



2022 Fall Best Practices

Self Study Program
October 17 – November 16, 2022

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. (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 2022 Fall Best Practices. Contact the Executive Office for help accessing your profile.

The registration fee to attend 2022 Fall Best Practices is \$50 for REGULAR MEMBERS and \$150 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.

KNOW BEFORE YOU LOG IN!

An email will be sent out on Friday, October 14, 2022 to all of the registered participants with the log in information.

To access the virtual program each attendee will receive a link that will be provided in the email sent on Friday, October 14, 2022.

Please Note: This link should not be shared with others; it is unique to you. This measure has been implemented for security.

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

REGISTRATION DEADLINE:

Tuesday, November 15, 2022

Georgia Organization of School-Based SLPs

2700 Cumberland Parkway

Suite 570

Atlanta, GA 30339

P 404-299-7700 www.GOSSLP.org

SCHEDULE

Self-Study	
Course Information	Speakers & Bios
<p>Common Legal Issues for Speech Therapists (1 Hour)</p> <p>Course Description: A review of the most common legal issues that arise for speech pathologists and other direct service providers, including a review of relevant regulations and court cases and their implications for day-to-day operations.</p> <p>Course Objectives:</p> <p>Objective 1: Focus on most common issues leading to litigation.</p> <p>Objective 2: Find practical strategies that educators can use in IEP Team meetings and other settings to ensure compliance.</p>	<p>Jim Walsh <i>Attorney</i> <i>Walsh Gallegos Treviño Kyle & Robinson, P.C.</i></p> <p>Jim Walsh graduated from the University of Texas School of Law in 1975. In 1983, he was one of the three lawyers who founded the firm now known as Walsh Gallegos Treviño Kyle & Robinson P.C. From the beginning the focus of the firm was on serving public schools – helping the people who help the kids. In his career of over 40 years, Jim has provided training to all of the Education Service Centers in Texas, numerous statewide organizations, and hundreds of school districts. He is the co-author of <i>The Educator's Guide to Texas School Law</i>, which is used as a textbook in many higher education programs. He has also authored <i>The Common Sense Guide to Special Education Law</i>. He was the longtime author of the popular blog, <i>The Law Dawg's Ed Daily</i>. He taught school of law at Texas State, Baylor and St. Edwards Universities. Jim is a former member of the Board of Directors for the national Council of School Attorneys. In 2017 he was recognized by his peers in the School Law Section of the State Bar with the Kelly Frels Lifetime Achievement Award.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Jim Walsh receives an honoraria for participation at Conference. Non-Financial Disclosure: No relevant non-financial relations exist.</p>
<p>Strengths-Based Approaches to Autism in Action (1 Hour)</p> <p>Course Description: In this presentation, therapists critiqued-based practices for Autistic clients and learned to identify components of neurodiversity-affirming approaches to SLP practice.</p> <p>Course Objectives: Objective 1: Critique compliance-based practices for Autistic clients. Objective 2: Generate a list of 3 or more components of neurodiversity-affirming approaches.</p>	<p>Meg Proctor, MS, OTR/L <i>Founder</i> <i>Learn Play Thrive, LLC</i></p> <p>Meg Proctor, MS, OTR/L is an occupational therapist and the founder of Learn Play Thrive, LLC. Along with her autistic colleagues and consultants, Meg teaches and trains therapists how to use an in-depth understanding of autism learning styles and strengths to become more confident and effective in their work. Meg previously worked in early intervention, schools, clinics, and as a clinical faculty member for UNC Chapel Hill's TEACCH® Autism Program. At Learn Play Thrive, she now collaborates with autistic adults to create neurodiversity-affirming continuing education trainings that are practical, strengths-based, and transformative. Meg's website, learnplaythrive.com, has free resources, a podcast, and continuing education courses for therapists who are ready to truly go deep into their work with neurodivergent kids.</p> <p>Disclosure: Speaker Disclosure: Financial Disclosure: No, Meg Proctor does not receive an honoraria for participation at Conference. Meg is the owner of Learn Play Thrive and receives a salary. Non-Financial Disclosure: Meg has friends and colleagues who are autistic.</p>

<p>A Savvy Way to Improve Fluency Skills in Adolescents and Adults in Public School and Private Practice Settings: Hands-on Workshop on Goal-Writing & Treatment Planning (1.5 Hours)</p> <p>Course Description: This virtual presentation addresses the “how to”-aspect of fluency intervention for people who stutter. The evidence-based approaches reviewed in this module are presented in accordance with ASHA’s best practices and other tools such as the ICF Framework to enhance the quality, integrity, and value of intervention services delivered to people who stutter.</p> <p>Course Objectives: Objective 1: Attendees will identify at least 3 of 5 goal areas that can be used to improve fluency skills for students in clients/students who stutter and/or clutter. Objective 2: Attendees will develop at least one sample SMART goal for implementing fluency treatment in non-direct services manner within a public school or private practice setting. Objective 3: SLPs will align one SMART goal with an evidence-based clinical strategy for improving fluency skills in a particular client or student.</p>	<p>Valencia Perry, PhD, CCC-SLP Assistant Professor Sciences and Disorders Howard University</p> <p>Valencia Perry, PhD, CCC-SLP is a speech-language pathologist and faculty-researcher from Washington, D.C. She is an assistant professor in the Department of Communication Sciences and Disorders at Howard University. Also, she is the lead SLP and founder of Speak Write LLC, a private practice that offers direct services, professional development, as well as consultation and coaching for SLPs. She is bilingual (Spanish-English) and bidialectal (African American English & Mainstream). She leads the Sociolinguistics of Language and Literacy (SOL) Research Lab in several grant funded investigations. Her research reflects her interests in sociolinguistic, language development, and linguistic justice. She has taught the fluency and voice disorders course at Howard University for several years, and has experience providing services to children and adults with developmental and acquired fluency issues.</p> <p>Disclosure: Speaker Disclosure: Financial Disclosure: Yes, Valencia Perry receives an honoraria for participation at Conference. Non-Financial Disclosure: No relevant non-financial relations exist.</p>

<p>Stuttering Intervention: Five Truths That Increase Clinician Confidence (1.5 Hours)</p> <p>Course Description: “I just don’t feel comfortable with my skills in stuttering intervention.” Many SLPs who work with children who stutter report this frustration. This live session will outline five key facts about stuttering and stuttering treatment to increase clinician confidence in their stuttering assessment and intervention practices.</p> <p>Course Objectives: Objective 1: Synthesize the ICF model (as it relates to stuttering) into effective assessment, planning, and intervention practices. Objective 2: Document areas of need to increase confidence in clinical skills for stuttering therapy. Objective 3: Discern and select appropriate, evidence-based-resources for advanced learning.</p>	<p>Nina Reeves, M.S., CCC-SLP, BCS-F <i>Frisco ISD/Stuttering Therapy Services and Seminars</i></p> <p>Nina Reeves is a board-certified specialist in fluency disorders and co-owner of Stuttering Therapy Resources. She is staff stuttering specialist for Frisco ISD in Texas. Nina is an author of fluency disorder clinical materials and presenter of professional development workshops. For her contributions as a public school SLP, Nina has received the ASH-F Van Hattum Award, the 2019 ASHA Excellence Award for outstanding contributions to public schools and was recently named Fellow of the Association.</p> <p>Disclosure: Speaker Disclosure: Financial Disclosure: Yes, Nina Reeves receives an honoraria for participation at Conference. Non-Financial Disclosure: No relevant non-financial relations exist.</p>
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J. Scott Yaruss, PhD, CCC-SLP, BCS-F, F-ASHA
Professor
Michigan State University

J. Scott Yaruss, PhD, professor of Communicative Sciences and Disorders at Michigan State University and president of Stuttering Therapy Resources, has published more than 100 peer-reviewed manuscripts and more than 250 other works, including the *Overall Assessment of the Speaker's Experience of Stuttering (OASES)* and several clinical guides. He has given more than 700 presentations around the world about stuttering and stuttering therapy, as well as 200 additional scientific presentation. He has served on the board of directors of the National Stuttering Association (NSA) and been recognized with the NSA's Speech-Language Pathologist of the Year and Hall of Fame awards.

Disclosure:

Speaker Disclosure:

Financial Disclosure: Yes, J. Scott Yaruss receives an honoraria for participation at Conference.

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**Disclosure information for speakers is available at www.gosslp.org
ASHA CEUs**



ASHA CE
APPROVED PROVIDER

Georgia Organization of
School-Based SLPs

This course is offered for up to 0.5 ASHA CEUs (Intermediate level, Professional area

