



# 2022 Spring Best Practices

On Demand | March 10 – 31, 2022  
Virtual 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 Spring Best Practices 2022. Contact the Executive Office for help accessing your profile.

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

## 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 out on Monday, March 7, 2022 to all of the registered participants with the log in information.

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:

Thursday, March 31, 2022

Georgia Organization of School-Based SLPs

2700 Cumberland Parkway

Suite 570

Atlanta, GA 30339

P 404-299-7700 [www.GOSSLP.org](http://www.GOSSLP.org)

## SCHEDULE

Course Information	Speakers & Bios
<p><b>Using Collaborative Academic Conversations to Improve Language and Literacy</b></p> <p><b>Duration:</b> 2 hours</p> <p><b>Course Description:</b> This presentation describes a comprehensive approach to the development of collaborative academic conversations in students with language delays and impairments. These students, grades K – 12, require systematic, explicit instruction to acquire thinking and language skills required to proficiently engage in collaborative academic conversation. Speech-language pathologists are uniquely equipped to prepare students for gainful participation and to collaborate with classroom teachers. Support materials include videos, lesson plans, goals, graphic organizers and manuals.</p> <p><b>Course Objectives:</b></p> <p>Objective 1: Explain how collaborative conversations improve academic achievement.</p> <p>Objective 2: Describe the relationship between collaborative conversations, academic language, and critical thinking.</p> <p>Objective 3: Identify approaches and instructional strategies that promote the growth of collaborative academic conversations in the classroom.</p> <p>Objective 4: Identify efficient ways to evaluate competencies and monitor progress.</p>	<p><b>Claudia Dunaway, MA, CCC-SLP, BCS-FD</b> <i>Speech Language Pathologist</i> <i>Claudia Dunaway Consulting</i></p> <p>Claudia Dunaway specializes in language-literacy approaches to critical thinking and academic language development. Her professional experience spans 45 years and includes lead speech-language pathologist for San Diego Unified School District, lecturer and clinical supervisor for San Diego State University, and founder of Claudia Dunaway Consulting. Significant awards are ASH Foundation Van Hattum and College of Health and Human Services Distinguished Alumnus, SDSU. Claudia is a nationally recognized speaker and author, consulting with school districts, universities, associations and agencies on the development of collaborative academic conversations.</p> <p>Speaker Disclosure: Financial Disclosure: No, Claudia Dunaway receives no honoraria for participation at Conference. Non-Financial Disclosure: No relevant non-financial relations exist.</p> <p><b>Carlee Lewis, MS, CCC-SLP</b> <i>Speech Language Pathologist</i> <i>San Diego Unified School District</i></p> <p>Founding member of the San Diego Unified School District Language Literacy Support Team and Senior SLP, Carlee Lewis is dedicated to providing professional development in language and literacy assessment and intervention. She has presented workshops for school districts and universities in California, Utah, and New York, specializing in developing collaborative academic conversations. Her work is featured in Sylvan (2020) <i>Multiple Tiers of Student Support: Implementation Tools for Speech-Language Pathologists</i>. and in Dunaway, C., &amp; Lewis, C. (2020). <i>Using a collaborative academic conversation approach to improve language and literacy</i>. ASHA Wire. <a href="https://pubs.asha.org/doi/10.1044/2021_PERSP-21-00068">https://pubs.asha.org/doi/10.1044/2021_PERSP-21-00068</a></p> <p>Speaker Disclosure: Financial Disclosure: No, Carlee Lewis receives no honoraria for participation at Conference. Non-Financial Disclosure: No relevant non-financial relations exist.</p> <p><b>Sarah Darr, MA, SLP-CCC</b> <i>Speech Language Pathologist</i> <i>San Diego Unified School District</i></p> <p>Sarah Darr has been a school-based speech-language pathologist for fourteen years, including two years as lead SLP for the San Francisco Unified School District. She currently works for the San Diego Unified School District, where she</p>

	<p>develops and shares methods to support students’ academic language skills as part of the Language Literacy Support Team and as a Senior SLP. Her primary focus throughout her career has been to support secondary students with language and learning disorders.</p> <p>Speaker Disclosure:  Financial Disclosure: No, Sarah Darr receives no honoraria for participation at Conference.  Non-Financial Disclosure: No relevant non-financial relations exist.</p>
<p><b>Supervision for SLPs in the Schools: Special Considerations</b></p> <p><b>Duration:</b> 2 hours</p> <p><b>Course Description:</b>  Supervision in the school-based setting presents some unique opportunities and challenges. A fundamental understanding of the stages of skill acquisition and the required supervisory style for supervision of assistants, graduate student clinicians and clinical fellows will be discussed. Key considerations in difficult conversations and a brief overview of ethical issues in supervision will also be discussed.</p> <p><b>Course Objectives:</b>  Objective 1: Identify stages of skill acquisition in the development of clinical skills and knowledge.  Objective 2: Discuss the key considerations in a difficult conversation.  Objective 3: Describe the differences between supervision of an assistant and a graduate student or clinical fellow.</p>	<p><b>Melanie Hudson, M.A., CCC-SLP, F-ASHA, F-NAP, BCS-CL</b>  <i>National Director</i>  <i>EBS Healthcare</i></p> <p>Melanie W. Hudson, M.A. CCC-SLP is National Director at EBS Healthcare. She has over 30 years of experience as a speech-language pathologist in public schools, private practice and university settings. She currently serves on the ASH Foundation Board of Trustees and served on the ASHA Board of Directors as the Chair of the Speech-Language Pathology Advisory Council from 2016-2018. She also served on the ASHA Board of Ethics, the Board of Special Interest Group Coordinators as the Coordinator for Special Interest Group 11, Administration and Supervision, and on ASHA’s Ad Hoc Committees on Governance Review in 2018, and Supervision in 2013. She is co-editor and chapter author for the 4<sup>th</sup> edition of “Professional Issues in Speech-Language Pathology and Audiology,” (Lubinski &amp; Hudson; Delmar, Cengage Learning, 2013) and the 5<sup>th</sup> edition (Hudson &amp; DeRuiter, Plural Publishing, 2020). She is a former President of the Georgia Speech-Language and Hearing Association and received their Honors of the Association Award in 2014, and the Hull Leadership Award in 2016. She served on the Georgia Board of Examiners for Speech-Language Pathology and Audiology from 2013-2020. Melanie is a Board-Certified Specialist in Child Language and Disorders and presents on topics related to school-based services, autism spectrum disorders, clinical education (supervision/mentoring), and professional ethics.</p> <p><b>Disclosure:</b>  Speaker Disclosure:  Financial Disclosure: Yes, Melanie Hudson receives an honoraria for participation at Conference.  Non-Financial Disclosure: Yes, Melanie Hudson serves on the ASH Foundation Board of Trustees.</p>
<p><b>Ditch the Tech &amp; Grab a Book!: How to Increase Engagement &amp; Boost Language Skills Using Interactive Books With Early Learners</b></p> <p><b>Duration:</b> 1.5 hours</p> <p><b>Course Description:</b>  This session will detail methods of utilizing interactive books to target a wide range of speech/language skills with early learners and elementary school-aged students. Strategies that clinicians can utilize to make therapy more impactful will be discussed, including how to select appropriate interactive</p>	<p><b>Tinita Kearney, PhD, CCC-SLP</b>  <i>Speech-Language Pathologist</i>  <i>Prince George’s County Public Schools</i></p> <p>Dr. Tinita Ortega Kearney is a pediatric speech-language pathologist specializing in autism spectrum disorder. Hailing from New York, she attended college in Washington, DC, receiving her Doctorate of Philosophy degree in speech-language pathology from the illustrious Howard University.</p> <p>Dr. Kearney has 10 years’ experience in the field, with the majority of this time spent in the non-public and public school settings. She has also owned and operated a successful</p>

<p>books, strategies that can be used to increase specific speech/language skills using interactive books, and how to promote acquisition, retention, and generalization of skills.</p> <p><b>Course Objectives:</b>  Objective 1: Explain why books are an important therapy tool when working with young students.  Objective 2: Explain how to use books as a therapy tool in the school setting.  Objective 3: Identify ways to promote generalization of skills taught using books in the classroom and home settings.</p>	<p>speech/language therapy private practice for six years. Dr. Kearney is a member of many professional organizations and honor societies, and currently serves on both local and state professional boards, including the Maryland Board of Audiologists, Hearing Aid Dispensers, Speech-Language Pathologists, and Music Therapists, for which she serves as Vice Chair. As a mentor and researcher, Dr. Kearney has served as an adjunct professor, has published research articles, and has presented at numerous professional conferences. She is the recipient of multiple awards, including the Award for Continuing Education by the American Speech-Language-Hearing Association for demonstrating a commitment to lifelong learning.</p> <p>Striving to advance the interests of those in the autism community, Dr. Kearney serves as an Autism Speaks Volunteer Advocacy Ambassador for the state of Maryland. She has also recently entered the world of children’s books and has authored an award-winning lift-the-flap board book series targeting specific speech/language skills in young children. She seeks to empower families by providing a fun, interactive way for caregivers to teach fundamental speech/language skills using her lift-the-flap board books and companion products in her series, "Lola Koala's Travel Adventures."</p> <p><b>Disclosure:</b>  Speaker Disclosure:  Financial Disclosure: Yes, Tinita Kearney receives an honoraria for participation at Conference.  Non-Financial Disclosure: No relevant non-financial relations exist.</p>
<p><b>Preparing for Georgia’s Dyslexia Law</b></p> <p><b>Duration:</b> 1.5 hours</p> <p><b>Course Description:</b>  Georgia’s dyslexia law requires that elementary schools screen kindergarten through third grade students for characteristics of dyslexia and then provide instruction for those students. This legislation is a good thing! During this session, John O’Connor will review the implications of the requirements and how SLPs can share their expertise with others as the requirements take effect during the 2024-2025 school year.</p> <p><b>Course Objectives:</b>  Objective 1: Describe elements of Georgia’s dyslexia legislation.  Objective 2: List steps for how you can contribute to the district’s efforts to identify and serve students who have characteristics of dyslexia.</p>	<p><b>John O’Connor</b>  CEO  <i>GREAT Instruction, LLC</i></p> <p>John O’Connor led school improvement initiatives at the state and local level during his 30 years in public education. He started his career as a special education teacher serving students with orthopedic impairments in elementary and middle schools. Since that time, he has held a variety of administrative positions. For nine years while working at the Georgia Department of Education, he led state-wide initiatives to improve the achievement and learning of students with disabilities. He also served in local districts as an Assistant Director for Special Education, Executive Director for Special Services, Assistant Superintendent for Student Services and Director for Interventions. John has written five books, including his most recent, the 2nd Edition of <i>Great Instruction Great Achievement for Students with Disabilities: A Road Map for Special Education Administrators</i>. He also co-wrote a textbook chapter, a desk guide and numerous articles. Since his retirement, John has provided training, school visits, and coaching to hundreds of groups ranging from Hawaii to South Carolina.</p> <p><b>Disclosure:</b>  Speaker Disclosure:  Financial Disclosure: No, John O’Connor receives no honoraria for participation at Conference.  Non-Financial Disclosure: No relevant non-financial relations exist.</p>

<p><b>The Relationship Between Engagement and Literacy: Unique Considerations for Autistic Learners</b></p> <p><b>Duration:</b> 1 hour</p> <p><b>Course Description:</b>  This session will provide a discussion of the neurochemistry that we all need to “spark the drive” to learn, to develop language, and develop literacy. We will review the unique considerations for our autistic learners and then shift toward practical strategies to enhance engagement within literacy lessons. Practical tools from the Social Emotional Engagement – Knowledge and Skills framework (SEE-KS) will be shared so that we can “fuel” our learners by enhancing learner investment, independence, and initiation. Consistent with a Universal Design for Learning (UDL) framework, SEE-KS provides freely accessible tools that participants will be able to use for measuring student engagement, designing instruction to address social emotional engagement within everyday classroom lessons, and building capacity through teacher-to-teacher mentorship. This workshop will address universal instructional strategies that can get the hook, present information in different ways, and foster different modes of expression within standards-based academic instruction and will be relevant for learners who are before words, emerging language and conversational.</p> <p><b>Course Objectives:</b>  <b>Objective 1:</b> Define three critical elements of active engagement that are predictive of our learner’s success and literacy.  <b>Objective 2:</b> Identify strategies for enhancing engagement in literacy instruction.</p>	<p><b>Emily Rubin, MS, CCC-SLP</b>  <i>Director</i>  <i>Communication Crossroads, Inc.</i></p> <p><b>Emily Rubin, MS, CCC-SLP</b> is the Director of <b>Communication Crossroads, Inc. in Atlanta, GA</b>. She is a speech-language pathologist specializing in autism, Asperger’s Syndrome, and related social learning disabilities. As a former adjunct faculty member and lecturer at Yale University, she has served as a member of their Autism and Developmental Disabilities Clinic. She recently participated as a member of the American Speech-Language-Hearing Association’s Ad Hoc Committee on Autism Spectrum Disorders (ASD), a committee charged with developing guidelines related to the role of speech-language pathologists in the diagnosis, assessment, and treatment of ASD. She is a co-developer of the Social Emotional Engagement – Knowledge and Skills (SEE-KS) professional learning approach as well as the co-author of SCERTS, a criterion referenced assessment tool and framework for social and emotional development. She lectures internationally and provides consultation to educational programs developing programs for social and emotional learning and engagement in the classroom setting.</p> <p><b>Disclosure:</b>  Speaker Disclosure:  Financial Disclosure: Yes, Emily Rubin receives an honoraria for participation at Conference as well as a salary and intellectual property rights from Communication Crossroad, Inc.  Non-Financial Disclosure: No relevant non-financial relationships exist.</p>
<p><b>2022 Legislative Update</b></p> <p><b>Duration:</b> 1 hour</p> <p><b>Course Description:</b>  This presentation will provide a discussion about speech language pathologist legislation during the 2022 Georgia legislative session.</p> <p><b>Course Objectives:</b>  <b>Objective 1:</b> Understand 2022 legislative landscape of Georgia  <b>Objective 2:</b> Understand current bills related speech language pathologist  <b>Objective 3:</b> Understand how actions during the legislature this year will impact speech language pathologist</p>	<p><b>Devin Krecl</b>  <i>Executive Director, Operations and Government Affairs</i>  <i>Association Strategy Group</i></p> <p>Devin Krecl has been involved in the area of project management for nearly a decade. His experience and knowledge of project management include marketing and event planning, oversight of human resources &amp; loss prevention, political, grassroots and grass-tops, and communication. He specializes in advancing development initiatives with his team and implementing comprehensive strategies to promote the priorities of his clients. His leadership has allowed him to adapt to any talk and effectively lead his team when working on a project. Devin is a graduate of Kennesaw State University, where he received a B.S. in Political Science with a specialization in Government and Professional Politics.</p> <p><b>Disclosure:</b>  Speaker Disclosure:  Financial Disclosure: No, Devin Krecl receives no honoraria for participation at Conference.  Non-Financial Disclosure: No relevant non-financial relations exist.</p>

## Delivering Culturally Responsive Stuttering Assessments and Innovative Treatment

**Duration:** 2 hours

### Course Description:

Continued growth in cultural and linguistic diversity within the United States influences service delivery to children from diverse backgrounds with research findings indicating cultural differences in the presentation of stuttering and related speech behaviors. This motivates a need to revisit traditional assessment procedures in stuttering and adjust assessment protocols to be more culturally responsive to differences. These factors also present a need to approach treatment innovatively. This session will discuss the cultural impact on stuttering as well as provide an overview of evidence-based stuttering treatment that is most conducive improving a student who stutters' attitude towards communication and their ability to speak confidently. Cultural considerations with the potential to affect a stuttering assessment will be discussed as well as innovative stuttering treatment strategies that target communication excellence, self-advocacy, resilience and stuttering education to reduce the overall negative impact of stuttering on the lives of children who stutter.

### Course Objectives:

**Objective 1:** Describe how culture can impact the presentation of speech disfluencies and related behaviors.

**Objective 2:** List additional components of a culturally responsive stuttering assessment.

**Objective 3:** Describe the importance of self-advocacy as a component of stuttering therapy for school-age children.

**Kia Noelle Johnson, PhD, CCC-SLP**

*Associate Director*

*Arthur M. Blank Center for Stuttering Education and Research – Atlanta Satellite*

Kia Noelle Johnson, Ph.D., CCC-SLP is the Associate Director of the Arthur M. Blank Center for Stuttering Education and Research Satellite in Atlanta, Georgia through The University of Texas at Austin. She specializes in childhood stuttering and has a research interest in speech disfluencies of culturally and linguistically diverse children. She is Chair of the Board of Directors to NBASLH, is a member of the ASHA Board of Directors, and National Advisor to National NSSLHA.

### Disclosure:

Speaker Disclosure:

Financial Disclosure: Yes, Dr. Kia Johnson is a salaried employee at the University of Texas at Austin.

Non-Financial Disclosure: Yes, Dr. Kia Johnson serves on the ASHA Board of Directors, is Chair of the NBASLH Board of Directors, and is a National Advisor to National NSSLHA.

**Danielle Werle, PhD, CCC-SLP**

*Associate Director of Clinical Research*

*Arthur M. Blank Center for Stuttering Education and Research – Atlanta Satellite*

Danielle Werle, Ph.D., CCC-SLP is an Associate Director of Clinical Research at the Arthur M. Blank Center for Stuttering Education and Research Satellite in Atlanta, Georgia through The University of Texas at Austin. Her research program investigates the cognitive and linguistic contributions to childhood stuttering, and the mitigation of stereotype threat for individuals who stutter across the lifespan.

### Disclosure:

Speaker Disclosure:

Financial Disclosure: Yes, Dr. Danielle Werle is a salaried employee at the University of Texas at Austin.

Non-Financial Disclosure: No relevant non-financial disclosures exist.

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



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