33 What Makes an Outstanding School Clinician

Presented by:
Wayne Secord

Why are some school clinicians so successful? What do they do that works so well? This program will take a critical look at the nature of clinical excellence in schools and describe a number of ideas and strategies used by school clinicians to produce change in the students they serve. The program will: (1) consider the nature of clinical leadership excellence in school-based practice, (2) discuss what school clinicians can do to assume clinical leadership roles in the schools, and (3) present a summary of the top-10 leadership concepts, practices, strategies, etc. used by school clinicians in speech-language pathology. Participants who attend this program will gain new perspectives on clinical leadership excellence and leave with practical ideas and strategies they can put to use right away.

Learner Outcomes

1. To describe the nature of clinical excellence in Speech-Language Pathology (SLP).
2. To identify the commonalities of outstanding clinical leaders in SLP.
3. To identify the top-10 concepts, practices, strategies used by school-based clinical leaders in speech-language pathology.

Disclosure

Dr. Secord is the author or coauthor of several standardized tests and other assessments in speech-language pathology. Some of those products may be mentioned during this presentation.

Dr. Secord is employed at a university that values scholarly publications and presentations, and his income can be directly impacted by productivity in these areas. He may be promoted or given salary increases from his publication efforts. In addition,

34 The Legos of Language: Building Children’s Vocabulary Through Evidence Based Strategies

Presented by:
Sue Grogan-Johnson

Children with language impairment face significant challenges in learning and using words. This presentation will provide information on understanding vocabulary deficit and improving vocabulary using evidence based practice. We will discuss how to integrate vocabulary intervention within the general curriculum and the RtI process. You will leave this session with intervention strategies that you can implement immediately in the classroom and outside of the classroom. SLPs who provide service to children in PreK through High School will find this continuing education session helpful.

Learner Outcomes
Participants will identify evidence based strategies to overcome word learning avoidance in school age children with language impairments. Participants will demonstrate evidence based practices to facilitate word learning strategies in school age children with language impairments. Participants will choose word learning methods to implement in classroom and small group instruction in the workplace.

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

35 Semantic Reasoning, Vocabulary and Inference Skills

Presented by:
Beth Lawrence

Learner Outcomes
1) Participant will learn the importance of presenting multiple visual representations of a vocabulary word, and will complete a graphic organizer to demonstrate this.
2) Participant will demonstrate understanding of the “hidden information” contained in verb synonyms by completing a WordQuations chart for 3 verbs.
3) Participants will be able to explain current gold standard techniques for teaching vocabulary.

Suggested Readings

Disclosure
Ms. Lawrence and Ms. Seifert are owners of Communication APPtitude and holds Intellectual property rights to the materials presented in this session. There are no relevant non-financial relationships to disclose.

36 The Ziggurat Model: A Framework for Designing Comprehensive Interventions for Individuals with Autism Spectrum Disorders

Presented by:
Denise Caruso
This session will offer a step-by-step framework for organizing knowledge of autism and intervention options into a comprehensive plan that can be used to develop and implement intervention strategies and supports.

Learner Outcomes

Suggested Readings
The Ziggurat Model by Aspy and Grossman

Disclosure
Ms. Caruso is receiving expenses for lodging for this conference. There are no relevant non-financial relationships to disclose.

37 Framework for Assessing Speech Sound System Disorders (repeated)

Presented by:
Kathy Fahey

Children with highly unintelligible speech have significant challenges in the school setting: they are at high risk for reading failure, have difficulty participating in group activities, and may present with behavioral challenges related to communication frustration. Moving them to intelligibility as quickly as possible can have a lasting impact on their educational success, but how do we do that? With careful analysis of the child’s errors as the basis for designing highly individualized therapy, it is possible to achieve rapid, global change in the child’s speech sound system, often resulting in exiting from therapy within a year. This session will focus on facilitating intelligibility through individualized therapy using maximal contrast pairs, high frequency words, and phonologic awareness strategies. This session will follow-up on Kathy Fahey’s presentation on diagnosis and analysis: Framework for Assessing Speech Sound 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.
Several districts examined the expanding role, workload and caseload of their speech-language pathologists. They quantified these to make decisions about SLP assignments, changes in work duties, and amount of services needed. They also problem-solved about ways to prioritize and decrease the workload responsibilities of their SLPs for more effectiveness and efficiency. Their use of this process followed the guidance of the “Caseload Ratio Study: Final Report to the Ohio Department of Education” (Carlin et al., September 30, 2013) and the 2014 Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (13301-51-09 Delivery of services). Districts found this process to be both efficient and effective because it uses quantifiable data, is evidence-based and involves many of the stakeholders including the special education directors and the speech-language pathologists in the district. Attendees are encouraged to bring their current service schedule, workload numbers and caseload numbers on the worksheets in the posted handouts as well as workload reducing strategies they have used in their practice.

**Learner Outcomes**

Participants will:

- Learn the results of the “Caseload Ratio Study: Final Report to the Ohio Department of Education” (Carlin et al., September 30, 2013) and the requirements of the 2014 Operating Standards and how they apply to SLP workload/caseload and F
- Learn how to develop a workload and caseload process to quantify these in their districts.
- Learn 3 strategies for supporting SLP workload to provide more efficient and effective service to students.

**Suggested Readings**

1. “Caseload Ratio Study: Final Report to the Ohio Department of Education” (Carlin et al., September 30, 2013)

**Disclosure**

Mrs. Slone is receiving a complimentary registration to the conference for presenting this session. Mrs. Slone and Mrs. Conrad are members of OSSPEAC.
This two-part seminar is designed to provide current, practical information for practicing speech pathologists who frequently or occasionally see clients with a history of cleft palate or characteristics of abnormal resonance. This seminar is designed to be informative, very practical, and fun! Children with resonance disorders (hypernasality, hyponasality and cul-de-sac resonance) due to cleft palate or other causes present challenges for SLPs in all settings. This session will begin with a review of the anatomy of velopharyngeal structures and the physiology of velopharyngeal closure, and discusses the types and causes of velopharyngeal dysfunction and resonance disorders in children. Characteristics of various resonance disorders (hypernasality, hyponasality, and cul-de-sac resonance) and velopharyngeal dysfunction are described and demonstrated.

**Learner Outcomes**
the participants will be able to:
- describe the mechanics of normal resonance and velopharyngeal function
- identify the speech characteristics of various resonance disorders and velopharyngeal dysfunction.
- discuss the types and causes of velopharyngeal dysfunction.

**Disclosure**
Dr. Kummer receives royalties from Cengage Learning for textbook entitled: Cleft Palate and Craniofacial Anomalies: The Effects on Speech and Resonance
No non-financial disclosure

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**40 Traveling the AAC/SGD Evaluation and Funding Highway**

Presented by:
Amy Sonntag, M.A., CCC/SLP
Christine Hurtubise, MS, CCC-SLP
Stacey Fernstrum, MA, CCC-SLP
Lindsay Ripple, OTR/L
Mary Beth Doerr, OTR/L

Evaluating a person for an AAC device can be a daunting process. The AAC Team at Akron Children's Hospital will help you understand the components of a thorough AAC Evaluation. This presentation will help therapists identify and make appropriate referrals. We will discuss how to identify AAC device features according to an individual's needs. Challenges for accessing the SGD and mounting considerations will be addressed as well as navigating the funding process through private insurance and Medicaid.

**Learner Outcomes**
Participants will be able to:
1) Determine appropriate clients for an AAC/SGD evaluation.
2) State possible outcomes of an AAC/SGD evaluation.
3) Define AAC/SGD feature matching and its' role in the AAC/SGD evaluation.
4) Identify possible funding sources for AAC/SGD equipment.
5) Identify the required participants and components of an AAC/SGD evaluation.
6) Determine appropriate access for and mounting of AAC/SGD equipment.

**Suggested Readings**
Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs, Fourth... by David Beukelman, Pat Mirenda, Kathryn Garrett and Janice Light (Sep 14, 2012)
Year of our Lord: Faith, Home and Harmony in the Mississippi Delta: TR Pearson, Lucas McCarty

**Disclosure**
There are no relevant financial or non financial relationships to report.

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**41 Surgical Management of Hearing Loss**

Presented by:
Prashant Malhotra, MD

During this session, the learner will become more familiar with ear and hearing anatomy from a surgical perspective. We will review the role of surgery in the management of hearing loss, including conductive and sensorineural hearing loss. Surgery for cholesteatoma, as well as cochlear implantation and bone anchored implants will be discussed.

**Learner Outcomes**
1. Feel more familiar with surgical ear anatomy
2. Identify at least two surgical interventions for conductive hearing loss
3. Identify at least two surgical interventions for sensorineural hearing loss

**Suggested Readings**
Morton and Nance, New England Journal of Medicine 2010

**Disclosure**
There are no relevant financial or non financial relationships to report.

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**42 The Importance of Being Meta**

Presented by:
Wayne Secord

Metalinguistic awareness involves the ability to use one’s language as a tool. This program will examine the importance of metalinguistic skills to ensure success in school performance. Case examples of the new CELF-5 Metalinguistics Test will be used to illustrate the
importance of being “meta” in language and literacy. Participants will gain new and exciting skills in communication and language assessment.

**Learner Outcomes**

1. To identify key meta-semantic and meta-pragmatic skills in school-age language and literacy.
2. To identify metalinguistic weakness patterns in school-age children with language disorders.
3. To describe how students with low oral language scores perform on a test of metalinguistics.

**Disclosure**

Dr. Secord is the author or coauthor of several standardized tests and other assessments especially the new CELF-5 and CELF-5: Metalinguistics to be discussed during this session. He receives income from royalties, public presentations, or consultations. Dr. Secord is employed at a university that values scholarly publications and presentations, and his income can be directly impacted by productivity in these areas. He may be promoted or given salary increases from his publication efforts. In addition,

**43 Measuring and Managing SLP Workload and Caseload - A Work Session**

Presented by:
Ann Slone
Barb Conrad

Several districts examined the expanding role, workload and caseload of their speech-language pathologists. They quantified these to make decisions about SLP assignments, changes in work duties, and amount of services needed. They also problem-solved about ways to prioritize and decrease the workload responsibilities of their SLPs for more effectiveness and efficiency. Their use of this process followed the guidance of the “Caseload Ratio Study: Final Report to the Ohio Department of Education” (Carlin et al., September 30, 2013) and the 2014 Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (13301-51-09 Delivery of services). Districts found this process to be both efficient and effective because it uses quantifiable data, is evidence-based and involves many of the stakeholders including the special education directors and the speech-language pathologists in the district. Attendees are encouraged to bring their current service schedule, workload numbers and caseload numbers on the worksheets in the posted handouts as well as workload reducing strategies they have used in their practice.

**Learner Outcomes**

Participants will:

- Learn the results of the “Caseload Ratio Study: Final Report to the Ohio Department of Education” (Carlin et al., September 30, 2013) and the requirements of the 2014 Operating Standards and how they apply to SLP workload/caseload and F
- Learn how to develop a workload and caseload process to quantify these in their districts.
Learn 3 strategies for supporting SLP workload to provide more efficient and effective service to students.

Suggested Readings
1. “Caseload Ratio Study: Final Report to the Ohio Department of Education” (Carlin et al., September 30, 2013)

Disclosure
Mrs. Slone is receiving a complimentary registration to the conference for presenting this session. Mrs. Slone is a member of OSSPEAC.

44 Health Literacy and Transition Planning for Teens

Presented by:
Kris English

Teens are interested in taking an active role in their health care, and the expectations they have for their healthcare providers are very similar to those of adult patients. Professionals specializing in a range of health challenges (e.g. diabetes, cardiac abnormalities) routinely provide transition planning to help teens gradually assume responsibility for their health; however, similar transition planning for teens with hearing loss and other communicative disorders has not yet been developed. This session will describe a set of skills involved in health care transitioning, including health literacy, and share a proposed transition plan designed for audiologists and SLPs.

Learner Outcomes
1) Describe research indicating adolescents' readiness to participate in their health care
2) Describe a tool used to screen teens' health literacy skills

Suggested Readings

Disclosure
There are no relevant financial or non financial relationships to report.
45 Roger Focus and Unilateral Hearing Loss

Presented by:
Lindsay Roberts

The first part of the presentation will discuss the features and benefits of the Roger Focus. You will also be able to identify target populations who will benefit from the Roger device. The second part of the presentation will look at the clinical management, quality of life and outcomes for children with Unilateral Hearing loss. A case study will presented to discuss the different management options and the benefits of those options for children with unilateral hearing loss.

Learner Outcomes
- Describe the benefits of the Roger Focus
- Identify target populations that would benefit from the Roger Focus.
- Describe the evaluation protocol for children with unilateral hearing loss.

Suggested Readings

Disclosure
Ms. Roberts is employed by Phonak. There are no relevant non-financial relationships to disclose.

46 Know Thy CELF

Presented by:
Wayne Secord

This program will describe the development, administration, and interpretation of the new CELF-5: Clinical Evaluation of Language Fundamentals - 5th Edition. Content will include: (1) an overview of the measurement and assessment process, (2) how the CELF Model has changed over the years, (3) what’s new and innovative, (4) predictive and statistical properties critical to differential diagnosis, (5) examination of the new reading, writing and expanded pragmatics components, (6) using the CELF-5 Observational Rating Scales (ORS), and finally (7) a few case study examples that illustrate its diagnostic power and practical application. Participants who attend this program will leave a clearer understanding of the clinical and educational assessment process along with practical strategies they can put to use right away.

Learner Outcomes
1. To describe measurement fundamentals and test models used frequently in the test interpretation process.
2. To summarize the evolutionary changes in of the CELF model.
3. To describe the new test components and measurement properties of CELF-5.
4. To illustrate the differential diagnostic power of CELF-5 with some sample case study analyses.

Disclosure
Dr. Secord is the author or coauthor of several standardized tests and other assessments especially the new CELF-5 to be discussed during this session. He receives income from royalties, public presentations, or consultations related to the sale or distribution of the tests. Dr. Secord is employed at a university that values scholarly publications and presentations, and his income can be directly impacted by productivity in these areas. He may be promoted or given salary increases from his publication efforts.

47 Teaching Social Communication: Interventions and Strategies to Support Social Thinking

Presented by:
Denise Caruso

This session will provide information on how social competence enhances social thinking. By understanding social thinking, effective interventions and strategies can be developed and implemented with individuals with social communication issues.

Suggested Readings

Disclosure
There are not relevant financial or non financial relationships to disclose.

48 Facilitating Rapid Change for Children with Severe Speech Sound Disorders

Presented by:
Terri Farnham

Children with highly unintelligible speech have significant challenges in the school setting: they are at high risk for reading failure, have difficulty participating in group activities, and may present with behavioral challenges related to communication frustration. Moving them to intelligibility as quickly as possible can have a lasting impact on their educational success, but how do we do that? With careful analysis of the child’s errors as the basis for designing highly individualized therapy, it is possible to achieve rapid, global change in the child’s speech sound system, often resulting in exiting from therapy within a year. This session will focus on facilitating intelligibility through individualized therapy using maximal contrast pairs, high frequency words, and phonologic awareness strategies. This session will follow-up on Kathy Fahey’s presentation on diagnosis and analysis: Framework for Assessing Speech Sound Disorders.

Learner Outcomes
Participants will:
1. identify key issues in efficiency in phonologic treatment, according to current research
analyze results of a sample student’s phonological testing and select appropriate targets for therapeutic intervention

2. develop basic tools for implementation of maximal pair target words
develop a plan for implementing evidence-based practice in phonologic treatment in their work settings

Suggested Readings

Disclosure
Mrs. Farnham is receiving complimentary conference registration for presenting this session.
Mrs. Farnham is a member of OSSPEAC, serves on the Board and is Conference Co-Chair

49 Palatometry: Learning to look as well as listen.

Presented by:
Anna Schmidt

Visual feedback of tongue-to-palate contact with electropalatography (EPG) can help establish articulatory position for children who have not been successful in traditional speech therapy. EPG therapy was initially developed for children with hearing impairment but has been used with children with speech sound distortions, childhood apraxia, and multiple speech sound errors. We will discuss a different point of view on tongue position for sounds, especially for /r/ and /s/, usually the most difficult to teach. Therapy with EPG will be presented using specific cases and techniques. The costs and benefits of EPG therapy will be presented.

Learner Outcomes
1. Participants will identify coronal and velar views of consonants often misarticulated by children.
2. Participants will identify the steps in therapy using visual feedback.
3. Participants will identify the costs and benefits of visual feedback therapy for children with resistant speech sound disorders.

Suggested Readings

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

50 The Licensure Board and You - Updates for School-Based Practitioners

Presented by:
Gregg Thornton, Esq.
Lisa A. Froehlich, Ph.D., CCC-SLP
Linda L. Wellman, Ph.D., CCC-SLP

Participants received information
about the role of the Ohio Board of Speech-Language Pathology & Audiology
as a regulatory board. The presentation also included updates on issues that
impact practitioners in the school setting, with special attention to using the Board's code
of ethics to resolve dilemmas. Attendees had the opportunity for
group discussion with board members and staff.

Learner Outcomes
1. Identify the licensure board's role in regulating the professions of speech-language
pathology and audiology.
2. Identify current ethical and other issues that impact speech-language pathologist and
educational audiologist in the school setting.
3. Create opportunity to provide feedback and have group discussion of issues that impact
speech-language pathologists and educational audiologists who practice in a school
setting.

Suggested Readings
Laws and Rules governing the
practice of speech-language pathology and audiology, available online at:
of Ethics at: http://codes. ohio.gov/oac/4753-9

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

51 Resonance Disorders and Velopharyngeal Dysfuction: Assessment and Intervention Part 2: Management of Resonance Disorders and Velopharyngeal Dysfunction

Presented by:
Ann Kummer
The presenter will then describe and demonstrate simple “low-tech” and “no-tech” procedures that can be used for assessment in either a clinical or school setting. Various treatment options, including surgical intervention, prosthetic intervention and speech therapy, will be discussed. Specific therapeutic techniques for this population (that can also be used for others with speech sound disorders) will be described and demonstrated. Finally, information on appropriate referrals will be discussed.

**Learner Outcomes**
participants will be able to:
- apply appropriate “low tech” and “no tech” procedures for assessment of resonance and velopharyngeal function
- list and describe various treatment options for resonance disorders, including various surgical procedures, prosthetic devices and speech therapy; and
- apply appropriate speech therapy techniques to this population; and
- make a referral for a specialized assessment when appropriate.

**Disclosure**
Dr. Kummer receives royalties from Cengage Learning for textbook entitled: Cleft Palate and Craniofacial Anomalies: The Effects on Speech and Resonance
There are no relevant non financial relationships to disclose.

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**52 Achieving Communication Competence Through Effective Intervention Planning**

Presented by:
Katie Boarman

This session will provide education teams with a systematic approach for implementing AAC systems into the school environment. Thoura three step collaborative process, teams can assess and plan for the environment, student outcomes, and progress monitoring.

**Learner Outcomes**
   When implementing AAC systems with students SLPs, along with collaborative team members, will assess the environment for opportunities and partners and crative intervention plans with in the identified opportunities
   SLPs will work collaboratively to assess student communication skills and select outcomes based on current level of functioning.
   Teams will crate implementation schedules and collect data based on student outcomes

**Suggested Readings**

**Disclosure**
There are no relevant financial or non financial relationships to disclose.
53 Using BRIDGE to Better Communication for Early Intervention

Presented by:
Christine Pett
Lyra Repplinger, MA

MED-EL has many wonderful resources for auditory habilitation for ages birth - 6, many of which are appropriate for HA kids or CI kids. In this workshop, tools for early intervention, preschool and mainstream placements will be discussed. You will be introduced to such materials as the LittlEars Diary & Diary Activities, Little Listeners, the Common Objects Token Test and the Picture Perfect Preschool, among others. We will analyze each tool and its usage, as well as give hands-on time for application of these tools.

**Learner Outcomes**

1. Participants will be able to describe how using the LittlEars Diary assists parents in developing speech and auditory skills in their HI child. 2. Participants will be able to identify specific activities (for auditory and speech development) for the child. 3. Participants will be able to assess listening and spoken language skills in both pre-verbal and verbal stages. 4. Participants will be able to summarize appropriate usage of the COT Test and additional activities.

**Disclosure**
Ms. Pett is employed by MED-EL Corporation. There are no relevant non financial relationships to disclose.