Interactive demonstrations, booklists, parent handouts, and lesson ideas will be provided –everything you need to implement these practical, proven strategies in your professional setting.

After attending this session, participants will be able to:

1. Summarize the key elements of the current knowledge base related to language and literacy development in young children.
2. Use interactive strategies to build language and pre-literacy skills in preschool-aged children.
3. Select books that facilitate language and literacy development in young children.
4. Implement a parent training program to support language and literacy development in the home environment.

MONDAY AFTERNOON SESSIONS OCTOBER 12, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #22

12:30 PM - 3:45 PM

Gestalt Language Development: Language Sampling and Scoring: Older Students, Other Considerations

Attendance at Gestalt Language Development: Assessment, Supports, and Case Example is the prerequisite for attending this course (session #7).

Marge Blanc, MA, CCC-SLP (Presenter is virtual)

.This session will present the specifics of language sampling and NLA scoring, specifics of Stage 4-6 development, and a comparison between supports for younger students and those for older students. A case example will illustrate the application of support principles with older students. Finally, the session will include an overview of other supports, including those for unreliable speakers, unintelligible speakers, and bilingual language processors.

After attending this session, participants will be able to:

1. Describe grammar development from Stage 4 through Stage 6.
2. List similarities and differences between supports for younger students and supports for older students.
3. Define 'horizontal progress' as compared with 'vertical progress.'
4. Score a short language sample, using NLA scoring.

SESSION #23

12:30 PM - 1:30 PM (REPEATED TUESDAY AS SESSION #40)

HUMANITY ANCHORS IN THE IEP- CREATING AN IEP AS A DOCUMENT OF CONNECTION,
NOT JUST COMPLIANCE FOR OUR MOST VULNERABLE LEARNERS

Sara Vank

DEI
SESSION

For students with complex accessibility needs, the educational journey is often reduced to a series of deficits, labels, and service minutes. This session introduces Humanity Anchors—an intentional practice of using words, actions, and strategies to anchor a student in their inherent humanity rather than their disability or institutional identity. As professionals, the language we choose in our IEPs, evaluations and meetings has the power to either reinforce the trauma of "labeling" or serve as a primary resilience factor through connection. This presentation explores how SLPs can move beyond traditional, deficit-based reporting. Attendees will learn specific strategies for integrating Humanity Anchors directly into the IEP process. We will discuss how to leverage Common Core standards to write goals that prioritize authentic communication and connection, ensuring the student's identity remains at the center of their educational narrative.

After attending this session, participants will be able to:

1. Have space and place to review and discuss how the language used in IEPs and evaluations can elevate students to their unique and unrepeatable identities.
2. Be able to identify ways to anchor students to their humanity beyond their disability in the IEP.
3. Create communication goals to create conditions for connection in the school environment.

SESSION #24

12:30 PM - 1:30 PM

OUTDOOR VOICES: EMBEDDING SPEECH GOALS IN NATURE PLAY

Connie Morris

Explore how natural environments can become powerful spaces for communication, sensory regulation, creativity, and social connection. Designed for speech-language pathologists, audiologists, and educators, this session highlights practical, inclusive ways to embed speech and language goals into outdoor and nature-inspired play experiences. Using children's literature, sensory exploration, collaborative art, movement, and STEM activities drawn from nature, participants will learn how to support vocabulary development, social communication, expressive language, emotional regulation, and peer interaction through authentic, play-based learning opportunities. The session emphasizes the role of curiosity, multisensory engagement, Universal Design for Learning, and child-led exploration in fostering meaningful communication and a bit of wellness, all tied together. Participants will leave with ready-to-use activity ideas and tools for creating communication-rich outdoor experiences that nurture both language growth and student wellness.

After attending this session, participants will be able to:

1. Identify ways nature-based play supports speech, language, sensory regulation, and social communication development.
2. Incorporate nature-inspired activities and environments that intentionally embed speech and language goals.
3. Apply strategies for facilitating communication, peer interaction, and expressive language during open-ended nature play experiences.

MONDAY AFTERNOON SESSIONS OCTOBER 12, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #25

12:30 PM - 1:30 PM

SUPPORTING SAFE MEALTIMES: PEDIATRIC FEEDING ROLES AND RESPONSIBILITIES IN OHIO SCHOOL SETTINGS

Kristen Shepherd Crish, EdD, CCC-SLP

This presentation examines the roles and responsibilities of speech-language pathologists addressing pediatric feeding within school settings in Ohio. School-based teams increasingly encounter students with complex feeding and swallowing needs, requiring collaboration among speech-language pathologists, occupational therapists, nurses, administrators, and families. The session will review the scope of practice for school-based professionals, legal and ethical considerations, and distinctions between medical and educational feeding management. Practical guidance will be provided for developing safe feeding plans, supporting student participation during mealtimes, and navigating interdisciplinary collaboration. Case examples will highlight decision-making processes that support student safety, access, and educational participation.

After attending this session, participants will be able to:

1. Identify the roles and responsibilities of school-based professionals involved in pediatric feeding and swallowing management in Ohio schools.
2. Distinguish between medical and educational responsibilities when addressing pediatric feeding and swallowing needs within school settings.
3. List key considerations for developing safe feeding and mealtime support plans for students with feeding and swallowing needs.
4. Describe strategies for interdisciplinary collaboration among school personnel, healthcare providers, and families when managing pediatric feeding in educational environments.

SESSION #26

12:30 PM - 1:30 PM

TD SNAP AND BOARDMAKER: HOW TO USE LOW-TECH AND HIGH-TECH AAC TOGETHER

Leah Benjamin, MA, CCC-SLP & Hannah Johnson

We will highlight an overview of TD Snap and Boardmaker 7, highlight benefits of low-tech and high-tech AAC, and how to combine them for your students.

After attending this session, participants will be able to:

1. Identify at least 3 key features of TD Snap and Boardmaker.
2. Integrate both low-tech and high-tech AAC into therapy sessions.

SESSION #27

12:30 PM - 1:30 PM

TWO TRUTHS AND A MYTH: SLP EDITION

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

Myths continue to influence evaluation, eligibility, and service delivery decisions in school based speech-language practice. This fast paced session uses a playful "Two Truths and a Myth: SLP Edition" format to highlight common misconceptions and strengthen understanding of compliance expectations. Participants will identify myths within real scenarios involving comprehensive evaluations, standardized assessments, and delivery of services. Through interactive polling and collaborative myth busting, attendees will sharpen decision making, improve multidisciplinary teamwork, and gain clarity on requirements that support compliant, high quality services. Whether new or experienced, participants will leave with practical insights and immediately applicable strategies for improving consistency and compliance in speech language services.

After attending this session, participants will be able to:

1. Identify common myths related to evaluation, eligibility, and service delivery in school based speech language practice, including misconceptions about "speech only" evaluations and required components.
2. Distinguish accurate compliance expectations from misleading or outdated beliefs by analyzing real world scenarios involving comprehensive evaluations and educational impact.
3. Apply multidisciplinary evaluation principles, such as the need for varied data sources, academic information, and observations, to improve accurate and compliant decision making.
4. Implement practical strategies for enhancing consistency, collaboration, and compliance in speech language services across school teams.

MONDAY AFTERNOON SESSIONS OCTOBER 12, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #28

12:30 PM - 1:30 PM

UNSILOING THE SYSTEMS: NAVIGATING BETWEEN EHDI, EARLY INTERVENTION, AND SCHOOL-AGE TEAMS

Lauren Keller, AuD

AUDIOLOGY
SESSION

In Ohio, the journey for a Deaf/Hard of Hearing (D/HH) child is often fragmented by administrative silos between EHDI (diagnostic journey and treatment plan), Part C Early Intervention (IFSP), and Part B school-age services (IEP). This session examines these systemic bottlenecks, inequities, and communication gaps. Attendees will gain an overview of these processes, understand transition timelines, and acquire a collaborative "roadmap" to connect families and professionals. Finally, we will discuss practical strategies to bridge these systems, ensuring continuous, comprehensive support for D/HH children and their families.

After attending this session, participants will be able to:

1. List the key timelines and documents required to transition a D/HH child from an IFSP to an IEP in Ohio.
2. Identify key professionals across disciplines to include when building a collaborative family roadmap.
3. Describe at least two practical strategies to improve communication between EHDI, early intervention, and school-age teams.

SESSION #29

12:30 PM - 1:30 PM

WHAT TO DO WHEN A HEALTHCARE PROFESSIONAL NEEDS HELP- AN OVERVIEW OF THE SAFE HAVEN PROGRAM FOR OHIO SPEECH AND HEARING PROFESSIONALS BOARD LICENSEES

Kelley Long, MBA & Jennifer Hayhurst

ETHICS
SESSION

Healthcare professionals in Ohio are struggling with substance use disorders, mental health disorders, and burnout. Because healthcare workers are expected to be superhumans, it's intimidating to ask for help. This presentation aims to stop the stigma around asking for help and empower our healthcare heroes to recognize when a colleague may be struggling. This presentation educates healthcare professionals on how to identify the signs and symptoms of substance use disorders, mental health disorders, and burnout so that they can reach out to a struggling colleague or ask for help themselves. The presentation also provides specific information about the Ohio

Speech and Hearing Professional Board's Safe Haven Program.

After attending this session, participants will be able to:

1. Identify prevalence and signs of substance use disorders, mental health disorders, and burnout in healthcare professionals.
2. Discuss how to approach a colleague who needs help.
3. Address fear-based assumptions with reaching out to a colleague who needs help.
4. Outline OhioPHP's role in helping struggling healthcare professionals.
5. Provide information specific to the Ohio Board of Speech and Hearing's Safe Haven Program.

SESSION #30

1:45 PM - 3:45 PM

HIDING IN PLAIN SIGHT: READING COMPREHENSION, HYPERLEXIA AND ASD

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

Potential reading comprehension deficits in autistic children can be identified from their earliest interactions with text. Unfortunately, the problem is often overlooked, masked by strong decoding and memory skills, until the later grades when reading demands increase. While it may appear that an autistic student has "suddenly" developed a comprehension problem, the deficit has actually been there all along – hiding in plain sight. This session will explore how the core deficits of autistic individuals impact their reading comprehension - a critical skill for success in academic, social, and vocational settings. Discussion, demonstration, and hands on application of assessment techniques and evidence-supported intervention strategies to facilitate reading comprehension for autistic students (as well as neuro-typical children) will be provided.

After attending this session, participants will be able to:

1. Compare and contrast the development of reading for individuals who are typically developing and those with ASD.
2. Conduct appropriate assessment strategies to facilitate reading comprehension for readers with ASD.
3. Implement evidence-supported intervention strategies for facilitating comprehension for readers with ASD – and all readers.

MONDAY AFTERNOON SESSIONS OCTOBER 12, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #31

1:45 PM - 3:45 PM

KEEPING AN EYE ON ACCESS: PRACTICAL AAC EVALUATION STRATEGIES FOR TOUGH MOTOR CASES

Jackie Kearns, CCC-SLP

This session provides intermediate-level SLPs with a structured, evidence-informed approach to assessing students with complex motor needs. This session focuses on refining clinical decision-making for accessing methods (including eye gaze), evaluating positioning and mounting requirements, and designing effective AAC trials that differentiate motor, visual, and cognitive factors. Participants will learn practical, school-based strategies for identifying access barriers, interpreting performance variability, and making clear, data-driven recommendations to support successful, equitable communication outcomes.

After attending this session, participants will be able to:

1. Identify at least three motor, visual, or postural factors that influence access method selection for AAC users with complex motor needs.
2. Describe a systematic process for evaluating eye-gaze access, including calibration, positioning, and performance variability.
3. Analyze AAC trial data to differentiate motor, visual, and cognitive contributors to access challenges and inform feature-matching decisions.
4. Explain considerations for device positioning and mounting that support safe, consistent, and effective AAC access across school environments.

SESSION #32

1:45 PM - 3:45 PM

NEUROCOGNITION IN PEDIATRIC COCHLEAR IMPLANT USERS: IMPLICATIONS FOR LEARNING AND CLASSROOM SUCCESS

Irina Castellanos, PhD

AUDIOLOGY
SESSION

Early auditory deprivation and delayed access to language disturbs the development of children's neurocognitive skills. These challenges are particularly relevant in school settings, where neurocognitive skills support learning, classroom engagement, and self-regulation. This workshop will provide an overview of how neurocognitive skills present in pediatric CI users. The cascading impact of these skills on social, emotional, and behavioral outcomes, as well as academic and classroom functioning, will be discussed. Clinical implications will be highlighted, including considerations for identifying neurocognitive vulnerabilities and supporting educational and psychosocial outcomes.

After attending this session, participants will be able to:

1. Describe core neurocognitive challenges in children with cochlear implants.
2. Identify how challenges in language and executive functioning impact social, emotional, and behavioral outcomes in children with cochlear implants.
3. Apply knowledge of neurocognition to select appropriate assessments and intervention strategies for children with cochlear implants.

SESSION #33

1:45 PM - 3:45 PM (REPEATED TUESDAY AS SESSION #65)

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

Gregg Thornton, Esq

ETHICS
SESSION

Through interactive survey questions, participants will review real case studies involving ethical dilemmas that can arise in the school setting and discuss approaches to successfully resolving them.

After attending this session, participants will be able to:

1. Identify sections of the Ohio licensure board's code of ethics to successfully resolve ethical dilemmas.
2. List the steps in the ethical decision-making process in order to successfully resolve ethical dilemmas.
3. List the requirements under the Duty to Report.

MONDAY AFTERNOON SESSIONS OCTOBER 12, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #34

1:45 PM - 3:45 PM

TOOLS THAT TALK BACK: USING ASSISTIVE TECHNOLOGY TO SUPPORT STUDENTS WITH DYSLEXIA

Cassandra Wilson, MA, CCC-SLP

Dyslexia is a language-based learning difference that significantly impacts reading and writing, requiring targeted intervention and support. This session explores the critical role of school-based speech-language pathologists (SLPs) in supporting students with dyslexia through the integration of assistive technology (AT). Participants will examine how AT can enhance access to curriculum, reduce cognitive load, and support independence alongside evidence-based literacy instruction. Practical tools for reading, writing, and executive functioning will be highlighted. Attendees will leave with actionable strategies to select, implement, and collaborate around AT supports to improve outcomes for students with dyslexia in school settings.

After attending this session, participants will be able to:

1. Explain the language-based nature of dyslexia and its impact on reading, writing, and academic performance.
2. Identify the role of speech- language pathologists in supporting students with dyslexia through assessment, intervention, and collaboration.
3. Select appropriate assistive technology tools to support reading, writing, and executive functioning needs.
4. Apply practical strategies for integrating assistive technology into school-based service delivery to improve student access and independence.

3:45 PM - 4:15 PM

SHOP WITH OUR VENDORS & ENJOY AN APPETIZER

KEYNOTE *presentation*

SESSION #35

4:15 PM - 5:15 PM

LEADING THE NEXT CHAPTER: COURAGEOUS SHIFTS TOWARD NEURODIVERSITY-AFFIRMING PRACTICE IN SCHOOLS

Farwa Husain, MS, CCC-SLP

As schools step into the next chapter, professionals are moving towards neurodiversity-affirming practices for better school outcomes. This keynote empowers clinicians and educators to support authentic autistic communication through relationship-based approaches that prioritize safety and connection. Participants will explore practical, school-based shifts that foster engagement and connection to close academic gaps (Porges, 2011; Shanker, 2016; Mahoney & Perales, 2003). The session will also address the ethical integration of AI to enhance support, equipping professionals to lead with confidence, integrity, and impact.

After attending this session, participants will be able to:

1. Identify at least three characteristics of neurodiversity-affirming practices that support authentic communication in school-based settings.
2. Evaluate common school-based practices (e.g., prompting, question-heavy interactions) and differentiate between compliance-based and connection-based approaches.
3. Apply at least two practical shifts (e.g., reducing prompts, increasing declarative language, incorporating wait time) to create more connection-based, student-centered interactions.

5:15 PM - 5:45 PM

OSSPEAC AWARDS CEREMONY & VENDOR GIVEAWAYS

**8:00 AM - 8:20 AM
OSSPEAC BUSINESS MEETING**

SESSION #36

8:30 AM - 11:45 AM

**LAYING THE FOUNDATION FIRST: BODY, SENSORY SYSTEMS, AND SAFETY IN
NEURODIVERSITY-AFFIRMING CARE**

Farwa Husain, MS, CCC-SLP

**DEI
SESSION**

Before language emerges or learning begins, all students must feel safe, regulated, and ready. This session equips SLPs and professionals with a neurodiversity-affirming framework that prioritizes sensory systems, co-regulation, and felt safety as the foundation for meaningful communication. Participants will explore how nervous system states shape engagement, learning, and language, and how to embed body-based and sensory support into everyday practice. Grounded in current research on co-regulation, polyvagal theory, and embodied learning, this presentation translates theory into practical, immediately usable strategies that support authentic joyful communication in neurodivergent learners (Porges, 2011; Shonkoff & Garner, 2012; Barsalou, 2008; Trevarthen & Aitken, 2001).

After attending this session, participants will be able to:

1. Identify at least three ways nervous system regulation and sensory processing impact communication, engagement, and learning in neurodivergent individuals.
2. Describe key principles of neurodiversity-affirming care, including the roles of co-regulation, safety, and embodied learning in supporting communication.
3. Define the primary sensory systems (e.g., vestibular, proprioceptive, tactile, interoceptive) and the role of the body in supporting regulation, engagement, and communication.
4. Implement at least three body-based and sensory-informed strategies to support regulation and facilitate meaningful communication within clinical or educational settings.

SESSION #37

8:30 AM - 11:45 AM

**COMPREHENSIVE ASSESSMENT, CLINICAL DECISION-MAKING, AND EVIDENCE-BASED PRACTICE: GUIDING LANGUAGE THERAPY IN
SCHOOLS**

Marie Ireland (Presenter is virtual)

High-quality language intervention begins with purposeful assessment and informed clinical decision-making. This session demonstrates how speech-language pathologists can integrate standardized and dynamic assessment, language sampling, classroom observations, interviews, and curriculum-based measures within an evidence based framework to guide individualized language therapy. Participants will learn practical strategies for synthesizing assessment data, differentiating language disorder from language difference, selecting meaningful intervention targets, and determining treatment intensity. Emphasis will be placed on culturally responsive practices, dynamic assessment, and translating assessment findings into functional, curriculum-relevant language intervention that improves communication and educational outcomes.

After attending this session, participants will be able to:

1. Describe research, tools, and techniques for comprehensive assessment that align with IDEA and current research in the field
2. Explain data that informs discussion of educational impact and the need for specially designed instruction and lead to goals focused on communication and language demands for school.
3. Summarize dynamic assessment methods and techniques and recent research to support a comprehensive approach to assessment and treatment.

SESSION #38

8:30 AM - 11:45 AM

SUPPORTING LANGUAGE AND LITERACY DEVELOPMENT IN THE 0-5 YEARS: PIVOTAL EVIDENCE-BASED TECHNIQUES

Laura Justice, PhD, CCC-SLP

From birth to age 5, children are rapidly acquiring foundational language and literacy skills, such as phonological awareness, alphabet knowledge, and vocabulary skill. Speech-language pathologists are in an ideal position to support development of these skills using evidence-based techniques, such as print referencing and responsive/contingent talk. This session provides an overview of key language and literacy milestones from birth to five and details explicit evidence-based techniques for use in supporting development of these milestones for children with speech-language difficulties.

After attending this session, participants will be able to:

1. Describe 5 milestones in language and literacy development from birth to five years.
2. Define the evidence-based techniques of responsive talk, print referencing, and robust vocabulary instruction.

SESSION #39

8:30 AM - 9:30 AM

AI IN SPEECH LANGUAGE THERAPY: PRACTICAL TOOLS, TIME-SAVING STRATEGIES, AND RESPONSIBLE USE

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

Speech-language pathologists in the school-based setting are tasked with managing caseload and workload tasks that can be overwhelming and time-consuming. The introduction of AI into the educational setting can provide SLPs with practical tools and time-saving strategies in a safe and ethical way. The aim of this presentation is to provide SLPs with strategies to use AI tools responsibly to build a repertoire of resources to manage caseload and workload needs. The presenters will share the goals of AI in speech language therapy, ideas for clinical use, and sample resources. Attendees will gain knowledge that can be quickly applied to everyday practice.

After attending this session, participants will be able to:

1. Discuss ways to use AI in speech language therapy.
2. List ethical considerations and ways to use AI responsibly.
3. List available AI resources for use in an educational setting.

SESSION #40

8:30 AM - 9:30 AM (REPEAT OF SESSION #23)

**HUMANITY ANCHORS IN THE IEP- CREATING AN IEP AS A DOCUMENT OF CONNECTION,
NOT JUST COMPLIANCE FOR OUR MOST VULNERABLE LEARNERS**

Sara Vank



For students with complex accessibility needs, the educational journey is often reduced to a series of deficits, labels, and service minutes. This session introduces Humanity Anchors—an intentional practice of using words, actions, and strategies to anchor a student in their inherent humanity rather than their disability or institutional identity. As professionals, the language we choose in our IEPs, evaluations and meetings has the power to either reinforce the trauma of "labeling" or serve as a primary resilience factor through connection. This presentation explores how SLPs can move beyond traditional, deficit-based reporting. Attendees will learn specific strategies for integrating Humanity Anchors directly into the IEP process. We will discuss how to leverage Common Core standards to write goals that prioritize authentic communication and connection, ensuring the student's identity remains at the center of their educational narrative.

After attending this session, participants will be able to:

1. Have space and place to review and discuss how the language used in IEPs and evaluations can elevate students to their unique and unrepeatable identities.
2. Identify ways to anchor students to their humanity beyond their disability in the IEP.
3. Create communication goals to create conditions for connection in the school environment.

SESSION #41

8:30 AM - 9:30 AM

SPEECH THERAPY FOR CHILDREN WITH VELOPHARYNGEAL INSUFFICIENCY AND RELATED DISORDERS

Peter Wagreich, MA, CCC-SLP

Speech therapy for children with velopharyngeal insufficiency (VPI) and related resonance disorders requires careful consideration of articulation, phonology, anatomy, and physiology. This presentation aims to clarify intervention approaches for these disorders. Content will focus on the anatomical and physiological foundations of VPI, evidence-based treatment strategies, and common contraindications for speech therapy. Participants will also gain guidance on identifying intervention targets to maximize improvements in therapy and when referral to a specialized craniofacial team or VPI clinic is indicated.

After attending this session, participants will be able to:

1. Describe the anatomical and physiological mechanisms underlying velopharyngeal insufficiency (VPI) and related resonance disorders as they relate to speech production.
2. Differentiate appropriate and inappropriate therapy targets for children with VPI, including identifying common contraindications for traditional articulation and resonance therapy.
3. Apply clinical decision-making skills to determine effective intervention strategies and identify indicators for referral to a specialized craniofacial team or VPI clinic.

SESSION #42

8:30 AM - 9:30 AM (REPEAT OF SESSION #3)

TEACHING SPEECH GENERATING DEVICES: WHERE DO I START?

Stacey H. Gardner, MA, CCC-SLP & Brooke Gasiewski, MA, CCC-SLP

As speech-language pathologists, we are seen as the expert on using SGD. So how do we effectively and efficiently plan lessons for our students using these devices? During this presentation we will explore how to use structured small groups to expose children to using a SGD, to teach children to intentionally use their SGDs, to train other professionals, and to have children explore the large variety of vocabulary available to them on SGDs. At the end of the session, participants should be able to plan small group sessions addressing the use of SGDs in the elementary setting.

After attending this session, participants will be able to:

1. Plan a small group lesson for students using SGDs in elementary school targeting literacy, functional communication, social interactions and language goals.
2. Learn strategies to implement modeling for staff across the classroom setting.
3. Have new ideas and materials for lesson planning.

SESSION #43

8:30 AM - 9:30 AM

WHAT WOULD YOU DO? IEP AND ETR TRIVIA FOR RELATED SERVICE TEAMS

Johanna Gilland, MA, CCC-SLP

Tired of compliance training that feels overwhelming or disconnected from daily practice? This interactive, high-energy session transforms real-world special education FAQs into a fast-paced trivia experience. Participants will engage in a live, game-based format to explore common questions related to IEPs, ETRs, related services, and compliance requirements. Grounded in Ohio guidance and IDEA regulations, this session helps attendees test their knowledge, challenge misconceptions, and strengthen decision-making. Designed for related service providers, school psychologists, and administrators, participants will leave with practical strategies and increased confidence for navigating everyday compliance challenges.

After attending this session, participants will be able to:

1. Identify key compliance requirements related to IEPs, ETRs, and related services under IDEA and Ohio guidance.
2. Differentiate between common misconceptions and best practices in evaluation, service delivery, and documentation.
3. Apply problem-solving strategies to real-world scenarios involving related services and special education decision-making.
4. Increase confidence in collaborative team discussions and compliance-based decision making.

SESSION #44

8:30 AM - 9:30 AM

OPPORTUNITIES FOR OHIOANS WITH DISABILITIES

More info to follow

**AUDIOLOGY
SESSION**

SESSION #45

9:45 AM - 11:45 AM (REPEAT OF SESSION #17)

HOT TOPICS FOR SCHOOL SLPs: WHAT'S HAPPENING IN 2026

Ali Solberg, MA, CCC-SLP, Angela Brouhard, MA, CCC-SLP, Heather Davey, MA, CCC-SLP & Renee Zegar, MS, CCC-SLP

School-based SLPs face evolving demands in service delivery, compliance, and collaboration. This session offers practical insights for sustainable practice, focusing on documenting adverse educational impact and the SLP's role within MTSS. Presenters will provide critical updates on new ETR/IEP forms and desk review expectations to ensure compliance. Additionally, the session addresses professional resilience to help practitioners manage shifting responsibilities. Participants will gain actionable strategies and resources to support thoughtful decision-making, professional growth, and effective student support in the ever-changing school environment.

After attending this session, participants will be able to:

1. Identify at least three key indicators of "adverse educational impact" to improve the accuracy and defensibility of student documentation.
2. Describe the SLP's specific roles and responsibilities within a Multi-Tiered System of Support (MTSS) framework.
3. List the primary changes in the new ETR and IEP forms to ensure alignment with current state compliance and desk review standards. Develop a personal professional resilience plan using at least two practical strategies discussed to manage evolving school-based workloads.

SESSION #46

9:45 AM - 11:45 AM

PEERSPECTIVE LEARNING APPROACH: AN INNOVATIVE WAY TO TEACH SOCIAL SKILLS THROUGH EVIDENCE-BASED PRACTICES

Jennifer M. Schmidt, MEd, Megan Rawlins, MEd & Marina Sorrell

The PEERspective Learning Approach is an innovative, evidence-based framework for teaching social and pragmatic communication skills to students, particularly those with autism and related needs. Grounded in structured instruction, peer-mediated learning, and authentic practice, the model blends explicit teaching with guided opportunities for social interaction in natural settings. This session will introduce the program framework and include insights from current educators who are actively implementing the model. Participants will leave with the foundational understanding needed to confidently propose, plan for, and begin developing a PEERspective program within their own schools.

After attending this session, participants will be able to:

1. Understand the core components and structure of the PEERspective Learning Approach.
2. Identify evidence-based practices embedded within the model, including peer-mediated and explicit instruction strategies.
3. Explore practical considerations for implementation within school-based settings.
4. Develop foundational knowledge to propose, plan, and begin building a PEERspective program in their own schools.

SESSION #47

9:45 AM - 11:45 AM

RETHINKING DYSLLEXIA SCREENING FOR MULTILINGUAL LEARNERS: A LANGUAGE-BASED APPROACH

Amy Pratt, PhD

This presentation examines the challenges of identifying dyslexia in multilingual children who receive reading instruction in English. Statewide Ohio screening data showed that more than half of English Learners (ELs) were classified as at risk for dyslexia, raising concerns about high false-positive rates when English-based reading screeners are used with multilingual populations. In this talk, we propose supplementing traditional code-based reading assessments with language-based measures that target phonology, semantics, and morphosyntax in English and an EL's home language. Preliminary findings suggest that incorporating bilingual language assessments substantially improves screening accuracy, reduces false positives, and promotes more equitable identification and support for multilingual children with dyslexia.

After attending this session, participants will be able to:

1. Explain the relationship between language and reading disorders, including the evidence for their co-occurrence.
2. Describe the limitations of current English-based universal dyslexia screening practices for multilingual learners and their potential impact on identification accuracy.
3. Apply your knowledge of the co-occurrence of language and reading disorders to rationalize the use of language-based assessments with multilingual learners at risk for dyslexia.

**DEI
SESSION**

SESSION #48

9:45 AM - 11:45 AM

SOUND DECISIONS: APPLYING ETHICS IN EVERYDAY AUDIOLOGY

Gail M. Whitelaw, PhD

**ETHICS
SESSION**

**AUDIOLOGY
SESSION**

Ethics is ever changing and evolving. This presentation will focus on both the foundations of ethics and integrating these principles into the present and the future. Ethical decision making will be highlighted and addressing ethical dilemmas will be presented. Cases will be provided for discussion. The ethics of care will be described as a clinical and counseling tool.

After attending this session, participants will be able to:

1. Describe components of ethical practice.
2. Define ethics of care.
3. State future considerations for ethical practice.

SESSION #49

9:45 AM - 11:45 AM

TWO FLINTS MAKE A FIRE: COLLABORATIVE GOAL SETTING WITH STUDENTS WHO STUTTER

Hayley S. Arnold, PhD, CCC-SLP

This session challenges attendees to consider strategies for setting goals collaboratively with students who stutter. Attendees are prompted to think beyond typical speech fluency goals in stuttering treatment. Goals and techniques will be presented that are aimed at increasing quality of life through increasing autonomy and participation in all aspects of life for students who stutter. Goal areas will include learning about the speech mechanism, addressing avoidance, developing excellence in communication, stuttering openly, and using disclosure practices.

After attending this session, participants will be able to:

1. Explain the speech-language pathologist's role related to quality of life in students who stutter.
2. Describe ways to engage in collaborative goal setting with students who stutter.
3. Generate measurable goals to address the needs of students who stutter.

SESSION #50

9:45 AM - 11:45 AM

VOCALIC /ɹ/ REMIX: PRACTICAL TECHNIQUES TO HELP STUDENTS MASTER EVERY VOCALIC R SOUND

Lindsey Hockel, MS, CCC-SLP (Presenter is virtual)

Vocalic /ɹ/ is often one of the most challenging sounds for clients to master. This 2-hour session provides clinicians with evidence-informed, multi-modal strategies to target each type of vocalic /ɹ/, including intervocalic, final, and vocalic-consonant contexts. Participants will learn unique treatment considerations, apply cognitive reframing strategies, and plan strength-based target sequences to maximize client progress and confidence. Therapy videos and real-world examples will demonstrate practical techniques for achieving consistent production across contexts, giving clinicians a clear, actionable framework for addressing vocalic /ɹ/ in practice.

After attending this session, participants will be able to:

1. Differentiate the types and contexts of vocalic /ɹ/ and understand their unique treatment considerations.
2. Apply cognitive reframing strategies to target vocalic /ɹ/ across different contexts and client challenges.
3. Plan a strength-based order of targets for vocalic /ɹ/ to maximize client progress and confidence.

TUESDAY AFTERNOON SESSIONS OCTOBER 13, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #51

1:00 PM - 1:30 PM

Professional Learning Forums: Topics in Communication Sciences and Disorders
Various Facilitators

Ready to talk about everything you've learned at the OSSPEAC Conference? Join your colleagues in these interactive forums to unpack the presentations, share your thoughts, and swap perspectives. Each session is a casual, collaborative space designed to help you dive deeper into communication science topics and brainstorm how to apply them directly to your clinical work. Come ready to chat, reflect, and build your practical skills alongside your peers!

After attending this session, participants will be able to:

1. Apply knowledge gained through presentations and facilitated discussions to enhance clinical reasoning, interprofessional collaboration, and the delivery of services for individuals with communication, hearing, and related disorders.
2. Evaluate the clinical, educational, and research implications of topics presented by peers, incorporating evidence-based practice principles into professional discussion and decision-making.
3. Analyze current evidence, emerging trends, and contemporary issues in Communication Sciences and Disorders, including their relevance to assessment, intervention, and service delivery.

SESSION #52

1:45 PM - 5:00 PM

BEYOND THE BUZZWORDS: REAL-WORLD AUTISTIC COMMUNICATION AND 2026 GESTALT LANGUAGE PROCESSING UPDATES FOR SCHOOLS

Farwa Husain, MS, CCC-SLP

This session moves beyond buzzwords to provide school-based clinicians with an updated, practical understanding of Gestalt Language Processing (GLP) and echolalia. Participants will examine current 2026 updates, clarify common misconceptions, and learn how to support meaningful, functional communication using neurodiversity-affirming strategies. Grounded in emerging research and clinical application, this session equips professionals with actionable tools they can implement immediately in educational environments.

After attending this session, participants will be able to:

1. Identify key characteristics of autistic communication, including echolalia and Gestalt Language Processing (GLP).
2. Describe current (2026) updates and evidence related to GLP, including common misconceptions and implications for school-based practice.
3. Apply at least three neurodiversity-affirming strategies to support meaningful communication for autistic students in educational settings.

SESSION #53

1:45 PM - 5:00 PM

THE SCHOOL-BASED SLP'S GUIDE TO A MYOFUNCTIONAL SCREENING

Michelle Richards, CCC-SLP, TSLI, CLC, CertBBM, RYT-200

Designed for the forward-thinking clinician, this session inspires SLPs to move beyond articulation drills and explore how Orofacial Myofunctional Disorders (OMDs) and airway health impact the whole child. We will dissect how poor oral rest posture and mouth breathing contribute to the academic and behavioral challenges that radiate from the therapy room, to the classroom, empowering staff energy and elevating the collective school culture. You already have the clinical expertise; this session is about working smarter, not harder. Learn to seamlessly weave your myofunctional screening into parent conferences, teacher collaboration, and ETRs, IEPs, and re-evaluation paperwork to empower you to make confident recommendations and advocate for the whole child. You will leave feeling empowered, energized, and ready to transform how you serve your students.

After attending this session, participants will be able to:

1. Analyze the physiological impact of oral-motor skills throughout a child's day.
2. Recognize educational vs medical model treatment options.
3. Identify myofunctional disorders and co-treat with an interdisciplinary team.
4. Recognize educational vs. medical model treatment options.
5. Formulate effective interdisciplinary referral pathways.

TUESDAY AFTERNOON SESSIONS OCTOBER 13, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #54

1:45 PM - 2:45 PM

BREAKING DOWN BARRIERS: PRACTICAL STRATEGIES TO OVERCOME HEALTH EQUITY CHALLENGES FOR CHILDREN USING AAC

Janette Ozoa, MS, CCC-SLP & Rachel Bican, PT, DPT, PhD

DEI
SESSION

The purpose of this presentation is to discuss invisible factors that are frequently neglected when designing patient care, the potential impact of this oversight, and the positive outcomes when holistic care is exercised. These factors may include, but are not limited to, financial barriers, caregiver burnout, familial relationships, feelings of grief/loss, and language and cultural barriers. We will introduce and discuss the iceberg framework and its utility in the therapy space. We will also discuss key terms: health equity, social determinants of health, and cultural humility. Lastly, we will provide case studies based on real patient experiences to allow participants to apply the information taught in the first part of the presentation.

After attending this session, participants will be able to:

1. Identify at least 5 invisible factors that affect individuals' clinical outcomes.
2. Reflect on at least one personal client's "cultural iceberg" and how they may modify their therapeutic approach based on the information to maximize outcomes.
3. List at least 5 factors present in their own cultural iceberg and reflect on how they shape their world view.

SESSION #55

1:45 PM - 2:45 PM

CURRENT TRENDS IN AUDITORY IMPLANTS

Michael Scott, AuD

AUDIOLOGY
SESSION

Treatment options for hearing loss continue to evolve and expand. This presentation will outline the current treatment options within the auditory implant landscape. Due to the wide array of treatment options, we will unpack the variety of approaches by focusing on degree and type of hearing loss. This presentation will not necessarily focus on a specific manufacturer or device, however, several examples will be discussed so that a better understanding of their use may be achieved. Plan to think a little outside of the box and bring questions or cases you might like to discuss.

After attending this session, participants will be able to:

1. Identify one auditory implant treatment option for each of the types of hearing loss.
2. List the current candidacy guidelines for various bone conduction implants, cochlear implants and the auditory brainstem implant.
3. Describe the basic function of each of the categories of auditory implant available today.

SESSION #56

1:45 PM - 2:45 PM

FROM FIRST DAY TO FINAL BELL: THE RETIREMENT PATH

Tamieka Fields, Member Education Specialist

As you move through your career journey, there are important planning steps to keep in mind. In this session, you'll learn about retirement eligibility, benefit payment options, health care, and the overall retirement process.

After attending this session, participants will be able to:

1. Make informed decisions about their retirement by understanding eligibility, benefit options, health care coverage, and the retirement process.

TUESDAY AFTERNOON SESSIONS OCTOBER 13, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #57

1:45 PM - 2:45 PM (REPEATED OF SESSION #10)

How to Create an Assisted Feeding Guidelines and Procedures in Your School District

Jara Packer, EdD, CCC-SLP, Kelliann Calabria, MS, CCC-SLP & Heather Asch, RN, BSN, LSN

This presentation will help teams design guidelines and procedures in order to provide safe mealtimes for students with dysphagia or feeding disorders. This work should never fall on the speech-language pathologist only, and we will outline a multidisciplinary team approach to keep students safe and staff comfortable! The presentation will include an outline of: district policies and procedures; assisted feeding observations; and how to create an assisted feeding plan.

After attending this session, participants will be able to:

1. Identify the specific responsibilities of each multidisciplinary team member (e.g., SLP, OT, nurse, teacher, and paraprofessional) in executing a student's feeding observations and plans.
2. Apply current district policies and procedures to ensure all mealtime protocols meet legal and safety compliance requirements.
3. Perform structured assisted feeding observations to identify environmental or behavioral factors that impact a student's safety.
4. Collaborate on the creation of a written assisted feeding plan that includes specific textures, positioning, and emergency procedures.
5. Report increased comfort levels in designing and implementing feeding techniques and managing potential risks through team-based support

SESSION #58

1:45 PM - 2:45 PM

MOVING FORWARD: SUPPORTING STUDENTS TO MOVE TOWARD THEIR ADULT GOOD LIFE

Barbara Sapharas, MA, CCC-SLP, Retired

Charting the LifeCourse is a person centered framework to support and empower people and families. The presentation will focus on how some of the tools can help SLPs learn about a person's valued life outcomes and then how they can provide professional support. The tools are versatile and functional for ALL people across the lifespan from birth through aging as well as across ability. The tools can help all of us plan in our own lives, with our own families as well as in our professional roles. You will leave with the tools and functional tips for implementation.

After attending this session, participants will be able to:

1. Identify the 6 Life Domains to consider for all people.
2. Identify 1-3 Charting the LifeCourse resources to use to support and empower people and families to identify their life outcomes.
3. Identify how to use the Charting the LifeCourse resources to support SLPs to identify strategies/interventions to support students.

SESSION #59

1:45 PM - 2:45 PM (REPEATED OF SESSION #13)

WHAT'S NEW FOR OHIO'S IEP AND ETR FORMS?

Sarah Buoni, Jo Hannah Ward & Chralin Forsthoefel

The Ohio Department of Education and Workforce has revised IEP and ETR forms to align with both state and federal guidelines. This session will outline the updates, describe how the revisions were made, and explain what is required in each new section. Attendees can also examine case studies designed to help ensure compliance. Additional resources will be provided.

After attending this session, participants will be able to:

1. Identify changes that have been made to Ohio's Evaluation Team Report documents.
2. List the information required for each of the areas changed in Ohio's Evaluation Team Report documents.
3. Identify changes that have been made to Ohio's Individualized Education Program documents.
4. List the information required for each of the areas changed in Ohio's Individualized Education Program documents.

TUESDAY AFTERNOON SESSIONS OCTOBER 13, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #60

3:00 PM - 5:00 PM

AAC: READY, SET, GOAL!

Michelle Mineo, MS, CCC-SLP

Creating goals and measuring progress for individuals who use AAC can feel intimidating. In theory, it should be no harder than writing other language goals. The focus must shift to skills that support successful communication. Although goal banks exist, they often require extensive modification or may not fit individual needs. This course provides participants with practical resources and a clear framework to confidently write goals and objectives. Participants practice goal writing, learning the four areas of communicative competence and SMART terminology. The course supports reflection on baseline skills, desired outcomes, and actionable plans to reach those goals successfully independently.

After attending this session, participants will be able to:

1. Identify the three important components used in the provided AAC Goal Framework.
2. List the four areas of communicative competence for AAC use.
3. Identify resources to support writing goals.
4. Write one goal, with at least 2 objectives, using the framework provided.
5. Describe elements that make a "SMART" goal.

SESSION #61

3:00 PM - 5:00 PM

FROM CLINIC TO CLASSROOM: NEXT-GEN TOOLS FOR CLINICAL SUPERVISION

Cassandra Wilson, MA, CCC-SLP, Nicole Wiksten, MS, CCC-SLP Abby Foltz Hottle, MA, CCC-SLP

**SUPERVISION
SESSION**

Clinical supervision is rapidly evolving alongside changing learner needs, workforce demands, increasing caseload complexity, and shifting training models across clinical and educational settings. This interactive panel session brings together clinical education leaders and supervisors to share practical, evidence-informed strategies for supporting today's graduate clinicians across diverse placement environments, including school-based settings. Topics include supervising Gen Z learners, addressing readiness gaps and performance concerns, navigating difficult supervisory conversations, integrating ethical AI and technology supports, and exploring innovative supervision models that strengthen student preparedness for contemporary clinical practice.

After attending this session, participants will be able to:

1. Identify common readiness strengths, supervision challenges, and performance concerns encountered across contemporary graduate clinical placements, including school-based settings.
2. Apply practical, evidence-informed supervision strategies that support today's learners while maintaining clinical rigor, professionalism, and accountability.
3. Evaluate supervision approaches that promote clinical competence, resilience, and readiness across diverse service delivery settings.

SESSION #62

3:30 PM - 5:00 PM

FROM LANGUAGE TO LITERACY: ESSENTIAL KNOWLEDGE FOR SPEECH-LANGUAGE PATHOLOGISTS

Amy Pratt, PhD

Speech-language pathologists play a critical role in supporting literacy development across the continuum of prevention, assessment, and intervention. This seminar provides an evidence-based introduction to the language foundations of reading, the Simple View of Reading, and the relationship between oral and written language. Participants will explore the speech-language pathologist's role in literacy within school settings, review current research on developmental language disorder and dyslexia, and discuss collaborative approaches to supporting children with co-occurring language and reading difficulties. Practical assessment and intervention strategies will be highlighted to help clinicians translate research into effective, evidence-based practice.

After attending this session, participants will be able to:

1. Describe speech-language pathologists' role in the prevention, assessment, and intervention of reading disorders in school settings.
2. Explain the relationship between oral language and reading development, including how language skills contribute to word recognition and reading comprehension.
3. Apply evidence-based principles to select assessment and intervention strategies that support children with language and reading difficulties, including those at risk for dyslexia.

TUESDAY AFTERNOON SESSIONS OCTOBER 13, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #63

3:00 PM - 5:00 PM

FROM REFERRAL TO CLASSROOM IMPACT: A COLLABORATIVE APPROACH TO EARLY CHILDHOOD
SPEECH-LANGUAGE SERVICES

Lauren Murphy Arner, MA, CCC-SLP

School-based SLPs and educators navigate complex decisions related to referral, eligibility, goal development, and classroom implementation often in systems that can feel fragmented. This session discusses these processes through a collaborative, interprofessional lens, with a focus on early childhood settings. Participants will explore how to reduce over-referral, use evaluation information meaningfully, and partner with teams to develop functional, classroom-based goals. Practical guidance will highlight how collaboration across providers supports effective decision-making and promotes inclusive practices that support positive outcomes for children in early childhood settings.

After attending this session, participants will be able to:

1. Differentiate MTSS support versus special education eligibility using collaborative decision-making.
2. Apply at least two strategies for developing classroom-based goals through collaborative planning.
3. Describe key features of effective interprofessional practice that support inclusive practices in early childhood settings.

SESSION #64

3:00 PM - 5:00 PM

HANDS-ON CAPTIONING TOOLS: EXPLORING REAL-TIME ACCESS OPTIONS FOR DEAF AND
HARD OF HEARING STUDENTS

Mandi Hinton, AuD, CH-EdAud & Christina Barr, MEd, BCBA

AUDIOLOGY
SESSION

Captioning tools and options are rapidly expanding, creating new opportunities for access for students who are Deaf and Hard of Hearing. This interactive learning lab will provide educational audiologists and speech-language pathologists with hands-on experience using a variety of captioning apps, platforms, and built-in accessibility features. Participants will explore real-time captioning options across devices and learn practical considerations for implementation in educational settings. The session will also address how professionals can evaluate captioning options and advocate for appropriate tools that support equitable communication access for students who are Deaf and Hard of Hearing.

After attending this session, participants will be able to:

1. Identify at least three captioning applications or accessibility tools that can support communication access for students who are Deaf or Hard of Hearing.
2. Demonstrate how to activate or use captioning features on commonly used devices and applications.
3. Compare key features, strengths, and limitations of multiple captioning tools for educational environments.
4. Describe strategies for advocating for appropriate captioning supports for students on their caseloads.

SESSION #65

3:00 PM - 5:00 PM (REPEAT OF SESSION #33)

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

Gregg Thornton, Esq

ETHICS
SESSION

Through interactive survey questions, participants will review real case studies involving ethical dilemmas that can arise in the school setting and discuss approaches to successfully resolving them.

After attending this session, participants will be able to:

1. Identify sections of the Ohio licensure board's code of ethics to successfully resolve ethical dilemmas.
2. List the steps in the ethical decision-making process in order to successfully resolve ethical dilemmas.
3. List the requirements under the Duty to Report.

TUESDAY AFTERNOON SESSIONS OCTOBER 13, 2026

SESSION LISTINGS, ABSTRACTS & LEARNER OUTCOMES

SESSION #66

3:00 PM - 5:00 PM

TOOLS FOR ASSESSING AND TREATING SPEECH SOUND ERRORS IN THE SCHOOL SETTING

Hayley S. Arnold, PhD, CCC-SLP

This course will address the role of school-based speech-language pathologists in treating speech sound errors along with service delivery model options. The course will present tools for assessment that ensure educational impact is measured. Techniques for treating multiple sound errors and low intelligibility, which consider target selection and norms, will be included. Tools for eliciting rhotics and sibilants will be presented. Strategies for treating childhood apraxia of speech (CAS) will be discussed. Innovative service delivery options will be discussed.

After attending this session, participants will be able to:

1. Explain the speech-language pathologist's role related to students' speech sound errors and service delivery models that maximize impact and efficiency.
 2. Use updated assessment methods of functional and educational impact of speech sound errors.
 3. Describe methods for treating students with multiple errors to maximize speech intelligibility.
 4. Demonstrate strategies for eliciting rhotics and sibilants.
 5. Detail actions to address childhood apraxia of speech (CAS).
-

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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.

• • • • •

Allison Acerra, MA, CCC-SLP

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

Alicia Alverson MS, CCC-SLP, ATP

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

Lauren Murphy Arner, MA, CCC-SLP

The presenter is a salaried employee of ASHA. Lauren is receiving paid conference registration from OSSPEAC for presenting her session. The presenter is an ASHA and CEC member.

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.

Hayley S. Arnold, PhD, CCC-SLP

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

Heather Asch, RN, BSN, LSN

The presenter is a full time employee of Dublin City Schools and receives a salary. Heather is receiving paid conference registration from OSSPEAC for presenting her session.
The presenter has no nonfinancial relationships to disclose.

Christina Barr, MEd, BCBA

The presenter is a salaried employee from the Montgomery County Educational Service Center. Christina is receiving an honorarium from OSSPEAC for presenting her session.
The presenter has no nonfinancial relationships to disclose.

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• • • • •

Leah Benjamin, MA, CCC-SLP

The presenter is a full-time employee of Tobii Dynavox. Because of the unique characteristics of the product(s), this presentation will focus exclusively on Tobii Dynavox solutions and will not include information on other similar communication or educational product(s).

The presenter has no nonfinancial relationships to disclose.

Rachel Bican PT, DPT, PhD

The presenter is a paid employee of Ohio University.

The presenter has no nonfinancial relationships to disclose.

Marge Blanc, MA, CCC-SLP

These sessions are based on Marge Blanc's research, which was published as Natural Language Acquisition on the Autism Spectrum: the Journey from Echolalia to Self-Generated Language. The non-profit center Marge directs, Communication Development Center, receives 20% royalties when the book is sold through Northern Speech Services. CDC receives a stipend from OSSPEAC and other sponsoring entities when Marge presents webinars, courses, and sessions such as these. For the last three years, Marge has received an annual salary of \$75,000 from CDC, but did not in its previous 27 years. Marge is receiving an honorarium from OSSPEAC for presenting her session.

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.

Sarah Buoni

The presenter has no relevant financial relationships to disclose.

The presenter has no nonfinancial relationships to disclose.

Kelliann Calabria, MS, CCC-SLP

The presenter is a full time employee of Dublin City Schools and receives a salary. Kelliann is receiving paid conference registration from OSSPEAC for presenting her session.

The presenter has no nonfinancial relationships to disclose.

Irina Castellanos, PhD

The presenter is receiving an honorarium from OSSPEAC for presenting her session.

The presenter has no nonfinancial relationships to disclose.

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Kristen Shepherd Crish, EdD, CCC-SLP

The presenter is employed by the University of Akron and receives a salary.

The presenter is the Graduate Program Coordinator at the University of Akron.

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.

Madeline Durante, MS, CCC-SLP

The presenter is receiving an honorarium from OSSPEAC for presenting her session.

The presenter has no relevant nonfinancial relationships to disclose.

Tamieka Fields, Member Education Specialist

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

Amanda L. Fitz, MA, CCC-A

The presenter is receiving an honorarium from OSSPEAC for presenting her session.

The presenter has no relevant nonfinancial relationships to disclose.

Abby Foltz Hottle, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose.

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

Chralin Forsthoefel

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

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Stacey H. Gardner, MA, CCC-SLP

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

Brooke Gasiewski, MA, CCC-SLP

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

Johanna Gilland, MA, CCC-SLP

The presenter employed by the Mid-Ohio Educational Service Center (MOESC) and receives a salary as Regional SLP Consultant providing professional development, consultation, and training on AI and special education practices.

The presenter an OSSPEAC member and prior presenter. Johanna is an American Speech-Language-Hearing Association (ASHA) member Presenter/trainer on AI applications in special education at local, regional, and statewide events.

Jocylene Graham, MA, CCC-SLP

The presenter Jocylene Graham is Founder/CEO of Azelo, LLC - a text based communication tool designed to reduce common barriers to communication between the client and the therapist (www.azeloapp.com). She is Owner/SLP of JWGraham Speech Therapy Services, LLC - a private practice providing speech therapy, assessments and consultations in person and virtually. Jocylene has received intellectual property rights and honorarium from OSSPEAC for presenting her session.

The presenter has no relevant nonfinancial relationships to disclose.

Jennifer Hayhurst

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

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.

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Lindsey Hockel, MS, CCC-SLP

The presenter is CEO of Speechy Things, LLC (Rock the R®) and provides speech therapy services. Lindsey receives compensation from related products and services, royalties from Bjorem Speech® and Speech Tree Co., participates in the Amazon affiliate program, and is exploring a financial partnership with the staRt app. Lindsey is being paid an honorarium from OSSPEAC for her presentations, which are educational in nature. The presenter's is a member of TSHA and ASHA.

Allison Hoffmann, MA, CCC-SLP

The presenter has no relevant financial relationships to disclose. 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.

K. Todd Houston

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

Farwa Husain, MS, CCC-SLP

The presenter is the founder and owner of One-on-One Speech Therapy and First Phrases. Farwa Husain is receiving an honorarium from OSSPEAC for presenting her sessions. The presenter serves as president of MCSHA and is a member of ASHA and NBASLH.

Marie Ireland

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

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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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Hannah Johnson

The presenter is a full-time employee of Tobii Dynavox. Because of the unique characteristics of their product(s), this presentation will focus exclusively on Tobii Dynavox solutions and will not include information on other similar communication or educational product(s).

The presenter has no relevant nonfinancial relationships to disclose.

Laura Justice, PhD, CCC-SLP

The presenter receives royalties from several textbooks which are not discussed in this presentation. Laura is receiving an honorarium from OSSPEAC for presenting her session.

The presenter has no relevant nonfinancial relationships to disclose.

Jackie Kearns, MA, CCC-SLP

The presenter is receiving an honorarium from OSSPEAC for presenting.

The presenter has no relevant nonfinancial relationships to disclose.

Lauren Keller, AuD

The presenter is receiving paid conference registration from OSSPEAC for presenting her session.

The presenter has no relevant nonfinancial relationships to disclose.

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.

Kelley Long

The presenter has no relevant financial relationships to disclose.

The presenter has no relevant nonfinancial relationships to disclose.

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Michelle Mineo, MS, CCC-SLP

The presenter is an Employee/Owner of PRC-Salttillo. A complimentary exhibitors table is being provided to Michelle by OSSPEAC.

The presenter is a member of ASHA and ASHA Sig 12.

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.

Katerina Ntourou, PhD, CCC-SLP

The presenter is receiving an honorarium from OSSPEAC for presenting this session.

The presenter has no relevant nonfinancial relationships to disclose.

Janette Ozoa, MS, CCC-SLP

The presenter is a paid employee of Smartbox. Janette receives free equipment in her role as AAC consultant with Smartbox.

The presenter has no relevant nonfinancial relationships to disclose.

Jara Packer, EdD, CCC-SLP

The presenter is a full time employee of Dublin City Schools and receives a salary. Jara is receiving paid conference registration from OSSPEAC for presenting her session.

The presenter has no relevant nonfinancial relationships to disclose.

Rachael Parkin, MEd, CCC-SLP

The presenter owns a private practice, Express Yourself Speech Therapy LLC. Rachel Parkin is receiving paid conference registration from OSSPEAC for presenting her session.

The presenter has no relevant nonfinancial relationships to disclose.

Amy Pratt - Session #47

The presenter is an employee of the University of Cincinnati and receives a salary. Her research is funded by research grants from the National Institutes of Health (R21DC019996: PI) and Department of Education (R305A210136, CO-I). She received consulting fees from Multitudes and Early Bird, two commercial dyslexia screeners. Amy is receiving an honorarium from OSSPEAC for presenting her session.

The presenter has no relevant nonfinancial relationships to disclose.

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Amy Pratt - Session #62

The presenter is receiving an honorarium from OSSPEAC for presenting her session.

The presenter has no relevant nonfinancial relationships to disclose.

Megan Rawlins, MEd

The presenter is a co-author with Jen Schmidt on the book titled, "Yes, Please Tell Me"- published through Horizons Publishing. Megan receives a portion of sales from the text.

The presenter has no relevant nonfinancial relationships to disclose

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

The presenter is employed by Oakland Myo and Wellness Institute. Michelle is receiving an honorarium from OSSPEAC for presenting her session.

The presenter is employed part-time by a public school in Michigan.

Shari Robertson, PhD, CCC-SLP

The presenter is the owner of Dynamic Resources, LLC and receives royalties. Shari is receiving an honorarium from OSSPEAC for presenting her sessions.

The presenter has no relevant nonfinancial relationships to disclose.

Barbara Sapharas, MA, CCC-SLP, Retired

The presenter is receiving an honorarium from OSSPEAC for presenting this session.

The presenter has no relevant nonfinancial relationships to disclose

Jennifer Schmidt

The presenter receives royalty payments from Future Horizons for her books and is receiving an honorarium from OSSPEAC for presenting this session.

The presenter has no relevant nonfinancial relationships to disclose.

Michael Scott, AuD

The presenter is receiving an honorarium from OSSPEAC for presenting this session.

The presenter has no relevant nonfinancial relationships to disclose.

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Ali Solberg, MA, CCC-SLP

The presenter is receiving paid conference registration from OSSPEAC for presenting her session.
The presenter has no nonfinancial disclosures to report.

Marina Sorrell

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

Gregg Thornton, Esq

The presenter is employed by the Ohio Speech and Hearing Professionals Board.
The presenter is an affiliate member of the American-Speech-Language Hearing Association, American Academy of Audiology, and the International Hearing Society. He is an at-large delegate on the Audiology and Speech-Language Pathology Interstate Compact. He is on the Board of Directors with the National Council of State Boards of Examiners for Speech-Language Pathology and Audiology.

Sara Vank

The presenter is paid by Cincinnati Public and by KTL for speech and language services and is receiving an honorarium from OSSPEAC for presenting this session.
The presenter is a family mentor for Family Projects with Starfire Council of Greater Cincinnati.

Peter Wagreich, MA, CCC-SLP

The presenter is a full-time salaried employee of Cincinnati Children's Hospital Medical Center.
The presenter has no relevant nonfinancial relationships to disclose.

Elizabeth Walker, PhD, CCC-A/SLP

The presenter is the recipient of NIH-funded grants and is receiving an honorarium from OSSPEAC for presenting this session.
The presenter has no relevant nonfinancial relationships to disclose.

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Jo Hannah Ward

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

Gail M. Whitelaw, PhD

The presenter is receiving paid conference registration from OSSPEAC for presenting this session.
The presenter has no relevant nonfinancial relationships to disclose.

Nicole Wiksten, MS CCC-SLP

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

Cassondra Wilson, MA, CCC-SLP - Session #16

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

Cassondra Wilson, MA, CCC-SLP - Session #61

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

Krista Yuskow - Session #1

The presenter receiving compensation for travel costs from OSSPEAC for presenting this session.
The presenter is a consultant to Oticon Canada's Partnership in Hearing.

Krista Yuskow - Session #5

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

Caitlin Zaluski, MA, CCC-SLP, BCBA

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

Renee Zegar, MS, CCC-SLP

The presenter is receiving paid conference registration from OSSPEAC for presenting her session.
The presenter has no relevant nonfinancial relationships to disclose.

Meet Our Presenters

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.

Alicia Alverson MS, CCC-SLP, ATP

Alicia Alverson is a speech-language therapist with expertise in alternative access and augmentative and alternative communication (AAC). Pulling from work in adapting general education curricula for students with complex bodies and modifying AAC vocabularies for people using auditory scanning, Alicia brings a holistic and person-centered approach to communication access. She is passionate about promoting agency, autonomy, and meaningful participation through assistive technology integration. Alicia is also a co-guardian for an individual who uses AAC, which informs her empathetic and advocacy-driven practice. Outside of and separate from her work at Smartbox, she operates a small private practice focused on empowering individuals with their AAC/AT systems and supporting their families.

Lauren Murphy Arner, MA, CCC-SLP

Lauren Arner, MA, CCC-SLP, is an associate director for ASHA's school services in speech-language pathology team with a specialized background in pediatric language and literacy, AAC, and interprofessional practice in the school and early childhood settings. Lauren is currently a PhD student at Texas Woman's University's Special Education Program with a concentration in communication sciences. At ASHA, Lauren focuses on initiatives to support SLPAs and SLPs in schools including presenting, moderating, and creating professional development programs. Lauren's research interests include developmental language disorders, literacy, and educator preparation.

Hayley S. Arnold, PhD, CCC-SLP

Dr. Hayley Arnold is an associate professor in the Speech Pathology and Audiology program at Kent State University. Her research focuses on developmental stuttering, but she also teaches courses related to speech sound disorders and provides instruction in the university's in-house clinic.

Heather Asch, RN, BSN, LSN

Heather is a registered nurse with 25 years of experience. She received her BSN from Mount Carmel College of Nursing and her school nurse license from Ashland University. She has been in school nursing for 7 years, all with Dublin City Schools.

Christina Barr, MEd, BCBA

Christina Barr is a licensed Teacher of the Deaf at Montgomery County Education Service Center. In her role as an itinerant educator, she provides services to students across multiple school districts. Her responsibilities also include supporting teachers and staff with accommodations and assistive technologies. She is dedicated to the effective use of captioning devices and other technological tools to enhance communication and learning.

Meet Our Presenters



Leah Benjamin, MA, CCC-SLP

Leah is an SLP who has been working as a Tobii Dynavox Solutions Consultant for 2.5 years; she is dedicated to giving people access to communication and continuing to educate on the benefits of AAC.



Rachel Bican PT, DPT, PhD

Dr. Rachel Bican, PT, DPT, Ph.D. is an Assistant Professor in Physical Therapy and the Principal Investigator of the Pediatric FUNCTIONal Mobility (FUN) Lab at Ohio University. Her research focuses on improving access to rehabilitation and motor outcomes for children with disabilities. To do this, her work focuses on optimizing current clinical practices and developing novel rehabilitation delivery models to improve access to care for medically underserved communities.



Marge Blanc, MA, CCC-SLP

Marge has been a pediatric Speech-Language Pathologist for more than 50 years, and reports that she has loved every minute of it! After working in public schools in the US and Canada for 20 years, Marge met her first autistic client in 1993 when she was a Clinical Associate Professor at the University of Wisconsin-Madison. She recognized gestalt language processing in that client, and honored language development through the ways supported by the research of Barry Prizant, Ann Peters, and colleagues. Her article detailing this client's three-year journey from echolalia to advanced grammar was published in the Autism Aspergers Digest in 2005 as "Finding the Words: to Tell the Whole Story." It was there that the term Natural Language Acquisition was born, chosen to reflect the naturalness of gestalt language development. Marge then conducted clinical research as part of her team's service-delivery at the Communication Development Center in Madison, WI which she co-founded in 1997. Her 15 years of longitudinal research described gestalt language development in a wide variety of children, primarily autistic children. Her detailed description and quantification of gestalt language development was published in 2012, in a book dedicated to parents and clinicians, Natural Language Acquisition on the Autism Spectrum: the Journey from Echolalia to Self-Generated Language. NLA was first presented to the American Speech-Language-Hearing Association in 2014, in an address co-authored by Barry Prizant. Case examples on NLA have been presented at ASHA Conventions almost yearly since that time. Marge has been actively sharing NLA via consultations, courses, and webinars throughout the world, and through the CDC website, communicationdevelopmentcenter.com. She co-authored the open access article, "Using the Natural Language Acquisition Protocol to Support Gestalt Language Development" (Blanc, Blackwell, & Elias, 2023), published in ASHA Perspectives, co-admins several study groups, co-conducts a parent group, and meets with SLPs/SLTs in various countries to translate international materials and to support colleagues' endeavors internationally. Her current research interest is documenting language development that appears to fall along a continuum between analytic and gestalt processing. She can be reached at communicationdevelopmentcenter@gmail.com.



Angela Brouhard, MA, CCC-SLP

Angela Brouhard is the Regional SLP Consultant for the Southwest Region of Ohio, working out of the Madison Champaign Educational Service Center, and bringing over three decades of experience as a dedicated speech-language pathologist. Her work centers on delivering practical, high-impact strategies to address the challenges of today's school environment, focusing on workload management and the measurable improvement of student outcomes. Angela is committed to empowering SLPs to effectively evolve their clinical practices and collaborate across disciplines to meet the complex communication needs of all students.

Meet Our Presenters

Sarah Buoni



Sarah Buoni serves as the Associate Administrator for the Office for Exceptional Children at the Ohio Department of Education and Workforce. Sarah oversees the Diverse Learner Team, which provides technical assistance to educational agencies regarding literacy, students with low incidence and sensory disabilities, related services, alternate assessment, and post-secondary transition services. The team also provides data driven guidance, professional learning resources, and connects with state, regional, and local associations. Sarah oversees the work of this team, assists with the implementation of the Individuals with Disabilities Education Act (IDEA), and is directly involved in several state initiatives including the State Systemic Improvement Plan and the State Personnel Development Grant. Sarah has over 20 years of experience in education both as a teacher and as an administrator. Her background includes working as an itinerant teacher for the deaf and hard of hearing and supervision of teachers of the deaf and hard of hearing in Arizona. In Ohio, Sarah has worked as the low incidence and sensory disability consultant for the Department and has been both the Assistant and Associate Administrator for the Diverse Learner Team. In addition, Sarah serves as the Ex-Officio Trustee for the Federal Quota Registration for Blind Students. Throughout her career, Sarah has worked with students and families to ensure an accessible, collaborative learning environment that allows all students to be challenged and prepared for school, life and their future career. Sarah received a Master of Education in Educational Administration and Supervision from Arizona State University and a Bachelor of Arts in Special Education and Deaf Education from Michigan State University.

Kelliann Calabria, MS, CCC-SLP

Kelliann is a Speech Language Pathologist with 15 years of experience. She received her undergraduate degree from Kent State University and her master's degree from Texas A&M University-Kingsville. She has worked in various settings including private clinics, inpatient and outpatient hospital settings, and schools. Her specialties include dysphagia and assistive technology.

Irina Castellanos, PhD



Irina Castellanos, PhD, Assistant Professor and Philip F. Holton Scholar in Otolaryngology, joined the Department of Otolaryngology-Head and Neck Surgery at Indiana University School of Medicine in October 2023. Dr. Castellanos received her Ph.D.* in Developmental Science from Florida International University, where she was trained in multisensory perception. She then completed a postdoctoral fellowship at Indiana University School of Medicine, which provided specialized training across several fields, including Otolaryngology, Cognitive Hearing Science, and Pediatric Clinical Psychology. Dr. Castellanos' research interests center on neurocognitive and social-cognitive development and functioning across the lifespan in individuals with and without hearing loss. She maintains three areas of research: (1) social, emotional, and behavioral adjustment following hearing loss, (2) the psychology and physiology of stress and coping, and (3) early language learning during parent-child interactions. Dr. Castellanos serves as the Director of the DeVault Otologic Research Laboratory.

Meet Our Presenters



Kristen Shepherd Crish, EdD, CCC-SLP

Kristen Crish is a faculty member and Graduate Program Coordinator in Speech-Language Pathology at the University of Akron. Dr. Crish is a licensed speech-language pathologist with clinical and teaching expertise in pediatric feeding and swallowing disorders. She has extensive clinical experience working with infants and children with feeding difficulties across medical and outpatient settings. Her work focuses on training graduate clinicians in pediatric feeding assessment and intervention through coursework and simulated clinical learning experiences. Dr. Crish has presented internationally on pediatric feeding and interdisciplinary care and teaches graduate-level coursework related to pediatric feeding, language development, literacy, and augmentative and alternative communication.



Heather Davey, MA, CCC-SLP

Heather Davey is the Related Services Supervisor at the Miami County Educational Service Center. She provides support to speech-language pathologists and occupational therapists. 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 and serves as the treasurer for OSSPEAC. Heather partners closely with speech-language pathologists and occupational therapists to bridge the gap between clinical goals and classroom success, ensuring every student has the specialized support they need to thrive.



Shellby Davis, MA, CCC-SLP

Shellby Davis is a school based SLP with 10 years of experience with working with students from preschool to past graduation age. She earned her bachelor's (2014) and master's degree (2016) from the University of Cincinnati. Shellby has previously worked in the Cincinnati area, the Seattle area, and the Columbus area with diverse populations of students and their families. She currently works as an education program specialist on the Supports and Monitoring team in the Office for Exceptional Children at the Department of Education and Workforce. As a licensed school-based speech language pathologist, she provides the lens of a related service professional to the Supports and Monitoring team and IDEA Reviews. Shelby currently hosts the Supports and Monitoring Informational Sessions (SAMIS) every month on current topics regarding compliance from the field.



Madeline Durante, MS CCC-SLP

Madeline Durante joined Marburn Academy in 2022 as a Speech-Language Pathologist. She holds a bachelor's degree in Speech Pathology and Audiology from Miami University and a master's degree in Communication Sciences and Disorders from Georgia State University. She has worked in education since 2016 and is a member of the IDA Central Ohio Board of Directors. In her free time, she enjoys reading, cooking, taking spin classes, walking her dog, Scarlett, and exploring Columbus.



Tamieka Fields, Member Education Specialist

As a Member Education Specialist, Tamieka is passionate about making complex benefits information simple and accessible. Through engaging presentations and personalized support, she helps educators and retirees feel informed, confident, and prepared for their retirement journey.

Meet Our Presenters

Amanda L. Fitz, MA, CCC-A

Amanda Fitz is an educational audiologist in Southwest Ohio employed at the Hamilton County Educational Service Center. Prior to transitioning to the educational setting, she worked as an aural rehabilitation audiologist at Cincinnati Children's Hospital, specializing in auditory skill development and treatment of children with multiple disabilities. She has presented at the local, state, and national levels on various related topics, including cochlear implant outcomes in children with multiple handicaps, interdisciplinary collaboration in the treatment of complex children, and facilitation of auditory development within the classroom.

Chralin Forsthoefel



Chralin Forsthoefel is an Assistant Administrator with the Ohio Department of Education and Workforce. She leads the Supports and Monitoring Team, guiding statewide efforts to strengthen local educational agency implementation of the Individuals with Disabilities Education Act (IDEA) and improve outcomes for students with disabilities. In this leadership role, she oversees monitoring activities, supports strategic planning, and ensures that educational agencies receive high-quality guidance and technical assistance aligned with state and federal requirements. Since joining the department in 2021, Chralin has conducted a variety of IDEA reviews to monitor educational agencies, provided targeted technical assistance and training, and collaborated closely with educational agencies and state support teams to develop policies, procedures, and improvement plans tailored to local needs. Chralin brings more than 2 decades of experience across education, developmental disabilities, and behavioral health settings. She previously served as a Qualified Intellectual Disability Professional with the Ohio Department of Developmental Disabilities, where she coordinated habilitation programming, supervised clinical and direct care staff, completed crisis related assessments, authored individualized programs, and led incident reviews to improve safety and support systems. Her background also includes service coordination at a County Board of Developmental Disabilities, where she facilitated provider collaboration, coordinated individualized services, and delivered emergency and protective services. Her earlier work as an Applied Behavior Analyst Therapist at an Autism Clinic, psychiatric support staff at a large urban Hospital, and both Recreation Specialist and Residential Assistant within a County's developmental disability service system further enriched her expertise in behavioral interventions, therapeutic programming, and person centered supports across clinical, residential, and community based environments. Chralin holds an Executive Master of Business Administration and a Bachelor of Science in Education from Bowling Green State University. She is dedicated to advancing equitable, effective educational systems and supporting educational agencies in building sustainable structures that promote meaningful, long-term success for learners with disabilities.

Stacey H. Gardner, MA, CCC-SLP



Stacey Gardner is a licensed speech language pathologist. She has worked at Orange City Schools for 30 years with students from preschool to 7th grade. She has served on the OSSPEAC Board over the last 10 years on a variety of committees, as SLP at Large, as Secretary and as President. She enjoys teaching children of all ages to communicate. Stacey graduated with an undergraduate degree from the College of Wooster and a master's degree from Kent State University.

Brooke Gasiewski, MA, CCC-SLP



Brooke Gasiewski is a practicing elementary school based speech-language pathologist. Brooke is an active ASHA member and OSSPEAC member. She has worked for Orange City Schools for 4 years previously with grades 3-4 and currently with preschool students. Brooke is especially interested in working with students who have complex communication needs. Brooke graduated with an undergraduate and masters degree from Kent State University.

Meet Our Presenters



Johanna Gilland M.A., CCC-SLP

Johanna Gilland is an Ohio Regional Speech-Language Pathology Consultant with the Mid-Ohio Educational Service Center, specializing in special education compliance, workload systems, and AI-enabled practice. Over the past two years, she has delivered extensive professional development at the local, regional, and statewide levels—including presentations at the Ohio AI Summit and OSSPEAC—focused on practical and ethical applications of AI in special education. Johanna is recognized for advancing FERPA-aligned AI use to improve documentation, IEP development, and service efficiency. She leads initiatives supporting SLP teams and administrators in integrating emerging AI tools while maintaining IDEA, ODEW, and ASHA compliance.



Jocyline Graham, MA, CCC-SLP

Jocyline Graham, MA, CCC-SLP is a bilingual Spanish speech-language pathologist specializing in the assessment and treatment of communication disorders in culturally and linguistically diverse children. Her commitment to cultural competence is backed by advanced university-level coursework and immersive training, including a study abroad program in Quito, Ecuador through Portland State University. There, she collaborated with local speech-language pathologists in a special needs school, enriching her global perspective on therapeutic care. With over seven years of experience supporting monolingual and bilingual Spanish-speaking families through her private practice, she also provides consultations to fellow SLPs on best practices in assessing and treating multilingual learners. Jocyline has presented at both local and national levels on the topic of bilingualism, and is the founder of AzeloApp.com, a tool designed to bridge communication gaps between therapists and non-English speaking families. Jocyline's work is rooted in cultural humility, and a commitment to ongoing self-reflection—principles that guide her in making a meaningful impact on the families and professionals she supports.



Mandi Hinton, AuD, CH-EdAud

Mandi Hinton is an Educational Audiologist, Ohio Deaf and Blind Education Services – Statewide Services & Outreach. Dr. Hinton provides statewide consultation, training, and technical assistance to educational teams serving students who are Deaf, Hard of Hearing, or Deafblind. Her work focuses on improving access to instruction through assistive technologies, auditory access, and classroom accommodations. She regularly provides professional development to school teams and families on strategies and tools that support access for students with hearing differences.



Lindsey Hockel, MS, CCC-SLP

Lindsey Hockel is a licensed Speech-Language Pathologist based in Texas with specialized expertise in the assessment and treatment of the R sound. Through her private practice, she exclusively serves individuals with R sound disorders, providing highly focused and individualized therapy. Lindsey is also the founder of Rock the R®, an organization dedicated to advancing clinical excellence by offering evidence-based materials, resources, and professional development opportunities designed to empower speech-language pathologists in achieving superior outcomes in R sound intervention.



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. She provides supervision to graduate and undergraduate students and coordinates the graduate student school practicum experience. She is committed to equitable education and a relationship-based framework of care for her students and clients. She is a mom and advocate.

Meet Our Presenters

Jennifer Hayhurst



Jennifer oversees activities related to advocacy and policy development by building and maintaining strong relationships with key policymakers and stakeholders. Jennifer joined OhioPHP after spending over twenty years specializing in policy development and regulatory advocacy at the Ohio State Medical Association (OSMA). During her time at OSMA, she worked as the primary liaison between the OSMA and Ohio's healthcare-related regulatory agencies. Jennifer has authored and co-authored several publications and has presented on topics such as telemedicine, medical licensure, maintenance of certification, medical marijuana, and Ohio's response to the prescription drug abuse epidemic. Jennifer has also been involved with the development of healthcare provider wellness programs, including Ohio's Well-Being CARE Service. Jennifer began her career as a law firm-based paralegal after obtaining her Associate Degree in Paralegal Studies from Columbus State Community College.

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.

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.

K. Todd Houston, PhD



K. Todd Houston, Ph.D., CCC-SLP, LSLs Cert. AVT is a professor of Speech-Language Pathology at The University of Akron and the Owner and Strategic Life Coach at Sunburst Coaching & Consulting, LLC. With more than three decades of experience in communication sciences, teaching, clinical practice, mentoring, and professional development, he helps helping-professionals use practical language tools to reduce burnout, strengthen confidence, and communicate with clarity in high-pressure settings. His current work focuses on micro-scripts—brief, repeatable phrases that support emotional regulation, boundaries, leadership, and sustainable professional well-being.

Farwa Husain, M.S., CCC-SLP



Farwa Husain is the Founder of First Phrases and One-on-One Speech Therapy. She supports school-based clinicians in implementing neurodiversity-affirming, relationship-based practices that prioritize regulation, safety, and authentic communication. Her work focuses on echolalia as meaningful language and provides clear, actionable strategies that can be embedded into real classroom and therapy routines. Farwa is an international presenter, including sessions at ASHA, and serves as President of the Morris County Speech and Hearing Association. She was named the 2024 NBASLH Clinician of the Year and an ASHA Innovator in the field.

Meet Our Presenters

Marie Ireland



Marie Ireland is an adjunct research associate at Charles Sturt University in Australia, a BoardCertified Specialist in Child Language (BCS-CL) and served as the Virginia Department of Education's specialist for evaluation and eligibility, speech language pathology, and related services for 16 years. She has served as ASHA's Vice President of SLP Practice (2018-2020) and on the executive board of the State Education Agencies Communication Disabilities Council. Her areas of interest include child language, evidence-based assessment, dynamic assessment. She has written numerous books and research articles. She received a national editor's award in 2013 and international award in 2021 for articles on evidence-based practice in the schools. Her research focuses on evaluation and eligibility decision making in the US. She presents regularly at state, national and international conferences and venues. <https://researchoutput.csu.edu.au/en/persons/marie-ireland>

Hannah Johnson



Hannah Johnson is an Education Account Manager on the Boardmaker Team at Tobii Dynavox. She is deeply passionate about creating more accessible and equitable learning environments that foster effective communication for all learners.

Laura Justice, PhD, CCC-SLP



Laura Justice is Distinguished Professor of Educational Psychology at The Ohio State University. A certified speech-language pathologist, Justice is an applied researcher focused on birth-to-five language development and difficulties.

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.

Lauren Keller, AuD



Lauren is a pediatric audiologist with over a decade of experience and a deep personal commitment to the D/HH community. She earned her Doctorate from the Northeast Ohio AuD. Consortium (NOAC) in 2014 and completed her clinical residency at Cleveland Clinic. She has spent the last nearly 10 years supporting Ohio Early Intervention and preschool services with the Franklin County Board of Developmental Disabilities. Having worn hearing aids since the age of three, Lauren brings a valuable perspective to her work, bridging the gap between multidisciplinary teams, professional best practices, and lived experience. Her practice centers on family advocacy and interdisciplinary collaboration (including audiological screenings), with a focus on supporting the unique communication needs of every child—whatever that path may look like. She is also a wife and a busy mom to three young, amazing daughters. Between her professional expertise and her life at home, she is basically a 24/7 specialist in the sounds of a very happy, very loud, and very busy life.

Meet Our Presenters



Bernadette Laughlin, MA, JD

Bernadette Laughlin is the Related Services Specialist at the Ohio Department of Education & Workforce. With a background as both a school-based speech-language pathologist and a special education attorney, she brings a balanced blend of practical and legal insight to her work. She shares her expertise at state and national conferences and stays closely connected to the field through her involvement with ASHA, the Council of Administrators of Special Education, the State Education Agencies Council, and the National Coalition for Personnel Shortages in Special Education and Related Services. Known for her thoughtful, collaborative approach, Bernadette is committed to strengthening services for students and the professionals who support them.



Kelley Long, MBA

Kelley is responsible for implementing the organization's strategic plan. She oversees business and clinical operations of the organization. She facilitates communication between officers and the organization's Board of Directors and staff. She provides communication to stakeholders and regulatory agencies. She has a Bachelor's Degree in Business Administration from Capital University and a Master's Degree in Business Administration from Ashland University. She currently serves on the Board of Directors as Treasurer of the Federation of State Physician Health Programs (FSPHP) and is a member of the FSPHP Executive, Finance, Bylaws, and Funding Development Committees and also serves on the FSPHP Performance Enhancement Effectiveness Review Committee.



Michelle Mineo, MS, CCC-SLP

Michelle is a Miami University graduate, earning both her Bachelor of Science and Master of Science there. Prior to coming to PRC-Salttillo, she provided communication services to adults with developmental disabilities in their homes, work and community. Michelle has utilized low tech to high tech options for her clients, and trained family members and staff to support and promote good communication across environments. She's navigated the funding process, written funding reports, worked with service coordinators to locate alternative funding options, and chaired fundraising events to purchase technology. To further promote communication and access to technology, she led the technology committee that brought computer and tablet technology to the sheltered employment setting that she served. Michelle is a licensed Speech Pathologist, holds ASHA CCC-SLP, and is a member of ASHA Sig 12.



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.

Meet Our Presenters



Katerina Ntourou, PhD, CCC-SLP

Katerina Ntourou is an Assistant Professor at Case Western Reserve University specializing in childhood stuttering, with a research focus on executive functioning, emotional processes, temperament, and anxiety. She has presented nationally and internationally on stuttering and has taught the graduate-level stuttering course for nearly a decade. Dr. Ntourou is also the co-founder and director of the Ohio Stuttering Support Network, a collaborative professional learning community for Ohio-based speech-language pathologists who work with individuals who stutter.



Janette Ozoa MS CCC-SLP

Janette Ozoa received her Masters of Science in Speech-language Pathology in 2015 from Gallaudet University. For 10 years, Janette provided direct speech therapy services to pediatric and young adult populations in the school, outpatient, and homecare settings. She has worked with individuals with complex communication needs throughout her career. Janette began her work as an AAC Consultant with Smartbox in 2025. In her role as an AAC Consultant, Janette assists in the evaluation, placement, training, and implementation of augmentative and alternative communication.



Jara Packer, EdD, CCC-SLP

Jara Packer is an educational administrator and speech-language pathologist with over 25 years of experience in preK-12+ public education. Currently serving as the Student Services Coordinator for Dublin City Schools, she directs special education programs and oversees a multidisciplinary team of professionals to ensure excellence in student support. Dr. Packer holds a Doctorate in Educational Administration from The Ohio State University and a Master's in Speech and Language Pathology from the University of Akron. Her extensive background includes serving as an Adjunct Professor at both The Ohio State University and Ashland University. Throughout her career, Jara has been a champion for innovative practices, specifically in the integration of feeding and swallowing, behavioral programming, assistive and augmentative communication (AAC) and the development of social skills curricula for students with Autism Spectrum Disorder. She is the founder and co-president of WeRoc, a special education peer-to-peer non-profit to help individuals with disabilities socialize outside of school!

Rachael Parkin, M.Ed., CCC-SLP

Rachael Parkin is a Speech Language Pathologist at Shaker Heights School District in Shaker Heights, Ohio and also owns a private practice, Express Yourself Speech Therapy LLC. Prior to working for Shaker she worked for a county board of Developmental Disabilities as an AAC Specialist, consulting to several different school districts, places of employment, and families regarding assistive technology options for communication. She began her AAC journey as one of the AAC evaluators at Cleveland Clinic Children's Hospital for Rehabilitation. Rachael has presented to local Universities and at national conferences, and enjoys talking and teaching about AAC to anyone who will listen!

Meet Our Presenters

Amy Pratt, PhD



Amy Pratt is an assistant professor in the Department of Communication Sciences and Disorders at the University of Cincinnati. Her federally funded research focuses on language and literacy development in multilingual children, with an emphasis on improving the early identification of developmental language disorder and dyslexia through culturally and linguistically responsive assessment. Dr. Pratt has authored over 40 peer-reviewed publications and regularly presents her research to clinical and scientific audiences. She is committed to translating research into practical, evidence-based approaches that help speech-language pathologists and educators improve outcomes for multilingual children and their families.

Megan Rawlins, MEd



Megan Rawlins, M.Ed., is a special education teacher for grades 6-8 at Ankeney Middle School in Beavercreek, Ohio. Megan has 14 years of teaching experience in both general and special education settings in both the elementary and middle school settings. Megan piloted the PEERspective model while also creating and implementing social skill lessons at the middle school level. She has implemented the class within the middle school for 7 years now. This class is designed to help students with autism and other communication needs. Megan is an enthusiastic educator who has presented at several conferences for the PEERspective program, autism and collaboration related to special education. Megan has been recognized as Beavercreek City Schools 2019 teacher of the year. Megan remains an active participant in Beavercreek City Schools Autism Coalition Team, as and runs the district wide behavior programming for middle school students. She has also provided presentations at local Universities in order to help fellow teachers find success in helping students with autism and other behavior needs. Megan co-authored the text, "Yes, Please Tell Me" with Jennifer Schmidt and it is published through Future Horizons.

Michelle Richards, CCC-SLP, TSLI, CLC, CRTP, CertBBM, RYT-200



Michelle Richards is a speech-language pathologist, consultant, and national speaker who splits her time between public schools and her multi-disciplinary private practice in Metro Detroit, where she helps clients from newborns through adults. She received her Bachelor's degree in 2000 and Master's degree in 2002 from Michigan State University. Driven by a deep love for learning, Michelle is passionate about teaching foundational anatomy and physiology in a way clinicians can easily understand and apply. She thrives on working with the most challenging cases to find the root cause, explaining why bodies develop compensations and how even the most disruptive behaviors can be a form of communication. Her professional mission is also deeply personal. When her concerns for one of her own daughters were dismissed by countless medical providers, the experience became the catalyst for her work. That challenge now fuels her passion to educate other clinicians and advocate for essential partnerships between the medical and dental professions, all shaped by her experience as a mother of three (including twins).

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



Dr. Shari Robertson, ASHA Honors and Fellow, Board Certified Specialist in Child Language, spent twenty years practicing in the schools and twenty five years in academia. Robertson, the CEO of Dynamic Resources and the 2019 President of ASHA, has published numerous articles, book chapters, textbooks, and clinical materials and is a nationally and internationally recognized speaker on topics such as language and literacy development, functional intervention strategies, counseling, advocacy, leadership, business management, imaginology, and self-care. The 2019 President of ASHA, Shari is committed to helping her colleagues thrive in their personal and professional lives and continues to spread the message of the importance of making communication, a human right, accessible and achievable for all.

Meet Our Presenters

Barbara Sapharas, MA, CCC-SLP, Retired



Barb has worked with people with disabilities and families for over 50 years. She is a retired SLP and also worked as a Service Coordinator and other roles. She is the older sister of Nick, who was diagnosed with a developmental disability and used several different modes of communication. Her passion and focus is on supporting people and families to have a life they value and are seen as valued community members. The SLP has an important role in supporting people to think about and communicate their vision of a good life as well as work towards that vision. She currently consults with the Family Resource Network of Ohio and the Charting the LifeCourse Nexus at the University of Missouri-Kansas City. She has presented locally and nationally on a variety of topics including communication, self determination, supporting and empowering people and families, caregiver well being, and behavior supports. She is also a Mentor Trainer in the Learning Community for Person Centered Practices.

Michael Scott, AuD



Mike Scott currently serves as the Audiology Manager for Dayton Children's Hospital. He is also a clinical instructor at the University of Cincinnati and guest lectures for various institutions on the topic of auditory implants. Primary focus of research, presentations and publications include auditory (re)habilitation, genetics of hearing loss and optimizing patient outcomes. Dr. Scott enjoys the opportunity to work with patients of all ages but specializes in pediatrics.

Jennifer M. Schmidt, MEd



Mrs. Jennifer M. Schmidt, M.Ed., is the Program Director for the Intervention Specialist and Exceptionalities programs at Wright State University, where she also serves as a lecturer. She brings 28 years of experience in K-12 education, with a career spanning both general and special education classrooms. She began working with students with autism while teaching in Chapel Hill, North Carolina, where she was trained in the TEACCH method. Mrs. Schmidt went on to spend many years at Beavercreek High School in Beavercreek, Ohio, where she co-developed the Communication Class in 2007 alongside a Speech-Language Pathologist colleague. This innovative program, grounded in the PEERspective Learning Approach, continues to thrive and has been successfully replicated in neighboring school districts. Mrs. Schmidt is a frequent presenter at local, state, and international conferences, sharing her expertise in autism, communication instruction, and equipping general education teachers to effectively support students with mild to moderate needs. Her contributions have been recognized with honors including Beavercreek City Schools Teacher of the Year (2012) and the Beavercreek Chamber of Commerce Educator of the Year (2014). She remains actively involved in advancing the field through professional development, collaboration, and mentorship. Mrs. Schmidt is especially committed to supporting schools in implementing effective strategies for teaching pragmatic language skills to students on the autism spectrum through the PEERspective Learning Approach and her published work.

Marina Sorrell, B.A.



Marina Sorrell is an Intervention Specialist at Coy Middle School in the Beavercreek City Schools District. She attended the University of Dayton for her undergrad and has recently started her Master's program in Curriculum and Instruction. Marina is currently in her sixth year of teaching, where she teaches in the small group and inclusion settings. Marina has been teaching the Social Communications Class that uses the PEERspective model for four years now and worked closely with Megan and Jenn during her student teaching and developed a passion for the class design. Marina has enjoyed implementing the PEERspective model and is excited to continue to grow the program at her school.

Meet Our Presenters

Ali Solberg, MA, CCC-SLP



Ali Solberg is a Coordinator of Special Education Services at the Educational Service Center of Lorain County, where she supports related service providers including speech-language pathologists, occupational therapists, physical therapists, and educational audiologists. She earned her bachelor's degree in Communication Sciences and Disorders from Bowling Green State University and her master's degree in Speech-Language Pathology from the University of Cincinnati. Ali has more than 15 years of experience as a speech-language pathologist, working in both medical and school settings. Her diverse background has shaped her collaborative, flexible approach to supporting teams and solving challenges in ways that best serve students.

Gregg Thornton, Esq



Gregg Thornton is the Executive Director of the Ohio Speech and Hearing Professionals Board, which licenses and regulates the practice of audiology, hearing aid dealing and fitting, and speech-language pathology in the state of Ohio. Mr. Thornton frequently presents on the topic of resolving ethical dilemmas across the state, regionally in the mid-west, and nationally. Additionally, he has co-authored on the topic of ethics.

Sara Vank



Sara Vank is a dedicated Speech-Language Pathologist who serves the Cincinnati Public Schools district and provides early intervention services through KTL in Kentucky. Since 2022, Sara has been a prominent voice in Ohio and Kentucky, presenting on Humanity Anchors and supporting students with complex accessibility needs. Passionate about Augmentative and Alternative Communication (AAC), she focuses on fostering meaningful communication and actively rewriting the narrative of disability within the educational system. Beyond her clinical work, Sara is a frequent guest lecturer at University of Cincinnati graduate programs, where she shares the dual perspective of a professional and a family member to champion a "humility lens" in modern practice.

Peter Wagreich, MA, CCC-SLP



Peter Wagreich is a speech-language pathologist at Cincinnati Children's Hospital Medical Center. He earned an undergraduate degree in Linguistics from University of California Santa Cruz and a master's degree in Speech-Language Pathology from Northwestern University. His clinical experiences and interests include pediatric voice, cleft palate and resonance, and the use of ultrasound visual biofeedback in speech therapy. He is an active clinician in the Center for Pediatric Voice Disorders and Velopharyngeal Insufficiency Clinic.

Elizabeth Walker, PhD, CCC-A/SLP



Elizabeth Walker, PhD, CCC-A/SLP, is a professor in the Department of Communication Sciences and Disorders at the University of Iowa and the Director of the Pediatric Audiology and Language Laboratory. Her NIH-funded research focuses on pediatric audiology, specifically examining malleable factors that support listening and language outcomes for children who are deaf or hard of hearing. She has published over 80 peer-reviewed articles in the area of pediatric audiology and aural habilitation and has co-written a textbook on pediatric amplification. She has given numerous invited talks at the state, national, and international levels. She is the recipient of two Editors' awards from ASHA: one from the Journal of Speech, Language, and Hearing Research and one from the American Journal of Audiology.

Meet Our Presenters

Jo Hannah Ward



Jo Hannah serves as the Administrator for the Office for Exceptional Children for the Ohio Department of Education and Workforce. The Office for Exceptional Children provides leadership, assistance and oversight to school districts and other entities that provide differentiated instruction* for students with disabilities; administers state and federal funds; coordinates and administers programs to improve outcomes for students with disabilities; and provides technical assistance to districts and educational agencies around issues of compliance with the Individuals with Disabilities Education Improvement Act (IDEA). Jo Hannah has 30 years of experience in education. Her background includes direct classroom experience, building level leadership and experience with mental health services in schools for students. Jo Hannah most recently has served as the executive director for the Center for Continuous Improvement, and prior to that appointment served as Director of the Office for Improvement and Innovation for three years, Assistant Director in the Office for Exceptional Children for twelve years, and she served as the Deputy Superintendent at the Ohio Department of Youth Services and the Franklin County Court Juvenile Detention Facility providing oversight of 10 different departments providing youth programming in areas such as; education, transition, and mental health services. Throughout her career, she has worked with education and community service agencies to help students with special needs succeed both academically and in their communities. Ward received a Master of Education from the University of Dayton and has a Bachelor of Science degree from The Ohio State University. She also is a Licensed Professional Clinical Counselor (L.P.C.C.) in the state of Ohio.

Nicole Wiksten, MS, CCC-SLP, BCS-S

Nicole Wiksten is a Clinical Assistant Professor in the Department of Speech and Hearing Science at The Ohio State University. She is a board-certified specialist in swallowing and swallowing disorders. She teaches graduate dysphagia content, provides clinical education in the academic outpatient swallowing clinic, and serves as the 2nd-year off-site medical placement coordinator for OSU's SLP program. Nicole also practices clinically in acute care at The Ohio State University Wexner Medical Center.

Cassandra Wilson, MA, CCC-SLP



Cassandra Wilson is an ASHA- certified speech-language pathologist and Clinical Assistant Professor in the Department of Speech and Hearing Science at The Ohio State University. She serves as the SLP Faculty for the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program at the Nisonger Center, where she mentors interdisciplinary trainees and lectures on communication and leadership in neurodevelopmental disabilities. Cassandra also serves as the Coordinator for Off-Site Pediatric Placements for the Ohio State University M.A. SLP program, supporting graduate student clinical education across school, medical, and community pediatric settings. She teaches graduate coursework in school-age language disorders and provides clinical education to graduate student clinicians. She is actively engaged in community-based initiatives and presents regionally and nationally on inclusive practices, clinical education, and technology integration for neurodiverse learners.

Gail M. Whitelaw, PhD



Gail Whitelaw, PhD, is a clinical professor, clinic director, and audiologist in the Department of Speech and Hearing Science at The Ohio State University. Dr. Whitelaw has taught coursework on tinnitus to graduate students in Speech and Hearing Science for decades. She is a frequent presenter at state, national, and international conferences on the topic of ethics, with an emphasis on clinical applications. She uses the ethics of care as a foundation to address ethical considerations across a broad range of professional issues and considerations.

Meet Our Presenters

Krista Yuskow

Dr. Krista Yuskow is an Educational Audiologist with over 25 years of experience dedicated to optimizing academic access for students who are deaf or hard of hearing. Her expertise centers on auditory accessibility and counseling students to foster self-advocacy and self-determination skills. As a recognized leader in her field, Dr. Yuskow established the Canadian Educational Audiologists (CEA) and served as President of the Educational Audiology Association (EAA). She continues to drive the profession forward as an instructor for the American Board of Audiology's Certificate Holder-Educational Audiology® (CH-EdAud) Program, and co-creating PEAK - Programming, Education, Advocacy & Knowledge (featured on the KiPA website). In addition to frequently contributing to professional publications, Dr. Yuskow authored chapters in the latest edition of the Handbook of Educational Audiology. She remains a sought-after guest lecturer and conference speaker, and is an active and respected voice in the educational audiology community.



Caitlin Zaluski, MA, CCC-SLP, BCBA

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



Renee Zegar, MS, CCC-SLP

Renee Zegar is a Supervisor for Intervention & Support Services at Hamilton County Educational Service Center. She has been a Speech-Language pathologist (SLP) for 26 years. She has worked with children preschool-12th grade in school settings, in-patient as dysphagia specialist in acute care hospital setting, in-patient nursing home setting and has co-owned a small birth-three agency. Renee currently supports SLP's.



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