8 Auditory Processing and Attention Deficit Disorders: Interventions to Increase Academic Success

Presented by:
Christine Brennan

With the new DSM-V, questions exist regarding differential diagnosis of ADD and APD. How do these conditions present in the classroom, at home, and in the community? What is the effect of these diagnoses on academic achievement? Finally, and most important, what can we do besides medication to help students with these diagnoses to achieve? This course will address these questions and provide practical evidence-based approaches for assuring that these diagnoses do not have a major impact on student achievement or adult vocational success.

Learner Outcomes
At the conclusion of this course participants will be able to:
- Differentiate academic and social/emotional manifestations of ADD versus APD.
- Recognize and understand the differences among medications used to treat ADD - their chemical signature, potential side effects and presumed benefits
- Employ teaching techniques that improve the ability of a child with ADD or ADHD to attend and enhance listening skills in children with APD.

Suggested Readings

Disclosure
Dr. Brennan is an employee of Northwestern University, and has an interest in Brennan and Burns LLC. She is receiving an honorarium and travel expenses for presenting this session. She has no relevant non-financial relationships to disclose.

9 Increasing the Robustness of Vocabulary Interventions in Primary School Settings

Presented by:
Laura Justice

Vocabulary improvements is a therapeutic goal for many of the students served by SLPs. Robust vocabulary intervention involves purposeful selection of academically oriented Tier 2 words coupled with techniques designed to promote deep learning of these words. This
session describes the research behind and principles of robust vocabulary intervention as an avenue for improving the effectiveness of SLPs’ vocabulary-intervention practices.

**Learner Outcomes**
- Participants will identify approaches for selecting words for vocabulary intervention.
- Participants will identify practices used in robust vocabulary intervention.
- Participants will describe how storybooks can be used in vocabulary intervention effectively.

**Suggested Readings**

**Disclosure**
Dr. Justice has no relevant financial or non-financial relationships to disclose.

### 10 Helping Secondary Students Manipulate the Syntax of Informational Text

Presented by:
Barbara Ehren

An important trend in addressing the increasing demands of college and career readiness is a focus on high curriculum standards, whether or not states have adopted the Common Core State Standards. A focus on rigorous standards in literacy means a greater need for students to process more complex language in their academic work. A feature that makes text more complex is syntactic complexity. Further, for secondary students the majority of text they encounter is informational (expository) text in primary and secondary source material. Therefore, to be successful secondary students have to know how to unpack the meaning of complex syntactic structures when they read, as well as use complex syntax when they write. These requirements are more challenging for students who struggle. Participants in this session will learn specific ways to help secondary students manipulate a variety of syntactic structures in reading and writing text they will encounter in their texts. Ideas in working with teachers as collaborators in this endeavor will also be addressed.

**Learner Outcomes**
As a result of participation in this activity the learner will:
- Review science and social studies texts to identify complex syntactic structures.
- Predict the syntactic structures that will be most troublesome for secondary students who struggle with language.
- Employ a metalinguistic protocol for unpacking sentences with complex syntax.

**Suggested Readings**
Disclosure
Dr. Ehren will receive an honorarium and expenses for her presentation at the conference. She has no relevant non-financial relationships to disclose.

11 Autism Spectrum Disorders: Building Speech and Literacy Skills with Printed Cues

Presented by:
Keli Richmond

Studies suggest that many children with autism may have poor phonological awareness skills. Orthographic instruction (printed cues) promotes development of basic speech and literacy skills by building phonological awareness.

Proficient speech and literacy skills cannot be achieved unless the four processors (orthographic, phonological, meaning and context) are active and synchronized.

Orthographic instruction activates and synchronizes the four processors within the brain resulting in improved speech intelligibility and enhanced literacy skills.

Learner Outcomes
1. As a result of this presentation, the participant will be able to identify the reading processors within the brain.
2. As a result of this presentation, the participant will be able to outline the recommended hierarchy of orthographic instruction (printed cues).
3. As a result of this presentation, the participant will be able to recognize the positive aspects of introducing orthographic instruction (printed cues) into individual and group activities.

Suggested Readings

Disclosure
Ms. Richmond is receiving a speaker fee for this presentation. She also receives royalties from Northern Ohio Speech Services as the author of the Literacy Speaks! Program. She has no relevant non-financial relationships to disclose.

12 Evidence-Based Assessment and Intervention Practices for Childhood Apraxia of Speech
In this session, principles and recent research are reviewed to help guide clinicians working with children with suspected CAS. The presentation will focus on assessment and intervention for the speech motor planning challenges that lie at the heart of the disorder, but within the context of a comprehensive approach. A comprehensive approach is proposed in order to address the broad communication needs usually presented by these children. Numerous case-oriented exercises will be used to help participants immediately practice working with the concepts being presented.

**Learner Outcomes**

1. Discuss the value of incorporating principles of motor learning during treatment planning for children with CAS
2. Describe key features of a comprehensive assessment for CAS
3. Describe the key elements of Strand’s Dynamic Temporal and Tactile Cueing

**Suggested Readings**


**Disclosure**

Ms. McCauley receives royalties from Brooks Publishing Company for materials that will be discussed in this presentation. She has no relevant non-financial relationships to disclose.

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13 Hot Topics from the Ohio Department of Education/Office for Exceptional Children

Presented by:
Bernadette Laughlin

The new Operating Standards for Ohio Educational Agencies Serving Children with Disabilities went into effect July 1, 2014. This presentation will focus on the highlights of the new rules, with emphasis on the changes that will affect school-based SLPs, such as the new caseload/workload rule. What is the new “Results Driven Accountability” and how will it influence to work of SLPs? Lastly, the most common areas where SLPs make compliance mistakes will be revealed and how to avoid them such as Service Delivery errors and Predetermination. Participate in solving problem scenarios based on OEC’s actual complaint files. Submit questions in advance of the presentation to Bernadette.Laughlin@education.ohio.gov.

**Learner Outcomes**
1. The Learner will be able to name at least five new regulations from the Operating Standards for Ohio Education Agencies Serving Children with Disabilities that went into effect July 1, 2014.
2. The Learner will be able to describe what “Results Drive Accountability” means for SLPs.
3. The Learner will be able to state how to avoid at least three common compliance errors made by SLPs.

**Suggested Readings**

**Disclosure**
Ms. Laughlin is an employee of the Ohio Department of Education. She has no relevant non-financial relationships to disclose.

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**14 Practical Treatment Strategies for Preschool Children Who Stutter**

**Presented by:**
Scott Yaruss

Many speech-language pathologists have expressed uncertainty about the best way to help preschool children who stutter overcome their speaking difficulties. Common questions include: which children need treatment and which are likely to “outgrow” stuttering, what treatment methods are most appropriate for young children who stutter, how to incorporate parents in treatment and what to do if parents are not involved, and what to do if treatment is not “working.” The purpose of this workshop is to help clinicians find real-world, practical answers to these and other questions. Specific diagnostic and treatment strategies will be discussed, and participants will have the opportunity to explore ways to help children overcome the challenges of stuttering. Participants will come away from the workshop feeling more confident in their abilities for helping preschool children who stutter and their families.

**Learner Outcomes**
Following this presentation, participants will be able to:
- Explain the factors that are involved in the development of childhood stuttering
- Design efficient diagnostic evaluations of preschool children who stutter
- Select appropriate treatment strategies for helping preschool children who stutter speak more easily and communicate more effectively.

**Suggested Readings**

**Disclosure**
Dr. Yaruss is receiving an honorarium and travel expenses for presenting this session. Also receives royalties from Pearson Assessments and receives royalties and is owner of Stuttering
Therapy Resources. Dr. Yaruss has no non-financial disclosure with OSSPEAC, however, he does provide volunteer consulting with the National Stuttering Association.

15 Transforming Student Performance by Changing Their Audience

Presented by:
Jon Smith
Pam Pirgowicz

Reenergize your approach to providing speech and language therapy! Your students will become self-directed learners! Jon Smith, Technology Coordinator and Pam Pirgowicz, SLP at Alliance City Schools will be presenting on how to create and utilize iBooks and iMovie trailers in therapy. The presentation will be a fascinating “how to” session. Participants will bring their iPads with them and leave with a new therapy tool! iBooks and iMovie can be utilized for a variety of purposes including self-monitoring and carryover of targeted therapy skills. It is recommended that attendees install the Book Creator and iMovie Apps on their iPads prior to session. The free Book Creator App is fine to use for the presentation.

Learner Outcomes
1. Attendees will create and utilize iBooks using the Book Creator App.
2. Attendees will create and utilize iMovie trailers using the iMovie App.
3. Attendees will identify therapeutic applications/implications using the Book Creator and iMovie apps on the iPad.

Suggested Readings
It is recommended that attendees install the Book Creator and iMovie Apps on their iPads prior to session. The free Book Creator App is fine to use for the presentation.

Disclosure
Mr. Smith and Ms. Pirgowicz have no relevant financial or non financial relationships to disclosure.

16 Do You Hear Here? Understanding children, technology and the pediatric soundscape

Presented by:
Christine Jones

Modern hearing instruments generally incorporate automatic acoustic scene detection and adaptation. It is unknown if these technologies adequately address pediatric listening environments and listening intentions. This presentation describes evidence from various publications studying pediatric listening environments and hearing instrument behavior. We will also explore a Phonak project in which audio and video recordings were made throughout school days and analyzed in combination with datalogs from thousands of pediatric fittings. An analysis will be shared of the strengths and weaknesses of hearing instrument behaviors in these conditions.
Learner Outcomes
1. Participants will be able to describe times throughout the school day when use of a directional microphone is likely to be beneficial according to the evidence.
2. Participants will be able to quantify the likely advantage and disadvantage of using an Automatic scene classifier for children at school.
3. Participants will be able to describe a situation that the presenter identified in which children's listening needs were not being met by current technology.

Suggested Readings

Disclosure
Ms. Jones is an employee of Phonak. She has no relevant non financial relationships to disclose.

17 Literature and Repetition Benefit Young Children with Autism and Speech Delays
Presented by:
Rae Schaper

Young children with autism thrive in an environment filled with visual cues, familiarity and predictability. When these three factors are combined with repeated readings of familiar children’s literature, cognitive learning and language skills flourish. There are specific strategies for combining literature with repetition that have been proven to be successful in helping children with autism make significant gains in speech and language. This presentation will outline and give examples of those strategies.

Learner Outcomes
Participants will be able to:
1. Name three strategies for introducing new activities in a variety of situations without causing frustration and anxiety for young children with autism.
2. Give examples of how to use repeated recitations of Mother Goose rhymes to effectively elicit expressive speech.
3. Use popular children's literature as a common focus to help blend educational concepts between therapies and domains.

Suggested Readings
Evaluation of the Effects of Read It Once Again across Two Groups of Students; Vivian I. Correa and Cynthia C. Baughan: University of North Carolina at Charlotte; Karen M. Fries: Francis Marion University; Martie Thompson: Clemson University; Bob Algozzin
18 Evidence-Based Assessment and Intervention Practices for Childhood Apraxia of Speech

Presented by:
Rebecca McCauley

In this session, principles and recent research are reviewed to help guide clinicians working with children with suspected CAS. The presentation will focus on assessment and intervention for the speech motor planning challenges that lie at the heart of the disorder, but within the context of a comprehensive approach. A comprehensive approach is proposed in order to address the broad communication needs usually presented by these children. Numerous case-oriented exercises will be used to help participants immediately practice working with the concepts being presented.

Learner Outcomes

(1) Discuss the value of incorporating principles of motor learning during treatment planning for children with CAS
(2) Describe key features of a comprehensive assessment for CAS
(3) Describe the key elements of Strand’s Dynamic Temporal and Tactile Cueing

Suggested Readings


Disclosure

Ms. McCauley receives royalties from Brooks Publishing Company for materials that will be discussed in this presentation. She has no relevant non-financial relationships to disclose.
Securing funding for school based projects is challenging in these economic times. This session is designed to help SLPs and AuD’s to build a tool kit of skills and activities that will increase their ability to access funding for a variety of supports and projects. Identifying new sources of funding, crafting a successful funding request message, understanding how to frame your message for different audiences, and hearing the stories of those who have successfully secured funding are the take-aways of this “Do It Yourself” session.

Learner Outcomes
1. Identify at least three funding sources for school based resources
2. Delineate key components necessary for successful funding requests
3. Apply the strategies discussed to develop a funding action plan

Suggested Readings

Disclosure
No financial disclosure
Carrie Spangler is a volunteer member on the ASHA School Finance Committee

20 Monitor or respond? An evidence based approach to the management of UHL

Presented by:
Lori Garland
Christine Jones

This presentation will discuss the preliminary outcomes of children followed for unilateral hearing. A description of the counseling protocol adopted by CCHMC will be shared. A comprehensive description of the clinical pathway for these complex cases will be presented including counseling materials, treatment plans and verification protocols will be described. Preliminary outcomes from a long term quality of life study will be compared including results of the HEAR QL, Perceived Benefits Questionnaire and the BKB-SIN.

Learner Outcomes
The participant can name 2 assessments, included in the protocol, that are sensitive to the effects of UHL
The participant can identify 4 technologies which are available to treat UHL
The participant can communicate 3 benefits of intervention as described in the parent video interviews

Suggested Readings

Disclosure
Ms. Jones is an employee of Phonak. Dr. Garland has no relevant financial relationships to disclose. They have no relevant non-financial relationships to disclose.

21 Explicit Phonological Awareness for Educators: an Essential Skill for Teaching Phonological Awareness to Children

Presented by:
C. Melanie Schuele
Krystal Werfel

Educators, including speech-language pathologists, are engaged in struction and intervention activities to develop children's phonological awareness skills. To provide this instruction and intervention, educators need to have strong skills at analyzing the sound structure of language. Recent research indicates that these skills must be explicitly developed. This session will develop participants' explicit phonological awareness skills and suggest strategies by which participants can work with their colleagues to develop these skills across all educators who are engaged in language and literacy instruction and intervention.

Learner Outcomes
- Analyze the sound structure of words with a high degree of accuracy.
- Develop a plan to lead colleagues in your work setting to develop these skills.
- Describe how phonological awareness and explicit phonological awareness are differentiated.

Suggested Readings

Disclosure
Dr. Schuele and Dr. Werfel are receiving travel expenses for presenting. Dr. Schuele also receives royalties from Brookes Publishing Company. They have no relevant non-financial relationships to disclose.

22 Helping Elementary Students Manipulate the Syntax of Informational Text

Presented by:
Barbara Ehren

An important trend in addressing the increasing demands of college and career readiness is a focus on high curriculum standards, whether or not states have adopted the Common Core
State Standards. A focus on rigorous standards in literacy means a greater need for students to process more complex language in their academic work. A feature that makes text more complex is syntactic complexity. Further, for elementary students there has been a shift from mostly narrative text to an emphasis on informational (expository) text. Therefore, to be successful elementary students have to know how to unpack the meaning of complex syntactic structures when they read, as well as use complex syntax when they write. These requirements are more challenging for students who struggle. Participants in this session will learn specific ways to help elementary students manipulate a variety of syntactic structures in reading and writing text they will encounter in their classroom material. Ideas in working with teachers as collaborators in this endeavor will also be addressed.

Learner Outcomes
As a result of participation in this activity the learner will:

- Review science and social studies texts to identify complex syntactic structures.
- Predict the syntactic structures that will be most troublesome for elementary students who struggle with language.
- Employ a metalinguistic protocol for unpacking sentences with complex syntax.

Suggested Readings:
http://www.homepages.dsu.edu/venekaml/Lewis%20and%20Clark/EXPOSITORY%20TEXT%20STRUCTURES.htm

Disclosure
Dr. Ehren is receiving an honorarium and expenses for her presentation at the conference. She has no relevant non-financial relationships to disclose.

23 Expanding Expression: Multisensory Strategies for Improved Oral and Written Language

Presented by:
Sara Smith

The focus of this session will be on helping students express themselves using multisensory, brain based techniques. Multiple ways to target language processing goals such as categorization, functions, similarities and differences, comprehension, and more will be discussed. Participants will be given activities to target the common core standards and curriculum in simple, effective ways. Student samples and hands-on activities are included in the session. The strategies discussed are being used preschool through adult in both general and special education settings. (Intro Session)

Learner Outcomes
Participants will be able to:

1. Teach students/clients a multi-sensory approach for including more details in their definitions and descriptions.
2. Explain how to use strategies to target the following areas: categorization, function, appearance, composition, associated parts, location, and similarities and differences.
3. Explain how to collect baseline data and monitor progress using the program.
4. Complete a therapeutic or curriculum based lesson using a language tool.

Suggested Readings
Nippold, Mariyn A; Hegel, Susan L. Sohlberg, McKay Moore Schwarz, Lisa E. (1999). Defining abstract entities:

Disclosure
Presenter will be discussing and showing samples using the Expanding Expression 'Tool that she developed (owner interest). She has no relevant non-financial relationships to disclose.

24 Autism Spectrum Disorders: Basis, Biology, Behavior and Therapy

Presented by:
Glenn Rall

Childhood autism is among the most pervasive and perplexing neuropsychological disorders, and yet little is known about its causes, diagnosis, or treatment. In this lecture, the current state of our understanding of the etiology of this family of disorders (collectively termed autism spectrum disorders) will be discussed, as well as current therapeutic options. A discussion of the flawed link between autism and vaccines will also be addressed, using this example to underscore the challenges of communicating science to the lay public.

Learner Outcomes
1. The student will learn what the family of neuropsychological disorders, termed autism spectrum disorders, encompasses, will know what hallmarks define these disorders, and will understand the challenges that individuals with ASD face.
2. The student will learn how a flawed publication linking autism with childhood vaccinations has underscored the challenges of communicating science to the public.

Suggested Readings

Disclosure
Dr. Rall has no relevant financial or non-financial relationships to disclose.

25 Framework for Assessing Speech Sound System Disorders
Presented by:
Kathy Fahey

The purpose of this seminar is to consider the nature and characteristics of speech sound disorders in a framework that uses concepts and perspectives from theories to create assessment strategies that lead to clinical decisions and practices for intervention. The emphasis is on phonological and articulation disorders.

Learner Outcomes
- Describe anatomical, physiological and behavioral bases for normal and disordered speech and language: The Speech-Language Processing Model.
- Use theories about sound system development and the structure of the sound system to articulate a framework for assessment.
- Evaluate assessment results to select intervention targets and approaches.

Suggested Readings

Disclosure
Dr. Fahey is receiving an honorarium and travel expenses for presenting this session. She has no relevant non-financial relationships to disclose.

26 SLP School-Based Practice: What's coming and how do we prepare for it?

Presented by:
Deborah Dixon

This session is designed for participants to engage with the speaker and one another on a variety of topics related to school practice. The discussion will begin with a brief overview of Value Added Assessments (VAA) across the US, then move to understanding and Advocating for the use of ASHA’s alternative to VAA, Performance Assessment of Contributions an Effectiveness of Speech-Language Pathologists (PACE). The session will then focus on the changes that integration of Common Core State Standards will have on speech-language services in the school, including how multidisciplinary and IEP reports should reflect this change. Lastly the session will include information on the changing roles and responsibilities of SLPs in school practice. This last segment will provide participants with opportunities to discuss MTSS, practicing at the top of the license, culturally competent services, service delivery models and educational reforms that impact services. Participants may want to come prepared to share important issues they are facing in their current employment setting.

Learner Outcomes
Understand and advocate for an evaluation system designed to reflect the unique roles and responsibilities of SLPs i.e. the PACE
Develop strategies to interface school based assessment and treatment with the CCSS
Understand and apply strategies to write IEPs in the context of CCSS
Generate successful strategies for dealing with a variety of issues that impact service delivery in the school setting (such as workload, MTSS, cultural competence, changes in federal compliance monitoring, service delivery models etc.)

Suggested Readings
PACE: Performance Assessment of Contributions and Effectiveness of Speech-language Pathologists found at http://www.asha.org/Advocacy/state/Performance-Assessment-of-Contributions-and-Effectiveness/
Speech-Language Pathologists and RTI http://www.rtinetwork.org/mpdf_print.php?htc=YToxOntzOjEyOjcyZXZhcmlhcnRfZWIjOTk5NjIzNzgw

Disclosure
Ms. Dixon's travel expenses will be paid for her providing this presentation. She has no relevant non-financial relationships to disclose.

27 Practical Treatment Strategies for Preschool Children Who Stutter

Presented by:
Scott Yaruss

Many speech-language pathologists have expressed uncertainty about the best way to help preschool children who stutter overcome their speaking difficulties. Common questions include: which children need treatment and which are likely to “outgrow” stuttering, what treatment methods are most appropriate for young children who stutter, how to incorporate parents in treatment and what to do if parents are not involved, and what to do if treatment is not “work¬ing.” The purpose of this workshop is to help clinicians find real-world, practical answers to these and other questions. Specific diagnostic and treatment strategies will be discussed , and participants will have the opportunity to explore ways to help children overcome the challenges of stuttering. Participants will come away from the workshop feeling more confident in their abilities for helping preschool children who stutter and their families.

Learner Outcomes
Following this presentation, participants will be able to :
- Explain the factors that are involved in the development of childhood stuttering
Design efficient diagnostic evaluations of preschool children who stutter
Select appropriate treatment strategies for helping preschool children who stutter speak more easily and communicate more effectively

Suggested Readings

Disclosure
Dr. Yaruss is receiving an honorarium and travel expenses for presenting this session. Also receives royalties from Pearson Assessments and receives royalties and is owner of Stuttering Therapy Resources. Dr. Yaruss has no non-financial disclosure with OSSPEAC, however, he does provide volunteer consulting with the National Stuttering Association.

28 Change It Up...Charge It Up! Use Those Senses, Brains, and iPAD to Jolt Your Therapy Sessions!

Presented by:
Kathleen Harrison
Diane Ricci

Why did I get into this field? I am so burnt out!!!! WHAT NOW????!! Help is on the way!!!!!! Participants...learn how to Change It Up using iPad, Apps, and therapy techniques! Then, Charge It Up by using sensory and brain based learning to launch your students responses, retention, and recall! See how memory is emotionally charged and catapults learning! Jump into the 21st Century with current brain research which will make a difference in your student's lives!!!!

Learner Outcomes
1. Participants will identify current funding practices for iPads.
2. Participants will identify models of collaboration between disciplines.
3. Participants will identify current research information regarding brain, learning, and memory.
4. Participants will be able to list principles of learning and create brain based activities to use immediately.

Suggested Readings
Jenson, Eric, "Teaching with the Brain in Mind," Revised Second Edition, 2005
Sousa, David, "How the Brain Learns," 2011

Disclosure
The presenters have no relevant financial or non financial relationships to disclose.

29 Understanding Psychosocial Development of Children with Hearing Loss

Presented by:
Eileen Rall
There are many ways that growing up with a hearing loss can present challenges with psychosocial development. In this presentation we will review Erik Erikson's model of psychosocial development as well as how a person develops social skills and self-concept and explore the potential impact impairment in communication can have on healthy development.

**Learner Outcomes**
1. describe Erikson's stages of psychosocial development.
2. describe the impact hearing loss can have on a child's social-emotional development.

**Suggested Readings**

**Disclosure**
Dr. Rall has no relevant financial or non financial relationships to disclose.

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**30 Upcycling Ohio’s School-based SLP Guidelines: The Redesign of a Statewide Project**

Presented by:
Barbara Conrad
Kathy Jilson
Ann Slone

Designed to improve the day to day life of the school based SLP, Ohio's newly restored and renovated SLP Guidelines provide inspiration and helpful tips to inform practice. Participants will be able to access the guidelines on-line informational modules and share the upcycled resource with colleagues, administrators or families in their region.

**Learner Outcomes**
- Learn to access Ohio’s SLP Guidelines and use them as a “just in time” resources
- Identify 3 guideline sections you might share with colleagues, administrators, families in your district/work setting.
- Learn 2 ways to promote the redesigned SLP Guidelines in your district or work setting.

**Disclosure**
The presenters are receiving consulting fees for this presentation. They have no relevant non financial relationships to disclose.

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**31 Strategies for Integrating Assistive Technology for Communication Success: Preschool - Young Adult**
Assistive technology is present in most special education environments today. Speech language pathologists share in the responsibility of integrating augmentative and alternative communication (AAC) strategies to enhance literacy among multi-age range populations. Assistive technology can level the playing field for students with complex communication needs. Providing strategies and supports to facilitate communication and literacy learning will be the focus of this presentation. By utilizing computer-based activities, learner motivation and participation is increased. Teachers, therapists, families and others will have the opportunity to participate in an assistive technology learning lab to experience low and high-tech strategies and applications for AAC.

Learner Outcomes
1. The participant will be able to identify the basic components of augmentative and alternative communication, AAC.
2. The participant will learn low-tech and high-tech strategies to enhance communication, which can be applied in any preschool, school age or young adult educational environment.
3. The participant will be able to identify assistive technology strategies to enhance literacy and written language.
4. The participant will be provided with strategies for using various computer programs to increase motivation for literacy and writing.

Suggested Readings
Aided Communication Intervention Before Assessment: A case study of a child with cerebral palsy

Disclosure
There are no relevant financial or non financial relationships to disclose.

32 Developing Strategies to Support Healthy Psychosocial Development in Children with Hearing Impairment

Presented by:
Eileen Rall

In this session we will discuss counseling guidelines that can be used in practice to support the healthy social emotional development of children with hearing loss as well as how we can
support families following the diagnosis of hearing loss. Workshop participants will review an ethnographic video of a young woman and her communication partners in which they share their experiences of what it was like to grow up with a hearing loss. Follow the video, participants will break up into small groups to develop guidelines that can be used to support families in their journey to support their children as well as strategies for working with the child directly to foster positive experiences in developing psychosocial skills.

Learner Outcomes
1. list strategies that can be used to support families with children with hearing loss following diagnosis
2. list strategies that can be used to support healthy social emotional development of children with hearing loss

Disclosure
There are no relevant financial or non financial relationships to disclose.