



# 2021 Fall Best Practices

**Self Study Program  
November 5 – December 4, 2021**

## **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 Fall Best Practices 2021. Contact the Executive Office for help accessing your profile.

The registration fee to attend Fall 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, October 25, 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, October 25th.

**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, October 25, 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)

## SCHEDULE

Self-Study	
Course Information	Speakers & Bios
<p><b>Culturally Responsive Practices for School-Based Speech-Language Pathologists: Considerations, Intersections &amp; Actions Part I &amp; II (3 Hours)</b></p> <p><b>Course Description:</b> As school-based speech-language pathologists (SLP), it is imperative for us to understand the intersections of cultural responsiveness as we adhere to our roles and responsibilities with educational settings. Within the scope of our professional work, we need to incorporate evidence-based considerations that intersect with native language influences, under-resourced and under-funded communities and individualized narratives of students and their families. SLPs will leave reflecting, re-engaged, and refueled with equitable, evidence-based strategies to use within their workload bandwidth.</p> <p><b>Course Objectives:</b></p> <p>Objective 1: Participants will identify historical events impacting cultural responsiveness within the educational systems.</p> <p>Objective 2: Participants will describe evidence-based practices to support behavioral, communicative and academic performances for students and caretakers.</p> <p>Objective 3: Participants will describe evidence-based and person-centered practices to comprehensively support students and families living under-resourced and underfunded communities.</p> <p>Objective 4: Participants will identify culturally responsive considerations for the entire IEP process – from intake to assessment to IEP meeting.</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><b>Speaker Disclosure:</b> 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>Use of Visuals with ASD and Low Incidence Population to Enhance Communication Skills (1.5 Hours)</b></p> <p><b>Course Description:</b> This course describes how to infuse the use of visuals and visually based systems (sign language and PECS – picture exchange communications systems) into the learning day of students who are nonverbal or require visual and/or verbal cueing to communicate effectively. There are examples, real situations and resources to be used as a result of this class which should enhance an SLP's ability to develop a successful therapy hierarchy for nonverbal or limited verbal output students.</p> <p><b>Course Objectives:</b></p> <p>Objective 1: Learner will be able to list 3-4 different examples of use of visuals during a student's instructional day to enhance communication.</p> <p>Objective 2: Learner will be able to state several programming or systems that can be used to enhance visual cueing for students.</p>	<p><b>Miriam Rosenberg, M.A., CCC-SLP</b> <i>Speech Language Pathologist</i> <i>Gwinnett County Public Schools</i></p> <p>Miriam Rosenberg has been working in Georgia for the last 4 years although she is a Georgia native having grown up in Columbus, Georgia. She has had the pleasure in her 36 years as an SLP to work in most settings that an SLP can serve, adults and children in hospitals and rehab and skilled nursing facilities as well as the school setting. She is happy to have found her favorite population working with preschoolers and helping turn on the communication light switch for these children and their families for the last 15 years. She is a proud mom of two and grandma to 2 girls with another grandchild on the way.</p> <p><b>Disclosure:</b> Speaker Disclosure: Financial Disclosure: No, Miriam Rosenberg does not receive an honoraria for participation at Conference. Non-Financial Disclosure: No relevant non-financial relations exist.</p>

## **Social Language Assessment in Young Learners (1.5 Hours)**

### **Course Description:**

In this course, we will discuss social language assessment in young learners (preschool through elementary). This presentation will include informal and formal assessment as well as formulating an evaluation report that is meaningful and descriptive.

### **Course Objectives:**

Objective 1: Understand what social language deficits may look like in young learners and the social/academic impact.

Objective 2: Determine informal and formal assessment tools with young learners.

Objective 3: Develop strategies to write informative assessments for therapy, teachers and families.

### **Heidi Britz, M.A., CCC-SLP**

Speech Language Pathologist  
Speech Department  
Forsyth County Schools

Heidi Britz graduated with her Masters in Communicative Disorders from the University of Central Florida. Heidi has been a practicing Speech-Language Pathologist since 1991 in Florida, California and Georgia. She has provided therapy in private practice, pediatric hospitals and the public schools. Her experience ranges from serving babies in the NICU unit to young adults with developmental disabilities. Heidi is the creator of social language materials for the SLP and has an online store, SmartmouthSLP, on TeachersPayTeachers.

### **Disclosure:**

Speaker Disclosure:

Financial Disclosure: Yes, Heidi Britz receives an honoraria for participation at Conference. Owner of SmartmouthSLP published on TeachersPayTeachers. Provides E-Commerce store.

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

## **SLPs in Urban Schools: A Model for Reintegration (1.5 Hours)**

### **Course Description:**

Many School Programs have excelled in early identification and intervention of students with special needs through programs such as Early Stages and/or Headstart. Less programmatic emphasis dedicated to transitioning and exiting students from special education services. This presentation aims to propose a framework for possible "exit Strategy"/Reintegration planning for speech therapy services.

### **Course Objectives:**

Objective 1: Participants will state up to three criteria for reintegration from special education services for children who receive special education services.

Objective 2: Participants will identify legislative mandate(s) that determines education for children within special education.

Objective 3: Participants will have up to three resources to implement in their caseloads, teams and/or district levels to influence reintegration procedures and standards in their respective roles/districts.

### **Tamika Leray, M.S., CCC-SLP**

Speech and Language Pathologist  
JS Therapies, LLC

Tamika "Ms. T" LeRay is a New York native who has been an SLP for 10 years! He founded HPTs to provide accessible and affordable services for individuals and families from underserved and under-resourced communities. Ms. T is an ASHA certified multi-state licensed clinician who holds a board certificate in tele-practice by IBCCES! She is also featured on the Master Clinician Network as an expert-level SLP.

### **Disclosure:**

Speaker Disclosure:

Financial Disclosure: Yes, Tamika Leray receives an honoraria for participation at Conference.

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

## **Awe-inspiring Growth Mindset Strategies for Older Autistic Students (1.5 Hours)**

### **Course Description:**

Research shows that students are more likely to persist when faced with academic and social challenges when they display a growth mindset. In this webinar, Chris Wenger, aka “Speech Dude”, will share transformational strategies that therapists can implement in their sessions in order to foster a growth mindset in their autistic students. Therapist will walk away from this presentation with a deep understanding of the importance of growth mindset, and ways to support their students in being positive, solutions-focused, and willing to face challenges in one of the most difficult phases of their life, the teenage years. The idea and tools presented will help therapists to build strong connections with their students, while encouraging them to grow as individuals.

### **Course Objectives:**

Objective 1: Participants will be able to discuss the importance of fostering a growth mindset in their students.  
Objective 2: Participants will be able to describe three effective mindset strategies that can be used with older autistic students.  
Objective 3: Participants will be able to identify three activities that can be used in sessions to target improving growth mindset.

## **Case(Load) Closed: Managing Workload While Maintaining Your Mental Health (1.5 Hours)**

### **Course Description:**

Have you ever wished you had a secretary, so you didn't have to worry about the behind-the-scenes details of SLP? Are you starting a new placement, and aren't sure where to begin? Three school-based SLPs will provide their trips on caseload organization, streamlining techniques, and grouping. Their experience covers the entire academic career in a public school – from Pre-Kindergarten to College-Prep.

### **Course Objectives:**

Objective 1: Name two strategies for caseload management.  
Objective 2: Name one electronic tool to manage your workload.  
Objective 3: Describe how caseload management differs between school settings.

### **Chris Wenger, CCC-SLP**

*Speech Pathologist*

*Chaffey Joint Union High School District*

Chris Wenger, aka “Speech Dude”, is an enthusiastic high school SLP and nationally-acclaimed presenter who loves to share his knowledge about growth mindset and practical ways to infuse it into therapy for older autistic students. Through his humorous and heartwarming presentations, Chris motivates fellow educators and clinicians to be the best versions of themselves, while inspiring their students to do the same.

### **Disclosure:**

Speaker Disclosure:

Financial Disclosure: Yes, Chris Wenger receives an honoraria for participation at Conference.

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

### **Bridget Rogers, M.Ed., CCC-SLP**

*Speech-Language Pathologist*

*Exceptional Education Department*

*DeKalb County School District*

Bridget Rogers, M.Ed., CCC-SLP is currently a speech-language pathologist for DeKalb County School District. She previously served as the Director of Clinical Services for an autism center, provided teletherapy to school districts in California, and worked within multidisciplinary clinics specializing in patients with autism, AAC, and behavior challenges. She is a graduate of the University of Georgia.

### **Disclosure:**

Speaker Disclosure:

Financial Disclosure: No, Bridget Rogers does not receive an honoraria for participation at Conference.

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

### **Emily A. Mohr, M.S., CCC-SLP**

*Speech Language Pathologist*

*EBS Healthcare*

Emily A. Mohr, M.S., CCC-SLP is a Speech Language Pathologist working in the DeKalb County School District by way of EBS Healthcare. Currently, Emily serves as the president of Georgia Speech Language Hearing Association. She completed her Master's degree at University of Hawaii at Manoa, and her Bachelor's at Central Michigan University. She specializes in adolescent language evaluation and treatment. Additional interests include: supervision of graduate student clinicians, neuro-diversity affirming therapy, and the ongoing learning process of cultural humility. Emily is an ACE award

winner, and has previously served as Georgia's State Education Advocacy Leader to ASHA.

**Disclosure:**

Speaker Disclosure:

Financial Disclosure: No Emily Mohr does not receive an honoraria for participation at Conference.

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

**Samantha Gannon, M.S., CCC-SLP**

*Speech Language Pathologist*

*Speech Language Pathology Department*

*DeKalb County Schools*

Samantha Gannon, M.S., CCC-SLP received her M.S. from University of Tennessee Communication Sciences and Disorders in 2011. Samantha's work experience includes school systems, home health, and the hospital setting with ages ranging from two years to adult. Currently, she is a speech language pathologist for DeKalb County Schools, working with elementary and high school students.

**Disclosure:**

Speaker Disclosure:

Financial Disclosure: No, Samantha Gannon does not receive an honoraria for participation at Conference.

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

**AAC Across the School Day (1.5 Hours)**

**Course Description:**

Providing services to students who use AAC and collaborating with other service providers who educate them are powerful tools for student learning, progress, and success. Participants will learn how to successfully integrate AAC throughout the school day in a variety of school settings. Collaboration with other school professionals will also be discussed.

**Course Objectives:**

Objective 1: Learn strategies and ideas for implementing AAC use across school settings.

Objective 2: Discover how to collaborate with other service providers in the school setting.

**Gretta M. Farley M.Ed CCC-SLP**

Speech Therapist

Holcomb Bridge Middle School

Gretta Farley attended Valdosta State University where she graduated with her B.S.Ed in Communication Sciences and Disorders in 2012. She has been providing services in the school-based setting at Holcomb Bridge Middle School in Fulton County since 2012 where she serves a diverse caseload. She has received the Commitment to Excellence award and been the Professional of the Year for her work at Holcomb Bridge. Her passion are working with students who are second language learners and helping students who utilize AAC devices to communicate to their maximum potential. She enjoys sharing knowledge with SLP interns and collaborating with CF's and other SLP's and a variety of service providers in her building and district. She creates and implements a variety of service providers in her students. She holds her Certificate of Clinical Competence from ASHA and is 3-time recipient of the ASHA ACE award. She is also a member of GSHA and GO SSSLP. In her free time, she enjoys spending time with her family and traveling.

**Disclosure:**

Speaker Disclosure:

Financial Disclosure: No, Gretta Farley 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 1.20 ASHA CEUs (Intermediate level, Professional area)**

