



2025 Fall Best Practices

**October 1 - 31, 2025
Self-Study Program**

REGISTRATION

Please note that registration is required for the Best Practices conference. If you are not yet a member, you can register and join/renew your membership online at www.gosslp.org. If you are registering as a Non-Member, you will need to create or sign-in to your Non-Member Conference Registrant profile to register for 2025 Fall Best Practices. If you need assistance accessing your profile, please contact the Executive Office.

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.

Participants will be required to declare intent to earn ASHA CEUs and complete an evaluation of each session attended.

KNOW BEFORE YOU LOG IN!

An email will be sent out the week of the program opening to all registered participants with log in information for the virtual program. The program will be available for viewing beginning at 7:00 am on Wednesday, October 1, 2025.

The GO SSLP Executive Office will be available to assist you with logging into the virtual conference should you experience any difficulties.

REGISTRATION DEADLINE:

12:00 pm on Thursday, October 30, 2025.

Georgia Organization of School-Based SLPs

2700 Cumberland Parkway

Suite 150

Atlanta, GA 30339

P 404-299-7700 www.GOSSLP.org

SCHEDULE

Self-Study	
Course Information	Speakers & Bios
<p>Unlocking the Power of Gestalt Language Processing: The Meaning Behind Echolalia and its Role in Language Development (1 Hour)</p> <p>Course Description: This introductory session will provide speech-language pathologists with a clear understanding of Gestalt Language Processing. Participants will learn how gestalt language processors differ from analytic language processors, learn the difference between immediate echolalia and delayed echolalia, and describe the six stages of gestalt language development. Practical, neuroaffirming strategies for supporting clients at each stage will be discussed, giving SLPs foundational tools to better understand and support gestalt language learners on their caseload.</p> <p>Course Objectives:</p> <p>Objective 1: Participants will be able to identify at least three key differences between analytic and gestalt language processing by the end of the session.</p> <p>Objective 2: Participants will be able to define echolalia and delayed echolalia and provide one example of each.</p> <p>Objective 3: Participants will be able to list the six stages of gestalt language development and describe one communication support strategy for each stage.</p>	<p>Kim Jenkins, MA, CCC-SLP <i>Owner, Speech-Language Pathologist Empowering Speech Services</i></p> <p>Kim is a pediatric speech-language pathologist and private practice owner with 28 years of experience. She specializes in neurodiversity-affirming support for autistic children and Gestalt Language Processors, providing families and professionals with strategies to support authentic communication and meaningful connection.</p> <p>Speaker Disclosure: Financial Disclosure: Kim Jenkins received an honorarium for speaking at this conference.</p> <p>Non-Financial Disclosure: Kim Jenkins has no relevant non-financial relationships to disclose.</p>
<p>Empowering Communication: Strategies for Supporting Students Who Stutter in Schools (1 Hour)</p> <p>Course Description: This one-hour session will introduce participants to best practices for supporting students who stutter in school-based settings. Rather than focusing on fluency, educators will learn practical strategies to empower students as confident communicators. Participants will leave with evidence-based tools and classroom-ready approaches to ensure that every student's voice is heard, valued, and supported.</p> <p>Course Objectives:</p> <p>Objective 1: Name at least two new strategies or supports for assessment and treatment of stuttering.</p>	<p>Erin J. Leventhal Love, MA, CCC-SLP <i>Assistant Professor and Clinical Educator University of North Carolina at Greensboro</i></p> <p>Erin J. Leventhal, MA, CCC-SLP, is an Assistant Professor and Clinical Educator in the Department of Communication Sciences and Disorders at the University of North Carolina at Greensboro. She supervises graduate students at the UNCG Speech and Hearing Center. Erin received both her undergraduate and graduate degrees from Appalachian State University. She has a special interest in stuttering, literacy-based therapy, and clinical education. Erin was selected as a participant for the Stuttering Foundation Eastern Workshop in June 2025 at Boston University.</p> <p>Speaker Disclosure:</p>

<p>Objective 2: Formulate at least two measurable objectives that incorporate the three Es of stuttering therapy.</p>	<p>Financial Disclosure: Erin Leventhal is a salaried employee of the University of North Carolina at Greensboro.</p> <p>Non-Financial Disclosure: Erin Leventhal has no relevant non-financial relationships to disclose.</p>
<p>The Efficacy of Contextualized Language Interventions to Support Students with Language and Reading Comprehension Difficulties (1 Hours)</p> <p>Course Description: Children with language-related learning disabilities, such as developmental language disorder (DLD) are at increased risk for reading comprehension difficulties due to deficits in listening and spoken language. One effective way to improve the oral language skills of children with DLD is through contextualized language interventions which provide explicit instruction and practice of multiple language therapy targets within relevant contexts such as fictional narratives and expository texts. This session will review essential components of contextualized language interventions and equip attendees with knowledge of how to intentionally and systematically build students' lower- and higher-level language skills to support their language and reading comprehension abilities.</p> <p>Course Objectives:</p> <p>Objective 1: Elaborate on the role of lower- and higher-level language skills in listening and reading comprehension.</p> <p>Objective 2: Describe essential components of contextualized language interventions.</p> <p>Objective 3: Develop a plan to successfully implement contextualized language interventions in the therapy setting.</p>	<p>R.J. Risueño, PhD, CCC-SLP <i>Assistant Professor of Speech-Language Pathology Old Dominion University</i></p> <p>R.J. Risueño, PhD, CCC-SLP is an Assistant Professor of Speech-Language Pathology at Old Dominion University and a certified bilingual speech-language pathologist. He leads the Risueño Lab for Language and Literacy which focuses on improving early identification and intervention of language-based learning disabilities, such as dyslexia and developmental language disorder, for monolingual and multilingual children. His work emphasizes interdisciplinary collaboration and implementation science, both of which he has presented on nationally and internationally.</p> <p>Speaker Disclosure: Financial Disclosure: Dr. Risueño is a salaried employee of Old Dominion University and is the owner of Risueño Speech Therapy.</p> <p>Non-Financial Disclosure: Dr. Risueño is a member of the SHAV Schools Interest Group and ASHA's Literacy Assessment and Intervention Topic Planning Committee.</p>
<p>Startling Revelation About Bilingualism in America to Steer Evaluations and Therapy (1 Hour)</p> <p>Course Description: This presentation will provide statistics on the number of languages spoken within the countries of the bilingual students we serve in the Georgia public school system. Learn about the home culture and how it influences school performance. Use this information to guide your evaluations and therapy. Classroom strategies for ESOL students will be</p>	<p>Cristina Saldaña, PhD, CCC-SLP <i>Bilingual Speech-Language Pathologist BilingualResources.org</i></p> <p>Dr. Cristina Saldaña is a bilingual SLP of Colombian and Puerto Rican heritage. She has worked for 25 years in numerous settings, such as hospitals, clinics, nursing homes, and the public-school systems of New York, Connecticut, Georgia, and Mexico. She is the author of several books in the field of communication disorders and the owner of Bilingual Resources for Therapists and Teachers. Dr.</p>

<p>provided, as well as free bilingual resources to explore.</p> <p>Course Objectives:</p> <p>Objective 1: To better understand your culturally and linguistically diverse students in an effort to guide evaluation and therapy</p> <p>Objective 2: To understand the cultural differences in the home that affect school performance</p> <p>Objective 3: To provide therapy in a more inclusive and effective manner</p>	<p>Saldaña’s goal is to educate and motivate professionals in choosing appropriate assessment and therapy materials for their bilingual clients. She stresses that “language should never be a barrier.”</p> <p>Speaker Disclosure: Financial Disclosure: Dr. Saldaña receives intellectual property rights for her ownership of BilingualResources.org.</p> <p>Non-Financial Disclosure: Dr. Saldaña is a SLP mentor for an ASHA-recognized program and performs volunteer teaching and speaking.</p>
<p>How to Write NeuroAffirming IEP Goals for Autistic Teens & Tweens (1 Hour)</p> <p>Course Description: A practical, fast-moving session for SLPs on transforming deficits-based goals into neurodiversity-affirming ones. Learn the language shifts that support co-regulation (not masking), then practice reframing common “social skills” goals into targets that center safety, self-awareness, self-advocacy, and authentic connection.</p> <p>Course Objectives:</p> <p>Objective 1: Describe the key differences between traditional, deficits-based IEP goals and neurodiversity-affirming goals.</p> <p>Objective 2: Identify language and goal-writing practices that promote co-regulation and emotional well-being, distinguishing them from those that may inadvertently lead to masking and burnout.</p> <p>Objective 3: Reframe traditional social skills goals into goals that create a sense of safety, self-awareness, self-advocacy, and connection.</p>	<p>Chris Wenger, MS, CCC-SLP <i>Speech-Language Pathologist</i> <i>Chaffey Joint Union High School District</i></p> <p>Chris Wenger is a neurodivergent high school speech therapist of over 20 years, international speaker, and creator of the Dynamic Assessment of Social Emotional Learning, a strengths-based assessment for autistic students. He is also the co-founder of The NeuroAffirm Academy and Directory, a first-of-its-kind worldwide interactive directory connecting providers and families. Globally known as Speech Dude, he has amassed over one million social media followers, sharing inspiring and educational content, always with a humorous twist.</p> <p>Speaker Disclosure: Financial Disclosure: Chris Wenger receives speaking fees for his teaching and speaking roles as “Speech Dude” and received an honorarium for speaking at this conference. Chris Wenger is also a salaried employee of Chaffey Joint Union District.</p> <p>Non-Financial Disclosure: Chris Wenger has no relevant non-financial relationships to disclose.</p>



ASHA CE
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Georgia Organization of
School-Based SLPs

This course is offered for up to 0.5 ASHA CEUs (Introductory and Intermediate level)

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

