# 2026 Fall Best Practices

**September 18, 2026**
**University of Georgia Center for Continuing Education**

## REGISTRATION

Please note that pre-registration is required for the Best Practices conference — there are NO on-site registrations. The deadline to register is **Wednesday, September 16, at 12:00 pm** or when capacity (250 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 2026! 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-into your Non-Member Conference Registrant profile to register for Best Practices 2026. Contact the Executive Office for help accessing your profile.

The registration fee to attend Best Practices 2026 is $100 for REGULAR MEMBERS and $200 for NON-MEMBERS. Note that your registration for Best Practices 2026 is not confirmed until the GOSSLP Executive Office has received your payment.

## CEU CREDIT & HANDOUTS – GO SSLP Goes Green!

CEU attendance and session evaluations will be managed electronically.

**Satisfactory Completion Requirements:** To claim ASHA CEUs, you must check in at the registration desk **and** complete an evaluation for each course no later than October 4, 2026. ASHA CEUs will not be awarded for sessions with evaluations completed after this date.

Handouts for sessions will be provided online at www.gosslp.org and via email.

## THE GEORGIA CENTER

Best Practices will be held at the University of Georgia Center for Continuing Education at 1197 S Lumpkin Street, Athens, GA.

## 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 as well as the email provided at registration 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.

**Georgia Organization of School-Based SLPs**
2675 Paces Ferry Road, Suite 320
Atlanta, GA 30339
P (770) 435-5586 www.GOSSLP.org

**SCHEDULE**

| **In-Person Courses** | |
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| **Course Information** | **Speakers & Bios** |
| **The Language-Literacy Connection: The SLP's Role in Literacy Success (1 Hour)**<br><br>**Friday, September 18, 2026**<br>**9:00 am – 10:00 am**<br><br>**Course Description**:<br>School-based speech-language pathologists are positioned to contribute to literacy outcomes through their expertise in oral language development. Research consistently demonstrates that skills such as phonological awareness, morphology, syntax, vocabulary, and narrative language are foundational to reading and writing success. Yet many educators and administrators continue to view literacy intervention as outside the scope of speech-language pathology practice. This session will explore the critical connection between oral language and literacy development and highlight the SLP's role as a collaborative literacy leader within an MTSS framework. Participants will examine the relationship between language deficits and dyslexia, review evidence-based practices that support reading and writing outcomes and identify opportunities for SLP involvement across all tiers of MTSS. Practical intervention strategies targeting phonological awareness, morphology, syntax, vocabulary, and narrative language will be discussed, along with approaches for collaborating with teachers, reading specialists, and MTSS teams. Attendees will leave with a clearer understanding of how speech-language pathology services can support literacy achievement and improve outcomes for students at risk for reading difficulties.<br><br>**Course Objectives:**<br>**Objective 1**: Explain the difference between oral language development and literacy achievement.<br><br>**Objective 2:** Describe the role of school-based SLPs within an MTSS framework for supporting students with dyslexia and other literacy challenges.<br><br>**Objective 3:** Identify evidence-based intervention strategies that target language skills essential for reading and writing success. | **Tiffany Prescott, PhD, CCC-SLP**<br>*Director of Clinical Education & Assistant Professor, Speech Language Pathology*<br>*Augusta University*<br><br>Tiffany Prescott earned a Bachelor of Science degree in Communication Sciences and Disorders from the University of Georgia, and her Master of Speech Pathology and Doctor of Philosophy in Communication Sciences and Disorders from University of South Carolina. She has been a practicing speech-language pathologist for 25 years specializing in early intervention and pediatric and adult speech-language disorders. Tiffany was instrumental in developing the Master of Speech-Language Pathology program at Augusta University and is currently serving as the Director of Clinical Education. Her interests include spending time with her family, reading, and dancing.<br><br>**Speaker Disclosure:**<br>**Financial Disclosure:** Yes, Tiffany Prescott receives an honorarium for her participation at the Conference.<br><br>**Non-Financial Disclosure:** Tiffany Prescott has no relevant non-financial relationships to disclose. |

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| **Play and Read with Me: Early Literacy Intervention using AAC (1.5 Hour)**<br><br>**Friday, September 18, 2026**<br>**10:20 am – 11:50 am**<br><br>**Course Description:**<br>Children with limited speech benefit from the language access that augmentative and alternative communication (AAC) speech-generating devices (SGDs) provide to develop language and literacy skills, regardless of whether they go on to develop spoken language (Romski et al., 2015).This presentation will describe the outcomes of a study testing the effects of coaching pre-service speech-language pathologists to deliver a new early literacy intervention called Play and Read with Me with 4 – 6 year old children with developmental disabilities who use limited speech. Additionally, child outcomes, pre-service SLP and caregiver perspectives will be discussed.<br><br>**Course Objectives:**<br>**Objective 1:** Describe the role of AAC in supporting early language and literacy skills for young children who use limited speech.<br><br>**Objective 2:** Identify intervention strategies from Play and Read with Me that promote children's engagement, language learning, and literacy learning through shared reading and play.<br><br>**Objective 3:** Describe teaching and coaching strategies that were used to support implementation fidelity of Play and Read with Me for pre-service SLPs and caregivers. | **Andrea Barton-Hulsey, PhD, CCC-SLP**<br>*Associate Professor, School of Communication Science & Disorders*<br>*Florida State University*<br><br>Andrea Barton-Hulsey, PhD, CCC-SLP is an Associate Professor in the School of Communication Science and Disorders at Florida State University, affiliate faculty of the Florida Center for Reading Research, and co-chair of the National Joint Committee on the Communication Needs of Persons with Severe Disabilities. She conducts research to understand factors that support language and literacy development in individuals with intellectual and developmental disabilities. Her work is inclusive of individuals who use Augmentative and Alternative Communication (AAC) systems and seeks to inform both theory and practice in reading instruction across the lifespan. She has published over 45 research articles and book chapters on topics related to language and literacy development in individuals with intellectual and developmental disabilities. She teaches undergraduate and graduate courses on language development, AAC, and autism and severe disabilities.<br><br>**Speaker Disclosure:**<br>**Financial Disclosure**: Yes, Andrea Barton-Hulsey receives an honorarium for her participation at the Conference.<br><br>**Non-Financial Disclosure**: Andrea Barton-Hulsey has no relevant non-financial relationships to disclose. |
| **Communication Without Limits: Practical Supports for Complex Communicators in Schools (1 Hour)**<br><br>**Friday, September 18, 2026**<br>**1:00 pm – 2:00 pm**<br><br>**Course Description:** Students with complex communication needs deserve more than access to an AAC system, they deserve communication opportunities embedded throughout every part of the school day. Yet many school-based SLPs face challenges moving intervention beyond isolated therapy sessions into authentic classroom, cafeteria, playground, and community-based interactions. This presentation provides practical, evidence-based strategies for creating communication-rich educational environments that promote participation, autonomy, and meaningful interactions. Participants will explore how to partner with educators, paraprofessionals, related service providers, and families to build sustainable communication supports | **Kaitlin Barton, SLPD, CCC-SLP**<br>*SLP/AAC School-Based Specialist*<br>*Dynamic Therapy Associates*<br><br>Dr. Brown is a pediatric speech-language pathologist with over 10 years of experience in private practice and schools. She works with Dynamic Therapy Associates in local school districts to empower classroom teachers, support families, and most importantly, help students gain functional communication skills. She specializes in AAC and pediatric feeding/swallowing disorders. Kaitlin has a passion for helping children and families navigate difficult behaviors, target early language development, implement the use of functional communication skills, and improve feeding and swallowing abilities. She has taught a variety of continuing education courses in the areas of AAC and pediatric feeding/swallowing disorders. Kaitlin is an Assistant Professor at Oklahoma Baptist University. |

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| across settings. Through real-world case examples, implementation tools, and collaborative problem-solving strategies, attendees will leave with actionable ideas they can immediately apply within their own schools. (Romski, et al., 2025; Holyfield et al., 2018; Drager, et al., 2025; Luckins et al., 2025).<br><br>**Course Objectives:**<br>**Objective 1:** Identify environmental, instructional, and communication partner factors that support participation for students with complex communication needs across school environments.<br><br>**Objective 2:** Apply evidence-based strategies to increase authentic communication opportunities throughout classroom instruction, transitions, social interactions, and other daily school routines.<br><br>**Objective 3:** Develop collaborative implementation plans that empower teachers, paraprofessionals, related service providers, and families to create sustainable communication systems beyond direct speech-language therapy. | **Speaker Disclosure:**<br>**Financial Disclosure**: Yes, Kaitlin Brown receives an honorarium for participation at the Conference, in addition to receiving a salary from Dynamic Therapy Associates and Oklahoma Baptist University and speaking fees for her webinars with Summit Professional Education.<br><br>**Non-Financial Disclosure**: Kaitlin Brown has no relevant non-financial relationships to disclose. |
| **Amplifying Strengths of Children who Stutter in the School Setting (1.5 Hours)**<br><br>**Friday, September 18, 2026**<br>**2:20 pm – 3:50 pm**<br><br>**Course Description:**<br>School-based stuttering services have often relied on stuttering frequency as a central factor in eligibility decisions, with fluency enhancement commonly emphasized as a treatment target and marker of progress. A growing body of research suggests that life impact, participation, and psychosocial well-being are not fully explained by stuttering frequency alone (e.g., Byrd, 2021; Constantino, 2018; Constantino et al., 2022; Gerlach-Houck et al., 2022; Watermeyer & Kathard, 2016). This seminar introduces an alternative, strengths-based option for school-based services: the Blank Center CARE™ Model, a manualized approach informed by more than 20 years of research centered on the perspectives of people who stutter (Byrd et al., 2024). Rather than targeting fluency change, CARE emphasizes communication effectiveness, self-advocacy, resilience, and knowledge about stuttering. Participants will review the evidence base supporting CARE, along with its theoretical foundations and application to eligibility, goal selection, and service delivery, including MTSS/RTI supports and 504 accommodations. The presentation will explore how a CARE-informed approach may support academic participation, progress toward curricular competencies, and services that align with student-reported needs and experiences, giving school- | **Danielle Werle, PhD, CCC-SLP**<br>*Associate Director of Educational and Professional Development*<br>*Arthur M. Blank Center for Stuttering Education and Research*<br><br>Danielle Werle, Ph.D., CCC-SLP is the Associate Director of Educational and Professional Development at the Arthur M. Blank Center for Stuttering Education and Research - Atlanta Satellite through The University of Texas at Austin. Her research program investigates evidence-based practices for children and adults who stutter, and mitigation of stereotype threat. She is also dedicated to enhancing clinical training in stuttering for undergraduate and graduate students, as well as speech-language pathologists.<br><br>**Speaker Disclosure:**<br>**Financial Disclosure**: Yes, Danielle Werle receives a salary from the University of Texas-Austin, as well as an honorarium from her participation with the Journal of Fluency Disorders.<br><br>**Non-Financial Disclosure**: Yes, Danielle Werle is a committee member for the National Stuttering Association and a board member for the Communication Health Support Association. |

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| based clinicians an additional evidence-informed tool for service planning.<br><br>**Course Objectives:**<br><br>**Objective 1:** Describe the current guidelines employed by the majority of school districts, and how they differ from the alternative guidelines proposed.<br><br>**Objective 2:** Describe the application of the Blank Center CARE™ (Communication; Advocacy; Resiliency; Education) framework to assessment and eligibility for services within the school setting.<br><br>**Objective 3:** Describe the application of the Blank Center CARE™ framework to treatment planning and implementation within the school setting. | |

**ASHA CEUs**

ASHA CE APPROVED PROVIDER

Georgia Organization of School-Based SLPs

**This course is offered for up to 0.5 ASHA CEUs (Introductory & Intermediate level, Professional Area)**

*Disclosure information for speakers is available at [www.gosslp.org](http://www.gosslp.org)*