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. Participants will be able to describe Erikson’s stages of psychosocial development.
2. Participants will be able to describe the impact hearing loss can have on a child’s social-emotional development.

Suggested Readings:

Presenter(s) Bio: Eileen C. Rall, AuD has been an audiologist at The Children’s Hospital of Philadelphia (CHOP) since 1995. She received her M.S. from Vanderbilt University in 1987 and an Au.D. from the CMU/VUBWC distance learning program in December, 2004. Along with clinical responsibilities at the CCC, Eileen coordinates CHOP’s Assessment and Treatment Implementation Program for Infants and toddlers with Hearing Loss – Enhancing Rehabilitation “CATIPIHLER.” Before working at CHOP, Eileen was an audiologist in both a general hospital setting and in a private ENT practice. In addition to working at CHOP, Eileen is an adjunct faculty member at the George S. Osborne School of Audiology at Salus University (formerly - The Pennsylvania College of Optometry). Eileen currently participates in all aspects of patient care within the department but has a special interest in pediatric amplification and supporting psychosocial development of children with hearing loss.

Financial Disclosure:

Non-Financial Disclosure:
#33 What Makes an Outstanding School Clinician
Wayne Secord
October 21, 2014; Tuesday
8:30 AM - 10:00 AM

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

Suggested Readings:

Presenter(s) Bio: Wayne A. Secord, PhD, CCC-SLP, is a Senior Lecturer at The Ohio State University (OSU) and a Summer Visiting Instructor at Northern Arizona University (NAU). An ASHA Fellow and Honors recipient, Dr. Secord has authored or co-authored more than 90 publications and served as the editor of Language, Speech, and Hearing Services in Schools from 1992 to 1998. His publications and other innovations have helped millions of children with disabilities and empowered thousands of professionals in the field. A former school SLP, Dr. Secord is a frequent presenter and a nationally recognized expert on clinical and educational assessment, children with disabilities in speech, language, and literacy, and the delivery of school-based speech-language services.

Financial 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.

Non-Financial Disclosure: 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,
Children with language impairment face significant challenges in learning and using words. This presentation will provide information on understanding vocabulary deficits 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:
1. Participants will identify evidence based strategies to overcome word learning avoidance in school age children with language impairments
2. Participants will demonstrate evidence based practices to facilitate word learning strategies in school age children with language impairments
3. Participants will choose word learning methods to implement in classroom and small group instruction in the workplace.

Suggested Readings:

Presenter(s) Bio: Sue Grogan-Johnson, Ph.D., CCC/SLP, is an associate professor in speech-language pathology at Kent State University, Kent, Ohio. She teaches courses in pediatric and adult language disorders and directs the school-based telepractice project at the university.

Financial Disclosure: No financial disclosure

Non-Financial Disclosure: No non-financial disclosure
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 Word-Quations chart for 3 verbs.
3. Participants will be able to explain current gold standard techniques for teaching vocabulary.

Suggested Readings:

Presenter(s) Bio:

Financial Disclosure: Ms. Lawrence is owner of Communication APPtitude and holds Intellectual property rights to the materials presented in this session.

Non-Financial Disclosure: No non-financial disclosure
Learner Outcomes:

Suggested Readings:

Presenter(s) Bio:

Financial Disclosure:

Non-Financial Disclosure:
Last spring, 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.

During this session, participants will measure their current workload and caseload data and brainstorm about ways to manage both more efficiently and effectively. ALL PARTICIPANTS SHOULD BRING A LAPTOP AND THE DATA FROM THEIR WORKLOAD AND CASELOAD SUGGESTED ON THE HANDOUT POSTED ON THE OSSPEAC CONFERENCE SITE.

Learner Outcomes:
Participants will:
1. 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 FAPE for students in their districts.
2. Learn how to develop a workload and caseload process to quantify these in their districts.
3. 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)

Presenter(s) Bio:  Ann Slone has been an SLP in various school settings most of her career. She is currently a supervisor for Hamilton County ESC. Ann has served local, state and national professional committees and organizations including OMNIE. She was a manager and author of several modules of the OMNIE Guidelines which are now being housed on the OCALI site. Ann has presented at local, state and national conferences on topics such as articulation/phonology, workload, RtI and collaboration between school and hospital SLPs.

Barbara Conrad, M. A. CCC–SLP, is the Regional Speech & Language Supervisor with ESC of Lorain County. She is one of three facilitators of Ohio’s newly re-designed SLP Guidelines project funded by the Ohio Department of Education. She has devoted much time and effort to the recruitment and retention of school based SLPs over the past decade. Barb was a founding member of OSSPEAC twenty years ago, past-president and conference chair. Barb has presented on recruitment, retention issues at the state and national level.

Financial Disclosure: Mrs. Slone are receiving complimentary registrations to the conference for presenting this and other sessions

Non-Financial Disclosure: Mrs. Slone and Mrs. Conrad are member of OSSPEAC.
Learner Outcomes:

Suggested Readings:

Presenter(s) Bio:

Financial Disclosure:

Non-Financial Disclosure:
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.

Suggested Readings:
1. 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)
2. Year of our Lord: Faith, Home and Harmony in the Mississippi Delta: TR Pearson, Lucas McCarty

Presenter(s) Bio: Amy Miller Sonntag, MA, CCC-SLP, received her BA from The College of Wooster in 1994 and her MA from Ohio University in 1996. Since that time she has worked extensively in AAC in North Carolina and Ohio, providing evaluation, therapy, and consultative services to people of various ages and disabilities. She has conducted training on low and high tech AAC methods and equipment in diverse settings and has presented at numerous state and national conferences including Closing the Gap, NC Assistive Technology Expo, Ohio Speech Language Hearing Association, Ohio School Speech Language Hearing Association (OSSPEAC), and regional schools, clinics, and parent groups. Throughout her career Amy has served people with complex communication needs secondary to various disabilities and served on the board of OSSPEAC and USSAAC. She currently coordinates the AAC program at Akron Children’s Hospital providing evaluation and therapy services.

Christine Hurtubise MS, CCC-SLP graduated from CUNY Hunter College in 1992. She began specializing in AAC in 1997 while working at a sensory integration clinic in the Los Angeles area. Christine has expertise in working with children with sensory processing disorders, Autism Spectrum disorders, Down Syndrome, Cerebral Palsy and Childhood Apraxia of Speech. Christine presented at Milestones 10th Annual Autism/Asperger’s Conference, International Symposium on AAC (ISAAC), CSUN-Annual AAC Conference, Microcephaly Foundation Conference, guest lectured for several graduate courses, and developed training workshops for several schools in the Southern California area. Christine currently holds a part time position at Akron Children’s Hospital and has a private practice where she provides AAC evaluations, treatments, and consultations to families and educational teams.

Stacey Fernstrum, M.A., CCC-SLP received her BS and MA from Kent State University in 1998. Since that time, she has attended many continuing education sessions for AAC, including PODD. Stacey has been serving the AAC needs of adults and children since 2000 across various medical facilities and residential settings. She has extensive experience in assessing and intervening to meet the communication needs of children with autism spectrum disorders. Stacey has recently begun sharing her knowledge with others, presenting at Cleveland State University in 2013.

Lindsay Ripple, MOT, OTR/L, received her degree from Pittsburgh’s Chatham University in 2011. She has dedicated herself to becoming a strong member of the augmentative communication team at Akron Children’s Hospital in Ohio. Focusing on treating children with spasticity and multiple diagnoses has improved her skills in wheelchair positioning, access to environment and sensory strategies, enabling her to play a key role in the ongoing success of the Akron Children’s AAC team.

Financial Disclosure: No financial disclosure

Non-Financial Disclosure: No non-financial disclosure
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:

Presenter(s) Bio: Prashant Malhotra, MD, Fellowship-trained Pediatric Otolaryngologist; Director, Hearing Program at Nationwide Children's. Presented topic previously to regional/statewide physicians.

Financial Disclosure:

Non-Financial Disclosure:
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.

Suggested Readings:

Presenter(s) Bio: Wayne A. Secord, PhD, CCC-SLP, is a Senior Lecturer at The Ohio State University (OSU) and a Summer Visiting Instructor at Northern Arizona University (NAU). An ASHA Fellow and Honors recipient, Dr. Secord has authored or co-authored more than 90 publications and served as the editor of Language, Speech, and Hearing Services in Schools from 1992 to 1998. His publications and other innovations have helped millions of children with disabilities and empowered thousands of professionals in the field. A former school SLP, Dr. Secord is a frequent presenter and a nationally recognized expert on clinical and educational assessment, children with disabilities in speech, language, and literacy, and the delivery of school-based speech-language services.

Financial 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

Non-Financial Disclosure: 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,
Last spring, 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.

During this session, participants will measure their current workload and caseload data and brainstorm about ways to manage both more efficiently and effectively. ALL PARTICIPANTS SHOULD BRING A LAPTOP AND THE DATA FROM THEIR WORKLOAD AND CASELOAD SUGGESTED ON THE HANDOUT POSTED ON THE OSSPEAC CONFERENCE SITE.

Learner Outcomes:
Participants will:
1. 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 FAPE for students in their districts.
2. Learn how to develop a workload and caseload process to quantify these in their districts.
3. 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)

Presenter(s) Bio: Ann Slone has been an SLP in various school settings most of her career. She is currently a supervisor for Hamilton County ESC. Ann has served local, state and national professional committees and organizations including OMNIE. She was a manager and author of several modules of the OMNIE Guidelines which are now being housed on the OCALI site. Ann has presented at local, state and national conferences on topics such as articulation/phonology, workload, RtI and collaboration between school and hospital SLPs.

Barbara Conrad, M. A. CCC–SLP, is the Regional Speech & Language Supervisor with ESC of Lorain County. She is one of three facilitators of Ohio’s newly re-designed SLP Guidelines project funded by the Ohio Department of Education. She has devoted much time and effort to the recruitment and retention of school based SLPs over the past decade. Barb was a founding member of OSSPEAC twenty years ago, past-president and conference chair. Barb has presented on recruitment, retention issues at the state and national level.

Financial Disclosure: Mrs. Slone and Mrs. Conrad are receiving a complimentary registration to the conference for presenting this and other sessions.

Non-Financial Disclosure: Mrs. Slone and Mrs. Conrad are members of OSSPEAC.
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:

Presenter(s) Bio: Kris English, Ph.D. is a professor of audiology at The University of Akron. She has published numerous books and chapters, and has given more than 250 presentations in the US, Canada and Europe, primarily on the topic of audologic counseling. The topics of health literacy and health care transition planning are expansions of her long-term interest in the development of student self-advocacy skills.

Financial Disclosure: No financial disclosure

Non-Financial Disclosure: No non-financial disclosure
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:
1. Describe the benefits of the Roger Focus
2. Identify target populations that would benefit from the Roger Focus.
3. Describe the evaluation protocol for children with unilateral hearing loss

Suggested Readings:

Presenter(s) Bio: Lindsay Roberts is an audiologist and Pediatric and FM Specialist with Phonak LLC. Lindsay started with Phonak in August 2012 and is based in Pittsburgh, Pennsylvania. She received her B.S. and Au.D. from West Virginia University in 2005 and 2009. Her clinical experience includes pediatric diagnostics and hearing aid fittings in a pediatric hospital setting. She also has experience with adult diagnostics and hearing aid fittings as well as vestibular testing and rehabilitation.

Financial Disclosure: Ms. Roberts is employed by Phonak.

Non-Financial Disclosure: No non-financial disclosure.