



2024 Spring Best Practices

**March 14-15, 2024
Cobb Galleria 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 13, 2024 at 12:00 pm** 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 2024! 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-into your Non-Member Conference Registrant profile in order to register for Best Practices 2024. Contact the Executive Office for help accessing your profile.

The registration fee to attend Best Practices 2024 is \$175 for REGULAR MEMBERS and \$275 for NON-MEMBERS. Note that your registration for Best Practices 2024 is not confirmed until the GO SSLP Executive Office has received your payment.

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 and in the meeting app.

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.

Georgia Organization of School-Based SLPs

2700 Cumberland Parkway

Suite 150

Atlanta, GA 30339

P 404-299-7700 www.GOSSLP.org

SCHEDULE

In-Person Courses	
Course Information	Speakers & Bios
<p>Trauma-Informed Care for Speech Language Pathologists (2 Hour)</p> <p>Course Description: Trauma-informed care is a mindset, not a prescriptive therapy technique. When an SLP uses T.I.C, it is to make sure we don't unintentionally cause harm to our clients. This mindset can be used in any setting, with any population, in any age group.</p> <p>Course Objectives: Objective 1: Recall the 6 pillars of trauma-informed care.</p> <p>Objective 2: Implement language changes to help reduce possible harm, trauma, and retraumatization.</p> <p>Objective 3: Identify ways of understanding possible reasons behind an individual's thinking, behavior, and way of relating.</p>	<p>Rachel Archambault, MA, CCC-SLP <i>Owner</i> PTSD SLP, LLC</p> <p>Rachel Archambault, MA CCC-SLP is an SLP Program Specialist for Broward County Public Schools. After experiencing a nationally publicized traumatic experience at her workplace, she looked for ways to help work with students (and herself) after trauma. She found trauma-informed care and has been presenting to SLPs around the globe on how TIC can be used in their setting. She created the Instagram page, @PTSD.SLP to share examples of trauma-informed care through an SLP's lens.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Rachel Archambault receives an honorarium for participation at Conference. Additionally, she receives a salary from her employment with Broward County Public Schools. Rachel also receives honorarium and speaking fees through ownership, consulting, speaking and teaching through her company PTSD SLP, LLC.</p> <p>Non-Financial Disclosure: Rachel Archambault is an ASHA national association member, credentialing, and serves voluntarily on advisory committee or review panels.</p>
<p>Fun and Effective R-Sound Therapy (1 Hour)</p> <p>Course Description: Get ready for FUN and effective R sound therapy! This course explores the foundational concepts of R including articulatory requirements, assessment methods, and interventions. Attendees will leave with practical tips and strategies they can immediately apply in clinical practice.</p> <p>Course Objectives: Objective 1: List the articulatory requirements for an accurate R sound.</p> <p>Objective 2: List three different methods for eliciting the R sound.</p>	<p>Meredith Avren, M.Ed., CCC-SLP <i>Founder/ Co-owner</i> <i>Peachie Speechie</i></p> <p>Meredith Avren, M.ed., CCC-SLP, is an ASHA Certified Speech Language Pathologist and author of many popular speech therapy workbooks. She is known for her "I Can Say..." workbook series focusing on remediation of speech sound disorders. She has over ten years of experience in the school-based setting and considers the R sound to be her specialty.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Meredith Avren receives a salary from her ownership and management at Peachie Speechie, LLC. Meredith also has Youtube</p>

	<p>Channel where she discusses her products and links to purchase products. Non-Financial Disclosure: No relevant non-financial relations exist.</p>
<p>Improving Your Therapy: 28 Therapeutic-Specific Skills to Use Every Day (2 Hours)</p> <p>Course Description: This session will introduce/remind clinicians of 28 therapeutic skills that help support improvements in outcomes of therapy when used appropriately on a daily basis. Discussions and presentations from precursory concepts, to proximity, seating arrangements, to the difficult to teach phonemes, data collection, expectations, and more will be presented for attendee’s interactions and engagements. The purpose of this session is to help therapists conduct excellent therapy in more efficient and effective ways.</p> <p>Course Objectives: Objective 1: Name at least three therapeutic skills that were presented that can be used daily within typical therapy sessions. Objective 2: Describe how at least one therapeutic skill presented within the session will positively impact daily therapy sessions at work. Objective 3: Select at least one therapeutic skill that was presented in the session which will be researched further for added information on the concept presented.</p>	<p>Debra M. Dwight, Ed.D., C.C.C., - SLP Assistant Professor, Graduate School Coordinator Hampton University</p> <p>Debra M. Dwight, Ed.D., CCC- SLP, received her doctorate and master’s degrees in education from the University of Alabama, with a major in Communicative Sciences and Disorders (CSD). She received a master’s degree in Early Childhood Education and a bachelor’s degree in Speech Therapy from the University of South Alabama. Dr. Dwight has worked in numerous professional settings including public and private schools and universities, university speech therapy clinics, regional departments of education, home health, skilled nursing facilities, and private practice. She was program director when the University of West Georgia received initial certification from the Council of Academic Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA) in 2005. Regardless of work setting, Debra’s professional interests centered around quality of clinical services to patients and their families. This interest led to the publication of a textbook, currently in the third edition, which focuses on the effective delivery of speech therapy services. Debra was recently inducted into the Hall of Fame for the University of South Alabama’s Pat Capps-Covey College of Allied Health Professions.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Debra Dwight receives an honoraria for participation at Conference. Non-Financial Disclosure: No relevant non-financial relations exist.</p>
<p>Mitigating Fluency Conformity through Evidence-based CARE</p> <p>Course Description: Contrary to the widespread notion that that effective communication requires fluency, the Blank Center’s CARE (Communication, Advocacy, Resiliency, and Education) Model™ rests on the evidence-based understanding that when children, teens, and adults (1) learn communication is not defined or limited by fluency, (2) learn to share about their stuttering meaningfully, (3) develop the resiliency needed to navigate adversity, and (4) are knowledgeable about stuttering, they are empowered to <i>Dream. Speak. Live.</i>®. This lecture will demonstrate the rationale for, and application of each component of this distinct model to treatment.</p>	<p>Kia Noelle Johnson, Ph.D., CCC-SLP Associate Director Arthur M. Blank Center for Stuttering Education and Research</p> <p>Kia Noelle Johnson, Ph.D., CCC-SLP is the Associate Director of the Arthur M. Blank Center for Stuttering Education and Research – Atlanta Satellite through the University of Texas at Austin. She specializes in developmental stuttering with a focus on culturally diverse populations. She is also a growing leader in the area of diversity, equity, and inclusion in clinical and professional settings. She has previously served on the ASHA Board of Directors and as National Advisor to National NSSLHA. She currently serves as Chair of the Board of Directors</p>

Course Objectives:

Objective 1: Define the components of the CARE (Communication; Advocacy; Resiliency; Education) Model.

Objective 2: Formulate goals for implementing the CARE Model.

Objective 3: Employ strategies for assessing each component of the CARE Model.

for the *National Black Association for Speech-Language and Hearing* is a member of the *ASHA Board of Ethics*.

Speaker Disclosure:

Financial Disclosure: Kia Johnson is a salaried employee at the University of Texas at Austin.

Non-Financial Disclosure: Kia Johnson is an ASHA Board of Ethics Member and Immediate Past Chair of the NBASLH Board of Directors.

Danielle Werle, PhD, CCC-SLP

Associate Director of Clinical Research

Arthur M. Blank Center for Stuttering Education and Research

Danielle Werle, PhD, CCC-SLP serves as Associate Director of Clinical Research at the Arthur M. Blank Center for Stuttering Education and Research. Her research interests include the cognitive and linguistic contributions to stuttering across languages, mitigation of stereotype threat and stigma for individuals who stutter, and translation of research to evidence-based practice. In addition to research, at the Blank Center Danielle coordinates the clinical programming as well as the training of undergraduate and graduate student clinicians.

Speaker Disclosure:

Financial Disclosure: Danielle Werle is a salaried employee at the University of Texas at Austin.

Non-Financial Disclosure: Danielle Werle has no non-financial disclosures.

Caitlin Franchini, MS, CCC-SLP

Clinical Research Associate

Arthur M. Blank Center for Stuttering Education and Research

Caitlin Franchini, MS, CCC-SLP, is a Clinical Research Associate at the Arthur M. Blank Center for Stuttering Education and Research—Atlanta Satellite through the University of Texas at Austin. Caitlin specializes in developmental stuttering and implements person-focused treatment that builds positive attitudes toward stuttering and confidence when communicating. In 2023, she received the Distinguished Early Career Professional Certificate from the American Speech-Language-Hearing Association. Caitlin is a person who stutters and is very passionate about advocating for her community. She is a National Stuttering Association Chapter Leader and is a member of the NSA's Professional Relations Committee. Caitlin currently serves on the GeorgiaSpeech Language Hearing Association's Executive Board.

Speaker Disclosure:

Financial Disclosure: Caitlin Franchini is a salaried employee at the University of Texas at Austin.
Non-Financial Disclosure: Caitlin Franchini has no non-financial disclosures.

Lindsay Lowy, MS, CCC-SLP
 Assistant Director of Clinical Research
Arthur M. Blank Center for Stuttering Education and Research

Lindsay Lowy, M.S., CCC-SLP is an Assistant Director of Clinical Research at the Arthur M. Blank Center for Stuttering Education and Research – Atlanta Satellite through the University of Texas at Austin. She is a board-certified and state licensed speech-language pathologist. She has over three years of prior experience as a school-based speech-language pathologist in the public schools in Florida and New Mexico. At the Blank Center, Lindsay assists with the coordination and implementation of clinical programming along with supervision of graduate student clinicians. As a person who stutters, Lindsay is continuously striving to educate others about stuttering while also empowering those who do stutter to speak freely and authentically.

Speaker Disclosure:
Financial Disclosure: Lindsay Lowy is a salaried employee at the University of Texas at Austin.
Non-Financial Disclosure: Lindsay Lowy has no non-financial disclosures.

Multicultural Assessment/Intervention (2 Hours)

Course Description:
 We will discuss effective evidence-based practices for the dynamic and standardized assessments for Multicultural Clients. Further, we will differentiate between bilingual and language learners and impairments. Socioeconomic influences and cultural perceptions of disabilities will also be covered as well as cultural communication differences. This presentation will also include a review of the cultural and linguistic variables and how this information may assist in your practice.

Course Objectives:

Objective 1: Discuss how to use alternative and non-standardized methods for reducing bias in assessments.

Objective 2: Describe the impact of socioeconomic status on language and cognitive achievement.

Katherine M. Lamb, Ph.D., CCC/SLP
 Professor, Communication Sciences and Disorders
Valdosta State University

Dr. Katherine Lamb is a Professor in Communication Sciences and Disorders at Valdosta State University, In Valdosta Georgia. Dr. Lamb received her Ph.D. from the University of South Florida in Neurocommunication Sciences. Her research interests include semantic relationships and lexical access. Dr. Lamb’s enjoys reaching several Master’s level and SLPD classes at VSU, including Congenital and Multifactorial Disorders, Augmentative and Alternative Communication, Stuttering, Motor Speech Disorders and Phonological Disorders.

Speaker Disclosure:
Financial Disclosure: Yes, Katherine Lamb receives an honoraria for participation at Conference.
Non-Financial Disclosure: No relevant non-financial relations exist.

<p>Objective 3: Summarize how cultural views on disability affect perceptions of impairment.</p>	
<p>Counseling (2 Hours)</p> <p>Course Description: Speech-Language Pathologists focus on communication and communication disorders. Of course, you are not surprised with that statement. However, as SLPs, we are frequently in an unofficial “counselor role”. As Van Riper told his students, “It is not enough to know the kind of disorder a person has, one must know the kind of person who has the disorder.” In this presentation, we will dive into how you can improve your clinician-client relationship by understanding your client better and thus enhance and facilitate change in their communication skills.</p> <p>Course Objectives:</p> <p>Objective 1: Describe 5 Counselling techniques directly applicable to the Speech-Language Therapy Client.</p> <p>Objective 2: Discuss the role of active listening as it can be intertwined within the Speech-Language therapy session.</p> <p>Objective 3: List and review 3 approaches to taking care of you, as the Speech-Language Pathologist.</p>	<p>Katherine M. Lamb, Ph.D., CCC/SLP Professor, Communication Sciences and Disorders <i>Valdosta State University</i></p> <p>Dr. Katherine Lamb is a Professor in Communication Sciences and Disorders at Valdosta State University, In Valdosta Georgia. Dr. Lamb received her Ph.D. from the University of South Florida in Neurocommunication Sciences. Her research interests include semantic relationships and lexical access. Dr. Lamb’s enjoys reaching several Master’s level and SLPD classes at VSU, including Congenital and Multifactorial Disorders, Augmentative and Alternative Communication, Stuttering, Motor Speech Disorders and Phonological Disorders.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Katherine Lamb receives an honoraria for participation at Conference.</p> <p>Non-Financial Disclosure: No relevant non-financial relations exist.</p>
<p>Culturally Sustaining Service Delivery for CLD Populations (2 Hours)</p> <p>Course Description: Speech-language pathologists in educational settings undoubtedly serve a significant number of culturally and linguistically diverse (CLD) students. In this session, participants decenter mainstream gaze and identify ways to build upon the cultural knowledge and experiences of their students. Finally, participants explore strategies to infuse culturally sustaining practices in therapy to promote equitable outcomes for students of the global majority.</p> <p>Course Objectives:</p> <p>Objective 1: List three ways to incorporate more culturally sustaining content into treatment and/or class instruction.</p> <p>Objective 2: Outline the Social Determinants of Health as they relate to educational access and agency.</p> <p>Objective 3: Critically examine biases and assumptions within existing therapy and</p>	<p>Dionna Latimer-Hearn, Ph.D., CCC-SLP Education Director <i>REACT Initiative, Inc.</i></p> <p>Dionna Latimer-Hearn has served as a multilingual speech-language pathologist, educational consultant, and public scholar. She has held positions in France, Illinois, Japan, Maryland, and Texas. She currently provides consultative support and professional development for organizations internationally. Dr. Latimer-Hearn is the visionary and founder of REACT Initiative, Inc., the Respect the Dialect Online Community, and The Culture We Speak podcast. Her research and advocacy work have earned her prestigious accolades from a number of organizations including the World Education Research Association, the American Educational Research Association, and the National Black Association for Speech-Language and Hearing. For more information or to connect please visit www.dlhearn.net or linktr.ee/dlhearn</p> <p>Speaker Disclosure:</p>

<p>classroom practices.</p>	<p>Financial Disclosure: Yes, Dionna Latimer-Hearn receives an honoraria for participation at Conference.</p> <p>Non-Financial Disclosure: Dionna Latimer-Hearn is the founder and director of REACT Initiative Inc. where she has volunteer employment, volunteer teaching and speaking, and volunteer consulting roles.</p>
<p>Promoting Equitable Assessment and Instruction for AAE Speakers (2 Hours)</p> <p>Course Description: This course explores methods for fostering more equitable assessment for speakers of African American English (AAE). Additionally, participants will examine the role and impact of linguisticism as it relates to bias and deficit ideologies in academic settings. Participants will also explore strategies to facilitate effective and inclusive classroom instruction for speakers of AAE.</p> <p>Course Objectives:</p> <p>Objective 1: Identify prominent features of African American English.</p> <p>Objective 2: List three strategies to improve diagnostic accuracy for AAE-speaking populations.</p> <p>Objective 3: Integrate more equitable practices and procedures into speech therapy.</p>	<p>Dionna Latimer-Hearn, Ph.D., CCC-SLP Education Director <i>REACT Initiative, Inc.</i></p> <p>Dionna Latimer-Hearn has served as a multilingual speech-language pathologist, educational consultant, and public scholar. She has held positions in France, Illinois, Japan, Maryland, and Texas. She currently provides consultative support and professional development for organizations internationally. Dr. Latimer-Hearn is the visionary and founder of REACT Initiative, Inc., the Respect the Dialect Online Community, and The Culture We Speak podcast. Her research and advocacy work have earned her prestigious accolades from a number of organizations including the World Education Research Association, the American Educational Research Association, and the National Black Association for Speech-Language and Hearing. For more information or to connect please visit www.dlhearn.net or linktr.ee/dlhearn</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Dionna Latimer-Hearn receives an honoraria for participation at Conference.</p> <p>Non-Financial Disclosure: Dionna Latimer-Hearn is the founder and director of REACT Initiative Inc. where she has volunteer employment, volunteer teaching and speaking, and volunteer consulting roles.</p>
<p>Tips and Tricks for Executive Functioning in the Classroom (2 Hours)</p> <p>Course Description: Participants will be able to explain and understand terms regarding executive functioning. Participants will be able to demonstrate how poor executive functioning skills can have negative impacts in the classroom.</p> <p>Course Objectives:</p>	<p>Danielle M. Moore, M.S. Ed. CCC SLP Director of Language, Literacy, and Learning <i>The Language Group</i></p> <p>Danielle received a Bachelor's Degree from the State University of New York at Geneseo in 1995 in Speech and Language Pathology with a minor concentration in English Literature. She received her Master's Degree in Communication Disorders and Sciences and her Teacher Certificate for the Speech and Hearing Handicapped in 1997 at The College of Saint Rose, also in New York State. She is a current member of the American Speech Language and</p>

<p>Objective 1: Explain and understand the components of what make up executive functioning skills.</p> <p>Objective 2: Describe and understand how executive functioning deficits can have real life implications in the classroom.</p>	<p>Hearing Association and the Georgia Speech and Hearing Association and was the first Student Representative ever chosen for The State of New York Speech, Language and Hearing Board. She is currently the Director of Language, Literacy and Learning at The Language Group with a team of over 18 women who all work with children, teens and adults on language, writing, literacy and executive functioning skills. When not at work, Danielle enjoys reading books for book club, walking her rescue dog or training for an upcoming 5K.</p> <p>Speaker Disclosure: Financial Disclosure: Danielle Moore has no relevant financial relationships to disclose.</p> <p>Non-Financial Disclosure: Danielle Moore has no relevant non-financial relationships to disclose.</p>
<p>Toy & Technology Adaptations: Children with Disabilities Learn Through Play (1 Hour)</p> <p>Course Description: In the world of disabilities, Lekotek remains unique – it’s a chance to focus on abilities and a place where every child experiences success and inclusion. At Lekotek adapted toys, educational materials and computer input devices help all children learn through play. Every day, Lekotek is making a difference for children who cannot write, use the keyboard, see the monitor or read a printed page. Touch monitors, Eyegaze technology, adapted computer input devices, specialized software and iPad applications are used during hour long play/learning sessions.</p> <p>This session will provide examples of creating an inclusive environment for any child using low tech DIY adaptations along with high tech assistive solutions. Adapted toys, computer software, peripheral access devices and iPad applications will be demonstrated. Specific “success stories” will be presented.</p> <p>Course Objectives:</p> <p>Objective 1: Participants should understand the benefits of learning through play and should be able to identify universal design principles in selecting toys and materials that contribute to a child’s success.</p> <p>Objective 2: Participants will have a basic understanding of assistive technology available and strategies for practical applications using everyday objects to adapt toys and materials.</p> <p>Objective 3: Participants will have a basic understanding of the process to adapt electronic toys</p>	<p>Lisa Nevitt Lekotek Leader <i>Lekotek of Georgia</i></p> <p>Lisa Nevitt has been working with children with special needs for more than 25 years and has been with Lekotek of Georgia since 1997. Lisa realized early in her career that assistive technology was a huge passion, and over the years has facilitated inclusion of children in typical preschool programs, initiated community events such as adapted Egg Hunts, an inclusive Halloween party, Fishing and rafting programs, and offered toy adapting workshops for parents and professionals. In addition to inclusion projects in the community, Lisa has worked with many families and children over the years with various needs to maximize their abilities and strengths using low and high tech solutions in monthly play sessions and technology evaluations at Lekotek. Lisa believes with all her heart that every child can learn through play with the appropriate adaptations in place—and strives to create that environment every day at Lekotek.</p> <p>Speaker Disclosure: Financial Disclosure: Lisa Nevitt has no relevant financial relationships to disclose.</p> <p>Non-Financial Disclosure: Lisa Nevitt has no relevant non-financial relationships to disclose.</p>

<p>for use with a switch by hardwiring or using a battery interrupter.</p>	
<p>Let's Rethink Transition Planning: How SLPs Can Support Students Using a Neurodiversity Affirming Approach (1 Hour)</p> <p>Course Description:</p> <p>Course Objectives:</p> <p>Objective 1: Explain perspectives and terminology related to the neurodiversity paradigm.</p> <p>Objective 2: Develop and use innovative strategies for fostering self-advocacy and self-determination in preparation for postsecondary settings.</p>	<p>Twyla Perryman, PhD, CCC-SLP Interim Chair and Associate Professor Counseling, Higher Education, Speech-Language Pathology <i>University of West Georgia</i></p> <p>Twyla Perryman, PhD, is an Associate Professor of Communication Sciences and Disorders at the University of West Georgia. Her primary research interests include early diagnosis and intervention services for children with developmental disabilities, including Autism Spectrum Disorders (ASD). She holds a Certificate of Clinical Competence and is certified for ASD screening and reliable for ASD assessment in research settings. She has published and presented on Early Diagnosis and Intervention in ASD. Her clinical experience includes schools, early intervention, inpatient rehabilitation, and acute care services in medical settings.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Twyla Perryman receives an honoraria for participation at Conference.</p> <p>Non-Financial Disclosure: Twyla Perryman is a professor/employee at the University of West Georgia.</p>
<p>Hot Topics for Georgia SLPs (2 Hours)</p> <p>Course Description: This presentation will provide up-to-date information on topics of interest to Georgia School Based SLPs. An overview of the state of the state related to speech pathology in the schools, the presentation will focus on Georgia's literacy and dyslexia work and the role of the school based SLP, evaluation and re-evaluation for speech and language in Georgia, and assistive technology for both high and low incidence disability categories. The presentation will include updates on topics of interest unique to the state including the use of SLPAs, standardization of speech sound norms, and concerns regarding high caseloads.</p> <p>Course Objectives:</p> <p>Objective 1: Discuss how the expertise of a school based SLP aligns with Georgia's focus on Literacy and Dyslexia.</p> <p>Objective 2: Lead Speech and Language evaluation and re-evaluation meetings confidently.</p>	<p>Barbara Ross, M.S. CCC-SLP, Ed. S. Program Specialist, Results Driven Accountability <i>Georgia Department of Education</i></p> <p>Lisa Nevitt has been working with children with special needs for more than 25 years and has been with Lekotek of Georgia since 1997. Lisa realized early in her career that assistive technology was a huge passion, and over the years has facilitated inclusion of children in typical preschool programs, initiated community events such as adapted Egg Hunts, an inclusive Halloween party, Fishing and rafting programs, and offered toy adapting workshops for parents and professionals. In addition to inclusion projects in the community, Lisa has worked with many families and children over the years with various needs to maximize their abilities and strengths using low and high tech solutions in monthly play sessions and technology evaluations at Lekotek. Lisa believes with all her heart that every child can learn through play with the appropriate adaptations in place—and strives to create that environment every day at Lekotek.</p> <p>Speaker Disclosure:</p>

<p>Objective 3: Name at least three ways that caseloads may be re-examined to maximize effectiveness.</p>	<p>Financial Disclosure: Barbara Ross receives a salary for employment with the Georgia Department of Education.</p> <p>Non-Financial Disclosure: Barbara Ross has no relevant non-financial relationships to disclose.</p>
<p>Begin with the End in Mind: The Secret to Dismissal (2 Hours)</p> <p>Course Description: Dismissing students from intervention can be a difficult and sometimes contentious process. How do we determine when services for speech sound disorders are no longer warranted? This session will explore modifying treatment conditions and intensity to achieve the best outcomes and using established exit criteria to make informed decisions about dismissal from services.</p> <p>Course Objectives:</p> <p>Objective 1: Plan treatment that is effective and efficient</p> <p>Objective 2: Manipulate practice conditions to achieve better retention and generalization</p> <p>Objective 3: Collect data to monitor progress and support dismissal decisions</p>	<p>Sherry Sancibrian, M.S., CCC-SLP, BCS-CL Program Director-SLP, Associate Dean for Academic Affairs Speech, Language, and Hearing Sciences <i>Texas Tech University Health Sciences Center</i></p> <p>Sherry Sancibrian is a Grover E. Murray Professor, Program Director for Speech-Language Pathology, and Associate Dean for Academic Affairs in the School of Health Professions at Texas Tech University Health Sciences Center. She teaches coursework in counseling and pediatric language disorders, and supervises clinical services for children with autism spectrum disorders. Sherry is a Fellow of the American Speech-Language-Hearing Association, Presiding Officer of the Texas licensure board, and a Past President of the Texas Speech-Language-Hearing Association, Texas Speech-Language-Hearing Foundation, and the National Council of State Boards. She holds Board Certification from the American Board of Child Language and Language Disorders.</p> <p>Speaker Disclosure: Financial Disclosure: Sherry Sancibrian has no relevant financial relationships to disclose.</p> <p>Non-Financial Disclosure: Sherry Sancibrian has no relevant non-financial relationships to disclose.</p>
<p>Ethics in a Digital World (2 Hours)</p> <p>Course Description: Technology has the power to impact the future of our professions, but it is a double-edged sword. Used appropriately, emerging technologies have the potential to improve access to health care, enhance diagnostic capacity, and support professionals in clinical decision-making. Clinicians may find telehealth, artificial intelligence, and management apps helpful, but what are the ethical concerns? This session will view the digital world through the lens of professional ethics.</p> <p>Course Objectives:</p> <p>Objective 1: Define and describe the concept of professional ethics as it applies to use of technology</p> <p>Objective 2: Identify the ethical or regulatory issue in hypothetical scenarios</p>	<p>Sherry Sancibrian, M.S., CCC-SLP, BCS-CL Program Director-SLP, Associate Dean for Academic Affairs Speech, Language, and Hearing Sciences <i>Texas Tech University Health Sciences Center</i></p> <p>Sherry Sancibrian is a Grover E. Murray Professor, Program Director for Speech-Language Pathology, and Associate Dean for Academic Affairs in the School of Health Professions at Texas Tech University Health Sciences Center. She teaches coursework in counseling and pediatric language disorders, and supervises clinical services for children with autism spectrum disorders. Sherry is a Fellow of the American Speech-Language-Hearing Association, Presiding Officer of the Texas licensure board, and a Past President of the Texas Speech-Language-Hearing Association, Texas Speech-Language-Hearing Foundation, and the National Council of State Boards. She holds Board Certification from the American Board of Child Language and Language Disorders.</p>

<p>Objective 3: Use ethical principles to guide clinical decision-making</p>	<p>Speaker Disclosure: Financial Disclosure: Sherry Sancibrian has no relevant financial relationships to disclose.</p> <p>Non-Financial Disclosure: Sherry Sancibrian has no relevant non-financial relationships to disclose.</p>
<p>Incorporating Social Media to Support Multicultural Learning Styles in School-Age Youth (2 Hours)</p> <p>Course Description: This presentation will discuss how to effectively utilize social media platforms and features to increase and support culturally and linguistically diverse learning styles in the academic space.</p> <p>Course Objectives:</p> <p>Objective 1: Identify three social media platforms and their benefits to the academic learning community</p> <p>Objective 2: Access two social media platforms and use their features to develop a culturally responsive activity in the academic space</p>	<p>Shameka Stewart, Ph.D., J.D., CCC-SLP Owner <i>Stewart & Associates</i></p> <p>Speech, Language, and Hearing Sciences <i>Texas Tech University Health Sciences Center</i></p> <p>Dr. Shameka Stewart is an Associate Professor of Communication Sciences and Disorders and the Juvenile Forensic Speech-Language Pathologist(r). Dr. Stewart is also a special education advocate trained by the Wright's Law training center. She has a Ph.D. in Communication Sciences and Disorders, and a Juris Doctor of Law. Dr. Stewart's clinical and scholarly work specializes in Juvenile Forensics, Law Enforcement Interaction with youth with CD, child language disorders and augmentative and alternative communication (AAC). Her primary research focuses on the Confluence and Impact of cognitive and communication disorders on the school-to-confinement pipeline, status offenses, involvement with the criminal justice system, law enforcement interaction, and criminal recidivism in youth placed at-risk for delinquency and crime (especially Black and Brown youth from under-resourced areas). Dr. Stewart is also a clinically certified and licensed speech-language pathologist and is licensed to practice in Maryland, Washington, D.C, and multiple other states. Through her work, Dr. Stewart has created cutting edge social justice and juvenile justice specialty courses for graduate CSD students, nationally known training programs for law enforcement and legal counsel, and national and international CE workshops and training for licensed SLP clinicians, students, and families of children with special needs.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Shameka Stewart receives an honoraria for participation at Conference.</p> <p>Non-Financial Disclosure: Shameka Stewart has no relevant non-financial relationships to disclose.</p>
<p>Developing Culturally Appropriate and Relevant Goals for School-Age AAC Users (2 Hours)</p> <p>Course Description: This presentation will discuss the necessity and benefits of culturally appropriate and relevant goals</p>	<p>Shameka Stewart, Ph.D., J.D., CCC-SLP Owner <i>Stewart & Associates</i></p> <p>Speech, Language, and Hearing Sciences <i>Texas Tech University Health Sciences Center</i></p>

for AAC users. The presentation will also discuss how to develop and implement culturally appropriate and relevant goals into the communication modalities of the AAC users.

Course Objectives:

Objective 1: Identify how culture and communication intersect for functional goals and therapy

Objective 2: Implement culturally representative communication and visuals into the AAC users modalities of everyday communication

Dr. Shameka Stewart is an Associate Professor of Communication Sciences and Disorders and the Juvenile Forensic Speech-Language Pathologist(r). Dr. Stewart is also a special education advocate trained by the Wright's Law training center. She has a Ph.D. in Communication Sciences and Disorders, and a Juris Doctor of Law. Dr. Stewart's clinical and scholarly work specializes in Juvenile Forensics, Law Enforcement Interaction with youth with CD, child language disorders and augmentative and alternative communication (AAC). Her primary research focuses on the Confluence and Impact of cognitive and communication disorders on the school-to-confinement pipeline, status offenses, involvement with the criminal justice system, law enforcement interaction, and criminal recidivism in youth placed at-risk for delinquency and crime (especially Black and Brown youth from under-resourced areas). Dr. Stewart is also a clinically certified and licensed speech-language pathologist and is licensed to practice in Maryland, Washington, D.C, and multiple other states. Through her work, Dr. Stewart has created cutting edge social justice and juvenile justice specialty courses for graduate CSD students, nationally known training programs for law enforcement and legal counsel, and national and international CE workshops and training for licensed SLP clinicians, students, and families of children with special needs.

Speaker Disclosure:

Financial Disclosure: Yes, Shameka Stewart receives an honoraria for participation at Conference.

Non-Financial Disclosure: Shameka Stewart has no relevant non-financial relationships to disclose.

Empowering Students: Practical Approaches to Integrating Life Skills in Speech Therapy and IEP Collaboration (1 Hour)

Course Description:

This presentation guides educators in seamlessly incorporating essential life skills into speech therapy sessions and collaborative work with IEP teams. Participants will acquire practical insights into teaching students vital aspects of personal development, effective communication, decision-making, and adapting to daily challenges. The course places a strong focus on nurturing self-control, positive thinking, and effective organizational habits, all while integrating essential executive function skills into everyday activities. Emphasis is placed on fostering collaboration within the school-based team, establishing routines, and setting clear expectations to enhance student growth and success. Attendees will receive clear examples and

Darius Thomas

Founder and Chief Executive Officer
Dynamic Therapy

Darius Thomas is the Founder & Chief Executive Officer of Dynamic Therapy, an international speech-language pathologist, instructor, mentor, supervisor, global leader, and motivational speaker. Darius holds a unique background in evaluating and treating clients in schools, daycares, clinics, homes, and via telepractice. Darius has collaborated with multidisciplinary teams to address the communication and educational needs of clients with a wide variety of disability classifications, including autism spectrum disorder, emotional disturbance, intellectual disability, specific learning disability, speech-language impairment, and attention-deficit hyperactivity disorder. Darius has also successfully increased articulation, fluency, voice and resonance, language, cognition, swallowing, social

real-time strategies, empowering them to actively contribute to the comprehensive development of their students.

Course Objectives:

Objective 1: Summarize the significance of integrating life skills into speech therapy and collaborative IEP efforts.

Objective 2: List practical strategies for promoting self-control, positive thinking, and organizational habits in students.

Objective 3: Apply techniques for incorporating executive function skills into daily activities.

communication, and communication modalities in clients across the lifespan. In collaboration with families, Darius has provided early intervention therapy services for infants and toddlers with disabilities and developmental delays.

Speaker Disclosure:

Financial Disclosure:

Darius Thomas is the Founder and Chief Executive Officer of Dynamic Therapy and earns a regular fee.

Non-Financial Disclosure: Darius Thomas has no relevant non-financial relationships to disclose.

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