

<p>GO SSLP Membership Meeting</p> <p>More information coming soon!</p>	
<p>Keynote Speaker: Dave Weber</p> <p>We all have “Goliaths”– barriers, obstacles and challenges that, in these difficult times, try to hold us down or keep us back from achieving our goals. Come hear one of our country's funniest and most sought after motivational speakers share the secrets of how we can overcome them! While everyone has heard the story of David & Goliath, very few realize the incredible, practical applications and life lessons it offers for dealing with challenges today! It's the secret that all great leaders have known and practiced...<i>and you will never forget it!</i></p>	<p>Dave Weber <i>President & CEO Weber Associates, Inc., Kennesaw, GA</i></p>
<p>Pearson: CELF-5</p> <p>This session for GOSSLP attendees will provide a brief overview of the new CELF-5. The presenter will demonstrate the new Pragmatics Profile, Reading Comprehension, and Written Expression subtests. The presenter will provide intervention suggestions for a sample case. The traditional test kits as well as the new CELF-5 digital options (Q-Interactive, Digital Stim Books) will be demonstrated too.</p>	<p>Maggie Kjer, Ph.D. <i>Pearson Assessment Consultant, GA & FL</i></p>
<p>Super Duper: Apps for Vocabulary Assessment and Intervention</p> <p>This session will review the three tiers of vocabulary. Administration and scoring instructions for the Montgomery Assessment of Vocabulary Acquisition (MAVA) App for iPad will be explained including use of the Qualitative Response Analyzer to obtain the percentage of words a student knows in each tier. Specific iPad apps for expanding vocabulary in children will be demonstrated.</p>	<p>Clint Johnson, M.A., CCC-SLP <i>Supervising Editor, Super Duper Publications, Greenville, SC</i></p>
<p>Language Acquisition through Motor Planning: An AAC Approach</p> <p>Language Acquisition through Motor Planning (LAMP) is a therapeutic approach using motor learning principles and a voice output communication aid to give non-verbal individuals with autism and other developmental disabilities a method to develop independent and spontaneous communication. There are no cognitive prerequisites for the implementation of the LAMP approach as intervention can begin at the cause and effect level and systematically build upon the stages of natural language development. The key components of the LAMP approach as well as strategies to teach language/communication skills within this framework will be discussed.</p>	<p>John Halloran, MS, CCC-SLP <i>Senior Clinical Associate, The Center for AAC and Autism, Maumelle, AR</i></p>
<p>Linking the GELDS (Georgia Early Learning and Development Standards) and School-Based SLP Services</p> <p>This session introduces participants to the Georgia Early Learning and Development Standards (GELDS) and explains how they can use the standards to improve learning outcomes. It provides an overview of the organizational structure and language and explains how the GELDS can be used to support developmentally appropriate practices. Participants will walk away knowing how to use the GELDS to write lesson plans and how to use the GELDS to meet each student’s individual learning and development needs.</p>	<p>Laura Evans, Ed.S. <i>Standards Coordinator, Bright from the Start: Georgia Department of Early Care and Learning, Atlanta, GA</i></p>

<p>Addressing Social Competence in Autism Spectrum Disorders; Practical Strategies Derived from Contemporary Neuroscience</p> <p>This session will highlight how contemporary research in neuroscience can inform our delivery of speech and language services in the school setting for children with Autism Spectrum Disorders (ASD). An understanding of the impact of neurodevelopment on social competence can help guide the selection of appropriate priorities for intervention that are sensitive to the child’s developmental stage, from pre-symbolic, to emerging language, and conversational stages.</p>	<p>Emily Rubin, MS, CCC-SLP <i>Educational Outreach Specialist/ Marcus Autism Center, Atlanta, GA</i></p>
<p>Work Smarter Not Harder: iPad, Productivity, and the SLP</p> <p>This session will provide ideas for using the iPad to increase productivity through the use of iOS7 features. We will also share some of our favorite apps that will help you build your own “On-the-Go” Productivity Tool Kit designed to reduce the amount of time needed to get the job done.</p>	<p>Patti Howard, Ed.D., CCC-SLP <i>Lead SLP, Cherokee County Schools, GA</i></p> <p>Joyce Pufnock, M.Ed. <i>ATP Specialist, Cherokee County Schools, GA</i></p>
<p>An OT and SLP Team Approach to Educational Success</p> <p>The purpose of this presentation is to identify barriers to learning and communication resulting from sensory processing difficulties. Participants will be able to develop a plan and provide strategies to address the educational impact of identified barriers and implement the plan utilizing the skill sets of OTs and SLPs. Discussion will include scenarios to address sensory processing concerns as they relate to communication for our students.</p>	<p>Cindy Terry, COTR/L <i>Coordinator of Therapeutic Services, Gwinnett County School District, Suwanne, GA</i></p> <p>Doris Osborne, MBA, COTR/L <i>Supervisor of Related Services, Cobb County School District, Marietta, GA</i></p>
<p>English Language Learners Referral and Assessment: Gwinnett County Public Schools Procedure (school-aged students)</p> <p>The Bilingual SLP department in GCPS has established a process to ensure that ELLs are referred and if needed, assessed in a non-biased, linguistically-culturally appropriate manner. This procedure is followed by all SLPs resulting in a uniformed step-by-step system that renders data, which can be analyzed by SST teams and/or interpreted by eligibility/IEP teams. The evidence collected through this procedure renders a comprehensive, extensive, and accurate linguistic profile of the student.</p>	<p>Sandra Wagner, Ed.S., CCC-SLP <i>Gwinnett County School District, Suwanne, GA</i></p>
<p>Helping Adolescents Meet the Language Demands of the Common Core State Standards</p> <p>An important approach in addressing the increasing demands of college and career readiness is adoption by states, including Georgia, of the Common Core State Standards (CCSS) in English/Language Arts (ELA) and Mathematics. These standards include complex literacy requirements in listening, speaking, reading and writing, including the specific discourse requirements of each academic discipline (also known as disciplinary literacy). Adolescents have to understand and use the unique discourse patterns of history, science, math and literature to acquire secondary curriculum content. Students with language disabilities, along with other students who struggle with language and literacy, will likely encounter challenges in meeting these new standards. The CCSS represent a new opportunity for speech-language pathologists (SLPs) to be front and center contributors to the academic success of adolescents. In this workshop participants will learn techniques for addressing key language underpinnings of the CCSS with special attention to disciplinary literacy to help adolescents who struggle be successful.</p>	<p>Barbara Ehren, Ed.D., CCC-SLP <i>Professor and Director of Doctoral Program, University of Central Florida, Department of Communication Sciences and Disorders, Orlando, FL</i></p>

<p>Pairing Picture Books and Apps to Contextually Address Language Objectives</p> <p>Using picture books in speech-language therapy is an established practice that we can combine with the recent integration of iPad apps in interventions. This presentation describes the contextual overlap between books and apps for various ages, and models the alignment of these "old" and "new" visual tools with language objectives. Participants will leave the session with a range of exemplars of picture books containing structures and contexts useful for speech and language therapy, a model for evaluating useful apps, and resources and strategies for pairing books and apps.</p>	<p>Sean Sweeney, M.S., M.Ed. CCC-SLP <i>Speech-Language Pathologist/Instructional Technology Specialist, The Ely Center, Newton, MA</i></p>
<p>Practical Treatment Strategies for Preschool and Young School-Age Children Who Stutter (ages 2-7)</p> <p>Many speech-language pathologists have expressed uncertainty about the best way to help preschool children who stutter overcome their speaking difficulties. Common questions include: which children need treatment and which are likely to “outgrow” stuttering, the most appropriate treatment methods for young children who stutter, how to incorporate parents in treatment and what to do if parents are not involved, and what to do if treatment is not “working.” The purpose of this workshop is to help clinicians find real-world, practical answers to these and many other questions. Specific diagnostic and treatment strategies will be discussed and participants will have the opportunity to explore a variety of different ways to help children who stutter overcome the challenges associated with their stuttering. Participants will come away from the workshop feeling more confident in their own abilities for helping children who stutter and their families.</p>	<p>J. Scott Yaruss, Ph.D., CCC-SLP <i>Associate Professor, University of Pittsburg, Pittsburg, PA</i></p> <div data-bbox="1003 667 1295 802" style="text-align: center;"> </div> <p style="text-align: center;"><i>This Session Co-Sponsored by The Stuttering Foundation</i></p>
<p>Language and Literacy Interventions for the Common Core</p> <p>Initiatives such as the Common Core State Standards and Value-Added Assessment Process are redefining the role of the SLP to have a direct impact on improving the academic performance of students. This seminar will discuss how to embrace these initiatives and provide specific strategies for direct and indirect service delivery. Specific strategies from pre-K through adolescence will be provided, including a CD with lesson plans for articulation-phonics, language and phonemic awareness in kindergarten, language-reading lesson plans for older students, animated syntax learning Power Points, and many more resources.</p>	<p>Jan Norris, Ph.D., CCC-SLP <i>Professor, Louisiana State University, Baton Rouge, LA</i></p>
<p>Speech/Resonance Disorders and Velopharyngeal Function: Evaluation and Treatment</p> <p>Children with speech and resonance disorders (hypernasality, hyponasality, and cul-de-sac resonance) due to structural anomalies present challenges for speech-language pathologists (SLPs) in all settings. This seminar is designed to provide current, practical information for SLPs who frequently or occasionally see clients with a history of cleft palate, velopharyngeal dysfunction, or abnormal resonance. The presenter will provide a description and demonstration of normal resonance and the characteristics of various resonance disorders. Normal velopharyngeal function will be described followed by a discussion of the types and causes of velopharyngeal dysfunction. The effect of velopharyngeal dysfunction on speech will be explained. The presenter will describe and demonstrate simple low-tech and “no-tech” procedures that can be used for assessment in either a clinical or school setting. Specialized diagnostic procedures (videofluoroscopy, nasopharyngoscopy, nasometry, and pressure-flow) will be briefly discussed. Various treatment options, including surgery, prosthetic devices, and speech therapy, will be discussed. Specific therapy techniques for this population (that will also apply to other children with speech sound disorders) will be described and demonstrated. This seminar is designed to be informative, very practical, and fun!</p>	<p>Ann W. Kummer, Ph.D., CCC-SLP, ASHA Fellow <i>Senior Director, Division of Speech-Language Pathology Cincinnati Children’s Hospital Medical Center and Professor of Clinical Pediatrics & Professor of Otolaryngology University of Cincinnati, College of Medicine, Cincinnati, OH</i></p>

<p>What’s New in Special Education Law?</p> <p>This session will review recent developments in special education law through recent court and agency decisions relevant to public school personnel. The information presented is designed to update all participants on what is being litigated in the area of special education and how the courts and agencies are ruling.</p>	<p>Julie J. Weatherly, <i>Special Education Attorney/Consultant, Resolutions in Special Education, Mobile, AL</i></p>
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Disclosure information for speakers is available at www.gosslp.org

FULL PROGRAM AGENDA

THURSDAY, MARCH 6, 2014

FRIDAY, MARCH 7, 2014

<p>7:45 AM - 8:30 AM PARTICIPANT CHECK-IN / PICKUP MATERIALS</p> <p>8:30 AM - 9:45 AM CONCURRENT SESSIONS</p> <p>A. GO SSLP MEMBERSHIP MEETING Guest Speaker, Information for the Membership, Continental Breakfast</p> <p>B. PEARSON: CELF-5</p> <p>C. SUPERDUPER: Apps for Vocabulary Assessment and Intervention</p> <p>9:45-11:15 KEYNOTE SPEAKER: DAVE WEBER</p> <p>11:15-12:45 LUNCH (on your own)</p> <p>12:45-3:30 CONCURRENT SESSIONS (with break from 2:00-2:15)</p> <p>D. LANGUAGE ACQUISITION THROUGH MOTOR PLANNING: An AAC Approach</p> <p>E. LINKING GELDS AND SCHOOL-BASED SLP SERVICE (Preschool)</p> <p>F. ADDRESSING SOCIAL COMPETENCE IN AUTISM SPECTRUM DISORDERS</p> <p>G. WORK SMARTER NOT HARDER: iPad, Productivity, and the SLP</p> <p>H. AN OT AND SLP TEAM APPROACH TO EDUCATIONAL SUCCESS</p> <p>I. ELL REFERRAL AND ASSESSMENT: Gwinnett County Public Schools Procedure</p>	<p>8:30 - 11:30 CONCURRENT EDUCATIONAL SESSIONS (with break from 9:45 PM - 10:15 PM)</p> <p>J. HELPING ADOLESCENTS MEET THE LANGUAGE DEMANDS OF THE COMMON CORE STANDARDS</p> <p>K. PAIRING PICTURE BOOKS AND APPS TO CONTEXUALLY ADDRESS LANGUAGE OBJECTIVES</p> <p>L. PRACTICAL TREATMENT STRATEGIES FOR PRESCHOOL AND YOUNG CHILDREN WHO STUTTER (Age 2-7)</p> <p>M. LANGUGE AND LITERACY INTERVENTIONS FOR THE COMMON CORE</p> <p>N. SPEECH/RESONANCE DISORDERS AND VELOPHARYNGEAL FUNCTION: EVALUATION AND TREATMENT</p> <p>O. WHAT’S NEW IN SPECIAL EDUCATION LAW</p> <p>11:30 - 12:45 LUNCH (on your own)</p> <p>12:45 - 3:30 CONCURRENT EDUCATIONAL SESSIONS (with break from 2:00 PM - 2:15 PM)</p> <p>P. Continuation of HELPING ADOLESCENTS MEET THE LANGUAGE DEMANDS OF THE COMMON CORE STANDARDS</p> <p>Q. Repeat of PAIRING PICTURE BOOKS AND APPS TO CONTEXUALLY ADDRESS LANGUAGE OBJECTIVES</p> <p>R. Continuation of PRACTICAL TREATMENT STRATEGIES FOR PRESCHOOL AND YOUNG CHILDREN WHO STUTTER (Age 2-7)</p> <p>S. Repeat of LANGUGE AND LITERACY INTERVENTIONS FOR THE COMMON CORE</p> <p>T. Repeat of SPEECH/RESONANCE DISORDERS AND VELOPHARYNGEAL FUNCTION: EVALUATION AND TREATMENT</p> <p>U. Repeat of WHAT’S NEW IN SPECIAL EDUCATION LAW</p>
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