



# 2021 Spring Best Practices Self-Study Program

March 6, 2021 - April 5, 2021  
Virtual 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](http://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 Spring Best Practices 2021. Contact the Executive Office for help accessing your profile.

The registration fee to attend Spring Best Practices 2021 is \$75 for REGULAR MEMBERS and \$150 for NON-MEMBERS.

## 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](http://www.gosslp.org).

## KNOW BEFORE YOU LOG IN!

An email will be sent out on Monday, March 1, 2021 to all of the registered participants with the log in information.

To access the virtual program each attendee will receive a link that will be provided in the email sent on Monday, March 1st.

**Please Note:** This link should not be shared with others; it is unique to you. This measure has been implemented for security.

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

## REGISTRATION DEADLINE:

Monday, March 31, 2021

## Georgia Organization of School-Based SLPs

2700 Cumberland Parkway

Suite 570

Atlanta, GA 30339

P 404-299-7700 [www.GOSSLP.org](http://www.GOSSLP.org)

## PROGRAM SCHEDULE

### **Welcome**

*Patti Howard  
GO SSLP President*

### **Program and Speakers**

*Allison Ellis  
CE Chair*

### **ASHA CEU Credits**

*Carol Lafayette  
CEU Administrator*

### **Educational Session I**

#### **Advocacy for School-Based Speech-Language Pathology: Meaningful Organizational and Mental Health Needs**

*Phuong Lien Palafox, MS, CCC-SLP  
Owner  
Phuong Lien Palafox, CCC-SLP*

### **Educational Session II**

#### **Participating Confidently in Difficult IEP Meetings**

*Charlette M. Green, CAGS CCC-SLP  
Executive Director of Special Education  
Cherokee County School District*

*Patti Howard, PhD, CCC-SLP  
Lead Speech-Language Pathologist  
Department of Special Education  
Cherokee County School District*

### **Educational Session III**

#### **Reading Beyond the Book: Facilitating Language and Emergent Literacy Skills for Preschool Children**

*Jacqueline Towson, PhD, CCC-SLP  
Assistant Professor, Graduate Program Director  
School of Communication Sciences & Disorders  
University of Central Florida*

### **Educational Session IV**

#### **6 Ways to Sunday**

*Shannon Hammond, EdS, CCC-SLP  
District Lead Speech-Language Pathologist  
Exceptional Student Education  
Henry County Board of Education*

J. "Brock" Tarno, EdS  
*Secondary Special Programs Coordinator*  
*Exceptional Student Education Department*  
*Henry County Board of Education*

## SCHEDULE

March 6 – April 5, 2021	
Course Information	Speakers & Bios
<p><b>Advocacy for School-Based Speech-Language Pathology: Meaningful Organizational and Mental Health Needs</b></p> <p><b>Course Description:</b> As workload increases for school-based speech-language pathologists (SLP), current challenges and needs must be acknowledged. School-based SLPs across the United States are impacted by increased caseloads (and subsequent workload), lack of opportunity to collaborate with educational staff, increased paperwork and, ultimately, decreased job satisfaction and increased mental health needs. SLPs will walk away feeling acknowledged, empowered and ready to proactively embed advocacy within their role as school-based speech-language pathologists</p> <p><b>Course Objectives:</b></p> <p>Objective 1: List the concerns of speech-language pathologists per research-based data. Objective 2: Discuss effective, day-to-day considerations to support workload. Objective 3: Discuss considerations and effective, research-based interventions to support the mental health of speech-language pathologists. Objective 4: Identify effective strategies to communicate concerns with district leadership, regional leadership, and policy makers.</p>	<p><b>Phuong Lien Palafox, MS, CCC-SLP</b> <i>Owner</i> <i>Phuong Lien Palafox, CCC-SLP</i></p> <p>Phuong Lien Palafox, MS, CCC-SLP, is a bilingual speech-language pathologist, author and advocate. Currently, her time is spent serving clients and their families, SLPs and educators across the United States. Her work has been featured in various publications including the American Journal of Speech-Language Pathology and 3 content for the American Speech-Language-Hearing Association. She specializes in Cultural Responsiveness, Advocacy, Narrative-Based Interventions and the Mental Health of Educators. She is the author of <i>The Heartbeat of Speech-Language Pathology</i>. Attendees walk away from her presentations and storytelling feeling validated, refueled and re-engaged. You can find more information at <a href="http://www.phuonglienpalafox.com">www.phuonglienpalafox.com</a>.</p> <p>Speaker Disclosure: Financial Disclosure: Yes, Phuong Lien Palafox receives an honoraria for participation at Conference. Non-Financial Disclosure: No relevant non-financial relations exist</p>
<p><b>Participating Confidently in Difficult IEP Meetings</b></p> <p><b>Course Description:</b> School-based SLPs sometimes find themselves dealing with contentious or litigious parents and may need to attend IEP meetings which include advocates or lawyers. This session will provide ideas for pre-meeting preparation, descriptions of tactics used by advocates and lawyers to control a meeting, and strategies for participating confidently in contentious meetings.</p> <p><b>Course Objectives:</b></p> <p>Objective 1: Participants will identify what topics can make an IEP meeting difficult.</p> <p>Objective 2: Participants will be able to list at least three ideas for preparing for a difficult IEP meeting.</p> <p>Objective 3: Participants will be able to describe tactics used by advocates and lawyers to control a meeting and ways to manage them.</p>	<p><b>Charlette M. Green, CAGS, CCC-SLP</b> <i>Executive Director of Special Education</i> <i>Cherokee County School District</i></p> <p>Charlette M. Green, CAGS CCC-SLP is the Executive Director of Special Education and 504 in Cherokee County School District, in Canton, GA. She received both her Bachelor's and Masters of Science degrees in Speech-Language Pathology from the Florida State University in Tallahassee. Charlette has also obtained the Certificate of Advanced Graduate Students (CAGS) in Special Education Administration. Previously, Charlette was the Georgia state consultant for speech &amp; language. While at the GaDOE, Charlette was instrumental in developing and coordinating the SLPs Collaborating in General Education Classrooms: Practicing Seamless Education training. Charlette was a member of the 2008 Ad Hoc Committee on Governance Nominations and Elections Practices and was also on the Language &amp; Learning in School-Age Children &amp; Adolescents 2008 convention Program Committee. She was a member of the ASHA School Finance Committee, Georgia Speech-Language-Hearing Association (GSHA) and has authored several articles for ASHA publications. In October 2008 Charlette received the Patricia Lindamood Award for Leadership Award for</p>

Objective 4: Participants will be able to state at least three strategies for participating confidently in contentious meetings.

Clinical Excellence in Language and Literacy from the National Language and Literacy Leadership Committee presented at the Conference of the Ohio State University Center for Reading Diagnosis and Instruction, Columbus, Ohio. In 2012, she was awarded the New Special Education Director of the Year award by the Georgia Council of Administrators in Special Education (GCASE). Charlette received the Georgia Association of Educational Leaders President's Professional of the Year in 2013. In 2014, Charlette was awarded the ASHA Fellow award. Charlette served as the President of the Georgia Council of Administrators in Special Education in 2018.

**Disclosure:**

Speaker Disclosure:

Financial Disclosure: No, Charlette Green does not receive an honoraria for participation at Conference.

Non-Financial Disclosure: No relevant non-financial relations exist

**Patti Howard, PhD, CCC-SLP**

*Lead Speech-Language Pathologist*

*Department of special Education*

*Cherokee County School District*

Dr. Patti Howard coordinates the services of SLPs, OTs, and PTs as the Lead SLP for the Cherokee County School District in Georgia. She received her Bachelor of Science in Cognitive Psychology and her Master of Arts degree in Speech-Language Pathology from the University of Kansas. She received her Doctor of Education with a Concentration in Speech-Language Pathology and a Minor in Autism from NOVA Southeastern University. Patti was a member of the ASHA SLP School Issues Advisory Board from 2017 through 2019, serving as the Chair in 2019. She is currently the President of the Georgia Organization of School Speech-Language Pathologists and a member of ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology and a member of the Georgia Dyslexia Task Force. Patti has presented several seminars and posters at state and national conventions. She was an invited speaker at the ASHA Connect Conference in June, 2019 and at the National ASHA Conference in November, 2019. She was also invited to present on the role of the SLP in the RTI process at the SSTAGE Conference in January, 2019.

**Disclosure:**

Speaker Disclosure:

Financial Disclosure: No, Patti Howard does not receive an honoraria for participation at Conference.

Non-Financial Disclosure: No relevant non-financial relations exist

**Reading Beyond the Book: Facilitating Language and Emergent Literacy Skills for Preschool Children**

**Course Description:**

In this presentation, SLPs will learn about the importance of embedded learning opportunities that support the development of language and emergent literacy skills for preschool children with and at-risk for language impairments. Participants will learn about shared interactive book reading generally and dialogic reading

**Jacqueline Towson, PhD, CCC-SLP**

Assistant Professor, Graduate Program Director

School of Communication Sciences & Disorders

University of Central Florida

Jacqueline Towson, PhD, CCC-SLP is an Assistant Professor and Graduate Program Director in the School of Communication Sciences and Disorders at the University of Central Florida. She holds a joint appointment in the School of Teacher Education. Her primary research focus is on building the capacity of individuals who work with young children experiencing language impairments and those at-risk. Dr.

specifically. These strategies will be defined and modeled, with specific video examples provided. Participants will understand how to directly apply these strategies across a variety of text genres as well as identify ways to collaborate with preschool teachers for implementation in classrooms.

**Course Objectives:**

Objective 1: Understand how shared interactive book reading can be used with preschoolers to strengthen language and emergent literacy skills

Objective 2: Describe how SLPs can support preschool children’s access to a variety of texts through shared interactive book reading

Objective 3: Explain how SLPs can collaborate with teachers to support the use of shared interactive book reading in a classroom setting

Towson teaches courses focused in child language development and disorders, specifically for toddler and preschool children. She has presented at state, national and international conferences on classroom-based interventions for preschool children with significant language impairments and those considered at-risk. She is actively engaged in community-based research through partnerships with public, private and charter preschools in the Orlando area. Her work is funded through the American Speech-Language Hearing Foundation and the Central Florida Foundation. Dr. Towson is Co-PI of Project ASD, an interdisciplinary preparation grant for graduate students through the Office of Special Education Programs. She received her Bachelor of Science in Audiology and Speech Pathology from Florida State University, followed by her Master of Science in Communication Disorders from the University of Texas at Dallas. She worked clinically for fourteen years as both a speech-language pathologist and early childhood special education teacher in local school districts, with extensive experience in child language assessment. Dr. Towson completed her doctoral degree in the Education of Students with Exceptionalities with a focus in Early Childhood Special Education at Georgia State University.

**Disclosure:**

Speaker Disclosure:

Financial Disclosure: No, Jacqueline Towson does not receive an honoraria for participation at Conference.

Non-Financial Disclosure: No relevant non-financial relations exist

**6 Ways to Sunday**

**Course Description:**

Participants in the course will develop a deeper understanding of instructional practices for students with Autism participating in remote learning. Attendees will create a toolbox of ideas to promote engagement in therapy that focus on six key indicators for supporting students with Autism. Effective documentation of services during remote learning will be included in the presentation as well.

**Course Objectives:**

Objective 1: Develop a deeper understanding of instructional best practices for students with Autism participating in remote learning

Objective 2: Create a toolbox of ideas to promote engagement in therapy sessions

Objective 3: Review examples of effective documentation

Objective 4: List 6 key indicators for supporting students with Autism

**Shannon Hammonds, EdS, CCC-SLP**

*District Lead Speech-Language Pathologist | Exceptional Student Education*

*Henry County Schools*

Shannon Hammonds began her career as a Speech-Language Pathologist in Thomaston-Upson County Public Schools in 1999. She earned her Master’s Degree in Speech-Language Pathology from the University of Georgia in 1999 and just recently completed an Ed.S. in Educational Leadership from Columbus State. She earned her Georgia License and ASHA Certificate of Clinical Competency in 2000. Mrs. Hammonds currently serves as a regional representative for the Georgia Organization of School-Based Speech-Language Pathologists. Mrs. Hammonds spent 14 years as an SLP serving across grade levels and Exceptionalities. She transitioned from the classroom to the district level in 2013 as the Lead SLP for Henry County Schools. Her current position has allowed her to broaden her leadership skills as she supervises the Deaf and Hard of Hearing Program, Private School Homeschool services, and Medicaid as well as the Speech-Language Program for Henry County Schools

**Disclosure:**

Speaker Disclosure:

Financial Disclosure: No, Shannon Hammond does not receive an honoraria for participation at Conference.

Non-Financial Disclosure: No relevant non-financial relations exist

**J. “Brock” Tarno, EdS**

*Secondary Special Programs Coordinator | Exceptional Student Education Department*

*Henry County Schools*

J. "Brock" Tarno began his career in Clayton County Public Schools in 2007. He received his M.A.T. and Ed.S. in special education from Valdosta State University. Mr. Tarno spent six years working in self-contained adapted curriculum classrooms at the elementary and middle school levels. He transitioned from the classroom to the district level in 2014 as the Autism/Intellectual Disability Specialist in Clayton County. As AU/ID Specialist, he was a Georgia Alternate Assessment district testing liaison, Extended School Year Program Manager, and Supervisor for the Adapted Physical Education, Special Olympics, and Music Therapy departments. In the summer of 2016, he transitioned to Henry County Schools as the Coordinator for Behavior Supports. As the Behavior Coordinator, Tarno led the instructional and behavioral intervention programming for six Behavior Intervention Coaches as well as the Emotional Behavior Disorder (EBD) self-contained program classes (K-12) and 3 disciplinary hearing facilitators. In 2018, he transitioned to the role of K-12 Coordinator for Autism Programming and Supports. As the Autism Coordinator, he supervised two professional learning specialists and thirty-nine general and adapted curriculum program classes. In 2020, Mr. Tarno transitioned to Coordinator for Secondary Special Programs. He is currently supervising seventy-two secondary self-contained classes for students with autism and intellectual disabilities. In addition to his work at Henry County Schools, Tarno volunteers as the Metro Atlanta Facilitator for the Georgia Autism and Behavior Support Initiative (GABSI) sponsored by the Georgia Department of Education. He also serves as a committee member for the National Autism Leadership Summit (NALS) as a representative for the state of Georgia.

**Disclosure:**

Speaker Disclosure:

Financial Disclosure: No J. Tarno does not receive an honoraria for participation at Conference.

Non-Financial Disclosure: No relevant non-financial relations exist

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

**ASHA CEUs**



**ASHA CE**  
**APPROVED PROVIDER**

Georgia Organization of  
School-Based SLPs

**This course is offered for up to .7 ASHA CEUs (Intermediate level, Professional area)**

