



2024 Fall Best Practices

Self-Study Program
October 1 – October 31, 2024

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. 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 2024 Fall Best Practices. If you need assistance accessing your profile, please contact the Executive Office.

The registration fee to attend 2024 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.

KNOW BEFORE YOU LOG IN!

An email will be sent out on Friday, September 27, 2024 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, September 27, 2024. The program will be available for viewing beginning at 7:00 am on Tuesday, October 1, 2024.

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 Thursday, October 31, 2024.

Georgia Organization of School-Based SLPs

2700 Cumberland Parkway

Suite 150

Atlanta, GA 30339

P 404-299-7700 www.GOSSLP.org

SCHEDULE

Self-Study	
Course Information	Speakers & Bios
<p>Putting the Language Literacy Network into Practice (2 Hours)</p> <p>Course Description: The Language Literacy Network (Wasowicz, 2021) illustrates the higher order and foundational components of literacy and reflects how spoken and written language processes come together in skilled reading and writing. This session will begin with an overview of The Language Literacy Network and examination of its similarities and differences with the Reading Rope and Active View of Reading. From there, you'll observe a variety of instructional activities that demonstrate many practical applications of The Language Literacy Network – ones that you can immediately use with your students to build their language literacy skills. You'll leave with new insights for tweaking your current teaching practices to simultaneously develop multiple reading, writing, speaking, and listening skills more effectively.</p> <p>Course Objectives:</p> <p>Objective 1: Explain the components of reading and writing as illustrated in The Language Literacy Network.</p> <p>Objective 2: Describe an activity that simultaneously develops phonological, orthographic, morphological, vocabulary, syntax, decoding, spelling (encoding) and automatic written word recognition/production skills at the word and sentence levels.</p> <p>Objective 3 (optional): Describe an activity that reinforces the skills listed in #3 while simultaneously developing content-area knowledge, understanding of concepts and schemas, verbal reasoning, vocabulary, syntax, connection and expression of ideas orally and in writing.</p>	<p>Jan Wasowicz, PhD, CCC-SLP, BCS-CL <i>Founder & CEO</i> SPELL-Links Learning By Design, Inc.</p> <p>Dr. Jan Wasowicz has over 40 years of experience working with struggling readers and writers, including children with dyslexia, dysgraphia, and other language-based learning disabilities. She is frequently invited to speak on best practices for literacy assessment and instruction and has conducted countless professional development workshops. Dr. Wasowicz has held faculty positions at prestigious universities including Northwestern University and Elmhurst College. She currently serves as an advisory board member for The Reading League Illinois and an external consultant for Purdue University's Interdepartmental Science of Reading Initiative to strengthen teacher preparation in using science-based methods for literacy instruction. Dr. Wasowicz is a certified speech-language pathologist and a board-certified specialist in child language licensed to practice in the states of Illinois and Florida and is a licensed professional educator with elementary and secondary endorsements from the State Teacher Certification Board of Illinois. She is lead moderator of the SPELLTalk professional listserv, inventor of Earobics Step 1 and Step 2, and author of SPELL-Links products for reading and writing.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Dr. Jan Wasowicz receives a salary, royalties, honorariums, and has ownership interest in her company SPELL-Links Learning By Design, Inc.</p> <p>Non-Financial Disclosure: Dr. Jan Wasowicz serves as an advisor and is a volunteer member on an advisory committee or review panel.</p>
<p>Identifying Bilingual Children with Speech, Language, and Reading Impairments (1 Hour)</p> <p>Course Description:</p>	<p>Christy Timm Fulkerson, Ph.D., CCC-SLP <i>Assistant Professor</i> Florida Atlantic University</p> <p>Dr. Christy Timm Fulkerson's clinical experience spans pediatric settings, including schools and early</p>

This presentation focuses on the complexities and best practices of assessing bilingual children at risk for speech, language, and reading disorders. It emphasizes the importance of making culturally responsive decisions during assessments, highlights the challenges of distinguishing between language differences and disorders, and addresses the underrepresentation of multilingual clinicians in the field. Attendees will gain access to a comprehensive roadmap for bilingual assessment, including a step-by-step guide to accurately identifying communication impairments in bilingual children. From exploring theories on bilingual language development to discussing targeted assessment strategies, clinicians will leave this session with an enhanced ability to navigate the nuances of bilingual assessment and effectively support bilingual children.

Course Objectives:

Objective 1: Understand the distinction between language differences and language disorders in bilingual children and how these can impact accurate diagnosis and intervention.

Objective 2: Apply culturally and linguistically responsive assessment practices to better identify speech, language, and reading impairments in bilingual students.

Objective 3: Describe various assessment methods, including dynamic and conceptual scoring approaches, to ensure a comprehensive evaluation of bilingual children’s language abilities in both languages.

intervention programs. She earned her Ph.D. from Florida State University, where she trained at the Florida Center for Reading and Research (FCRR). Currently, Dr. Timm-Fulkerson is an assistant professor at Florida Atlantic University where she teaches courses on language development and multicultural considerations. Her research focuses on language and literacy development, specifically in bilingual students.

Speaker Disclosure:

Financial Disclosure: Yes, Christy Timm Fulkerson receives an honorarium for participation at the conference. Additionally, she receives salary for teaching and speaking at Florida Atlantic University.

Non-Financial Disclosure: Christy Timm Fulkerson is employed by Florida Atlantic University and does volunteer teaching and speaking.

How to Write NeuroAffirming IEP Goals (1 Hour)

Course Description:

This energetic one-hour presentation explores the critical need to shift our approach to writing IEP goals by focusing on neurodiversity-affirming practices. Attendees will learn how to identify and reframe traditional, often harmful goals, understanding what to avoid and why. Through practical examples, we'll explore how to turn outdated social skills goals into empowering self-advocacy goals that honor each student's unique way of interacting with the world. Discover how thoughtful language choices and goal reframing can make a meaningful difference in supporting the authentic needs of autistic students.

Course Objectives:

Objective 1:

Chris Wenger, MS, CCC-SLP

Speech Therapist

Chaffey Joint Union High School District

Chris Wenger is an enthusiastic school-based SLP and creator of the Dynamic Assessment of Social Emotional Learning and author of the Neurodiversity Affirming Activity Book for School Aged Students. He is an internationally-acclaimed presenter who loves to share the most current trends to help older Autistic students. A prominent thought leader in the field of speech pathology, and known on social media as “Speech Dude,” Chris motivates and entertains fellow educators and clinicians through his humorous and inspiring posts and videos.

Speaker Disclosure:

Financial Disclosure: Yes, Chris Wenger receives an honorarium for participation in the conference.

Non-Financial Disclosure: Chris Wegner serves as the co-chair of the SLP Council.

<p>Participants will be able to describe the key differences between traditional, medical model-based IEP goals and neurodiversity-affirming goals.</p> <p>Objective 2: Participants will identify language and goal-writing practices that promote co-regulation and emotional well-being, distinguishing them from those that may inadvertently place demands and contribute to dysregulation.</p> <p>Objective 3 (optional): Participants will be able to reframe traditional social skills goals into self-advocacy goals that empower students and respect their unique communication styles.</p>	
<p>AI Tools for the School SLP (1 Hour)</p> <p>Course Description: This course explores the application of artificial intelligence (AI) tools in the school setting for Speech-Language Pathologists (SLPs). Participants will learn how to effectively integrate AI into their treatment planning, activity development, and documentation for students on their caseload with varying communication disorders. The session will cover introductory information and examples of various AI tools available and applicable to school-based SLPs. Attendees will also discuss ethical considerations and strategies to critically evaluate AI tools for evidence-based practice. By the end of the course, participants will gain practical skills and insights into using AI to enhance service delivery and improve student outcomes.</p> <p>Course Objectives:</p> <p>Objective 1: Identify AI tools relevant to SLP practice in schools</p> <p>Objective 2: Discuss ethical concerns regarding AI in education and how to assess for evidence-based material</p>	<p>Kaitlin Brown, SLPD, CCC-SLP <i>SLP/AAC Specialist-School Based</i> Dynamic Therapy Associates</p> <p>Kaitlin completed her Bachelor’s in Speech Pathology and Audiology from The University of Tennessee (Go VOLS), her Master’s in Communication Sciences and Disorders from Alabama A&M University, and her Doctorate in Speech-Language Pathology from Rocky Mountain University of Health Professions. She has worked in a variety of settings from adult medical to pediatric outpatient and a little of everything in between. However, her passion lies in pediatrics. She specializes in AAC and pediatric feeding/swallowing disorders. Kaitlin has worked the last 7 years in both pediatric private practices and school settings helping children and families find their voice and communication skills through the implementation of AAC! She is an Assistant Professor & Assistant Practicum Coordinator for Brescia University in their Masters of Communication Sciences and Disorders program. She also teaches a variety of CEU courses in the areas of AAC and pediatric feeding/swallowing!</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Kaitlin Brown receives a salary from Dynamic Therapy Associates and Brescia University for employment, teaching, and speaking. Kaitlin Brown receives an honorarium for participation in the conference. Non-Financial Disclosure: Kaitlin Brown has no non-financial disclosures.</p>

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

