



## GEORGIA ORGANIZATION OF SCHOOL-BASED SPEECH-LANGUAGE PATHOLOGISTS

**October 12 – November 10,  
2020 Self Study Program**

### **REGISTRATION**

Please note that registration is required for the Best Practices conference.

If you are not yet a member, you can register and join/renew your membership online at [www.gosslp.org](http://www.gosslp.org). (Students cannot join GO SSLP online.)

If you are registering as a Non-Member, you will need to create or sign-in to your Non-Member Conference Registrant profile in order to register for Best Practices 2020. Contact the Executive Office for help accessing your profile.

The registration fee to attend Best Practices 2020 is \$125 for REGULAR MEMBERS, \$25 for STUDENT MEMBERS, and \$225 for NON-MEMBERS.

### **CEU CREDIT & HANDOUTS – GO SSLP Goes Green!**

CEU attendance and session evaluations will be managed electronically.

Handouts for all sessions will be provided online at [www.gosslp.org](http://www.gosslp.org).

### **KNOW BEFORE YOU LOG IN!**

An email will be sent to all of the registered participants with the log in information for the online recorded sessions on Monday, October 12th.

The GO SSLP Executive Office will be available to assist you with logging into the virtual conference if you should experience any difficulties.

### **Georgia Organization of School-Based SLPs**

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Atlanta, GA 30339

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**RECORDED COURSES (.25 CEUs per course):**

- A. Ethics for the School-Based Speech-Language Pathologist**  
*Presented by: Melanie Hudson, MA, CCC-SLP, F-ASHA, F-NAP*
- B. Georgia School-Based Speech-Language Pathologists: Where Are We Now?**  
*Presented by: Evelyn Dixon, MS, CCC-CLP*
- C. Culturally-Responsible Literate Language Assessment**  
*Presented by: Valencia Perry, PhD, CCC-SLP*
- D. Ethics for Supervisors in Speech-Language Pathology**  
*Presented by: Melanie Hudson, MA, CCC-SLP, F-ASHA, F-NAP*
- E. Trauma Informed Practices in Schools**  
*Presented by: Carl Myers, Ed.D, NCSP*
- F. Panel Discussion: Universal Licensing**  
*Moderated by: Melanie Hudson, MA, CCC-SLP, F-ASHA, F-NAP*
- G. Integrating IDEA and Research for Evaluation and Eligibility in Schools**  
*Presented by: Marie Ireland, M.Ed, BCS-CL, CCC-SLP*
- H. Evidence-Based Strategies for Teaching Critical Skills Related to Transitioning Planning with Students with ASD: Implications for SLPs**  
*Presented by: Twyla Perryman, PhD, CCC-SLP*
- I. Visual Input and So Much More: Using Low Tech to Support Language**  
*Presented by: Mickey Rosner, M.Ed, CCC-SLP, ATP*
- J. Pragmatics/Social Language**  
*Presented by: Jill Barton, MS, CCC-SLP*
- K. Narrative Intervention for School-Age Children**  
*Presented by: Sandi Gillam, PhD, CCC-SLP*
- L. Child Apraxia of Speech: Best Practices in Assessment and Intervention**  
*Presented by: Meredith Ivy White, M.Ed, CCC-SLP, COM*
- M. Narrative Intervention for School Aged Children: Implementation of EBPs**  
*Presented by: Sandi Gillam, PhD, CCC-SLP*
- N. Panel Discussion: SLP Shortages & Impact on Underserved School Districts**  
*Moderated by: Twyla Perryman*

Course Information	Speakers & Bios
<p><b>Ethics for the School-Based Speech-Language Pathologist</b></p> <p><b>Course Description:</b> Speech-Language Pathologists working in schools face unique challenges when compared to other settings. An overview of the ASHA Code of Ethics will incorporate a discussion of common ethical dilemmas confronting school based SLPs. Participants will also discuss the process of ethical decision-making and identify resources for support.</p> <p><b>Course Objectives:</b> Objective 1: Participants will examine the purpose and function of a professional code of ethics. Objective 2: Participants will discuss common ethical dilemmas facing school-based SLPs. Objective 3: Participants will understand the process of solving an ethical dilemma.</p> <p><b>Ethics for Supervisors in Speech-Language Pathology</b></p> <p><b>Course Description:</b> Speech-Language Pathologists in a supervisory role can benefit from increased awareness of issues pertaining to ethical conduct. An overview of sections of the ASHA Code of Ethics pertaining to supervision will be followed by a discussion of recurring themes in ethical issues confronting supervisors and mentors of clinical fellows. Participants will also discuss how to solve ethical dilemmas.</p> <p><b>Course Objectives:</b> Objective 1: Participants will discuss recurring themes in ethical issues pertaining to supervision in speech-language pathology. Objective 2: Participants will increase awareness of ethical practices pertaining to supervision of clinical fellows and assistants. Objective 3: Participants will identify supportive resources when facing ethical dilemmas.</p>	<p><b>Melanie Hudson, MA, CCC-SLP, F-ASHA, F-NAP</b> <i>National Director EBS Healthcare</i></p> <p>Melanie W. Hudson, M.A. CCC-SLP, is the National Director at EBS Healthcare, ASHA Fellow, and Distinguished Fellow of National Academies of Practice (NAP). She served on ASHA’s Board of Directors as Chair of the Speech-Language Pathology Advisory Council (2016-2018), the Board of Ethics, and the Board of Special Interest Group Coordinators. Melanie’s publications include “Professional Issues in Speech-Language Pathology and Audiology, 4<sup>th</sup> edition” (Lubinski &amp; Hudson; Delmar, Cengage Learning, 2013; Plural Publishing, 2018), and chapter author for “The Clinical Education and Supervisory Process in Speech-Language Pathology and Audiology,” (McCrea &amp; Brasseur, Slack, Inc., 2019). She served as President of the Georgia Speech-Language and Hearing Association and currently serves on the Georgia Board of Examiners for Speech-Language Pathology and Audiology.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Melanie Hudson receives an honoraria for participation at Conference. Non-Financial Disclosure: No relevant non-financial relations exist</p>
<p><b>Georgia School-Based Speech-Language Pathologists: Where Are We Now?</b></p> <p><b>Course Description:</b> An Educational Program Specialist from the Georgia Department of Education (GaDOE)—Division for Special Education Services and Supports will share current information regarding special education, speech-language services, and initiatives within the state of Georgia. The presentation will include various special education topics, frequently asked questions, updates, and current guidance from GaDOE. Participants will be able to implement updated special education and speech-language resources to improve daily practices and identify additional opportunities for communication support.</p>	<p><b>Evelyn Dixon, MS, CCC-CLP</b> <i>Education Program Specialist Speech-Language Impairment Program Division for Special Education Services &amp; Supports Georgia Department of Education</i></p> <p>Evelyn Dixon currently serves as the Education Program Specialist in the Division for Special Education Supports and Services at the Georgia Department of Education. In this role, she supports the Speech-Language Impairment Program throughout the state of Georgia and serves as a District Liaison for the Metro East and Metro West Georgia Learning Resources System (GLRS). She is an American-Speech-Language-Hearing Association (ASHA) certified Speech-Language Pathologist and holds a Georgia Secretary of State license for Speech-Language Pathology. With over 20 years of experience, she has gained a plethora of knowledge in the field of education, specifically special education. Evelyn has held the position of Speech-Language Pathologist at public</p>

<p><b>Course Objectives:</b>  Objective 1: Implement updated speech-language to improve daily practices  Objective 2: Identify additional resource for providing speech-language services</p>	<p>school districts in the District of Columbia, Georgia, Maryland, and Mississippi. Her professional experience has led her to serve in various district level leadership positions with one of the top five largest school districts in the state of Georgia. Of which, she was responsible for various special education programs to include, but not limited to; Audiology, Behavior and Discipline, Occupational and Physical Therapy, Transition and Speech-Language Impairment. Additionally, she was employed by the Department of Defense Dependent Schools in Okinawa, Japan as a Speech-Language Pathologist Assessor. Throughout her career, she has served on multiple committees in special education and communication disorders with a focus of enhancing student academic achievement and behavior support. She is very attuned to the evolution of special education and is passionate about developing the leadership capacity of teachers, as well as administrators.</p> <p><b>Disclosure:</b>  Speaker Disclosure:  Financial Disclosure: No, Evelyn Dixon does not receive an honoraria for participation at Conference.  Non-Financial Disclosure: No relevant non-financial relations exist</p>
<p><b>Culturally-Responsible Literate Language Assessment: What SLPs Need to Know About the Influence of African American- and Latinx English on Academic Language Skills</b></p> <p><b>Course Description:</b>  The language we hear diverse students use in the hallways tends to sound differently than what is presented in the materials of the classroom and in most standardized speech-language assessments. As our society evolves, so does the language used in the ever-changing communities of America. How do we best serve students of diverse linguistic backgrounds in the process of language assessment? How do we differentiate difference from disorder when some dialect features overlap with disability criteria? This presentation will answer these questions and provide school-based speech-language pathologists with information and strategies to improve their assessment practices by accounting for AAE and Latinx English in a culturally-responsive and responsible manner.</p> <p><b>Course Objectives:</b>  Objective 1: Differentiate between code switching and translanguaging in one-to-three sentences.  Objective 2: List two macro-linguistic features of written language.  Objective 3: Identify two linguistic similarities between AAE and Latinx English.</p>	<p><b>Valencia Perry, PhD, CCC-SLP</b>  <i>Assistant Professor</i>  <i>Department of Communication Sciences and Disorders</i>  <i>Howard University</i></p> <p>Valencia Perry, PhD, CCC-SLP is a bilingual (Spanish-English) speech-language pathologist with clinical expertise in childhood language and literacy development and delays. Her research involves the influence of cultural-linguistic background and socio-economic status on language and literacy development, as well as clinical supervision and training. She is an assistant professor of sociolinguistics and child language in the Department of Communication Sciences and Disorders at Howard University in Washington, DC. In addition to conducting research and teaching, Dr. Perry engages in private practice through her DC-based company, Speak Write Therapy and Education Services.</p> <p><b>Disclosure:</b>  Speaker Disclosure:  Financial Disclosure: No, Valencia Perry does not receive an honoraria for participation at Conference.  Non-Financial Disclosure: No relevant non-financial relations exist</p>
<p><b>Trauma Informed Practices in Schools</b></p> <p><b>Course Description:</b>  In this presentation, we will address these and many other questions. In particular , we will review primary literature on trauma informed practice in schools (i.e. psychology journal articles) and from relevant sources (e.g., review government web sites, professional organizations and news stories.) We will cover a variety of domains , from data based design making, consultation and collaboration, interventions and mental health support to develop social and life skills, school wide practices to promote learning, and prevention and responsive services. Finally, as part of this presentation you will learn first-hand strategies for the care giver and how taking care of yourself is the first step in supporting others.</p>	<p><b>Carl Myers, Ed.D, NCSP</b>  <i>School Psychologist</i>  <i>EBS Healthcare</i></p> <p>Dr. C. Brent Myers is a Nationally Certified School Psychologist who currently works for EBS Health Care. He has extensive experiences working in urban and suburban school districts in Maryland and Michigan . Dr. Myers is also a senior trainer for Dr. Howard Knoff's nationally known Project ACHIEVE, a program that has been designated a National Model Prevention Program by the U.S. Department of Health &amp; Human Service's Substance Abuse and Mental Health Services Administration (SAMHSA). He has trained and worked with schools in Arkansas, Arizona, California, Maryland, North Dakota, New York City, Oklahoma, Texas, Virginia and Wyoming. He is</p>

<p><b>Course Objectives:</b>  Objective 1: Explain how current pandemic may impact student behavior and learning  Objective 2: Define trauma and stress  Objective 3: Respond with care to a student whose behaviors are likely the result of trauma  Objective 4: Provide strategies to help students recognize and regulate their own behavior  Objective 5: Identify strategies for self care</p>	<p>often sought out for his in-service presentations and his on-site consultation in a variety of school psychology/educational related areas that include, implementing Positive Behavior Support Systems, Trauma Informed Practices, and Preventing and Responding to Teasing and Bullying.</p> <p><b>Disclosure:</b>  Speaker Disclosure:  Financial Disclosure: Yes, Carl Myers receives an honoraria for participation at Conference.  Non-Financial Disclosure: No relevant non-financial relations exist</p>
<p><b>Panel: Universal Licensing</b></p> <p><b>Course Description:</b>  Currently, many states have two regulatory bodies for speech-language pathologists, one for those who work in health care and one for those who work in schools. States are working towards requiring one license, regardless of work setting. Universal Licensure (also referred to as comprehensive licensure) is one license that would allow clinicians and audiologists to practice across any setting. Panelists (which include educational and Georgia licensure board representation) will discuss and answer questions regarding universal licensure and Georgia's current progress.</p> <p><b>Course Objectives:</b>  Objective 1: to discuss what universal licensure provides  Objective 2: to discuss ASHA's perspective on universal licensure  Objective 3: to review Georgia's progress and what speech-language pathologists can do to support the current legislation.</p>	<p><b>Melanie Hudson, MA, CCC-SLP, F-ASHA, F-NAP</b>  <i>National Director</i>  <i>EBS Healthcare</i></p> <p>Melanie W. Hudson, M.A. CCC-SLP, is the National Director at EBS Healthcare, ASHA Fellow, and Distinguished Fellow of National Academies of Practice (NAP). She served on ASHA's Board of Directors as Chair of the Speech-Language Pathology Advisory Council (2016-2018), the Board of Ethics, and the Board of Special Interest Group Coordinators. Melanie's publications include "Professional Issues in Speech-Language Pathology and Audiology, 4<sup>th</sup> edition" (Lubinski &amp; Hudson; Delmar, Cengage Learning, 2013; Plural Publishing, 2018), and chapter author for "The Clinical Education and Supervisory Process in Speech-Language Pathology and Audiology," (McCrea &amp; Brasseur, Slack, Inc., 2019). She served as President of the Georgia Speech-Language and Hearing Association and currently serves on the Georgia Board of Examiners for Speech-Language Pathology and Audiology.</p> <p><b>Disclosure:</b>  Speaker Disclosure:  Financial Disclosure: Yes, Melanie Hudson receives an honoraria for participation at Conference.  Non-Financial Disclosure: No relevant non-financial relations exist</p>
<p><b>Integrating IDEA and Research for Evaluation and Eligibility in Schools</b></p> <p><b>Course Description:</b>  Attendees will integrate the newest research on standardized tests and dynamic assessment techniques to document learning potential and difference versus disorder for students with cultural or linguistic differences with IDEA requirements. Practice implementing a comprehensive assessment approach for evaluation and eligibility decision making in schools. Case studies will be used to model the integration of multiple data sources for decision making purposes. Free assessment tools, documentation strategies, and resources will be reviewed.</p> <p><b>Course Objectives:</b>  Objective 1: Describe research, tools, and techniques for comprehensive assessment that align with IDEA  Objective 2: Explain how to implement a microstructure and macrostructure narrative analysis using the free resources provided  Objective 3: Summarize dynamic assessment methods and techniques to increase accuracy of assessment practices</p>	<p><b>Marie Ireland, M.Ed, BCS-CL, CCC-SLP</b>  <i>Specialist</i>  <i>SESS</i>  <i>Virginia Department of Education</i></p> <p>Marie Ireland is a Board Certified Specialist in Child Language (BCS-CL) and works as the Virginia Department of Education's specialist for speech language pathology, evaluation and eligibility and related services. She is currently serving as ASHA's Vice President of SLP Practice 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, and authentic assessment practices for individuals with cultural or linguistic differences. She was awarded ASHA's editor's award in 2013 for an article on evidence-based practice in the schools and has published works on SLP practice in the schools.</p> <p><b>Disclosure:</b>  Speaker Disclosure:  Financial Disclosure: Yes, Marie Ireland receives an honoraria for participation at Conference.  Non-Financial Disclosure:</p>

	<p>Relevant nonfinancial relationship(s): Marie Ireland: ASHA Disclosure: ASHA BOD Member VP of SLP Practice</p>
<p><b>Evidence-Based Strategies for Teaching Critical Skills Related to Transitioning Planning with Students with ASD: Implications for SLPs</b></p> <p><b>Course Description:</b> Speech-language pathologists (SLPs) have multiple responsibilities as service providers for students with Autism Spectrum Disorders, including helping to prepare students for the next phase in their lives. This session discusses evidence-based practices related to transition planning assessments, IEP goals, and intervention strategies for building communication abilities and other applicable skills for post-secondary employment and education.</p> <p><b>Course Objectives:</b> Objective 1: Discuss literature examining best practices for transitioning planning for individuals with ASD Objective 2: Describe some example transition planning assessment tools Objective 3: Provide examples of transition related goals/activities aimed at increasing student success in post-secondary settings Objective 4: Explain strategies for collaboration in transition planning</p>	<p><b>Twyla Perryman, PhD, CCC-SLP</b> <i>Assistant Professor</i> <i>Communication Sciences and Professional Counseling</i> <i>University of West Georgia</i></p> <p>Twyla Perryman, PhD, is an Assistant Professor of Communication Sciences and Disorders at the University of West Georgia. Her primary research interests include early diagnosis and intervention services for children with developmental disabilities, including Autism Spectrum Disorders (ASD). She holds a Certificate of Clinical Competence and is certified for ASD screening and reliable for ASD assessment in research settings. She has published and presented on Early Diagnosis and Intervention in ASD.</p> <p><b>Disclosure:</b> Speaker Disclosure: Financial Disclosure: No, Twyla Perryman does not receive an honoraria for participation at Conference. Non-Financial Disclosure: No relevant non-financial relations exist</p>
<p><b>Visual Input and So Much More: Using Low Tech to Support Language</b></p> <p><b>Course Description:</b> The session, "Visual Input and So Much More: Using Low Tech to Support Language" will address visual input and adhering to the best practices for this method. Words with images assist children with learning and is a very effective method and teaching. It addresses language, speech and behavior difficulties. This session will review ways to communicate with direct and indirect access.</p> <p><b>Course Objectives:</b> Objective 1: The participant will name 3 different ways to use low tech to support language development Objective 2: The participant will be able identify how to use low tech to support different access modalities including eye gaze and direct input. Objective 3: The participant will be able to name 5 different ways to use low tech to support behavior and language development in struggling communicators.</p>	<p><b>Mickey Rosner, M.Ed, CCC-SLP, ATP</b> <i>Speech- Language Pathologist</i> <i>Children's Healthcare of Atlanta</i> <i>Center for Rare Neurological Disorders</i></p> <p>Mickey Rosner, M.Ed, graduated from university of Missouri with a degree from department of health sciences in speech and language pathology in 1983, and from university of Georgia with a Masters in Education in speech and language pathology in 1985. She has worked at Children's Healthcare of Atlanta since 1987 and was the second speech therapist hired at Egleston Children's Hospital. She helped to start STAGES (the assistive technology program at Egleston Children's Hospital in 1992). Over the course of 34 years she has worked primarily as an assistive technology specialist doing evaluations and treatments. In 1997 she taught the graduate program in augmentative communication at University of Georgia. Ms. Rosner is ATP certified from RESNA. She is one of three Touch Chat trainers here in Georgia. She currently works part time as part of the assistive technology team at Children's Healthcare of Atlanta. She also works part time at the Center for Rare Neurological Disorders where she is able to evaluate and consult on children from all over the world. She has worked with numerous disorders over the years and is considered a specialist in Rett Syndrome. Most importantly she is a wife and mother of 4 wonderful children.</p> <p><b>Disclosure:</b> Financial Disclosure: Yes, Mickey Rosner receives an honoraria for participation at Conference. Non-Financial Disclosure: Relevant nonfinancial relationship(s): Mickey Rosner; GO SSLP Disclosure: Volunteer teaching and speaking at TouchChat as a trainer for GA.</p>

<p><b>Pragmatics/Social Language</b></p> <p><b>Course Description:</b> Speech and language skills underpin many other areas of children's development. This course will discuss providing foundations for other areas of learning that support communication skills that promote social skills.</p> <p><b>Course Objectives:</b> Objective 1: Learning how to determine if techniques are reflective for growth Objective 2: Discuss how to enhance social communication skills Objective 3: Review techniques for improving speaking clarity</p>	<p><b>Jill Barton, MS, CCC-SLP</b> <i>Speech Language Pathologist</i></p> <p>Jill Barton has spent the last 20 years working in a variety of settings across the United States including public schools, pediatric rehabilitation, higher education, and private practice. She has presented nationally, regionally, and locally on the topics of Autism, Speech Sound Development, and a variety of Private Practice &amp; leadership topics. She is a Past President of the Georgia Speech Language Hearing Association and is currently serving on the ASHA SIG 11 Board for Supervision.</p> <p><b>Disclosures:</b> Speaker Disclosure: Financial Disclosure: Yes, Jill Barton receives an honoraria for participation at Conference. Non-Financial Disclosure: No relevant non-financial relations exist</p>
<p><b>Narrative Intervention for School-Age Children</b></p> <p><b>Course Description:</b> During this session, participants will learn about the importance of narrative proficiency for development of cognitive, academic and social skills for school-age children. Critical aspects of narrative macrostructure and microstructure will be summarized and described. Current evidence-based practices for improving narrative proficiency of school-age children will be discussed.</p> <p><b>Course Objectives:</b> Objective 1: Discuss the importance of narrative proficiency for development of cognitive, academic and social skills for school-age children Objective 2: Describe narrative macrostructure and microstructure Objective 3: Summarize and give examples of evidence based practices for improving narrative proficiency of school-age children</p> <p><b>Narrative Intervention for School Age Children: Implementation of EBPs</b></p> <p><b>Course Description:</b> This session will address specific procedures for teaching story structure and causal language, complex language skills and improving comprehension monitoring and editing during discourse-level, contextualized intervention. Considerations for successful implementation will also be summarized. Participants should be familiar with the importance of narrative proficiency for development of cognitive, academic and social skills for school-age children, aspects of narrative macrostructure and microstructure, and basic evidence-based practices for improving narrative proficiency prior to attending this session.</p> <p><b>Course Objectives:</b> Objective 1: Describe procedures for teaching story structure and causal Language Objective 2: Describe procedures for teaching complex language skills Objective 3: Describe procedures for improving comprehension monitoring and editing</p>	<p><b>Sandi Gillam, PhD, CCC-SLP</b> <i>Professor</i> <i>Communicative Disorders and Deaf Education</i> <i>Utah State University</i></p> <p>Sandra Laing Gillam is a Professor in the Department of Communicative Disorders and Deaf Education at Utah State University and a past Vice President for Speech Language Pathology Practice for the American Speech Language Association. She holds a PhD from The University of Memphis. Her research interests include assessment and intervention of language and literacy impairments, multi-cultural populations, and processes involved in text comprehension. Sandi was the PI on a Goal II IES grant to develop narrative intervention procedures and is currently Co-PI on a Goal III grant to conduct a randomized controlled trial of the narrative program.</p> <p><b>Disclosure:</b> Speaker Disclosure: Financial Disclosure: Yes, Sandra Gillam receives an honoraria for participation at Conference. Non-Financial Disclosure: Relevant financial relationship(s): Sandi Gillam, SKILL Program Disclosure: Owner of SKILL Program</p>

**Child Apraxia of Speech: Best Practices in Assessment and Intervention**

**Course Description:**

In this course, you will learn how to differentiate childhood apraxia of speech (CAS) from other motor speech and articulation/phonological disorders. The attendee will learn the basic principles of motor learning along with Best Practices for assessment and remediation.

**Course Objectives:**

Objective 1: SLPs will be able provide a differential diagnosis by identifying and defining the primary and secondary characteristic of CAS and how they compare and contrast to other pediatric motor speech disorders.

Objective 2: SLPs will learn the principles of motor learning and how they apply to various approaches and methodologies to determine the best evidence-based strategies for your client with CAS.

**Meredith Ivy White, M.Ed, CCC-SLP, COM**

*Owner/Director/SLP*

*Meredith White Speech Pathology, Inc*

Meredith White is a speech-language pathologist as well as special needs mother to children with autism and other learning challenges. She is recognized by "Apraxia Kids" for Advanced Training and Expertise in Childhood Apraxia of Speech and is certified in Orofacial Myology (COM) by the International Association of Orofacial Myology (IAOM). Meredith serves as Coordinator for the Atlanta Area Walk for Apraxia of Speech, she regularly guest lectures for Georgia State University graduate students on the topic of pediatric motor speech disorders, and she presents at the Georgia Speech-Language Hearing Association's annual convention on topics such as Childhood Apraxia of Speech and Tongue-Tie. Meredith also provides in-services to educate fellow SLPs in Atlanta area school districts on the topic of childhood apraxia of speech.

**Disclosure:**

Speaker Disclosure:

Financial Disclosure: No, Meredith Ivy White does not receive an honoraria for participation at Conference.

Non-Financial Disclosure: No relevant non-financial relations exist

**Panel: SLP Shortages & Impact on Underserved School Districts**

**Course Description:**

The panel will engage in discussion regarding growing trend of the shortage of SLPs. This leads to higher caseloads for district therapists, burnout, unexpected turnover and most importantly students making slower progress or no progress.

**Course Objectives:**

Objective 1: Participants will identify the barriers that lead to shortages in speech-language pathologists in school districts.

Objective 2: Participants will analyze the effects of the lack of diversity in the speech-language pathology profession

Objective 3: Participants will develop solutions that practicing clinicians, university faculty, and school administrators can use to reduce school district shortages and diversify the profession.

**Twyla Perryman, PhD, CCC-SLP**

*Assistant Professor*

*Communication Sciences and Professional Counseling  
University of West Georgia*

Twyla Perryman, PhD, is an Assistant Professor of Communication Sciences and Disorders at the University of West Georgia. Her primary research interests include early diagnosis and intervention services for children with developmental disabilities, including Autism Spectrum Disorders (ASD). She holds a Certificate of Clinical Competence and is certified for ASD screening and reliable for ASD assessment in research settings. She has published and presented on Early Diagnosis and Intervention in ASD.

**Disclosure:**

Speaker Disclosure:

Financial Disclosure: No, Twyla Perryman does not receive an honoraria for participation at Conference.

Non-Financial Disclosure: No relevant non-financial relations exist

**Jairus-Joaquin Matthews, PhD, CCC-SLP**

*Assistant Professor*

*Communication Sciences and Professional Counseling  
University of West Georgia*

Jairus-Joaquin Matthews, PhD CCC-SLP, is an assistant professor at the University of West Georgia in the department of Communication Sciences and Professional Counseling. He conducts research on a variety of issues related to cultural and linguistic diversity including the recruitment and retention of underrepresented students, the experiences of men in women-majority professions, and perceptions of speech-language pathologists in serving persons who are transgender.

**Disclosure:**

Speaker Disclosure:

Financial Disclosure: No, Jairus-Joaquin Matthews does not receive an honoraria for participation at Conference.

Non-Financial Disclosure:

Relevant nonfinancial relationship(s): Jairus-Joaquin Matthews;  
American Speech-Language Hearing Association  
Disclosure: Board membership for the Multicultural Issues Board of ASHA.

**Disclosure information for speakers is available at [www.gosslp.org](http://www.gosslp.org)**

### **ASHA CEUs**



**Georgia Organization of School-Based SLPs** is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

**This course is offered for up to 3.5 ASHA CEUs (Intermediate level, Professional ar**