



2026 Virtual Best Practices

**October 1 - 31, 2026
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. If you are registering as a Non-Member, you will need to create or sign-in to your Non-Member Conference Registrant profile to register for 2026 Virtual Best Practices. If you need assistance accessing your profile, please contact the Executive Office.

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.

Participants will be required to declare intent to earn ASHA CEUs and complete an evaluation of each session attended.

SATISFACTORY COMPLETION REQUIREMENT

Participants must watch each recording and complete a post-course evaluation demonstrating how their practice will be informed by what they have learned in the course.

KNOW BEFORE YOU LOG IN!

An email will be sent out the week of the program opening to all registered participants with log in information for the virtual program. The program will be available for viewing beginning at 7:00 am on Thursday, October 1, 2026.

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, October 30, 2026.

Georgia Organization of School-Based SLPs

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SCHEDULE

Self-Study	
Course Information	Speakers & Bios
Appreciating Differences in Neurodivergent Learners (1 Hour) Course Description: This session will focus on the role we play as interactive partners. We have a responsibility to understand the lived experiences of autistic and neurodivergent learners, appreciate their neurodevelopment differences, and adapt the environment to meet their needs. By constantly seeking insight and learning, interactive partners can work collaboratively to support neurodivergent children and young people. The SCERTS framework is an evidence-based framework that provides a common language, particularly around provision of support, where developmental capacities in Social Communication and Emotional Regulation are supported by our Transactional Support. When we see opportunities for our learners to increase their active engagement, our first consideration should be whether the environment is meeting our learners' needs. SCERTS recognizes that learning is a "two-way street." We will discuss how we can change our interactive support and the environment to strengthen active engagement. Course Objectives: Objective 1: Identify three domains of development that are essential for an individual's active engagement. Objective 2: Identify three key takeaways from the science of neurodevelopment that impact our provision of neuro-affirming support. Objective 3: Identify three stages of development that interactive partners need to be aware of to provide developmentally responsive support.	Emily Rubin, MS, CCC-SLP <i>Director</i> <i>Communication Crossroads, Inc.</i> Emily Rubin, MS, CCC-SLP is the Director of Communication Crossroads in southern California and is specialized in providing professional learning focused on helping educators create positive learning environments focused on relationships and an appreciation of the neurodiversity of children. She is a speech-language pathologist who is passionate about the relationship between active engagement and the development of language, learning, and well-being. As a co-author of the SCERTS Model, she helps educational teams implement a framework for social emotional engagement and learning that is: 1) natural activity-based in that it can be embedded in everyday activities, 2) sensitive to the unique needs and preferences of autistic learners, and 3) can guide educational teams in creating learning environments to promote active engagement. She lectures internationally and provides ongoing technical assistance to school systems and other agencies that care for children and their families. Speaker Disclosure: Financial Disclosure: Emily Rubin receives royalties from Brookes Publishing Company and an honorarium for speaking at this conference. Ms. Rubin also has intellectual property rights to SCERTS. Non-Financial Disclosure: Emily Rubin has no relevant non-financial relationships to disclose.
The Power of Joint Attention (1 Hour) Instructional Level: Introductory Course Description: In this course, participants will learn about the importance of joint attention and many specific actionable strategies they can use to embed work on joint attention into therapy sessions. Course Objectives: Objective 1: Discuss the importance of joint attention when providing intervention for autistic learners. Objective 2: List three strategies for incorporating work on joint attention during therapy sessions. Objective 3: Write functional goals for targeting joint attention during therapy sessions.	Rose Griffin, MS, CCC-SLP, BCBA <i>President</i> <i>ABA Speech</i> Rosemarie Griffin, MA, CCC-SLP, BCBA is an ASHA certified Speech-Language Pathologist and Board Certified Behavior Analyst. She has over 20 years of experience as a professional working in both the public and private sectors. Rose is the founder of ABA Speech. ABA Speech offers therapy services and the ABA Speech Connection Membership geared towards helping speech therapists, BCBAs, and RBTs support autistic students. Rose is an author of the book "Say It With Me: Naturalistic Interventions to Support Speech and Social Engagement" and is the host of the ABA Speech Podcast, a weekly show all about autism and communication. She is a sought after speaker who

	enjoys connecting with audiences at the local, state and national level. Rose is passionate about the mission of ABA Speech, which is to help all students become more independent communicators. Speaker Disclosure: Financial Disclosure: Rose Griffin receives an honorarium for speaking at this conference and is the founder of ABA Speech. Non-Financial Disclosure: Rose Griffin has no relevant non-financial relationships to disclose.
The Social Puzzle: Untangling Social Communication, Executive Functioning, ADHD, and Autism (1 Hour) Course Description: School-based speech-language pathologists (SLPs) increasingly serve students whose social communication challenges are influenced by multiple, interacting developmental and neurobehavioral factors rather than a single diagnosis. Difficulties in executive functioning, attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), anxiety, and language often overlap, making it challenging to identify the underlying contributors to a student's social communication profile and determine appropriate educational supports (American Psychiatric Association, 2022; Dawson & Guare, 2018). These overlapping characteristics can affect pragmatic language, self-regulation, cognitive flexibility, perspective-taking, problem-solving, and participation across academic and social settings (Barkley, 2015; Kenworthy et al., 2014). This session provides school-based SLPs with a practical framework for differentiating social communication differences associated with executive functioning, ADHD, autism, and anxiety while recognizing that many students present with co-occurring characteristics. Participants will examine how these factors influence classroom functioning and educational performance through a multidisciplinary lens. Emphasis will be placed on distinguishing disability characteristics from overlapping behaviors, selecting appropriate assessment considerations, and understanding the complementary roles of school psychologists and SLPs throughout the evaluation and intervention process. Through case examples and collaborative problem-solving strategies, participants will explore methods for integrating cognitive, behavioral, and communication data to develop comprehensive, educationally relevant recommendations that improve student outcomes and strengthen interdisciplinary partnerships (ASHA, 2023; NASP, 2020). Course Objectives: Objective 1: Differentiate the overlapping characteristics of executive functioning deficits, ADHD, autism spectrum disorder, anxiety, and language	Haley Wright, PhD <i>School Psychologist</i> <i>Katy ISD</i> Dr. Haley Wright is a licensed school psychologist with more than 16 years of experience serving students, families, and multidisciplinary teams in public education. She holds an Ed.S. in School Psychology and a doctorate in Counselor Education and is passionate about helping educators understand the complex relationship between learning, behavior, mental health, and communication. In addition to her work in K–12 schools, Dr. Wright teaches both undergraduate and graduate-level psychology and counseling courses at the university level and has supervised practicum and internship students for more than a decade, mentoring the next generation of school psychologists and mental health professionals. Her expertise includes comprehensive psychoeducational evaluations, executive functioning, ADHD, autism spectrum disorder, social-emotional functioning, and evidence-based interventions. A strong advocate for interdisciplinary collaboration, Dr. Wright is dedicated to equipping school professionals with practical, research-informed strategies that enhance assessment practices, strengthen teamwork, and improve outcomes for students. Speaker Disclosure: Financial Disclosure: Dr. Wright receives an honorarium for speaking at this conference. Non-Financial Disclosure: Dr. Wright has no relevant non-financial relationships to disclose.

disorders as they relate to students' social communication and educational performance. Objective 2: Identify assessment considerations and interdisciplinary data sources that help distinguish social communication differences associated with multiple contributing factors during school-based evaluations. Objective 3: Apply collaborative strategies between school psychologists and speech-language pathologists to develop comprehensive evaluation recommendations and evidence-based interventions that support students' social, behavioral, and academic success.	
Speech Matters for Language and Learning Success (1 Hour) Course Description: Students with Down syndrome commonly experience persistent difficulties with speech intelligibility, expressive language, verbal working memory, and efficient retrieval, although individual profiles vary considerably. Receptive vocabulary and social engagement may be relative strengths, but receptive language is not uniformly intact (Abbeduto et al., 2007; Martin et al., 2009). Speech difficulties may reflect interacting differences in hearing, anatomy, motor planning and execution, phonology, voice, resonance, fluency, and prosody—not intellectual disability alone (Kent & Vorperian, 2013). These challenges can limit a student's ability to demonstrate knowledge, participate in classroom discussion, repair communication breakdowns, develop peer relationships, and advocate independently. Designed for school-based SLPs, this one-hour session presents a practical framework for making speech clarity a central component of language and learning intervention. Participants will learn to: (1) identify speech, language, and executive-function factors that contribute to reduced intelligibility and participation; (2) prioritize measurable targets across phonation, speech movement, articulation, rate, prosody, sentence formulation, and connected language; and (3) apply principles of neuroplasticity—including accurate, frequent, meaningful practice—to treatment planning and progress monitoring. Video examples will illustrate how speech practice can be embedded within reading, answering questions, narrative sequencing, academic vocabulary, conversational repair, and self-advocacy. The session will distinguish evidence from assumption, emphasize individualized expectations and sufficient treatment intensity, and explain how visual supports and AAC can supplement communication while direct speech and verbal-language intervention continues. Participants will leave with a framework for determining functional goals that connect improved	Jennifer Gray, MS, CCC-SLP <i>Owner</i> <i>Grays Peak Speech Services, LLC</i> Jennifer Gray has over 20 years of experience as a licensed Speech-Language Pathologist specializing in speech clarity and verbal language for those with Down syndrome. She owns private practices in Colorado and Texas, offers consultation services worldwide, and teaches courses for families and professionals at conferences, schools, and continuing education platforms. She also collaborates with organizations such as GiGi's Playhouse, LSVT Global, and the Down Syndrome Medical Interest Group (DSMIG) to promote the capabilities of those with Down syndrome to guide best practices, strengthen advocacy efforts, and improve communication abilities. Most recently, she has authored books and resources for individual with Down syndrome to use at school and at home. Her work is guided by the knowledge that speech clarity is the path to autonomous independence for those of all abilities. Speaker Disclosure: Financial Disclosure: Jennifer Gray, MS, CCC-SLP is the owner of Grays Peak Speech Services, LLC, receives consulting fees and lecture honorarium from various programs and CE providers, receives compensation for the sale of materials and courses, and receives royalties for courses taught through PESI for recorded speaking events. Non-Financial Disclosure: Jennifer Gray, MS, CCC-SLP leads a Therapist Workgroup for the Down Syndrome Medical Interest Group (DSMIG).

intelligibility with classroom access, social participation, and increasing autonomy. Course Objectives: Objective 1: Identify at least three speech, language, or executive-function factors that may affect intelligibility, classroom participation, and social communication in students with Down syndrome. Objective 2: Select measurable, individualized intervention targets addressing speech clarity and connected verbal language based on a student’s communication profile and functional school needs. Objective 3: Describe two ways to apply principles of neuroplasticity—including accurate, frequent, and meaningful practice—while integrating speech production into academic and social-language activities.	
Built for This: SLPs and the Evolving Definition of Dyslexia (1 Hour) Course Description: The definition of dyslexia has evolved, and the role of the SLP has never been more essential. This session examines the updated 2025 definition of dyslexia with a focus on unpacking its core components through a language-based framework. Participants will explore the role of phonological processing, morphological awareness, and early language milestones as foundational contributors to reading development and dyslexia risk. The session further examines orthographic mapping as a mechanism underlying word-level reading failure and how this knowledge positions SLPs as essential contributors to dyslexia identification and intervention. Drawing on current research, this session challenges clinicians to move beyond the label and engage deeply with the evidence, leaving with a clear understanding of why dyslexia is a language-based learning difference. Course Objectives: Objective 1: Explain what happens in the brain when someone reads and how it is different from how the brain handles spoken language. Objective 2: Identify connections between dyslexia, developmental language disorders, and speech sound disorders. Objective 3: Summarize strategies for an SLP to help struggling readers of all ages.	Elizabeth Doherty, CCC-SLP <i>Founder/CEO The Reading SLP</i> Elizabeth Doherty, M.S., CCC-SLP, is the founder of The Reading SLP, the first Science of Reading professional community created specifically for speech-language pathologists. A national speaker, she trains educators and clinicians on the intersection of language and literacy, translating current reading research into practical, evidence-based strategies for the classroom and clinic. Elizabeth is also a doctoral candidate at Hunter College, CUNY, where she serves as an adjunct lecturer. She holds certifications through the Orton-Gillingham Academy and the International Dyslexia Association (SLD-I). Drawing on over a decade of experience as a school-based SLP in New York City before founding her private practice, Elizabeth is dedicated to empowering SLPs to take their rightful place at the center of dyslexia identification and intervention. Speaker Disclosure: Financial Disclosure: Elizabeth Doherty is the founder and CEO of the Reading SLP and receives an honoraria for this talk. Non-Financial Disclosure: Elizabeth Doherty has no relevant financial relationships to disclose.



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This course is offered for up to 0.5 ASHA CEUs (Various Levels)

Disclosure information for speakers is available at www.gosslp.org

