

<p>GO SSLP Meeting</p> <p>This meeting is for all Best Practices attendees (not just members) and will provide an overview of GO SSLP’s structure, mission, and activities for the past year as well as activities planned for the 2015-16 year. The newly elected Chair and Co-chair for the 2015-17 term will be introduced. The Advisory Board will honor the 2014-2015 Exemplary SLP Award winner as well as bestow the Honors of the Organization on a deserving GO SSLP member.</p>	<p>GO SSLP Advisory Board</p>
<p>The Leader in You!</p> <p>We are all called to leadership opportunities in our professional and personal lives. This session will discuss favorable circumstances for developing leadership skills and strategies to build opportunities for leadership positions. The role of volunteerism and advocacy for developing leadership will be highlighted.</p>	<p>Lissa Power-deFur, CCC-SLP <i>Professor, Communication Sciences and Disorders Longwood University, VA and Vice President of Standards and Ethics in Speech-Language Pathology, ASHA Board of Directors</i></p>
<p>Keynote Speaker: Shari Robertson, CCC-SLP Dealing with Difficult People: Working with YOU is KILLING ME!</p> <p>Cranky Colleagues? Surly Students? Abominable Administrators? Pushy Parents? Every workplace has its own set of people who are negative, people who oppose our ideas, people who blame others, and people who frustrate us. These difficult people create conflict that raises stress levels and reduces your productivity. Today’s keynote will help you deal with difficult people by exploring their motivation for behaving badly and providing you with specific strategies for neutralizing their negative behaviors. Don’t reward difficult people for being difficult. Take charge and rise above the fray!</p>	<p>Shari Robertson, PhD., CCC-SLP <i>Professor and Dean’s Associate, Graduate Studies and Research, Indiana University of Pennsylvania, PA and VP for Academic Affairs in Speech-Language Pathology, ASHA</i></p>
<p>Stress-Free Strategies for Building Better Readers for the Savvy SLP</p> <p>The recent emphasis on the development of literacy has created a set of new challenges for speech-language pathologists who work with preschool and school-aged children. This workshop will explore the reciprocal relationships between language and literacy and link them to the skills identified as critical to the development of reading by the National Literacy Panel. Interactive demonstrations, booklists, activity sheets, and lesson ideas will be provided –everything you need to implement these practical, proven strategies in your school setting. Laugh while you learn to build better readers of all ages!</p>	<p>Shari Robertson, PhD., CCC-SLP <i>Professor and Dean’s Associate, Graduate Studies and Research, Indiana University of Pennsylvania, PA and VP for Academic Affairs in Speech-Language Pathology, ASHA</i></p>
<p>Poster Sessions</p> <p>This session will provide opportunities for school-based SLPs and university students to share information on current practices and research on children with speech-language disorders.</p>	<p>Georgia SLPs</p>
<p>Assessment of English Learners for the Speech-Language Program: Gwinnett County Public Schools Procedure</p> <p>At last year’s conference, referral and pre-assessment procedures were discussed. Following up on those procedures, this year’s session will discuss guidelines for assessing EL students suspected of speech-language impairment in a non-biased, linguistically-culturally appropriate manner. Discussion will also address how select tests, standard versus non-standard administration, using English-only tests, and how eligibility teams should interpret the results. Ultimately, a completely non-biased assessment is impossible by the nature of the process and tools utilized, thus the goal of this session is to aid school-based SLPs to minimize the likelihood of misidentification of speech and language disorders in EL students.</p>	<p>Sandra Wagner, Ed.S., CCC-SLP <i>Bilingual SLP/Diagnostician, Gwinnett County School District, Suwanee, GA</i></p>

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<p>Using Technology Assisted Intervention & Video Modeling to Promote Pragmatic Language: Language Development and Generalization</p> <p>This presentation will showcase the effectiveness and the increased motivational levels associated with technology assisted intervention and video modeling instruction to enhance the development of pragmatic language of students, especially those on the autism spectrum. Attendees will be trained on latest technology available, practical application methods, and supportive research.</p>	<p>Jennifer Jacobs, MS, CCC-SLP <i>Speech-Language Pathologist, Social Skill Builder, Leesburg, VA</i></p>
<p>Writing IEP Goals Related to the Curriculum: A Step-by-Step Process</p> <p>As SLPs, we have a responsibility to support the curriculum. In order for students to be successful with the curriculum, they must have mastered specific speech-language skills. This presentation will familiarize the SLP with specific Common Core State Standards that require speech-language skills and how to identify the prerequisite skills and the steps to mastery needed for a student to master these standards. We will look at each of the following speech-language areas: Vocabulary, Questions, Summarize, Compare and Contrast, Main idea and Details, Analyze, Pragmatics, Syntax and Morphology, Articulation and Phonological Processes and discuss how to break down these skills into prerequisite skills and corresponding steps to mastery. We will work through a set of steps to determine a student’s speech-language needs and develop IEP goals and objectives.</p>	<p>Elissa Kilduff, MS, CCC-SLP <i>Instructional Support Teacher (Lead SLP), Fulton County School District, Hapeville, GA</i></p> <p>Lydia Kopel, Ed. S., CCC-SLP <i>Lead SLP, Fulton County School District, Hapeville, GA</i></p>
<p>Practical Tools for Dealing with Ethical Dilemmas in Schools</p> <p>This session will engage participants in identifying solutions to common ethical dilemmas faced in schools. Beginning with a review of the ASHA Code of Ethics, the presenter will then review a variety of vehicles available to school-based SLPs for resolution of dilemmas, both within the profession and through special education procedures. Participants will use an ethical decision-making model to identify a “win-win” approach to resolving the situation. Using this model, participants will engage in discussion about the application of the principles and rules of the ASHA Code of Ethics to school-based situations. The session will conclude with application of the decision-making model to multiple scenarios.</p>	<p>Lissa Power-deFur, CCC-SLP <i>Professor, Communication Sciences and Disorders Longwood University, VA and Vice President of Standards and Ethics in Speech-Language Pathology, ASHA Board of Directors</i></p>
<p>“Best Practices in Public School Speech-Language Pathology” Conference - Friday</p>	
<p>Articulation Connections: From Capability to Carryover Compensation Therapy</p> <p>Ever do an artic test and the sounds-in-words results aren’t too bad, but then you can’t understand a word the kid says? Yep, me too. Most typically, there are reasons. We’ll detail those, as well as cover the analysis process, learn to sequence oral capability therapy techniques, as well as apply the two “secrets” to generating carryover. Applicable for children K-12.</p>	<p>Char Boshart, MA, CCC-SLP <i>Speech-Language Pathologist, Fannin County Schools, Elijay, GA and President of Speech Dynamics, Inc.</i></p>
<p>School-Age Stuttering: A Practical Approach</p> <p>School-age children who stutter can face many challenges, both in and out of the classroom. Common problems include negative emotional reactions, such as embarrassment and anxiety; difficulties reading aloud in class or participating in group discussions; and limitations while interacting with peers. Unfortunately, many speech-language pathologists report that they are not confident in their ability to help</p>	<p>J. Scott Yaruss, Ph.D., CCC-SLP <i>Associate Professor, University of Pittsburg, PA</i></p>

School-Aged Stuttering continued

children deal with these consequences of stuttering. Clinicians also report uncertainty about meeting eligibility criteria, generalizing gains made in the therapy room to real-world situations, and dealing with problems like bullying. The purpose of this session is to provide clinicians with practical strategies for helping school-age children and adolescents who stutter overcome the problems associated with stuttering. The presentation will include: specific guidelines for conducting comprehensive evaluations that support treatment recommendations and goal-writing; detailed instructions for how to prepare children for therapy to ensure success; and video examples of numerous treatment strategies and activities designed to help children improve their fluency, reduce their negative reactions to stuttering, educate others about stuttering, and communicate effectively across speaking situations. Participants will come away from the workshop feeling more confident in their ability to help children who stutter and more knowledgeable about how to approach stuttering assessment and treatment in the school setting and beyond.

Treatment Dilemmas and Strategies for Auditory Processing Disorders

Professionals responsible for providing service to children diagnosed with auditory processing disorders are searching for evidence to guide their treatment decisions.

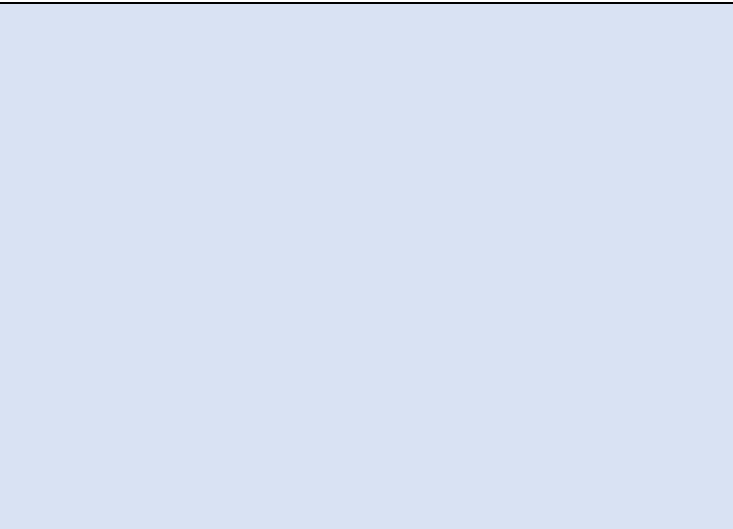
The existing ambiguity and lack of agreement among audiologists and speech-language pathologists regarding symptomatic components of APD can significantly compromise intervention. This session will review various methodology options, with discussion regarding advantages and disadvantages of a range of skills in acoustic, phonetic, and linguistic aspects of APD.

Teaching Social Thinking to Foster Learning the Common Core and Related Social Skills

Many students with Autism Spectrum Disorder (ASD) and related social learning challenges appear quite bright on tests, but struggle with academic tasks, such as comprehension of socially based literature. Traditionally, professionals have treated concerns related to social skills, reading comprehension of literature and written expression as separate issues. In this conference we will explore social cognitive links and treatment ideas to help promote both social skills and reading comprehension. Focusing on perspective-taking lessons developed through Social Thinking®, we will explain how this type of instruction can help all students navigate their social interpretations and related responses used for social skills production, auditory processing, reading comprehension, narrative language, written expression, and more.

iPad Accessibility & Severe/Multiple Disabilities: Addressing Early Literacy & Language Instruction (AM)

Case examples and videos will address: what to look for in iPad Apps that support language and literacy learning (with sensitivity to multiple languages), and how to access the Apps for students who have severe and multiple disabilities. This session will address communication support tools and Apps and how to use those Apps with other Apps. Learn about adapted tools for the iPad, how to use switch access and creative supports for the iPad. Participants will learn how they can create their own learning materials for the iPad using existing Apps and solutions for accessing a larger number of books for children to independently read and explore. Participants will understand with just a few tools how you can have a variety of Apps for children with severe and multiple disabilities and some unique tools and ideas to improve access but also improve their language and literacy skills.



Gail Richard, Ed.D., CCC-SLP
Professor, Department of Communication Disorders & Sciences, Eastern Illinois University, IL

Michelle Garcia-Winner, CCC-SLP
Founder of Social Thinking, San Jose, CA

Pati King DeBaun, CCC-SLP
SLP/AAC Consultant, Creative Communicating, Park City, Utah

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Developing Generative Writing Skills for Beginning Communicators with Severe/Multiple Disabilities (PM)

Imagine five students with severe physical impairments, nonspeaking, who have had cognitive skills questioned over and over and have never had the opportunity to use any communication system (high tech or light tech) having conversations, participating in curriculum activities, self-generating 3-5 word sentences, publishing a newsletter, writing scripts for plays, emailing, and talking on the phone to parents. Three years ago that was not the case. This session will demonstrate through case example how students’ with the most significant disabilities can be successful with a dedicated program and comprehensive approach for teaching AAC. This session will demonstrate through case examples, videos how a variety of techniques were used to increase first, overall communication including social conversation but more importantly the written communication and generative language. Examples will demonstrate how to increase proficiency with written communication and motivation to write with some unique instructional materials and ideas.

Pati King DeBaun, CCC-SLP

SLP/AAC Consultant, Creative Communicating, Park City, Utah

What’s New in Special Education Law?

This session will review recent developments in special education law through highlights of 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.

Julie J. Weatherly,

School Attorney/Consultant,

Resolutions in Special Education, Mobile, AL

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