2023 Spring Best Practices

Thursday & Friday | February 9 – 10, 2023
Cobb Galleria Centre | Atlanta, GA

REGISTRATION

Please note that pre- registration is required for the Best Practices conference—there are NO on-site registrations.
The deadline to register is Tuesday, February 7, 2023 or when capacity (1,300 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 2023! You can register and join/renew your membership online at 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 Best Practices 2023. Contact the Executive Office for help accessing your profile.

The registration fee to attend Best Practices 2023 is $150 for REGULAR MEMBERS, $50 for STUDENTS, and $250 for NON-MEMBERS. Note that your registration for Best Practices 2023 is not confirmed until the GO SSLP Executive Office has received your payment. If your payment is not received by Tuesday, February 7, 2023 your registration will be canceled.

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.

THE COBB GALLERIA CENTRE

Best Practices will be held at the Cobb Galleria Centre. It is located at Two Galleria Parkway, Atlanta - off of Cobb Parkway (Highway 41) near the Cumberland Mall area. Visit www.cobbgalleria.com for directions and area information.

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 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. Seating capacity limits for each classroom will be strictly enforced.

PROGRAM SCHEDULE:

Thursday, February 9	
Course Information	Speakers and Bios
How to Write and Implement SMART Holistic EBP Supported Goals in Stuttering Therapy (2.5 Hours) **Course Objectives:** Objective 1: DEFINE what a SMART goal is Objective 2: APPLY SMART goal methodology to stuttering therapy Objective 3: WRITE SMART goals for various WHO/ICF content areas within stuttering therapy	**Steff Lebsack, MS, CCC-SLP** *Adjunct Faculty, Communication Sciences and Disorders* *Baylor University* Steff Lebsack, (PWS) has been a Speech-Language Pathologist since 2009 and became an SLP because her older brother, Jasper, is a person who stutters. As a young girl, Steff saw how others spoke behind Jasper's back about his stutter and knew she wanted to be involved with the world of people who stutter. Steff is particularly passionate about medical autonomy of people who are communication different. Steff's private practice, Lebsack Speech Therapy (Denver, Colorado, USA), focuses on the treatment of people who stutter and clutter and she is a provider for MySpeech, a national non-profit organization. Additionally, Steff has spent the majority of her career working in medical settings with her favorite being acute care. Steff is an Adjunct Professor with the Baylor University Online Master's Program as the Course Designer and Lead for the program's Fluency Disorders course and a full-time PhD student at Idaho State University. Steff also serves as Chair of the Board of Directors for Stamily, an International organization for people who stutter and their allies. When she is not studying, grading, or advocating for people who stutter, she can be found with her husband of 14 years, Kevin, and their two beautiful young children Mary and Karter. Disclosure: Speaker Disclosure: Financial Disclosure: Yes, Steff Lebsack receives an honorarium for participation at Conference. Non-Financial Disclosure: Yes, Steff Lebsack is the chair of the Board of Directors of Stamily. Dan Hudock, PhD, CCC-SLP *Associate Professor, Communication Sciences and Disorders* *Idaho State University* **Professional Areas of Interests:** Stuttering and other fluency-based disorders, counseling and interprofessional collaborations between mental-health professionals and Speech Language Pathologists, Acceptance and Commitment Therapy (ACT), and the neuroscience of speech perception and production as measured via EEG. **Research Interest Include:** Training and outcomes related to interprofessional collaborations between

	mental-health professionals and Speech Language Pathologists, holistic stuttering therapy targeting emotional, psychological, and social impacts from communication disorders, Acceptance and Commitment Therapy (ACT), sender / receiver dynamics during communication exchanges via biopsychophysiological measures (electro-dermal skin conductance response, heart-rate variability, and eye-tracking), and EEG analysis of speech perception and production in fluent speakers and speakers who stutter. Disclosure: Speaker Disclosure: Financial Disclosure: Yes, Dan Hudock receives an honorarium for participation at Conference. Non-Financial Disclosure: No relevant non-financial relationships exist.
Getting Off Therapy Island: Increasing Language & Literacy Skills in CLD Students by Bridging the School-Home Gap (2.5 Hours) **Course Description:** This presentation will focus on strategies that SLPs can use to build the school-to-home relationship to effectively increase family engagement and buy-in as it relates to increasing language and literacy skills in students. Strategies discussed are especially beneficial for those working with culturally and linguistically diverse (CLD) students, as well as students from low socioeconomic status (SES) households. **Course Objectives:** **Objective 1:** list at least one potential barrier to success in therapy for CLD students and students from low SES households **Objective 2**: identify at least two ways to overcome potential barriers and foster family engagement and buy-in to increase language and literacy skills in CLD students and students from low SES households	**Tinita Ortega Kearney, PhD, CCC-SLP/L** *Speech-Language Pathology* *The Final Piece Speech & Language Therapy, LLC* Dr. Tinita Ortega Kearney is a pediatric speech-language pathologist specializing in working with autistic children. Hailing from New York, she attended college in Washington, DC, receiving her Doctorate of Philosophy degree in speech-language pathology from Howard University. Dr. Kearney has over a decade of experience in the field, with the majority of this time spent in the non-public and public school settings. She has operated a private practice for eight years and enjoys presenting on assessing and supporting neurodivergent and culturally and linguistically diverse students. 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. She has also authored an award-winning lift-the-flap board book series targeting specific speech/language skills in young children, entitled, "Lola Koala's Travel Adventures." Disclosure: Speaker Disclosure: Financial Disclosure: Yes, Tinita Kearney receives an honorarium for participation at Conference. Non-Financial Disclosure: No relevant non-financial relationships exist.
Rethinking the School Based SLPs Workload Under the Lens of Assessment and Eligibility (2.5 Hours) **Course Description:** This session is for any school based SLP who wants to reduce their workload. The focus of this presentation is on ensuring students are appropriately determined as eligible, how students maintain eligibility, what assessment tools and strategies are valid and reliable for determining eligibility, what the law requires relative to determining eligibility, and how to work at the top of our license and within the guidelines of the IDEA.	**Angie Neal, MS, CCC-SLP** *Speech-Language Pathology Consultant* *South Carolina State Department of Education* Angie Neal is a frequent presenter across the US on topics such as remediation of /r/, language and literacy, social communication, and dialectal variations. She is the SLP Consultant at the South Carolina State Department of Education, a member of ASHA's School Issues Advisory Board, graduate of ASHA's School-Based Leadership Development Program and a board member with the State Education Agency Communication Disabilities Council.

This will be an engaging course with many key takeaways that will empower you to advocate for you, your students, and your role as an SLP in schools. **Course Objectives:** **Objective 1:** State key features of eligibility according to the IDEA. **Objective 2:** Discuss current research with regard to norm-based assessments and other evidence-based methods of assessment. **Objective 3:** List a variety of strategies for reducing workload.	Disclosure: Speaker Disclosure: Financial Disclosure: Yes, Angie Neal receives an honorarium for participation at Conference. Non-Financial Disclosure: Angie Neal is a member of the ASHA School issues Advisory Board and State Education Agencies Communication Disability Council.
Behavior Toolbox: The Connection between Communication and Challenging Behaviors (2.5 Hours) **Course Description:** In this didactic session, participants will identify the correlations between communication skills and challenging behaviors, particularly for toddlers and preschool children. We will explore ways to build your "behavior toolbox" to work collaboratively with caregivers and educators to provide supports to identify, prevent, and address challenging behaviors in young children. **Course Objectives**: **Objective 1:** understand the function and consequences of challenging behaviors in young children **Objective 2:** identify communication strategies and supports to prevent and address challenging behaviors in young children **Full "STEAM" Ahead: Connecting Shared Interactive Book Reading to STEAM for Preschool Children (2.5 Hours)** **Course Description:** In this didactic session, participants will learn how to incorporate science, technology, engineering, art and math into shared interactive book reading for preschool children; particularly those with developmental disabilities. We will explore evidence-based strategies for shared interactive book reading while focusing on STEAM embedded activities. Participants will leave with a list of books and strategies to use immediately in their future therapy sessions for preschool children. **Course Objectives:** Objective 1: describe the evidence-based strategies for shared interactive book reading to promote language and emergent literacy skills in preschool children	**Jacqueline Towson, PhD, CCC-SLP** *Associate Professor, Graduate Program Director, Interim Associate School Director* *University of Central Florida* Jacqueline Towson, Ph.D., CCC-SLP is an Associate Professor, Interim Associate School Director and Graduate Program Director in the School of Communication Sciences and Disorders with a joint appointment in the School of Teacher Education at University of Central Florida. She completed her doctorate in 2015 at Georgia State University in the Education of Students with Exceptionalities with a focus in Early Childhood Special Education following 14 years of work in public schools. Her research broadly concerns building the capacity of individuals who work with young children experiencing language impairments and those considered at-risk. Disclosure: Speaker Disclosure: Financial Disclosure: No relevant financial relationships exist. Non-Financial Disclosure: No relevant non-financial relationships exist.

Objective 2: integrate STEAM activities into storybook reading for preschool children	
Future-Self: Applying the neuroscience of mental time travel and prospection to strengthen Executive Function in children (2.5 Hours) **Course Description:** Actualizing one's future-aspirations, which entails fine-tuning mental time-travel through goal-directed and future-focused actions is made possible by well-developed Executive Function. Far too often, current learning priorities keep children and young-adults focused on daily work, grades, and performance, creating a disconnect between the habit mastery and long-term needs of the future-self. This session will present effective and evidence-based strategies to improve children's future-oriented reasoning and emotional regulation during gratification postponement processes such that they can effectively predict performance challenges, anticipate glitches, and handle mistakes while keeping in mind the needs of the future-self. **Course Objectives:** Objective 1: Define the concepts of prospection and mental time travel Objective 2: Differentiate between the four components in the framework of future-oriented cognition: simulation, prediction, intention, and planning Objective 3: Define the relationship between habit mastery, gratification postponement, and long-term needs of the future self Objective 4: List three strategies to improve future-oriented reasoning and prospection in children and young adults	**Sucheta Kamath, MA, MA, CCC-SLP, BC-ANCDS** *Founder/CEO* *ExQ, LLC* Sucheta Kamath, M.A., M.A., CCC-SLP, BC-ANDS is the founder and CEO of ExQ®, a TEDx speaker, and an award-winning speech-language pathologist. As an EdTech entrepreneur, Sucheta has created a patented online digital curriculum that assesses and teaches 9-areas of Executive Function skills in children from grades 6 to 12 to help cultivate self-awareness and strategic thinking. In her weekly podcast, Full PreFrontal: Exposing the mysteries of Executive Function, she interviews world-renowned experts across various fields including cognitive neuroscience, developmental psychology, education, contemplative science and business leadership and has produced more than 200 episodes and has an audience in more than 150 countries. Sucheta serves on many non-profit boards including Leadership Atlanta and the National Multi-Faith initiative to End Mass Incarceration (EMI) and is deeply committed to racial healing and interfaith community dialogue. In addition, she co-founded a nonprofit called the Georgia Speech-Language-Hearing Foundation (GSHF) and has been instrumental in creating and leading a cost-free "Leadership through Communication" training program for Atlanta's work-ready displaced community. Finally, Sucheta has a more than decade long meditation practice and has recently completed a Mindfulness Meditation Teacher Certification Program from the Awareness Training Institute. Disclosure: Speaker Disclosure: Financial Disclosure: Yes, Sucheta Kamath receives an honorarium for participation at Conference. Non-Financial Disclosure: No relevant non-financial relationships exist.
Supervision in the Schools: Combining Regulations, Research, and Best Practice (2.5 Hours) **Course Description:** SLPs supervising graduate students and Clinical Fellows must understand the many requirements for evaluation and eligibility for SLPs services that federal and state law set forth for U.S. schools as well as current research and best practice in the field. Attendees will review feedback styles and methods aligned to learner needs. Identification of issues and targets for coaching and mentoring will utilize examples from assessment, treatment, and required meetings	**Marie Ireland, M.Ed, CCC-SLP, BCS-CL** *Adjunct Research Associate* *Charles Sturt University* Marie Ireland is a Board-Certified Specialist in Child Language (BCS-CL) and served as the Virginia Department of Education's specialist for speech language pathology, evaluation and eligibility and related services for 16 years. She has served as ASHA's Vice President of SLP Practice (2018-2020) and on the executive board of the State Education

(e.g. Eligibility and IEP). Educational opportunities focusing on the intersection regulations and research as a tool to help school SLPs combat overidentification, high SLP caseloads, and civil rights concerns will be discussed. The impact of poverty on language and executive function will be emphasized for supervisors working with diverse populations. Strategies for differentiating educational identification and clinical diagnosis using federal regulations and requirements will assist those being supervised in implementing best practice in the schools. **Course Objectives** Objective 1: identify opportunities to highlight specific requirements for evaluation and eligibility in schools with students and CFs Objective 2: Summarize feedback approaches to ensure the supervisee implements required steps for compliant services and decision making Objective 3: Identify research topics to share with students and CFs to address caseload, workload and best practices in school practice	Agencies Communication Disabilities Council. Her areas of interest include child language, evidence-based assessment, dynamic assessment. She has received editor's award in 2013 and 2021 for articles on evidence-based practice in the schools and has published works on SLP practice in the schools. Disclosure: Speaker Disclosure: Financial Disclosure: Yes, Marie Ireland receives an honorarium for participation at Conference. Non-Financial Disclosure: No relevant non-financial relationships exist.
Friday, February 10	
How to Get Easy and Enjoyable Speech in School-Age Stuttering (2.5 Hours) **Course Description:** You ever get a little scared of treating stuttering? Well, you're not the only one. Thankfully this presentation will give you an easy-to-understand yet expansive model for understanding why stuttering happens and what you can do to help. This practical, useful, and lively training will detail how to assess, create goals for, and individually tailor treatment school-age children and teenagers who stutter. **Course Objectives:** Objective 1: Attendees will be capable of listing at least 5 stuttering assessment measures that assess the fluency or feelings of stuttering. Objective 2: Attendees will be capable of describing at least three techniques to treat the fluency aspects of stuttering in school age students and teenagers. Objective 3: Attendees will be capable of describing at least three techniques to treat the knowledge of stuttering in school age students and teenagers.	**Stephen Groner, MS, CCC-SLP** *Owner* *Beat Stuttering, LLC* Stephen Groner started stuttering when he was three and he received life-changing speech therapy when he was 17 that allowed him to speak easily and enjoyably. He now shares his stuttering knowledge and tips online as @slp.stephen and is the creator of innovative online courses to help make stuttering therapy simpler and less scary for harried SLPs at slpstephen.com. He received his bachelors and masters from Vanderbilt University in Nashville, TN and has given presentations about stuttering to thousands of SLPs across the country. Known for being upbeat, engaging, and super practical, Stephen is someone you want to see if you want some help treating stuttering. Disclosure: Speaker Disclosure: Financial Disclosure: Yes, Stephen Groner receives an honorarium for participation at Conference. He is also the owner of Beat Stuttering, LLC and receives a salary. Non-Financial Disclosure: No relevant non-financial relationships exist.

Objective 4: Attendees will be capable of describing at least three techniques to treat the emotional aspects of stuttering in school age students and teenagers.	
AAC 101: Steps to Learning (2.5 Hours) **Course Description:** It is no small task to consider how we will help our students progress from communicating only through behaviors to communicating any message they desire independently and spontaneously. In this session we will discuss the real work of implementing AAC in the classroom. We will introduce a step-by-step framework with tools to assist SLPs and their teams in helping their student advance from emergent communication skills to autonomous functional and social interaction. **Course Objectives:** Objective 1: Participants will be able to select relevant and meaningful targets for AAC implementation for individual students. Objective 2: Participants will identify materials and activities to train their students' use of their AAC system. Objective 3: Participants will identify partner strategies to increase students' interest, willingness and use of their AAC system.	**Vicki Clarke, MS, CCC-SLP** *CEO and Director of DTA Schools* *Dynamic Therapy Associates, Inc./DTA Schools* Vicki Clarke is the CEO of Dynamic Therapy Associates, Inc and Director of DTA Schools, a division of DTA Inc, supporting both individual student growth and, system-wide focus on the development of augmentative communication skills, supports, and best practices in special education programs. Additional professional activities include professional consultation and training through publications, workshops, and presentations at local, state, and national conferences in the areas of AAC, speech-language pathology, special education, and Autism. Disclosure: Speaker Disclosure: Financial Disclosure: Yes, Vicki Clarke receives an exhibit booth for participation at Conference. Non-Financial Disclosure: No relevant non-financial relationships exist.
The Benefits of Integrating Yoga Practices into Speech-Language Therapy (2.5 Hours) **Course Description:** Speech-language pathologists report that there are incredible demands, burnout, and overall reduced well-being in the profession. In addition, anxiety and depression are on the rise among students. Both therapists and clients can benefit from learning strategies for combining the neuroscience of yoga with evidence-based speech-language therapy for positive clinical outcomes and increased clinical effectiveness using a multidisciplinary, holistic treatment approach. **Course Objectives:** Objective 1: Participants will become familiar with evidence-based neuroscience research that supports the mind-body benefits of integrating yoga practices into speech-language therapy for positive outcomes for both the SLP and client. Objective 2: Participants will be able to utilize specific techniques to improve the mind-body connections (such as breathing and mindfulness techniques, and specific yoga poses and practices) to support their speech and language therapy.	**Kim Hughes, MA, CCC-SLP & Amy Roberts, MS, CCC-SLP** *Co-founders* *Talk Yoga, LLC* When two friends share careers and passions, sometimes amazing ideas are born! In 2005, Amy began working in Washington, DC, at a school for children with learning disabilities. Kim was assigned to be her clinical supervisor and an instant friendship began. Soon they discovered that they shared a love for yoga and all things yogic and the rest is history! After years of life, changing jobs, raising children, and supporting each other from afar, eventually the stars aligned, and it was time to bring the concept of merging yoga and speech and language therapy to life! Talk Yoga was born. Kim and Amy see this concept as a shift from traditional therapy, and as a way to empower children who often feel as if they cannot do anything quite right. Yoga's simple and beautiful practices help our clients learn to express themselves in a positive, noncompetitive environment. They are free to explore, to express, play, learn™! Disclosure: Speaker Disclosure:

Collaboration and Best Practices for AAC Assessments & Treatment (2.5 Hours) **Course Description:** Practical solutions for interprofessional practice and collaboration in school-based implementation of AAC evaluations and treatment with use of evidence-based best practices. See how a mindset shift can result in actionable steps! **Course Objectives:** Objective 1: Identify current challenges to successful collaboration for AAC evaluations and treatment in school setting. Objective 2: State 3 actionable steps for implementation of evidence-based AAC assessments and intervention. Objective 3 (optional): Identify 1 unused resource to support mindset shift.	**Punam Desormes, MA, CCC-SLP, ATP** *Instructor/Undergraduate Program Director, School of Communications Sciences and Disorders* *University of Central Florida* Punam Desormes is a Clinical Instructor and Undergraduate Program Director in the School of Communication Sciences and Disorders at the University of Central Florida. She also serves as collaborating faculty to the UCF Augmentative and Alternative Communication (AAC) Collaborative & Florida Alliance for Assistive Services and Technology (FAAST) Atlantic Region Demonstration Center (ARDC). Desormes obtained her Bachelor of Arts in Psychology at UCF and her Master of Arts in Speech-Language Pathology at the University of Florida. She is a RESNA Certified Assistive Technology Professional (ATP) with clinical expertise in augmentative and alternative communication (AAC) and autism spectrum disorders. She has extensive experience in serving pediatric populations in the school, private practice, and home-health settings. Desormes is dedicated to providing individuals across the lifespan with complex communication needs (CCN) access to multimodal communication systems through her work at the University of Central Florida Communication Disorders Clinic. Additional interests include improving interprofessional collaborative practice and the promotion of diversity, equity, inclusion, and access in the field. Desormes is a member of the American Speech-Language Hearing Association (ASHA), ASHA Special Interest Group 12 Augmentative and Alternative Communication, and the Rehabilitation Engineering and Assistive Technology Society of North America (RESNA).
Two Flints Make a Fire: Collaborative Goal Setting for Children Who Stutter (2.5 Hours) **Course Description:** This session challenges attendees to consider strategies for setting goals collaboratively with children who stutter. In particular, attendees are prompted to think beyond typical speech fluency goals in stuttering	**Hayley Arnold, PhD, CCC-SLP** *Associate Professor, Speech Pathology and Audiology* *Kent State University* Hayley Arnold is an associate professor in the Speech Pathology and Audiology program at Kent State University. Her research, which focuses on childhood-

treatment. Treatment goals and techniques will be presented that are aimed at increasing quality of life through increasing autonomy and participation in all aspects of life. **Course Objectives:** Objective 1: Explain the speech-language pathologist's role related to quality of life in students who stutter. Objective 2: Describe ways to engage in collaborative goal setting with students who stutter. Objective 3 (optional): Generate measurable goals to address the needs of students who stutter.	onset stuttering, investigates how internal mechanisms, such as linguistic and emotional processes, and external mechanisms, such as public opinions about stuttering, impact individuals who stutter.
Assessment and Goal Setting for D/HH Students (2.5 Hours) **Course Description:** Speech-language pathologists have to be experts in many areas. Working with Deaf and hard-of-hearing students, may not be an area that many treat often. The purpose of the following presentation is to review best practices for communicative and linguistic competence for clinicians assessing D/HH students and to optimize student growth outcomes using appropriate, measurable, and individualized goals. **Course Objectives:** Objective 1: Develop a deeper understanding of instructional best practices for DHH students; Objective 2: Review appropriate formal and informal, standardized and nonstandardized assessments; Objective 3: Label and provide examples for each component of a SMART goal; Objective 4: Plan and utilize strategies, appropriate materials, and resources for implementing educational experiences that support the development of communicative competence.	**Sydney Bassard, MSP, CCC-SLP** *Owner/Speech-Language Pathologist* *The Listening SLP* Sydney is an ASHA-certified speech-language pathologist. She received both her B.S. in Public Health and her Master of Speech Pathology from the University of South Carolina. Sydney is licensed in Virginia, North Carolina, and South Carolina. Her clinical focus areas are working with individuals who are deaf and hard of hearing and those with literacy challenges. Sydney engages in research with these populations as well as clinical practice. With a passion for access to high-quality service and care for all, she takes the time to invest in each client and their family. Her motto of listening, learning, and advocating stems from the three principles that guide her clinical practice.
Dynamic Assessment Research, Regulation, and Best Practice (2.5 Hours) **Course Description:** Participants will review the evidence on diagnostic accuracy of standardized tests and dynamic assessment methods. Learn how to evaluate learning potential and reduce bias in assessment using graduated prompting, testing limits, and "test-teach-retest" using formal and informal techniques. Dynamic assessment for language and speech sound disorders will be addressed with techniques that may be used for evaluation for eligibility and for programs outside of	**Marie Ireland, M.Ed, CCC-SLP, BCS-CL** *Adjunct Research Associate* *Charles Sturt University* Marie Ireland is a Board-Certified Specialist in Child Language (BCS-CL) and served as the Virginia Department of Education's specialist for speech language pathology, evaluation and eligibility and related services for 16 years. She has served as ASHA's Vice President of SLP Practice (2018-2020) and on the executive board of the State Education

special education including pre-referral intervention, RtI and MTSS approaches. Current research, sample case studies and report writing considerations will be provided.

Course Objectives

Objective 1. Identify 3 main approaches for dynamic assessment

Objective 2. Summarize the diagnostic accuracy of norm-referenced techniques and dynamic assessment methods

Objective 3. Identify 3 sample statements for use in report writing to document evidence-based assessment practices

Agencies Communication Disabilities Council. Her areas of interest include child language, evidence-based assessment, dynamic assessment. She has received editor's award in 2013 and 2021 for articles on evidence-based practice in the schools and has published works on SLP practice in the schools.

Disclosure:
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ASHA CE APPROVED PROVIDER

Georgia Organization of School-Based SLPs

This course is offered for up to 1.0 ASHA CEUs (Intermediate level, Professional area)