



2026 Spring Best Practices

March 13, 2026
KSU Center

REGISTRATION

Please note that pre-registration is required for the Best Practices conference—there are NO on-site registrations. The deadline to register is **Wednesday, March 11, at 12:00 pm** or when capacity (250 participants) is reached.

If you are not yet a member, use the registration form to join GO SSLP and secure your seat at Best Practices 2026! 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-into your Non-Member Conference Registrant profile to register for Best Practices 2026. Contact the Executive Office for help accessing your profile.

The registration fee to attend Best Practices 2026 is \$100 for REGULAR MEMBERS and \$200 for NON-MEMBERS. You may add a boxed lunch for \$15. Note that your registration for Best Practices 2026 is not confirmed until the GOSSLP Executive Office has received your payment.

CEU CREDIT & HANDOUTS – GO SSLP Goes Green!

CEU attendance and session evaluations will be managed electronically.

Satisfactory Completion Requirements: In order to claim ASHA CEUs, you must check in at the registration desk **and** complete an evaluation for each course no later than March 29, 2026. ASHA CEUs will not be awarded for sessions with evaluations completed after this date.

Handouts for sessions will be provided online at www.gosslp.org and via email.

THE KSU CENTER

Best Practices will be held at the KSU Center at 3333 Busbee Pkwy, Kennesaw, GA.

INCLEMENT WEATHER

In the event of inclement weather, the conference will be held with the possibility of a delayed start time. Check www.gosslp.org as well as the email provided at registration for up-to-date information the morning of the conference. Registration refunds will not be provided.

CLASSROOM SEATING

Seating in all sessions is on a first-come, first-served basis.

Georgia Organization of School-Based SLPs

2675 Paces Ferry Road, Suite 320

Atlanta, GA 30339

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SCHEDULE

In-Person Courses	
Course Information	Speakers & Bios
<p>All the Data, All the Voices: How SLPs Collaborate to Inform Eligibility and Specialized Instruction for Neurodiverse Students (1 Hour)</p> <p>Friday, March 13, 2026 8:30 am – 9:30 am</p> <p>Course Description: Eligibility decisions are strongest when they reflect the whole student rather than a single test score or isolated observation (American Speech-Language-Hearing Association [ASHA], n.d.-a). This presentation explores how speech-language pathologists (SLPs) thoughtfully gather, analyze, and synthesize multiple sources of data to inform both eligibility and specialized instruction decisions for neurodiverse students (ASHA, n.d.-b). Participants will examine how formal and informal assessment results, classroom performance, teacher input, parent perspectives, and interdisciplinary collaboration collectively support sound clinical judgment and defensible decision-making for neurodiverse students (IDEA, 2004; Etscheidt & Bartlett, 2019). Emphasis is placed on the SLP's role within the multidisciplinary team, including collaboration with school psychologists, general and special education teachers, and families to ensure decisions are educationally relevant, legally sound, and instructionally meaningful for neurodiverse students (ASHA, n.d.-c; Friend & Cook, 2017). Practical examples and guided discussion highlight how comprehensive data and diverse voices guide eligibility determinations and shape individualized, appropriate instructional support for students (Yell et al., 2017).</p> <p>Course Objectives: Objective 1: Analyze and integrate multiple sources of assessment and evaluation data (e.g., formal and informal measures, classroom performance, teacher and parent input) to support comprehensive eligibility and specialized instruction decisions, consistent with ASHA's guidance on evidence-based assessment and clinical decision-making for neurodiverse students. Objective 2: Demonstrate the speech-language pathologist's role in collaborative, multidisciplinary decision-making by applying effective consultation and collaboration practices with school psychologists, general and special education</p>	<p>Michelle Clevenger, Ed.D., CCC-SLP <i>Speech Program Specialist</i> <i>Cobb County School District</i></p> <p>Michelle is a speech program specialist for the Cobb County School District. She has been a SLP for 20 years with experience in both many areas of the field including pediatric and adult medical settings and various school settings. Michelle has a bachelor's degree from Miami University (Oxford, Ohio), a master's degree from University of Central Florida, and a doctorate degree from American College of Education. Michelle's passion is neurodiversity and collaborating with other professionals in the schools to ensure students are provided with exemplary speech services.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Michelle Clevenger receives an honorarium for participation at Conference. Non-Financial Disclosure: Michelle Clevenger has no relevant non-financial relationships to disclose.</p>

<p>teachers, and families to ensure eligibility determinations are educationally relevant and legally defensible for neurodiverse students.</p> <p>Objective 3: Apply professional judgment within the scope of speech-language pathology practice to synthesize assessment data and interdisciplinary input in order to develop individualized, appropriate instructional recommendations and supports aligned with student needs and educational outcomes for neurodiverse students.</p>	
<p>Tips for the Trickiest Sound Errors: R Distortions and Lateral Lisps (1.5 Hour)</p> <p>Friday, March 13, 2026 10:00 am – 11:30 am</p> <p>Course Description: Feel more confident treating the trickiest sound errors! R distortions and lateral lisps can be challenging to treat, but in this 90-minute presentation, you will learn how to make it fun, effective, and engaging for your students. From foundational concepts to enjoyable therapy activities, this presentation should leave you feeling ready to plan your next session. Attendees will see video demonstrations and leave with practical tips they can apply immediately in clinical practice.</p> <p>Course Objectives:</p> <p>Objective 1: List the articulatory requirement for the R sound.</p> <p>Objective 2: Describe 3 techniques to elicit an R sound.</p> <p>Objective 3: List 2 techniques to encourage correct tongue placement in children with lateral lisps.</p>	<p>Meredith Avren, MEd, CCC-SLP <i>Peachie Speechie</i></p> <p>Meredith Avren is an ASHA-certified pediatric speech-language pathologist, author, and speaker. She specializes in speech sound disorders, with a focus on R sound errors. As the founder of speech of Peachie Speechie, Meredith has created popular workbooks and shares therapy tips through social media and her YouTube channel.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Meredith Avren is the founder and owner of Peachie Speechie and financially benefits through items sold through that company. Meredith also has written books/worksheets that may be shown or mentioned in this presentation. Peachie Speechie is an exhibitor at this conference.</p> <p>Non-Financial Disclosure: Meredith Avren has a Youtube channel and online social media presence. Short clips from her online videos may be shown in this presentation.</p>
<p>Unlocking the Difference: Therapy vs. Compensatory Services Explained (1.5 Hours)</p> <p>Friday, March 13, 2026 12:30 pm – 2:00 pm</p>	<p>Jill Barton, MS, CCC-SLP <i>Speech-Language Pathologist</i> <i>Atlanta Public Schools</i></p>

<p>Course Description: Help me, I'm new here! I have over 55 students on my caseload roster! How am I going to serve these many students? Where am I going to find extra time in the schedule to provide the extra services my students are entitled to, since they have been without an SLP? The school-based Speech Language Pathologist works hard with each student to achieve success, but when new caseloads are acquired, each student may need makeup or compensatory IEP minutes. This session will examine the definitions of makeup time and compensatory time, explore and discuss case law and state requirements, and provide activities for participants to collaborate with peers using various scenarios.</p> <p>Course Objectives:</p> <p>Objective 1: The learner will list the difference between makeup time and compensatory time.</p> <p>Objective 2: The learner will be able to summarize specific case law and state requirements in relation to makeup and compensatory time.</p> <p>Objective 3: The learner will describe situations in which to best support students with makeup vs. compensatory time.</p>	<p>Jill Barton has spent the last 25 years working in various settings across the United States, including public schools, pediatric rehabilitation, higher education, and private practice. She is currently working in Atlanta Public Schools. She has presented nationally, regionally, and locally on various topics, including School-Based issues, Private Practice, & Leadership. She previously served as the President of the Georgia Speech Language Hearing Association in 2015, the American Speech Language Hearing Association (ASHA) as a Coordinating Committee Member of ASHA SIG 11 for Administration & Supervision, and as the Chair of the 2020 & 2023 ASHA Connect Schools Poster Selection Committee. Jill currently serves on the GSHA Executive Board as ASHA's State Education Advocacy Leader (SEAL) for Georgia, the GSHA Strategic Planning Chair, and ASHA's Council of Academic Accreditation (CAA) Practitioner Site Visitor Team Member.</p> <p>Speaker Disclosure:</p> <p>Financial Disclosure: Yes, Jill Barton receives an honorarium for participation at the Conference, as well as receiving income from her employment at Atlanta Public Schools and private practice.</p> <p>Non-Financial Disclosure: Jill Barton is an ASHA State Education Advocacy Leaders (SEAL) member and site visitor for the Georgia ASHA Council of Academic Accreditation.</p>
<p>Evidence-Based Music and Sensory Interventions for Speech Therapy (1 Hour)</p> <p>Friday, March 13, 2026 2:30 pm – 3:30 pm</p> <p>Course Description: Evidence-Based Music and Sensory Interventions for Speech explores the powerful intersection between music, sensory regulation, and communication development. This session introduces participants to research-backed strategies that integrate rhythm, melody, movement, and sensory input into speech therapy practices. Attendees will gain insight into how musical elements stimulate neural pathways related to speech and language, and how sensory-based techniques can support emotional regulation, attention, and engagement—especially in neurodivergent and pediatric populations.</p> <p>Course Objectives:</p> <p>Objective 1: Identify the neurological and developmental benefits of music and sensory integration in speech therapy.</p>	<p>Kevin Simmons, MS, CCC-SLP <i>Speech Therapist</i> <i>Prosper Therapy Services</i></p> <p>Kevin Simmons is a pediatric speech therapist located in North Georgia. Along with providing pediatric services, he is a sensory barber for kids that have difficulty with haircuts. With passions for music and movements, Kevin provides a unique approach to speech therapy.</p> <p>Speaker Disclosure:</p> <p>Financial Disclosure: Yes, Kevin Simmons receives an honorarium for participation at Conference.</p> <p>Non-Financial Disclosure: Kevin Simmons has no relevant non-financial relationships to disclose.</p>

Objective 2: Demonstrate at least three music-based and three sensory-based strategies that support communication goals.

Objective 3: Develop a plan to incorporate music and sensory tools into current therapy practices in a functional, evidence-based way.

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

