



# 2023 Fall Best Practices

**Self Study Program**  
**October 23 – November 19, 2023**

## **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 2023 Fall Best Practices. If you need assistance accessing your profile, please contact the Executive Office.

The registration fee to attend 2023 Fall Best Practices is \$75 for REGULAR MEMBERS and \$175 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 out on Friday, October 20, 2023 to all of the registered participants with the log in information.

The virtual access link will be provided to each registered attendee in the email sent on Friday, October 20, 2023. The program will be available for viewing beginning at 7:00 am on Monday, October 23, 2023.

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

## **REGISTRATION DEADLINE:**

12:00 pm on Friday, November 17, 2023

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

2700 Cumberland Parkway

Suite 150

Atlanta, GA 30339

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

## SCHEDULE

Self-Study	
Course Information	Speakers & Bios
<p><b>Goal Writing for the Autistic Population (2 Hours)</b></p> <p><b>Course Description:</b> With the rise of knowledge of the Neurodiversity Movement in speech-language discourse, clinicians find themselves tasked to affirm their autistic students identities through creative, compassionate, and patient speech-language practice. Simultaneously, educator, clinician, and student burnout post the Covid-19 Pandemic is rampant. making such a radical shift in practice and outcomes difficult to realistically obtain. In this presentation, Rachel Dorsey, MS, CCC-SLP will walk learners through formulating practical and attainable goals for autistic students in two clinical case studies. Discussion will focus on the complexities and nuances of real life clinical decision-making, ultimately landing on goals that are both student and clinician-affirming.</p> <p><b>Course Objectives:</b></p> <p><b>Objective 1:</b> Analyze client-specific strengths and areas of needed support using IED domains.</p> <p><b>Objective 2:</b> Generate targeted skills for an Autistic student by applying the three facets of evidence-based practice (clinical expertise, patient values, and the best research evidence available)</p>	<p><b>Rachel Dorsey, MS, CCC-SLP</b> <i>Owner</i> <i>Rachel Dorsey: Autistic SLP, LLC</i></p> <p>Rachel Dorsey is a Speech-Language Pathologist, educator, and consultant. Through her private practice and consultancy, <i>Rachel Dorsey: Autistic SLP, LLC</i>, she provides education to parents, professionals, school districts, and organizations through coaching, consultations, in-services, professional developments, and courses on neurodiversity-affirming therapeutic practice. Rachel serves autistic clients of all ages in her private practice. The services she offers as a provider and consultant draw upon her own experience as an autistic person and her seven years of clinical experience working within early intervention, preschool, post-secondary, and clinic settings.</p> <p><b>Speaker Disclosure:</b> <b>Financial Disclosure:</b> Yes, Rachel Dorsey receives an honorarium for participation at Conference. Additionally, she receives a salary from her private practice, <i>Rachel Dorsey: Autistic SLP, LLC</i>. <b>Non-Financial Disclosure:</b> No relevant non-financial relations exist.</p>
<p><b>Empowering English Language Learners Through Interprofessional Collaboration (1 Hour)</b></p> <p><b>Course Description:</b> This presentation explores the dynamic realm of interprofessional collaboration between Speech-Language Pathologists (SLPs) and support personnel to enhance support for English Language Learners (ELLs). Attendees will gain insights into effective strategies, best practices, and collaborative frameworks, fostering a deeper understanding of how these professionals can synergize their efforts to empower ELLs and create inclusive, language-rich environments in educational settings.</p> <p><b>Course Objectives:</b></p> <p><b>Objective 1:</b> Articulate the unique linguistic and developmental needs of English Language Learners (ELLs) in educational settings.</p> <p><b>Objective 2:</b> Explore effective strategies and best practices for fostering interprofessional collaboration between Speech-Language Pathologists (SLPs) and support personnel to support ELLs.</p>	<p><b>Ebony Green, MS, CCC-SLP</b> <i>Owner/SLP</i> <i>CASA Speech and Development Services</i></p> <p>Ebony Green, M.S., CCC-SLP is a private practice owner, business consultant and digital course creator. Ebony has worked in schools since 2007, and started her career as a 2nd grade teacher. After leaving the classroom in 2011, Ebony decided to pursue a career in speech language pathology. Ebony has worked extensively with charter schools, private schools and public schools as both an SLPA and a SLP and specializes in bilingual evaluations and treatment in the K-12 setting. Ebony loves working with schools and has developed meaningful relationships with the school professionals she has worked with over the years. She has also presented at conferences on various topics related to private practice and was named an ASHA Distinguished Early Career Professional in 2021.</p> <p><b>Speaker Disclosure:</b> <b>Financial Disclosure:</b> Yes, Ebony Green receives an honorarium for participation at the conference. Additionally, she receives salary and consulting fees from SLP CEO Solutions DBA the SLP Business Suite. <b>Non-Financial Disclosure:</b> No relevant non-financial relations exist.</p>
<p><b>Time Saving Tips for Conducting Language Samples and Reporting Results (2 Hours)</b></p> <p><b>Course Description:</b> School-based SLPs are in need of ecologically valid methods for conducting language-based assessments in order to appropriately assess the language skills of students, plan for intervention, and monitor progress. However, best practice standards published in peer reviewed literature, tend to involve complex and costly systems. Also, these methods are too time consuming and laborious for the average school-based SLP to effectively integrate into the evaluation process. This presentation will provide attendees with</p>	<p><b>Valencia Perry, PhD, CCC-SLP</b> <i>Assistant Professor, Communications Sciences and Disorders</i> <i>Howard University</i></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 &amp;</p>

a handful of tips that can save time, increase reliability and validity, as well as improve documentation while upholding the integrity of the SLP's decisions and position when communicating results to IEP teams and other stakeholders.

**Course Objectives:**

**Objective 1:** Attendees will identify two measures for assessing morpho-syntax, semantics, and/or pragmatic skills of school-age children using free text analysis software.

**Objective 2:** Attendees will interpret the results of at least 3 language sample analysis (LSA) measures pertaining to semantic, syntax, and/or pragmatic language skills.

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.

**Speaker Disclosure:**

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

**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)**

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

