



2025 Spring Best Practices

**March 10-11, 2025
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 **Sunday, March 9, 2025, 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 2025! 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 to register for Best Practices 2024. Contact the Executive Office for help accessing your profile.

The registration fee to attend Best Practices 2025 is \$175 for REGULAR MEMBERS and \$275 for NON-MEMBERS. Note that your registration for Best Practices 2025 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 Cobb Parkway (Highway 41) near the Cumberland Mall area. Visit www.cobb Galleria.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>Social Awareness: Understanding the Role of Social Communication, Executive Functioning, & Emotional Intelligence to Support Neurodiverse Students (2 Hours)</p> <p>Tuesday, March 11, 2025 8:30 am – 10:45 am</p> <p>Tuesday, March 11, 2025 1:30 pm – 3:45 pm</p> <p>Course Description: This presentation will define the concepts of social communication, executive functioning, and emotional intelligence and explore the developmental norms associated with each concept. After building a conceptual framework and exploring their interplay, each concept will be explored by highlighting how SLPs can address their students' needs through a neurodiversity lens. SLPs in attendance will learn what it means to be an activist, advocate, and aid to support the social awareness needs of their students. SLPs will be provided with tools to help navigate therapeutic decision-making and collaboration with teachers to support social awareness needs.</p> <p>Course Objectives: Objective 1: SLPs will be able to define the concepts of social communication, executive functioning, and emotional intelligence and their developmental norms. Objective 2: SLPs will understand the interplay of each concept by identifying their similarities and differences. Objective 3: SLPs will learn how to use a neurodiverse lens to be an activist, advocate, and aid by learning techniques for therapeutic decision-making and collaboration with teachers.</p>	<p>Michelle Clevenger, Ed.D., CCC-SLP <i>Speech-Language Pathologist</i> <i>Cobb County School District</i></p> <p>Michelle is a veteran speech-language pathologist with 17 years of experience. She earned her bachelor's degree at Miami University (Oxford, Ohio), master's degree at the University of Central Florida, and doctorate degree at American College of Education. She has experience working in the public school system, pediatric outpatient clinics, skilled nursing facilities, adult outpatient facilities, home health care, and a travelling Fiberoptic Endoscopic Evaluation of Swallowing (FEES) company. She currently works for Cobb County School District as a middle school SLP where she is involved with developing and providing professional development for other CCSD SLPs. Michelle's areas of expertise are in neurodiversity, public school speech-language pathology, curriculum and instruction from an SLP's point of view, general education speech-language inclusion, integrating social/emotional direct instruction into the general education classroom setting, and supporting collaboration of school-based SLPs with their coworkers and school administration.</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>Lots of Feelings...the Intersection of Executive Function Skills and Social-Emotional Learning (1 Hour)</p> <p>Tuesday, March 11, 2025 11:00 am – 12:00 pm</p> <p>Course Description: This presentation will define and describe how the development of executive function skills and social emotional learning are interconnected. The</p>	<p>Angelica O. Gunn, SLPD, CCC-SLP <i>Clinical Assistant Professor</i> <i>Georgia State University</i></p> <p>Dr. Angelica Gunn is a clinical assistant professor in the Department of Communication Sciences and Disorders and an independent contractor at The Language Group. She holds a Certificate of Clinical Competence from the American Speech Language Hearing Association (ASHA) and a Georgia License in Speech-Language Pathology. She graduated with</p>

<p>presentation will focus on young learners and provide participants with strategies and technique to incorporate into their sessions.</p> <p>Course Objectives:</p> <p>Objective 1: Describe executive functions and the cognitive processes that support them.</p> <p>Objective 2: Describe the impact of social emotional learning on development of executive function skills.</p> <p>Objective 3: Utilize intervention strategies that support executive function for children.</p>	<p>her SLPD in Speech-Language Pathology from Northwestern University. Her culminating project was Interventions for Executive Functions Ages 3-22: A Systematic Review. Dr. Gunn has been an invited speaker and poster presenter at the annual ASHA and NBASLH conferences. She has practiced in various settings including private practice, hospitals, home environments, post-acute care and community re-entry. She has experience assessing and treating adolescents, adults and geriatrics with a variety of communication disorders, including but not limited to aphasia, executive functioning, receptive and expressive language, dysarthria, cognitive-communication, dysphagia and traumatic brain Injury. She has held management positions where she provided continuing education courses on communication issues after neurological impairments and socio-emotional issues after neurological impairments.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Angelica Gunn receives an honorarium for participation at the Conference.</p> <p>Non-Financial Disclosure: Angelica Gunn is a member of GSHA, NBASLH, and ASHA, as well as having board membership and serving voluntarily on advisory committee or review panels.</p>
<p>Unlocking the Power of Gestalt Language Processing: The Meaning Behind Echolalia and its Role in Language Development (2 Hours)</p> <p>Monday, March 10, 2025 8:30 am – 10:45 am</p> <p>Monday, March 10, 2025 1:30 pm – 3:45 pm</p> <p>Course Description: Introduction: Provide an overview of Gestalt Language Processing (GLP) and Natural Language Acquisition (the framework that supports Gestalt Language Processing). Objectives: To enhance understanding of GLP, its importance in communication, and to share practical communication strategies for educators and therapists. Section 1: Understanding Gestalt Language Processing Define Gestalt Language Processing: How to know a child (including non-speaking students) is a Gestalt Language Processor. Distinguish GLP from analytic language processing. Present real-life examples (therapy videos) and case studies highlighting gestalt language processors. Section 2: Stages Learn to identify the 6 "stages" of Gestalt Language Development. Videos of each stage will be shared to facilitate understanding. Section 3: Practical Strategies for Speech Language Pathologists Offer actionable strategies for educators</p>	<p>Kim Jenkins, MA, CCC-SLP <i>Owner, Speech-Language Pathologist Empowering Speech Services</i></p> <p>Kim Jenkins is a neurodiversity-affirming speech-language pathologist, private practice owner, and digital content creator dedicated to supporting neurodivergent individuals. With over 27 years in the field, she is passionate about fostering language and literacy in a way that respects each individual's unique communication style. Outside of her professional life, Kim is a mom to two college-aged sons, a dog lover, and enjoys running and exercising.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Kim Jenkins receives an honorarium for participation at the Conference.</p> <p>Non-Financial Disclosure: Kim Jenkins has no relevant non-financial relationships to disclose.</p>

to support GLPs. Provide resources and materials that SLPs can easily incorporate into their sessions.

Course Objectives:

Objective 1: Recognize key indicators that identify a child as a Gestalt Language Processor.

Objective 2: Gain a clear understanding of the six stages of Gestalt Language Development and learn to identify each stage.

Objective 3: Discover strategies to support a Gestalt Language Processor at every stage of language development.

Help! I have a student on my caseload who stutters! What do I do?: Stuttering Therapy Ideas for the SLP (1 Hour)

Monday, March 10, 2025
11:00 am – 12:00 pm

Tuesday, March 11, 2025
11:00 am – 12:00 pm

Course Description:

Stuttering Therapy: Not Your Average Speech Session! Let's face it—stuttering therapy can sometimes feel like watching paint dry... if the paint were made of paperwork and repetition (pun intended). But what if it didn't have to be that way? What if you could bring some fun and fresh ideas into the mix that actually get everyone excited—students and SLPs alike? In this presentation, we're going to break out of the boring therapy box and show you how to bring some serious fun to your sessions. We'll cover hands on activities, resources, and easy tech tools that are perfect for all grade levels. Whether you're working with a 5-year-old or a high schooler, there's something here for everyone. Plus, we'll talk about how to promote self-advocacy and acceptance, turning your therapy room into a place where students feel good about their speech journey. It's therapy, but not as you know it—more like therapy with a twist of awesome! Get ready to step outside the box and create some real magic in your sessions.

Course Objectives:

Objective 1: Incorporate Fun and Engaging Strategies: Participants will discover a variety of creative, game-based activities and interactive tools that can be tailored to students of all grade levels, making therapy sessions more engaging and effective.

Rachel Love, Ed.S., CCC-SLP
Speech-Language Pathologist
Cobb County School District

Rachel Love has dedicated her career to education and communication. She holds a Master of Science in Communication Disorders, a Specialist degree in Special Education. She is currently pursuing a doctoral degree in School Improvement (just for the title of "Dr. Love" of course) all from the University of West Georgia. As a Speech-Language Pathologist, Rachel has worked in an elementary school setting for five years, supervised two student interns, and presented a stuttering-focused training to Cobb County SLPs. Her work has been published in the National Stuttering Foundation magazine. She was a nominee for both Teacher of the Year and Exemplary Speech Language Pathologist of the Year award for Cobb County. She also serves as a co-peer team leader, collaborating with colleagues. In addition to her professional accomplishments, Rachel and her husband welcomed their baby girl, Olivia in June and proudly balances her roles as a mom and educator. She was even voted "Most Likely to Be Famous" in college—a prediction she's still working on fulfilling, whether through her career or her daughter's eventual viral fame.

Speaker Disclosure:

Financial Disclosure: Yes, Rachel Love receives an honorarium for participation at Conference.

Non-Financial Disclosure: Rachel Love has no relevant non-financial relationships to disclose.

<p>Objective 2: Promote Self-Advocacy and Empowerment: Attendees will gain practical techniques to help students develop self-advocacy skills, encouraging them to feel comfortable speaking up about their stuttering and advocating for their communication needs in any setting.</p> <p>Objective 3: Shift the Stuttering Narrative: Attendees will learn how to change the mindset from viewing stuttering as something to "fix" to embracing it as a natural, valuable part of a student's communication style, fostering self-acceptance and confidence.</p>	
<p>Culturally Responsive Assessment: Addressing Bias and Promoting Equity (2 Hours)</p> <p>Tuesday, March 11, 2025 8:30 am – 10:45 am</p> <p>Tuesday, March 11, 2025 1:30 pm – 3:45 pm</p> <p>Course Description: In speech-language pathology, traditional assessment tools and methods often fail to account for the cultural and linguistic diversity of the students we serve, leading to misdiagnoses, inequities, and missed opportunities to support student success. This session will equip school-based SLPs with the tools and strategies to implement culturally responsive assessment practices that promote equity and reduce bias. Using case studies and practical examples, this session will demonstrate how to select, adapt, and interpret assessment tools to better serve underrepresented students.</p> <p>Course Objectives:</p> <p>Objective 1: Analyze how bias can influence the assessment process.</p> <p>Objective 2: Apply strategies for selecting and adapting assessment tools that align with culturally responsive practices.</p> <p>Objective 3: Evaluate your own assessment practices by using an equity-focused framework.</p>	<p>Jairus-Joaquin Matthews, PhD, CCC-SLP <i>Associate Professor</i> <i>University of West Georgia</i></p> <p>Jairus-Joaquin Matthews, Ph.D., CCC-SLP, is an Associate Professor in Speech-Language Pathology at the University of West Georgia, where he teaches courses in assessment in communication disorders, counseling in communication disorders, voice disorders, and culturally responsive practices. With a passion for impactful teaching, learning, mentoring, and development, his research and service interests focus on workforce diversity, equity, and inclusion.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Jairus-Joaquin Matthews receives an honorarium for participation at Conference. Additionally, he receives salary from his employment with the University of West Georgia.</p> <p>Non-Financial Disclosure: Jairus-Joaquin Matthews has no relevant non-financial relationships to disclose.</p>
<p>Bridging the Gap: Strategies to Prepare High School AT & AAC Users for Life After Graduation (1 Hour)</p> <p>Monday, March 10, 2025 11:00 am – 12:00 pm</p> <p>Tuesday, March 11, 2025</p>	<p>Hunter McFeron, M.Ed., CCC-SLP <i>Assistive Technology Acquisition Services Manager</i> <i>Georgia Institute of Technology / Tools for Life</i></p> <p>Hunter manages the Tools for Life lending library and provides guidance and resources related to the acquisition of assistive technology for individuals across the state. His background as a certified</p>

<p>11:00 am – 12:00 pm</p> <p>Course Description: Navigating the best practices for transition planning and accessing the vast array of resources available to students who use AAC can be complex and overwhelming. With the increasing emphasis on providing these students with opportunities for employment and higher education, it is crucial that we collaborate to ensure their success. This session will offer practical strategies to help prepare high school AAC users and their families for graduation. We will also introduce the comprehensive network of assistive technology (AT) resources available in Georgia, covering options for acquiring technology for the workplace, home, and post-secondary education. Participants will learn where to find free or low-cost AT, explore emerging resources and funding opportunities, and discover who to contact if they do not have the time or energy to research this all on their own.</p> <p>Course Objectives:</p> <p>Objective 1: Identify at least 3 tips or strategies to help AAC users and their families prepare for life after graduation.</p> <p>Objective 2: Identify at least 2 resources in the state which can support AAC and AT users with their post-graduation goals.</p>	<p>Speech-Language Pathologist (CCC-SLP) sparked a robust interest in augmentative and alternative communication, leading him down the path to assistive tech. He is proud to be working with a phenomenal team as they advocate for and support the needs of the community. Hunter earned his bachelor's and master's in Communication Science and Disorders from the University of Georgia.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Hunter McFeron receives salary from his employment and management position with the Georgia Institute of Technology.</p> <p>Non-Financial Disclosure: Hunter McFeron is an advisory board member of Georgia Technology for All.</p>
<p>Stuttering as Verbal Diversity: Stutter-Affirming Perspectives, Goals, and Practices (2 Hours)</p> <p>Monday, March 10, 2025 8:30 am – 10:45 am</p> <p>Monday, March 10, 2025 1:30 pm – 3:45 pm</p> <p>Course Description: As our understanding of the diversity of our students with communication challenges grows, SLPs need to know how to assess their own biases and a framework for to help their students communicate freely and effectively. This session will help SLPs more mindful of how they talk about stuttering and the messages they (may unintentionally) send in therapy, how to set stutter-affirming goals, and consider 5 steps toward neurodiversity affirming practices.</p> <p>Course Objectives:</p> <p>Objective 1: Identify 3 “old school” messages of stuttering therapy.</p>	<p>Nina Reeves, MS, CCC-SLP, BCS-SCF, F-ASHA <i>Owner</i> <i>Nina Reeves: Stuttering Therapy Services & Seminars</i></p> <p>Nina Reeves is a board-certified specialist in fluency differences, and co-owner of Stuttering Therapy Resources. She specializes in stuttering therapy for children, adolescents, and young adults. Nina is an author of practical clinical materials and presenter of professional development workshops for speech-language pathologists. Nina also has decades of experience in the stuttering support community. For her contributions as a career-long public school SLP, Nina has received the ASH-F Van Hattum Award, the ASHA Excellence Award for outstanding contributions to public schools and was named a Fellow of the Association by ASHA.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Nina Reeves receives an honorarium for participation at Conference. Additionally, she receives intellectual property rights, royalties, and ownership interest for her ownership of Stuttering Therapy Resources.</p>

<p>Objective 2: Identify 4 considerations of the experience of stuttering that inform goal choice.</p> <p>Objective 3: List 5 aspects of stutter-affirming therapy practices.</p>	<p>Non-Financial Disclosure: Nina Reeves has no relevant non-financial relationships to disclose.</p>
<p>Free Websites to Work on Building Tier 2 Vocabulary (2 Hours)</p> <p>Monday, March 10, 2025 8:30 am – 10:45 am</p> <p>Course Description: There are many free websites and tools out there that SLPs can use virtually or in person that can provide engaging lessons to target Tier 2 vocabulary words. Hallie will demonstrate the benefit of focusing vocabulary instruction on Tier 2 vocabulary words and free websites that will help clinicians teach it and practice understanding and using Tier 2 vocabulary words with their school-aged students.</p> <p>Course Objectives:</p> <p>Objective 1: Identify two benefits to working on understanding Tier 2 Vocabulary words.</p> <p>Objective 2: Create a lesson using one of the websites/tools from the presentation.</p>	<p>Hallie Sherman, MS, CCC-SLP <i>Speech Time Fun</i></p> <p>Hallie Sherman, M.S. CCC-SLP is a licensed speech-language pathologist from NY. She worked 16 years in the schools with ages preschool through high school but spent most of her career with older speech students. After struggling to find appropriate resources to use with older students she decided to create her own and share them online and help other SLPs struggling as well. Since 2012, Hallie has been supporting SLPs working with grades 4-12 through her blog, Speech Time Fun, over 600 TpT resources, professional development, her SLP Coffee Talk podcast, and her SLP Elevate membership. She is passionate about helping SLPs plan with ease and confidence so they can have more fun and have more time for themselves!</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Hallie Sherman receives an honorarium for participation at Conference. Additionally, she receives both salary and intellectual property rights from ownership of Speech Time Fun and teaching and speaking with SLP Elevate and Speech Retreat.</p> <p>Non-Financial Disclosure: Hallie Sherman is an ASHA national association member.</p>
<p>Incorporating Technology into Speech Therapy (2 Hours)</p> <p>Monday, March 10, 2025 1:30 pm – 3:45 pm</p> <p>Course Description: Participants will learn fun and free tools available online that they can easily incorporate into their therapy rooms, virtually or in person. They will walk away with a variety of new activities to add to their toolbox that can be used to target a variety of goals.</p> <p>Course Objectives:</p> <p>Objective 1: Create a speech therapy plan utilizing one of the technology tools.</p> <p>Objective 2: Explain how one technology tool can target multiple goals.</p>	<p>Hallie Sherman, MS, CCC-SLP <i>Speech Time Fun</i></p> <p>Hallie Sherman, M.S. CCC-SLP is a licensed speech-language pathologist from NY. She worked 16 years in the schools with ages preschool through high school but spent most of her career with older speech students. After struggling to find appropriate resources to use with older students she decided to create her own and share them online and help other SLPs struggling as well. Since 2012, Hallie has been supporting SLPs working with grades 4-12 through her blog, Speech Time Fun, over 600 TpT resources, professional development, her SLP Coffee Talk podcast, and her SLP Elevate membership. She is passionate about helping SLPs plan with ease and confidence so they can have more fun and have more time for themselves!</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Hallie Sherman receives an honorarium for participation at Conference.</p>

	<p>Additionally, she receives both salary and intellectual property rights from ownership of Speech Time Fun and teaching and speaking with SLP Elevate and Speech Retreat.</p> <p>Non-Financial Disclosure: Hallie Sherman is an ASHA national association member.</p>
<p>Supporting Children with Language Disorders and Challenging Behaviors in the Schools (2 Hours)</p> <p>Tuesday, March 11, 2025 8:30 am – 10:45 am</p> <p>Course Description: This session will share low-effort, evidence-supported strategies to minimize challenging behaviors and maximize language potential when providing services to students with developmental language disorder (DLD) in individual and group settings. The session will define, explain, and provide examples of how to effectively implement behavior-specific praise, error correction and performance feedback, group contingencies, modeling, wh- questions, scaffolding, and expansion to promote language development and positive behaviors.</p> <p>Course Objectives:</p> <p>Objective 1: Identify and explain characteristics typical of children with both DLD and behavioral disorders.</p> <p>Objective 2: Implement proactive language- and behavior-supportive strategies in the classroom.</p> <p>Objective 3: Support children with DLD and emotional/behavioral challenges in the school setting.</p>	<p>Erin Wallace, PhD, MS, CCC-SLP <i>Assistant Professor</i> <i>Longwood University</i></p> <p>Erin Stehle Wallace is an Assistant Professor at Longwood University in Communication Sciences and Disorders. In 2020, she received her doctoral degree in Special Education from Virginia Commonwealth University. Before completing her doctorate, Erin worked as a speech-language pathologist in a variety of settings including public and private elementary and high schools, private clinics, an audiology clinic, school for children with autism, and home-based therapy. Her passion lies in early childhood and elementary age youth with language delay and disorder. Erin’s research interests include the use of language-supportive strategies and their association with child language outcomes, children and youth with language delay and challenging behaviors, and collaboration amongst speech-language pathologists and educators. Erin resides in Richmond, Virginia with her partner and two sons. She enjoys running, spending time outside, and soaking up her boys’ fleeting childhood.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Erin Wallace receives an honorarium for participation at Conference. Additionally, she receives a salary from her employment with Longwood University.</p> <p>Non-Financial Disclosure: Erin Wallace has no relevant non-financial relationships to disclose.</p>
<p>Collaborative Practices in the School Setting (2 Hours)</p> <p>Tuesday, March 11, 2025 1:30 pm – 3:45 pm</p> <p>Course Description: In this presentation, we will review evidence-based practices on how to establish and maintain a collaborative partnership between speech language pathologists and educators. We will explain the core components of an effective partnership while also acknowledging the barriers. Through this presentation we will discuss how to navigate the</p>	<p>Erin Wallace, PhD, MS, CCC-SLP <i>Assistant Professor</i> <i>Longwood University</i></p> <p>Erin Stehle Wallace is an Assistant Professor at Longwood University in Communication Sciences and Disorders. In 2020, she received her doctoral degree in Special Education from Virginia Commonwealth University. Before completing her doctorate, Erin worked as a speech-language pathologist in a variety of settings including public and private elementary and high schools, private clinics, an audiology clinic, school for children with autism, and home-based therapy. Her passion lies in</p>

<p>barriers in place and identify areas where collaboration would be most beneficial and successful.</p> <p>Course Objectives:</p> <p>Objective 1: Define the core characteristics of an effective collaborative partnership.</p> <p>Objective 2: Identify barriers and implement evidence practices on collaborative practices on how to overcome these barriers.</p>	<p>early childhood and elementary age youth with language delay and disorder. Erin’s research interests include the use of language-supportive strategies and their association with child language outcomes, children and youth with language delay and challenging behaviors, and collaboration amongst speech-language pathologists and educators. Erin resides in Richmond, Virginia with her partner and two sons. She enjoys running, spending time outside, and soaking up her boys’ fleeting childhood.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Erin Wallace receives an honorarium for participation at Conference. Additionally, she receives a salary from her employment with Longwood University.</p> <p>Non-Financial Disclosure: Erin Wallace has no relevant non-financial relationships to disclose.</p>
<p>Decisions, Decisions: Is it a Language Impairment or Specific Learning Disability in Listening Comprehension or Oral Expression? (2 Hours)</p> <p>Monday, March 10, 2025 8:30 am – 10:45 am</p> <p>Monday, March 10, 2025 1:30 pm – 3:45 pm</p> <p>Course Description: IEP Teams are often faced with a conundrum in deciding between a Language Impairment or a Specific Learning Disability in Listening Comprehension/Oral Expression. This presentation provides a platform for understanding the scope of language and its importance to academic success. Participants will review a variety of formal assessment measures, as well as learn about the redundancy in testing between multidisciplinary team members. Participants will leave with explicit interventions and accommodations for these students, as well as other resources that can be implemented in the classroom tomorrow. The role that MTSS and progress monitoring plays in this decision will also be explored.</p> <p>Course Objectives:</p> <p>Objective 1: Identify strengths and weaknesses in the constructs of oral expression and listening comprehension using a variety of different formal assessment measures.</p> <p>Objective 2: Recognize redundancy in assessment measures used by school-based evaluators.</p>	<p>Donna Berghauer, PsyD, NCSP <i>Assessment Consultant</i> WPS</p> <p>Dr. Donna Berghauer (she/her) is a Licensed and Nationally Certified School Psychologist. She earned a Doctor of Psychology degree from Nova Southeastern University and maintains an Adjunct Professor position within its training program. Donna has worked in school, community, and private practice for nearly two decades. Through her current role as an Assessment Consultant, she provides collaborative and systemic support within educational and healthcare settings to enhance evaluation competence and outcomes through high-standard professional development. She is a Past President of the Florida Association of School Psychologists (FASP) and continues to serve on the Executive Board to advocate on behalf of practitioners and the critical services they provide to children and families.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Donna Berghauer receives a salary from her employment with WPS.</p> <p>Non-Financial Disclosure: Donna Berghauer has no relevant non-financial relationships to disclose.</p>

<p>Objective 3: Summarize interventions and accommodations for students with either LI or SLD in LC/OE.</p>	
<p>From Scores to Skills: Linking Speech and Language Assessment to Intervention (2 Hours)</p> <p>Tuesday, March 11, 2025 8:30 am – 10:45 am</p> <p>Tuesday, March 11, 2025 1:30 pm – 3:45 pm</p> <p>Course Description: Speech and language assessment is a complex process with impacts extending well-beyond the scores. Linking evaluation data to meaningful intervention in a multi-disciplinary context can be challenging. This session seeks to support school-based speech-language pathologists in maximizing the potential of assessments and enhancing student progress by linking interventions directly to obtained data. It will provide a platform for conceptualizing the scope of speech and language assessment and intervention, as well as its impact on educational success. Participants will review a variety of assessment tools designed to evaluate various language skills (i.e., receptive and expressive, pragmatics, and articulation), the accompanying theory behind them and how they can be used to support students at school. Participants will leave with knowledge of numerous speech and language assessment tools, explicit interventions and accommodations that can be used after using these assessments, as well as other resources that can be implemented in the educational setting tomorrow.</p> <p>Course Objectives:</p> <p>Objective 1: Describe the function, theory and key administration features of variety of speech and language assessments used to evaluate language articulation and pragmatic skills, such as the Comprehensive Assessment of Spoken Language, Second Edition (CASL-2), Clinical Assessment of Pragmatics (CAPs), Arizona Articulation Phonology Scale, Fourth Edition (Arizona-4) and more.</p> <p>Objective 2: Support their teams in offering data-based individualized recommendations and interventions.</p> <p>Objective 3: Enhance their collaboration with multi-disciplinary team members on assessment and intervention.</p>	<p>Donna Berghauer, PsyD, NCSP <i>Assessment Consultant</i> WPS</p> <p>Dr. Donna Berghauer (she/her) is a Licensed and Nationally Certified School Psychologist. She earned a Doctor of Psychology degree from Nova Southeastern University and maintains an Adjunct Professor position within its training program. Donna has worked in school, community, and private practice for nearly two decades. Through her current role as an Assessment Consultant, she provides collaborative and systemic support within educational and healthcare settings to enhance evaluation competence and outcomes through high-standard professional development. She is a Past President of the Florida Association of School Psychologists (FASP) and continues to serve on the Executive Board to advocate on behalf of practitioners and the critical services they provide to children and families.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Donna Berghauer receives a salary from her employment with WPS.</p> <p>Non-Financial Disclosure: Donna Berghauer has no relevant non-financial relationships to disclose.</p>

Ethical Confrontations: What should you do when confronted with ethical challenges? (1 Hour)

Monday, March 10, 2025
11:00 am – 12:00 pm

Tuesday, March 11, 2025
11:00 am – 12:00 pm

Course Description: Participants will be equipped with the knowledge and skills needed to navigate the ethical challenges they may encounter. They will be able to take appropriate actions that align with ASHA's ethical standards, as well as federal and state regulations, ensuring the well-being of students and upholding professional integrity. This will empower speech-language pathologists to make informed, ethical decisions that protect both their students and their professional responsibilities.

Course Objectives:

Objective 1: Identify ethical standards needed to navigate the working environment effectively.

Objective 2: Understand how to solve ethical dilemmas.

Sonja Y. Atkinson, M.Ed., SLP/L
Speech Language Pathologist/Diagnostician
Fulton County Schools

Sonja Y. Atkinson is a dedicated education professional from Atlanta, Georgia, with a rich background in Speech Language Pathology and Criminal Justice. She is an alumnus of Booker T. Washington High School and has advanced degrees from South Carolina State University, Georgia State University, and Armstrong State University. With over 30 years of experience, Sonja has held various roles such as Speech Language Pathologist, SST chairperson, Preschool Diagnostician, Special Education Liaison Specialist, and Speech Compliance Specialist. She is a passionate advocate for special education and firmly believes in making a positive impact on students' lives. Sonja is also a proud mother of two sons, Brian and Jordan, and her favorite saying is, "Let's not just make a difference, let's be the difference."

Speaker Disclosure:

Financial Disclosure: Sonja Y. Atkinson has no relevant financial relationships to disclose.

Non-Financial Disclosure: Sonja Y. Atkinson has no relevant non-financial relationships to disclose.

ASHA CEUs



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)

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

