



GEORGIA ORGANIZATION OF SCHOOL-BASED SPEECH-LANGUAGE PATHOLOGISTS

Thursday & Friday | October 10-11, 2019
Cobb Galleria Centre | Atlanta, Georgia

REGISTRATION

Please note that pre- registration is required for the Best Practices conference—there are NO on-site registrations. The deadline to register is September 1, 2019 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 2019! 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-in to your Non-Member Conference Registrant profile in order to register for Best Practices 2019. Contact the Executive Office for help accessing your profile.

The registration fee to attend Best Practices 2019 is \$125 for REGULAR MEMBERS, \$25 for STUDENT MEMBERS, and \$225 for NON-MEMBERS. Note that your registration for Best Practices 2019 is not confirmed until the GO SSLP Executive Office has received your payment. If your payment is not received by Monday, September 16, 2019 your registration will be canceled.

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.cobb Galleria.com for directions and area information.

MEET & GREET RECEPTION

GO SSLP is hosting a Meet & Greet reception for conference attendees, speakers, and exhibitors right outside the exhibit hall on **Thursday, October 10**. Please plan to join us!

HOTEL ACCOMMODATIONS

A block of rooms has been reserved at special conference rates at a nearby hotel. To reserve a room, please call the Reservation number below and mention the "Best Practices Conference/GO SSLP":

Sheraton Suites Galleria Reservations: (888) 627-7047 or

<https://www.starwoodmeeting.com/events/start.action?id=1511195644&key=34577D58>

*To get the group rate, rooms must be reserved by **September 10, 2019**.*

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.

CEU CREDIT & HANDOUTS – GO SSLP Goes Green!

CEU attendance and session evaluations will be managed electronically. Please make sure you arrive to each session early and make sure you are scanned into the classroom. PLU credit should be arranged through your school system.

Handouts for all sessions will be provided online at www.gosslp.org . Handouts will also be available on the free conference app—download instructions coming soon! Printed handouts will NOT be available on-site.

CLASSROOM SEATING

Seating in all sessions is on a first-come, first-served basis. Seating capacity limits for each classroom will be strictly enforced.

PROGRAM AGENDA

Thursday, October 10

- 7:45 am – 8:30 am Registration and Breakfast
Location: Prefunction Ballroom
Exhibit Visitation
Location: Ballrooms C and G
- 8:30 am – 11:15 am Concurrent Educational Sessions
Location: Ballrooms A, B, D, E, and F
(with 15-minute break)
- 11:15 am – 12:45 pm Lunch (*attendees on their own*)
Exhibit Visitation
Location: Ballrooms C and G
- 12:45 pm – 3:30 pm Concurrent Educational Sessions
Location: Ballrooms A, B, D, E, and F
(with 15-minute break)

Friday, October 11

- 7:45 am – 8:30 am Breakfast
Location: Prefunction Ballroom
Exhibit Visitation
Location: Ballrooms C and G
- 8:30 am – 11:15 am Concurrent Educational Sessions
Location: Ballrooms A, B, D, E, and F
(with 15-minute break)
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Exhibit Visitation
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SCHEDULE

Thursday, October 10	
Course Information	Speakers & Bios
<p>No More Meltdowns: Managing Frustration and Anxiety</p> <p>Course Description:</p> <p>Individuals on the autism spectrum and those with social-behavioral challenges often present with difficulty regulating their feelings and interacting socially. Challenging behaviors often elicit anxiety in caregivers and professionals. The first part of this workshop describes how best to think about these difficult moments to get better outcomes with clients. Then ways to handle crises and deescalate meltdowns are reviewed. Finally, common triggers to frustration and anxiety are identified along with prevention plans to effectively deal with these triggering situations.</p> <p>Course Objectives:</p> <p>Objective 1: Describe the impact of educator’s hope and attributional style in increasing positive outcomes.</p> <p>Objective 2: Understand the reasons for disruptive behaviors and learn ways to de-escalate in the throes of a meltdown.</p> <p>Objective 3: Identify 7 common categories of triggers to challenging behaviors and prevention plans for each.</p> <p>Key Components of Effective Social Skills Training</p> <p>Course Description:</p> <p>Regardless of the tools one uses to teach social skills, there are certain key components that must be addressed to effectively teach skills. This workshop details strategies to motivate individuals to learn, ways to teach social skills based on the client’s language ability, how to generalize skills into the natural setting and increase acceptance and tolerance from peers.</p> <p>Course Objectives:</p> <p>Objective 1: Learn ways to motivate verbal and non-verbal students to want to socialize.</p> <p>Objective 2: Describe several strategies for teaching and generalizing skills based on language functioning.</p> <p>Objective 3: Learn how to create programs for typical peers to accept students with disabilities, reduce bullying and model positive behaviors.</p>	<p>Jed Baker, Ph.D. <i>Director of the Social Skills Training Project</i></p> <p>Jed Baker, Ph.D. is the director of the Social Skills Training Project, an organization serving individuals with autism and social communication problems. He is on the professional advisory board of Autism Today, ASPEN, ANSWER, YAI, the Kelberman Center and several other autism organizations. In addition, he writes, lectures, and provides training internationally on the topic of social skills training and managing challenging behaviors. He is an award winning author of 9 books, including <i>Social Skills Training for Children and Adolescents with Aspergers Syndrome and Social Communication Problems; Preparing for Life: The Complete Handbook for the Transition to Adulthood for Those with Autism and Aspergers Syndrome; The Social Skills Picture Book; The Social Skills Picture Book for High School and Beyond; No More Meltdowns: Positive Strategies for Managing and Preventing Out-of-Control Behavior; No More Victims: Protecting those with Autism from Cyber Bullying, Internet Predators & Scams; Overcoming Anxiety in Children and Teens; and School Shadow Guidelines</i>. His work has also been featured on ABC World News, Nightline, Fox News, the CBS Early Show, and the Discovery Health Channel.</p> <p>Relevant financial relationship(s): Jed Baker; GO SSLP Disclosure: Teaching and speaking for GO SSLP and receives speaking fee and honoraria. Also receives royalty payments for published books.</p> <p>Relevant nonfinancial relationship(s): No relevant nonfinancial relationships to disclose.</p>

<p>R and S Complete: Strategies to Build Oral Capability, Speech Production, and Carryover</p> <p>Course Description:</p> <p>We're told that "r," and "s" are simple sounds to remediate. Not for every child—these sounds can be challenging. And carryover? Oh yeah, sometimes that's not the easiest part of therapy, either. Over the course of 2½ hours you'll get therapy options and answers: specific, sequential techniques to remediate the frontal /s/, lateral /s/, and the distorted /r/, and the secret to generating carryover with almost every child. This one technique can revolutionize the way you look at your cases and the way you do therapy.</p> <p>Course Objectives:</p> <p>Objective 1: Describe the production components of /s/ and /r/ necessary for a comprehensive therapy approach.</p> <p>Objective 2: Explain the similarities and differences of the frontal /s/ and lateral /s/ and provide three therapy tasks.</p> <p>Objective 3: Describe the sequential therapy tasks for the /r/ speech sound and provide three therapy tasks.</p> <p>Objective 4: List at least three methods to facilitate "extra" speech practice.</p>	<p>Char Boshart, M.A., CCC-SLP <i>Speech-Language Pathologist</i> <i>President, Speech Dynamics, Inc.</i></p> <p>Char Boshart is a therapist, seminar presenter, podcast host, blogger, author, and president of Speech Dynamics. She graduated with her Masters from Western Michigan University and began her career in the public schools with over 110 on her caseload. Since then, she's worked several years in the public schools in southern California and Georgia, in the clinical setting, private practice, and as an Assistant Professor and Department Chair at Loma Linda University. She has presented over a thousand well-received articulation and language presentations through Speech Dynamics and the Bureau of Education and Research (BER). Her interest in creating effective therapy techniques and efficient caseload management has evolved into the development of many practical resources, books, and e-books. Her most current are <i>The Easy R, The Key to Carryover, 22 of My Favorite Tools and How to Use Them,</i> and, <i>Demystify the Tongue Tie</i>. In addition, she writes a practical therapy-oriented weekly blog called "Therapy Matters," and hosts the bi-weekly "The Speech Link" podcast.</p> <p>Relevant financial relationship(s): Char Boshart; GO SSLP Disclosure: Teaching and speaking for GO SSLP and receives speaking fee and honoraria.</p> <p>Relevant nonfinancial relationship(s): No relevant nonfinancial relationships to disclose.</p>
<p>Current Trends in the Assessment of Childhood Apraxia of Speech (CAS)</p> <p>Course Description:</p> <p>This hands-on workshop will provide clinicians with a solid foundation of knowledge in the current best-practice for the assessment of childhood apraxia of speech (CAS), including the NEW Dynamic Evaluation of Motor Speech Skill (DEMSS) (Strand, et al, 2013; Strand & McCauley, 2019). This new criterion-referenced assessment was designed specifically to help differentially diagnose CAS in young children with severely impaired speech production skills. This dynamic assessment can help clinicians confirm or rule out a diagnosis of CAS, estimate the severity of the disorder and prognosis, inform treatment goals, and make decisions about effective methods of cueing for treatment. Other evidence-based assessment procedures that will be covered include the Syllable Repetition Task (SRT) (Shriberg, et al, 2012), the Maximum Performance Tasks (MPT) (Rvachew, et al, 2005; Thoonen, et al, 1999; Thoonen, et al, 1996), and the Pause Marker (PM) method (Shriberg, et al, 2017a & b). Video tape examples will be shown throughout the session to demonstrate the assessment procedures. Hands-on group activities will be utilized to give participants practice in making clinical decisions about when to use the assessment methods discussed.</p>	<p>Sue Caspari, M.A., CCC-SLP <i>Instructor and Clinical Supervisor, Speech-Language Pathologist</i> <i>Temple University</i></p> <p>Sue Caspari is a speech-language pathologist and faculty member at Temple University. Sue has over 20 years of experience working with children and adults in a variety of settings including early intervention, private practice and inpatient and outpatient hospital settings, including the Mayo Clinic. Sue has advanced training in and is nationally recognized for her expertise with respect to childhood apraxia of speech (CAS). At Temple, she teaches graduate level courses focused on CAS, and supervises the clinical work of students in the recently established Childhood Apraxia of Speech Treatment, Learning and Evaluation (CASTLE) Center. She frequently gives national and international presentations on the clinical management of CAS, and has published scientific research in top journals since 2008. Sue is a professional advisory council member for the Apraxia Kids organization and was an instructor for the Apraxia Kid's 2018 intensive CAS training institute. She is the owner of Caspari and Colleagues, LLC, a group of SLPs dedicated to providing consultation, evaluation and therapy services for children with CAS and other</p>

<p>Course Objectives:</p> <p>Objective 1: Participants will be able to describe 4 current assessment tools that can be used in the differential diagnosis of childhood apraxia of speech (CAS).</p> <p>Objective 2: Participants will be able to describe the unique advantages of a dynamic motor speech assessment for use in diagnosing CAS.</p> <p>Objective 3 (optional): Participants will be able to discuss situations and populations in which each assessment tool may be most useful.</p>	<p>severe speech sound disorders; and the director of an intensive 5-week summer program for children with CAS.</p> <p>Relevant financial relationship: Sue Caspari; GO SSLP Disclosure: Teaching and speaking for GO SSLP and receives speaking fee and honoraria.</p> <p>Relevant nonfinancial relationship(s): Susan Caspari Disclosure: Professional advisory council for Apraxia Kids and donated videos for the DEMSS Assessment.</p>
<p>Ethical Practice for SLPs in Schools</p> <p>Course Description:</p> <p>A professional code of ethics provides guidance for speech-language pathologists confronting conflicting information or differing opinions that may lead to ethical misconduct. Participants will be presented with a brief overview of the ASHA Code of Ethics followed by a discussion of examples of ethical misconduct, with specific focus on those confronting school-based practitioners. Participants will discuss the concept of willful blindness, the process of solving ethical dilemmas, learn to identify supportive resources when facing ethical dilemmas, and how and when to report ethical violations.</p> <p>Course Objectives:</p> <p>Objective 1: Examine the purpose and function of a professional code of ethics.</p> <p>Objective 2: Discuss common ethical scenarios in the SLP practice.</p> <p>Foundations of Critical Thinking and Self-Assessment for Supervisors</p> <p>Course Description:</p> <p>Supervisors of graduate students and clinical fellows recognize the importance of critical thinking skills that lead to independent practice. The stages of skill acquisition that provide the foundation for the development of critical thinking skills will be discussed. The research, evidence and key elements that support reflective practice and self-assessment will be highlighted throughout the presentation. Participants will use ASHA’s 2016 self-assessment tool to rate their own competencies as supervisors and develop individualized goals for personal growth in supervision.</p> <p>Course Objectives:</p> <p>Objective 1. Identify stages of skill acquisition in the development of clinical skills and knowledge.</p>	<p>Melanie Hudson, M.A., CCC-SLP F-ASHA, DF-NAP <i>National Director of SLP</i> <i>EBS Healthcare</i></p> <p>Melanie W. Hudson, M.A. CCC-SLP, is the National Director at EBS Healthcare, ASHA Fellow, and Distinguished Fellow of National Academies of Practice (NAP). She served on ASHA’s Board of Directors as Chair of the Speech-Language Pathology Advisory Council (2016-2018), the Board of Ethics, and the Board of Special Interest Group Coordinators. Melanie’s publications include “Professional Issues in Speech-Language Pathology and Audiology, 4th edition” (Lubinski & Hudson; Delmar, Cengage Learning, 2013; Plural Publishing, 2018), and chapter author for “The Clinical Education and Supervisory Process in Speech-Language Pathology and Audiology,” (McCrea & Brasseur, Slack, Inc., 2019). She served as President of the Georgia Speech-Language and Hearing Association and currently serves on the Georgia Board of Examiners for Speech-Language Pathology and Audiology.</p> <p>Relevant financial relationship(s): Melanie W. Hudson; GO SSLP Disclosure: Teaching and speaking for GO SSLP and receives speaking fee and honoraria.</p> <p>Relevant nonfinancial relationship(s): No relevant nonfinancial relationships to disclose.</p>

<p>Objective 2. Discuss evidence-supported strategies promoting self-assessment through critical reflection.</p> <p>Objective 3. Complete a self-assessment tool for development of competencies in supervision.</p>	
<p>Unique Speech-Language Therapy: Wonderful Websites with Practical Therapy Tips</p> <p>Course Description:</p> <p>This hands-on course is designed to meet the needs of speech-language pathologists serving school-age children and adolescents with various communication difficulties by providing them with original and exciting ways to motivate and teach students. Creative ideas will be shared on how to put new spins on traditional speech-language therapy by introducing various websites that can be used as fun and functional digital therapy materials. Participants will be involved in discussions related to skills and foundational knowledge.</p> <p>Course Objectives:</p> <p>Objective 1: Identify websites that are appropriate to use with children and adolescents in speech-language therapy.</p> <p>Objective 2: Use websites to assist children and adolescents with practicing numerous speech and language goals.</p> <p>Objective 3: Summarize unique digital motivational strategies to help children and adolescents become more effective communicators.</p>	<p>Erik X. Raj, Ph.D., CCC-SLP <i>Assistant Professor and Clinical Supervisor Department of Speech-Language Pathology Monmouth University Ethical Practice for SLPs in Schools</i></p> <p>Dr. Erik X. Raj holds a Certificate of Clinical Competence from the American Speech-Language-Hearing Association and is a practicing speech-language pathologist who works with school-age children and adolescents with various communication difficulties. Dr. Raj regularly presents interactive workshops demonstrating how speech-language pathologists can use mobile and Internet-based technologies to educate and motivate school-age children and adolescents on their caseloads. In addition to developing over 20 mobile apps for children with communication difficulties, he is also the creator of Your Face Learning, a monthly subscription-based early learning iPhone and iPad app that has users in the United States, Canada, South Africa, and Australia.</p> <p>Dr. Raj has obtained his Bachelor of Science degree in Speech-Language Pathology and Audiology from Stockton University in New Jersey and a Master of Science degree in Speech-Language Pathology from Misericordia University in Pennsylvania. He earned his Doctor of Philosophy degree in Communication Sciences and Disorders at Wayne State University in Detroit, Michigan.</p> <p>Relevant financial relationship(s): Erik X. Raj; GO SSLP Disclosure: Teaching and speaking for GO SSLP and receives speaking fee and honoraria.</p> <p>Relevant nonfinancial relationship(s): No relevant nonfinancial relationships to disclose.</p>
<p>Best Practices for Supporting Preschoolers</p> <p>Course Description:</p> <p>In this interactive session we will learn about best practices for serving and supporting your preschool aged students. We will cover the Georgia Early Learning and Development Standards (GELDS) and how you can use them in your practice. In addition, we will discuss strategies for engaging families of preschool aged children and share resources on developmental monitoring and the <i>Learn the Signs. Act Early.</i> program.</p> <p>Course Objectives:</p> <p>Objective 1: Understand the Georgia Early Learning and Development Standards (GELDS) and how to use them.</p>	<p>Bridget Ratajczak, M.A. <i>Child and Family Development Supervisor Bright from the Start: Georgia Department of Early Care and Learning</i></p> <p>Mrs. Ratajczak provides support for early childhood professionals in the state of Georgia on the topics of developmental monitoring, child development and family engagement. She has a M.A. in early childhood special education from the University of Georgia. Her extensive experience in early childhood education and special education includes an instructor at the University of Georgia's Birth through Kindergarten teacher preparation program, early intervention specialist with the Babies Can't Wait early intervention program and a preschool special-education teacher in Athens, Georgia. Her areas of expertise include early</p>

<p>Objective 2: Understand the resources available through the Learn the Signs. Act Early. program.</p> <p>Objective 3: Gain knowledge of family engagement strategies and resources to support families of preschool aged children.</p>	<p>identification of developmental delays, autism, and positive behavior supports and interventions for young children.</p> <p>Relevant financial relationship(s): No relevant financial relationships to disclose.</p> <p>Relevant nonfinancial relationship(s): No relevant nonfinancial relationships to disclose.</p>
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Friday, October 11

<p>“INSTILL” the Love of Words: A Language Instruction System</p> <p>Course Description:</p> <p>Through the years, I’ve asked my language therapy kids, “Do you like words?” Most of them said NO. But there we were, working on words. I <i>finally</i> realized I’d stumbled onto the heart of the matter. From then on, in therapy I made elevating words my focus: To instill the love of words; for them to become word-conscious in meaningful ways. You’ll learn how to easily (with a little prep) organize and instruct your vocabulary, syntax, and grammar, as well as higher levels of language <i>systematically</i>. Plus, it’s fun!</p> <p>Course Objectives:</p> <p>Objective 1: List three of the Therapy Instruction Keys.</p> <p>Objective 2: Explain the INSTILL language instruction sequence.</p> <p>Objective 3: Discuss how to use narratives in language therapy.</p>	<p>Char Boshart, M.A., CCC-SLP <i>Speech-Language Pathologist</i> <i>President, Speech Dynamics, Inc.</i></p> <p>Char Boshart is a therapist, seminar presenter, podcast host, blogger, author, and president of Speech Dynamics. She graduated with her Masters from Western Michigan University and began her career in the public schools with over 110 on her caseload. Since then, she’s worked several years in the public schools in southern California and Georgia, in the clinical setting, private practice, and as an Assistant Professor and Department Chair at Loma Linda University. She has presented over a thousand well-received articulation and language presentations through Speech Dynamics and the Bureau of Education and Research (BER). Her interest in creating effective therapy techniques and efficient caseload management has evolved into the development of many practical resources, books, and e-books. Her most current are <i>The Easy R</i>, <i>The Key to Carryover</i>, <i>22 of My Favorite Tools and How to Use Them</i>, and, <i>Demystify the Tongue Tie</i>. In addition, she writes a practical therapy-oriented weekly blog called “Therapy Matters,” and hosts the bi-weekly “The Speech Link” podcast.</p> <p>Relevant financial relationship(s): Char Boshart; GO SSLP Disclosure: Teaching and speaking for GO SSLP and receives speaking fee and honoraria.</p> <p>Relevant nonfinancial relationship(s): No relevant nonfinancial relationships to disclose.</p>
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<p>AAC Partner Strategies: Convincing Students to Communicate!</p> <p>Course Description:</p> <p>Your student has AAC symbols, a device, a book or a board, but doesn’t use them! Teachers are frustrated with dealing with symbols and the “supports” we offer seem to require more effort than they are worth. Today we are exploring techniques and tools to make those symbols work! What can we do to encourage our students to enthusiastically embrace communication? We are exploring and practicing strategies including slowing down, providing aided language input, repeating, describing, respecting, reflecting and waiting. We</p>	<p>Vicki Clarke, M.S., CCC-SLP <i>CEO, Director of Therapy Services/DTA Schools Division</i> <i>Dynamic Therapy Associates, Inc.</i></p> <p>Vicki Clarke is the CEO of Dynamic Therapy Associates, Inc (DTA Inc.), a speech language pathology clinic specializing in AAC. She is the Director of DTA Schools, a division of DTA Inc, which provides individual student, classroom and district-wide AAC services for consultation, assessment, training, curriculum development and equipment procurement in multiple public school districts. She is the co-creator of the Dynamic AAC Goals Grid (DAGG), an internationally recognized AAC assessment and planning tool. Mrs. Clarke is an advisory panel member of PrAActical AAC, an AAC resource sharing and professional</p>
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<p>will look at tools and display options to integrate communication in the classroom with real world classroom examples through videos, photos and interviews. Come to this session prepared to practice with your neighbors, video yourself and have fun, so you can leave with your own “hands on” experience!</p> <p>Course Objectives:</p> <p>Objective 1: Identify 3 interaction strategies for helping students engage with partners.</p> <p>Objective 2: Effectively communicate a simple message using aided language input with a partner.</p> <p>Objective 3: Identify and execute a simple hierarchy of communication prompts.</p>	<p>training organization. Additional professional activities include professional consultation and training through publications, workshops and presentations at local, state and national conferences in the areas of augmentative communication, speech language pathology, special education and Autism.</p> <p>Relevant financial relationship(s): Vicki Clarke; GO SSLP Disclosure: Teaching and speaking for GO SSLP and receives speaking fee and honoraria.</p> <p>Vicki Clarke; Dynamic Therapy Associates, Inc. Disclosure: Ownership role and receives salary.</p> <p>Relevant nonfinancial relationship(s): Vicki Clarke; Tobii Dynavox. Disclosure: Professional relationship, pro bono consultation for development of DAGG. Does voluntary consulting.</p> <p>Vicki Clarke; PrAACtical AAC. Disclosure: Professional relationship as an advisory panel member. Does voluntary teaching and speaking, consulting, and membership on advisory committee or review panels.</p>
<p>The Efficacy of SCERTS to Address Active Engagement in the Classroom: <i>Specially Designed Instruction for Students with Autism</i></p> <p>Course Description:</p> <p>This course will discuss the efficacy of the SCERTS framework for supporting the active engagement of a heterogeneous group of children with autism in the classroom setting. Recent research will be reviewed as it relates to the positive impact of SCERTS implementation on the social adaptive skills, communication skills, and executive functioning of our learners with social and emotional learning differences. The link between SCERTS and a reduction of problem behaviors in the classroom setting will also be explored. Finally, participants will learn the importance of selecting objectives that are research-based for children who are before words, emerging language, and conversational level to ensure that our effort to foster active engagement is developmentally sensible within our standards-based instruction.</p> <p>Course Objectives:</p> <p>Objective 1: Identify the most essential IEP objectives for children and adolescents with autism who are before words, emerging language and conversational.</p> <p>Objective 2: Identify evidence-based specially designed instructional strategies that are aligned with essential IEP objectives children and adolescents with autism who are before words, emerging language and conversational.</p>	<p>Emily Rubin, MS, CCC-SLP <i>Director, Educational Outreach Program Marcus Autism Center, Inc.</i></p> <p>Emily Rubin, MS, CC-SLP is the Director of the Educational Outreach Program at the Marcus Autism Center in Atlanta, GA. She is a speech-language pathologist specializing in autism, Asperger’s, and related social learning differences. As a former adjunct faculty member and lecturer at Yale University, she served as a member of their Autism and Developmental Disabilities Clinic. She has also served as an instructor for the Communication Sciences and Disorders Department of Emerson College in Boston, Massachusetts where she has developed courses to prepare graduate level students for addressing the needs of children with autism and their families. More recently, she has joined the team at the Marcus Autism Center, affiliated with Emory University, as an educational outreach specialist. In addition to the SCERTS Assessment, her publications have focused on early identification of autism, contemporary intervention models, and programming guidelines for high functioning autism and Asperger’s Syndrome. She recently served on the American Speech-Language-Hearing Association’s National Convention Committee as a co-chair for the Autism topic strand. She lectures internationally and provides consultation to educational programs with an emphasis on creating learning environments that enhance social and emotional engagement for all learners.</p> <p>Relevant financial relationship(s): Emily Rubin; Brookes Publishing Co. Disclosure: Co- author of SCERTS Model and receives intellectual property rights and royalty payments.</p> <p>Emily Rubin; Medbridge, Inc. Disclosure: Co- presenter of SCERTS Online Course and receives royalty payments.</p>

	<p>Emily Rubin; Marcus Autism Center, Inc. Disclosure: Independent contractor; Director of Educational Outreach Program and receives consulting fees.</p> <p>Relevant nonfinancial relationship(s): No relevant nonfinancial relationships to disclose.</p> <p>Lindee Morgan <i>Assistant Professor in Pediatrics</i> <i>Emory University</i> <i>Co- Director, Educational Sciences Research Core</i> <i>Marcus Autism Center, Inc</i></p> <p>Dr. Morgan is an Assistant Professor in Pediatrics at Emory University and is Co-Director of the Education Sciences Research Core at Marcus Autism Center. In addition, she serves as the Co-Director of the nascent Preschool Program at Marcus Autism Center and is a licensed speech-language pathologist. Prior to joining the faculty at Emory, Dr. Morgan served as the Director of the Center for Autism and Related Disabilities and the Associate Director of Implementation in the Autism Institute at the Florida State University College of Medicine. Dr. Morgan’s primary clinical/scholarly focus is intervention, largely classroom-based, for individuals with autism spectrum disorder (ASD). Her research has focused on investigating treatments to improve active engagement, social communication, and other relevant outcomes for individuals with ASD across the lifespan. Her work was selected by Autism Speaks as one of the ‘Top Ten Autism Studies of 2018’. Dr. Morgan is a developer of the <i>Autism Navigator</i>, a unique collection of web-based tools and courses designed to bridge the gap between science and community practice and is one of four authors of the <i>Autism/Communication Navigator for Early Intervention Providers</i>. She serves as a cabinet member of Get Georgia Reading and is the scientific lead for the research subcommittee of the Sandra Deal Center for Language and Literacy. Her articles have been published in a number of leading journals including Pediatrics, the Journal of Autism and Developmental Disorders, and the Journal of Consulting and Clinical Psychology.</p> <p>Relevant financial relationship(s): Lindee Morgan; Marcus Autism Center/ Emory. Disclosure: Employment position and receives a salary.</p> <p>Relevant nonfinancial relationship(s): No relevant nonfinancial relationships to disclose.</p>
<p>Maximize Cognitive Behavioral and Language Success for Students Living in Poverty</p> <p>Course Description:</p> <p>As SLPs, it is imperative for us to understand the behavioral and academic outcomes of those living in low socioeconomic environments. This session will provide current statistical information related to children living in poverty. Participants will walk away with effective strategies to use with this population and feel energized and ready to tackle clinical and educational goals.</p>	<p>Phuong Lien Palafox, M.S., CCC-SLP <i>Speech-Language Pathologist</i> <i>Bilingualistics, Inc.</i></p> <p>Phuong received her undergraduate degree at the University of Texas at Austin and her graduate degree at the University of Wisconsin at Madison. Phuong has been working as a speech-language pathologist for 13 years. She has worked as a school-based speech-language pathologist, lead speech-language pathologist for the Round Rock Independent School District and served as the Education Specialist in speech-language</p>

<p>Course Objectives:</p> <p>Objective 1: List statistical information related to children living in poverty in the United States and Texas.</p> <p>Objective 2: List the effects of poverty on behavior and communicative performance.</p> <p>Objective 3: Identify effective strategies to use as a speech-language pathologist when working with children living in poverty.</p>	<p>pathology and Autism Specialist at Region 13 Education Service Center. Phuong has presented to speech-language pathologists and special education educators throughout Texas and the United States. She has been published in the American Journal of Speech-Language Pathology and ASHA Leader. She has been honored as the keynote address for conferences including the Texas Speech-Language-Hearing Association Conference and an invited presenter for the American Speech-Language-Hearing Association Conferences and trainings. Her focus has been on service delivery models, literacy-based interventions, students from culturally and linguistically diverse backgrounds and social skills for students with autism.</p> <p>Relevant financial relationship(s): Phuong Lien Palafox; GO SSLP. Teaching and speaking for GO SSLP and receives salary from Bilingualistics.com.</p> <p>Relevant nonfinancial relationship(s): No relevant nonfinancial relationships to disclose.</p>
<p>Counseling and Collaborating During Assessment and Diagnosis</p> <p>Course Description:</p> <p>Speech-Language Pathologists are the first-line of information and support for stakeholders of students who stutter and received specialized services in the public schools. This presentation will review counseling and collaboration strategies specifically for assessment and diagnostic interactions with teachers and families of the students we serve.</p> <p>Course Objectives:</p> <p>Objective 1: Identify the most common cognitive/affective needs of stakeholders in special education.</p> <p>Objective 2: Outline the use of at least 4 counseling strategies appropriate for assessment and diagnostic meetings with stakeholders.</p> <p>Objective 3: List at least 3 pertinent resources that provide ongoing information and support for stakeholders of students who stutter.</p> <p>Stuttering Therapy: A View from Both Sides of the Table</p> <p>Course Description:</p> <p>What do successful outcomes look like in stuttering therapy? The answer to this question depends on which side of the table you sit. This presentation will present SLPs with a thoughtful and informative discussion of the outcome perspectives of both a veteran person who stutters and an experienced speech-language pathologist.</p>	<p>Nina Reeves, M.S., CCC-SLP, BCS-F <i>Owner, Stuttering Therapy Services & Seminars</i> <i>Staff fluency specialist, Frisco ISD</i> <i>Fluency specialist consultant, San Diego Unified Schools</i> <i>President, Stuttering Therapy Resources, Inc</i></p> <p>Nina Reeves, M.S. CCC-SLP, BCS-F is a board-certified specialist in fluency disorders. Nina is staff fluency specialist for Frisco ISD and fluency specialist consultant for San Diego Unified Schools. Nina is a nationally recognized workshop presenter in the area of fluency disorders and is an author of clinically-based materials. She is co-owner of Stuttering Therapy Resources. Nina is a recipient of numerous awards, including the ASH-F Van Hattum Award for outstanding contributions to public schools.</p> <p>Relevant financial relationship(s): Nina Reardon Reeves; Stuttering Therapy Resources, Inc. Disclosure: Author and ownership and receives intellectual property rights, royalty payments, and ownership interest.</p> <p>Nina Reeves; GO SSLP. Disclosure: Teaching and speaking for GO SSLP and receives speaking fee and honoraria.</p> <p>Relevant nonfinancial relationship(s): Nina Reardon Reeves; National Stuttering Association. Disclosure: Professional relationship doing volunteer teaching and speaking, board membership, consulting, and membership on advisory committee or review panels.</p> <p>Lee Reeves, DVM</p> <p>Lee Reeves, DVM is a practicing veterinarian who has been actively involved with self-help and support for over 40 years with those affected by stuttering. He is a past chairman</p>

<p>Course Objectives:</p> <p>Objective 1: Provide examples of 3 broad-based perspectives of people who stutter and their relationship to the therapy process.</p> <p>Objective 2: Identify 3-4 challenges of effective stuttering therapy from a clinician's perspective.</p> <p>Objective 3: Outline 4 key changes to current stuttering therapy practices to increase positive outcomes in stuttering therapy.</p>	<p>of the NSA Board of Directors and established the NSA Research Committee. Dr. Reeves is the recipient of the Distinguished Service Award from the American Speech-Language Hearing Association, and the Charles Van Riper Award from the NCCD.</p> <p>Relevant financial relationship(s): Lee Reeves; Stuttering Therapy Resources, Inc. Disclosure: Employment position and receives a salary.</p> <p>Relevant nonfinancial relationship(s): Lee Reeves; National Stuttering Association. Disclosure: Personal relationship doing board membership and volunteer membership on advisory committee or review panels.</p>
<p>Special Education Law: What's Been Happening?</p> <p>Course Description:</p> <p>This session will review recent developments in special education law through highlights of recent court and agency decisions relevant to the provision of free appropriate public education to students with disabilities. The information presented is designed to update all participants on hot topics in special education law since last year's Conference and how the courts and agencies have been ruling.</p> <p>Course Objectives:</p> <p>Objective 1: Be more aware of potential legal pitfalls in the provision of educational services to students with disabilities.</p> <p>Objective 2: Be more knowledgeable about court and agency rulings under the IDEA and other applicable discrimination laws.</p>	<p>Julie J. Weatherly, Esq. <i>Owner, Attorney, Consultant</i> <i>Resolutions in Special Education, Inc</i></p> <p>Julie J. Weatherly, Esq. is the owner of Resolutions in Special Education, Inc., a special education law firm with offices and attorneys in Alabama and Florida. Julie is a member of the State Bars of Alabama and Georgia and has provided legal representation and consultation to school agencies across the country in the area of educating students with disabilities under IDEA and Section 504/ADA. She has been a member of the faculty for many national and state legal institutes and is a frequent speaker at special education law conferences. Julie has developed a number of training programs that support special education legal compliance and has been published nationally as a part of her trainings, workshops and seminars. She is the author of the legal update article for the National CASE quarterly newsletter and is a member of LRP's Special Education Attorneys Advisory Council. In June of 1996, Julie appeared with Leslie Stahl on CBS news program "60 Minutes" to discuss the cost of meeting the legal requirements of the IDEA. In 1998, she was honored by Georgia's Council for Exceptional Children as the Individual who had Contributed Most to Students with Disabilities, and in April 2012, Julie received the Award for Outstanding Service from the National Council of Administrators of Special Education.</p> <p>Relevant financial relationship(s): Julie Weatherly; GO SSLP. Teaching and speaking for GO SSLP and receives speaking fee and honoraria.</p> <p>Relevant nonfinancial relationship(s): No relevant nonfinancial relationships to disclose.</p>

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

ASHA CEUs



Georgia Organization of School-Based SLPs is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for up to 1.0 ASHA CEUs (Intermediate level, Professional area).



2019 Best Practices Conference REGISTRATION FORM

Online Registration at www.gosslp.org

October 10-11, 2019 | Cobb Galleria Centre |

THURSDAY, OCTOBER 10

(indicate which 2 sessions you will attend)

Jed Baker, PhD - Social Skills

_____ 8:30am - 11:15am OR _____ 12:45pm - 3:30pm

Char Boshart - Articulation

_____ 8:30am - 11:15am OR _____ 12:45pm - 3:30pm

Sue Caspari - Apraxia

_____ 8:30am - 11:15am OR _____ 12:45pm - 3:30pm

Melanie Hudson - Ethics AND/OR Melanie Hudson - Supervision

_____ 8:30am - 11:15am OR _____ 12:45pm - 3:30pm

Erik Raj - Apps

_____ 8:30am - 11:15am OR _____ 12:45pm - 3:30pm

Bridget Ratajczak - Pre-School

_____ 8:30am - 11:15am OR _____ 12:45pm - 3:30pm

FRIDAY, OCTOBER 11

(indicate which 2 sessions you will attend)

Char Boshart - Vocabulary

_____ 8:30am - 11:15am OR _____ 12:45pm - 3:30pm

Vicki Clarke - AAC

_____ 8:30am - 11:15am OR _____ 12:45pm - 3:30pm

Dr. Emily Rubin and Dr. Lindee Morgan - SCERTS and IEP

_____ 8:30am - 11:15am OR _____ 12:45pm - 3:30pm

Phuong Palafox - Language and Impact of Poverty

_____ 8:30am - 11:15am OR _____ 12:45pm - 3:30pm

Nina Reeves - Fluency

_____ 8:30am - 11:15am OR _____ 12:45pm - 3:30pm

Julie Weatherly, Esq. - Legal Issues in Special Education

_____ 8:30am - 11:15am OR _____ 12:45pm - 3:30pm

REGISTRATION FEES & ADD-ONS

Regular Member \$125

Regular Member Dues & Registration \$160

(Membership Dues paid for Aug. 1, 2019 thru Jul. 31, 2020)

(Membership Dues that have not been paid for Aug. 1, 2019 thru Jul. 31, 2020)

Student Member \$25

Student Member Dues & Registration \$35

Non-Member \$225

Name: _____ ASHA #: _____

School System: _____ ***REQUIRED (NA if not an ASHA member)**

Address: _____

City: _____ State: _____ Zip Code: _____

This is my: Home Address Work Address

Email: _____

Phone: _____ This is my: Home Cell Work

TOTAL AMOUNT DUE:

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*If your school/system requires an invoice, please register online at www.gosslp.org and choose the "Bill Me" payment option. Then from the website, print your invoice and submit it to your accounting department.

CREDIT CARD payments are accepted online at www.gosslp.org.

Return by mail to: GO SSLP Executive Office, 2700 Cumberland Pkwy Suite 570, Atlanta, GA 30339 | **Questions?** (404) 299-7700

Do you need ADA accommodations? If so, please include a detailed description of your needs on a separate page.

Registration Policies

Registration deadline is Sept. 1, 2019. No on-site registrations will be accepted. Cancellations must be made in writing by October 7, 2019 and will be subject to a \$10 processing fee. "No shows" will not receive a refund. Membership dues are non-refundable.