SPG Therapy & Education
Professional Development Program

CEUs for SLPs & SLPAs
Certificate of Attendance for all Disciplines

2022-2023

SPG Therapy & Education is happy to collaborate with schools, organizations and SELPAs in the provision of professional development activities for staff. Presentations are presented by SPG Therapy & Education's multidisciplinary, specialized teams or by nationally recognized speakers in the field of Special Education and Speech and Language Pathology. The following is a list of topics that are available for presentation at a specified location or via live remote webinar. In person presentations may include travel costs. Recorded versions are also noted. Subject matter is relevant, timely, and school-based and new topics are frequently being added. The number of complimentary presentations is based on the number of full-time SPG staff contracted by the requesting district, school or organization. We encourage you to take advantage of this supplemental service program. Please refer to the table below to determine your Tier Level.

	Tier 1 (1-3 SPG Staff)	Tier 2 (4-9 SPG Staff)	Tier 3 (10+ SPG Staff)
Complimentary Presentation – (SPG Speakers only)	1 presentation/yr.	Up to 2 presentations/yr.	Up to 3 presentations/yr.
External Speakers	SPG will be responsible for 25% of fee	SPG will be responsible for 25% of fee	SPG will be responsible for 50% of fee
SPG Speakers	SPG will be responsible for 25% of fee	SPG will be responsible for 50% of fee	SPG will be responsible for 50% of fee

- **SPG requires four weeks prior notice for training requests presented by internal SPG speakers.**
- **Trainings must be confirmed two weeks in advance.**
- **All in-person presentations will include travel costs. Virtual presentations do not include travel costs.**

** External Speaker- At least two-month notice is required to allow time for external speakers to make travel reservations, etc. Additional travel costs may apply to the total speaking fee. Cancellations of external speakers are subject to a 50% cancellation fee. Thank you for your understanding.

To view the most updated trainings or to make a request, visit our website at www.spgtherapy.com and click on Professional Development. Contact PD@SPGTHERAPY.COM for questions and/or additional information.

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AAC/AT and Technology

AAC in the Classroom: Empowering Support Staff

Presented by Mollie Mindel, M.S., CCC-SLP, SPG AAC Specialists (90 mins- 3 hrs.)

Audience – SLPs, SLPAs, Support Staff, Teachers

One of the most critical keys to AAC success for any student is the buy-in and comfort level of the entire classroom team. Without their support, SLPs struggle mightily to make communication a reality for their students using AAC. However, many support staff feel overwhelmed when faced with AAC. How can they support AAC in the busy classroom? This presentation is intended for support staff that wish to provide effective interventions for students using AAC but have limited experience. Participants will be introduced to AAC in a way that will build confidence with relevant, carefully selected techniques to support and develop communication with AAC. Examples of fun, functional topics and activities will be shared. Demonstrations and hands on experience will be included. All abilities will be represented, from beginner to advanced, low tech to high tech.

A Step-By-Step Guide to AAC Assessments, Part I: Assessment Process Guidelines

Presented by AAC Specialists: Elizabeth Uduehi, M.A., CCC-SLP and Mollie Mindel, M.S., CCC-SLP (3 hrs.)

Audience – SLPs

This presentation will provide the framework for evidenced-based AAC assessments. Each step in the process will be examined in detail. Current tools for conducting the AAC assessment will be demonstrated. Participants will have access to the most up to date AAC information and research, *AAC Consideration Checklists*, guideline handouts, and templates.

A Step-By-Step Guide to AAC Assessments, Part II: Feature Matching, Diagnostic Trials & the IEP

Presented by AAC Specialists: Elizabeth Uduehi, M.A., CCC-SLP and Mollie Mindel, M.S., CCC-SLP (3 hrs.)

Audience – SLPs

In order to complete legally defensible AAC Assessments, we must have a working knowledge of the evidence based AAC Tools and Systems, from low to high tech. However, AAC technology and modalities are ever changing. This presentation will introduce readily available and effective AAC devices, symbol systems, and apps. A systematic approach for making sound AAC decisions within a framework of feature matching will be provided, pairing the capabilities and needs of AAC user with appropriate language system, hardware, mode of access, and feedback methods. We will discuss how to appropriately conduct AAC trials so that effective AAC recommendations can be made. Funding sources for obtaining AAC will also be discussed. SPG's *AAC Report Writing Guideline* will be shared, which can shape the educationally based AAC Assessment from start to finish. Legally defensible report writing for educational and third-party funding will also be reviewed.

Assistive Technology: From Assessment Through Implementation - NEW!

Presented by SPG's AT Specialists (90 mins- 2 hrs.)

Audience – SLPs, Teachers

As more technology becomes available to schools it is essential that classroom teams are aware of how these tools can support daily classroom academics and activities. At each annual IEP, the team is asked if the student requires assistive technology as part of their access to FAPE. How do we know? How can a team determine which AT tools to try? Due to the fact that a student's academic environment, their learning demands and the available AT tools are continuously changing, AT is a dynamic process of trials, exploration and experimentation. Having a basic understanding of what tools are available can guide the team to selecting appropriate tools to try which can lead to effective implementation and ultimately increased student success! All levels of student abilities will be represented, from low to high support needs, low tech to high tech.

AT in the Classroom: Empowering Teacher's Support Staff
Presented by SPG's AT Specialists (90 mins- 2 hrs.)

Audience – SLPs, SLPAs, Support Staff, Teachers

As more technology becomes available to schools it is essential that classroom teams are aware of how these tools can support daily classroom academics and activities. An often-overlooked asset for embedding these tools in a student's daily activities are the support staff in the room. This presentation is intended for support staff that wish to provide effective and meaningful tools and supports for the students they work with. Participants will be introduced to a variety of practical low- and high-tech assistive technology supports that can quickly be implemented in the classroom. All levels of comfort with technology are encouraged to join, there is something for everyone to take away! Two-hour version includes demonstrations, hands-on activities and real classroom examples will be included for a fun and engaging professional development. All levels of student abilities will be represented, from low to high support needs, low tech to high tech.

Barriers in AAC for CLD Students
Presented by Mollie Mindel, M.S., CCC-SLP, AAC Specialist (2- 3 hrs.)

Audience – SLPs, AT Specialists

There are special considerations when assessing and selecting AAC systems for students from culturally & linguistically diverse (CLD) populations. Discussion focuses on the professional development of a culturally responsive practice, the impact of cultural and/or linguistic differences on the evaluation/implementation process, and strategies for collaboration with communication partners at home. Currently available tools and resources for CLD populations using AAC will be highlighted.

Bilingual AAC Assessment: From Theory to Practice - NEW!
Presented by Mollie Mindel, M.S., CCC-SLP, AAC Specialist (2 or 3 hrs.)

Audience – SLPs

Additional training on how to conduct AAC assessments has been identified repeatedly as an area of interest from participating therapists of other presentations/trainings. With an increased interest in DEI and cultural responsiveness, in addition to the statistical facts of our student body, there is a need for an AAC assessment PD that focuses on bilingual students exclusively.

Communication Partner Training & Techniques: Implementing AAC Effectively (Or You Can't Do It Alone!)
Presented by Elizabeth Uduehi, M.A., CCC-SLP, AAC Specialist (90 mins- 2 hrs.)

Audience – SLPs, SLPAs, Support Staff, Teachers

When AAC is effectively matched to an eager-to-communicate student, the resulting authentic language is a joy to behold. But the sad fact is that 80% of AAC devices and methods are abandoned within the first year. How can we prevent this from happening? We just can't do it alone. We've all witnessed communication partners interacting with our AAC students in less-than-ideal ways: i.e. too much help, too little help, etc. AAC is often a new communication system for communication partners. We need to provide communication partners with relevant, carefully selected techniques to support and develop AAC communication. This presentation will provide a systematic approach to teaching these critical skills to communication partners, such as:

Why AAC is often abandoned and how prevent this from happening to your students

What communication partner skills are critical for supporting AAC development

Who the crucial communication partners are to include into training

When to teach AAC communication skills, in the sequential order

How to effectively engage reluctant AAC users

Participants will receive training handouts ready to share with communication partners, families, and IEP Teams. You will also learn some crucial aspects of AAC implementation that are often overlooked. Let's work

toward AAC that is embraced by all!

Culturally Responsive Intervention Practices in AAC

Presented by Mollie Mindel, M.S., CCC-SLP, AAC Specialist (3 hrs.)

Audience – SLPs, SLPAs

Working with an ever-increasing diverse student population requires flexibility and creativity to ensure the interventions we are delivering to our students are culturally responsive. This is particularly important for supporting our culturally linguistically diverse students who use AAC. It can be a challenge for the clinician to develop cultural competence, and implement culturally and linguistically appropriate AAC systems, materials, and activities for each individual student. This presentation will address the challenges involved in supporting CLD students who use AAC, and provide the tools and strategies needed to be successful!

CVI-Friendly Supports and Considerations for AAC

Presented by Mollie Mindel, M.S., CCC-SLP, AAC Specialist (2- 3 hrs.)

Audience – SLPs, SLPAs

Cortical visual impairment (CVI) is a term used to describe visual impairment that is neurologically based. Though CVI is the dominant visual impairment that impacts many of our students with complex communication needs (CCN), it is not always recognized or understood by speech-language pathologists (SLPs). Special considerations need to be made to appropriately support students with CVI who use augmented & alternative communication (AAC). This presentation will provide SLPs with an accessible overview of CVI characteristics, how to accommodate a student's CVI in order to provide a valid AAC assessment and appropriate AAC systems, and the adaptations needed to implement efficacious AAC interventions.

Effective AAC Implementation

Presented by Elizabeth Uduehi, M.A., CCC-SLP, AAC Specialist (3 hrs.)

Audience – SLPs, SLPAs, Support Staff, Teachers

"My student has access to AAC. How can I create effective learning situations that support AAC use?" is a frequent concern of SLPs. This presentation can help! Participants will come away with a framework for designing successful therapy and classroom groups that fosters effective AAC implementation with a wide range of AAC abilities. Examples of fun, functional topics and activities will be presented that actively engage students to use AAC for authentic communication. Both push-in and pull-out models will be discussed. Ideas for AAC social language groups will also be shared. Participants will receive access to current resources, templates, and "theme-based" activities that promote generative communication and develop long-term interest.

Introduction to AAC Assessments - NEW!

Presented by Mollie Mindel, M.S., CCC-SLP, AAC Specialist (2 hrs.)

Audience – SLPs, AT/AAC Specialists, Special Education Teachers

This presentation will provide the framework for evidence-based AAC assessments. Each step in the process will be examined in detail. Current tools for conducting the AAC assessment will be discussed. Participants will have access to the most up-to-date AAC information and research, handouts, and templates. SPG's AAC Report Writing Guideline will be shared, which can shape the educationally based AAC Assessment from start to finish. Participants will have opportunities to ask case-specific and general questions on AAC assessments.

"It's My AAC System and I Can STEM If I Want To": Supporting AAC Users within a STEM Curriculum - NEW!

Presented by Elizabeth Uduehi, M.A., CCC-SLP, AAC Specialist (2 hrs.)

Audience – SLPs, SLPAs

Since the early 90s, STEM has been an acronym to highlight Science, Technology, Engineering, and Mathematics as disciplines in an integrative fashion. As more classrooms have adopted STEM as a curriculum, we as service providers must also find creative and collaborative ways to support our AAC users within this modern learning paradigm. This presentation will offer practical, engaging activities and resources that can support students who use AAC as they engage in STEM education throughout the day.

Keeping It Legal: AAC Services in the Educational Setting

Presented by Mollie Mindel, M.S., CCC-SLP, AAC Specialist (2- 3 hrs.)

Audience – SLPs

SLPs often face entrenched ideas, misinformation, and unanswered questions when attempting to serve students that require AAC. Competing demands from outside sources and the district can feel like a no-win pressure. We will discover answers to many thorny AAC questions, i.e.:
- • Who can provide an AAC Assessment? Who pays for the AAC device or app?
- • Is there a difference between AAC and Assistive Technology? What is an AAC Specialist?
- • What must be included in a legally defensible AAC assessment report?
- • When must AAC be provided in all settings, including the home?

This presentation will allow SLPs to feel confident that they are providing legally defensible AAC services. We will draw guidance from ASHA, the legal requirements of the IDEA, and current State Rules & Regulations to keep our AAC services legal and ease the pressure!

Reduce, Reuse, and Recycle: AAC Toolkit for Communication Partners on the Go!

Presented by Elizabeth Uduehi, M.A., CCC-SLP, AAC Specialist (90 mins)

Audience – SLPs, SLPAs, Support Staff, Teachers

IEP meetings, growing caseloads or classroom sizes, and goal progress monitoring. Does that sound like a typical school day? Those that support Augmentative and Alternative Communication (AAC) users and their systems, often struggle to find time to incorporate AAC throughout the day. This presentation will offer practical, fun, and age-appropriate ways to support K-12 students as they use AAC throughout their day to meet their educational needs, while growing in their independence and self-advocacy skills.

Strategies for Implementing Alternative Access with Switches - NEW!

Presented by Patty McTigue MSE, ATP (2 hrs.- recorded training)

Audience – SLPs, AAC/ AT Specialists

AAC & AT Specialists often lack knowledge, experience, and comfort when confronted with student's need for Alternative Switch Access to AAC/Computer devices. This presentation will introduce you to the types of switches that are available for computer & AAC alternative access. It will also provide you with guidance on understanding switch sites, creating a plan on implementing switch access, and identifying activities to develop switch skills.

Supporting Literacy Learning for Students who use AAC - NEW!

Presented by Mollie Mindel, M.S., CCC-SLP, AAC Specialist (90 mins- 3 hrs.)

Audience – SLPs, SLPAs, Support Staff, Teachers

Numerous barriers are in place for students with complex communication needs in learning to read and write. While literacy is not the SLP's primary responsibility, we play a critical and direct role in the development of literacy for children and adolescents with communication disorders, including those with severe or multiple

disabilities. As language experts we can help guide the IEP team in presuming potential to learn. From emergent literacy to conventional literacy, this presentation will guide the clinician along numerous evidence-based interventions that will support communication and literacy hand in hand.

Behavioral Interventions

Disguising Work as Play Using ABA
Presented by SPG BCBA Clinical Supervisors (3 hrs.)

Audience – SLPs, SLPAs, Support Staff
This presentation focuses on how SLPs can use common Applied Behavior Analysis (ABA) principles and procedures to keep therapy sessions fun, motivating and effective. Attendees will learn to embed communication trials into naturalistic play activities using a function-based approach. Strategies including antecedent adjustments, reinforcement contingencies, and responding to challenging behavior to promote language acquisition will be woven into the presentation and small group, hands-on activities will give participants an opportunity to practice implementing these strategies. Helpful handouts designed specifically for school based SLPs will also be provided.

Interdisciplinary Collaboration - NEW!
Presented by SPG BCBA Clinical Supervisors (90 mins.)

Audience – SLPs, SLPAs, Teachers
This training reviews the core competencies required to effectively collaborate on multidisciplinary teams. The roles, responsibilities, and philosophical underpinnings for the common multidisciplinary team members are reviewed, as well as the common barriers to effective collaboration. Practice opportunities are built in so participants can put collaboration skills into action.

Using Effective Behavior Management During Therapy Sessions
Presented by SPG BCBA Clinical Supervisors (3 hrs.)

Audience – SLPs, SLPAs, Support Staff
This presentation outlines ways to prevent and manage problem behaviors so that therapy sessions will be optimally productive and fun. Participants will learn about the basic functions of behavior, ways to prevent problems before they arrive, and how to maximize learning time in sessions. Low effort, high impact strategies will be covered, modeled, and practiced with participants in this hands-on training.

Using Low-Impact Strategies to Reduce Disproportionality - NEW!
Presented by SPG BCBA Clinical Supervisors (3 hrs.)

Audience – SLPs, SLPAs, Teachers, Support Staff
Disproportionality is defined as the over or underrepresentation of a certain group in special education. Disproportionality can have long-lasting negative impacts on students including exclusion from beneficial learning environments, psychological harm, increased likelihood of dropping out of school and being incarcerated later in life. Educators need evidence-based, equitable, and effective strategies to support students and avoid disproportionality in the least restrictive environment.

Complex Communication Needs

Introduction to The Communication Matrix: Administration, Interpretation, and Implementation

Presented by Mollie Mindel, M.S., CCC-SLP, AAC Specialist & Elizabeth Uduehi, M.A., CCC-SLP, AAC Specialist (2 or 3 hrs.)

Audience – SLPs

Children who present with complex communication needs along with vision, hearing and sensory motor issues are always a challenge to evaluate. Typically, it is easier to see what these children *cannot* do rather than what they *can* do. The Communication Matrix is designed to pinpoint exactly how an individual is communicating already and provide educational teams and families with a framework for determining logical communication goals in the IEP. This tool offers a clear way to organize our observations of their early communication abilities and target areas for growth. The results are represented in a concise visual format which offers team members a focal point at the IEP. Attendees will review all components of The Communication Matrix, review videos, practice their observation skills and learn how to use the information from The Matrix to plan and implement progress. Emphasis will be on the pre-symbolic, complex learner and the cohesive implementation of strategies to promote the learner's advancement toward being a symbolic communicator. Consideration of receptive communication, behavior, symbol type, array. Literacy instruction and sample IEP objectives will be shared.

The Power of Play in Early Child Development

*** Presented by Cari Ebert, M.S., CCC-SLP (3 hrs.)*

Audience – SLPs, SLPAs, Support Staff, Teachers, OTs, PTs

This seminar is based on the understanding that young children learn best through play that is relevant and meaningful to their lives...not through direct instruction, drill work or flash cards! Through play, children discover, interact, absorb, experience, create, explore and learn. Cari provides clinically relevant activities and strategies to create functional learning opportunities that promote cognitive, physical, social-emotional and language development in the natural environment. Working with the birth to five population requires professionals to partner with parents and other caregivers by embedding strategies into routines that naturally occur throughout the child's day. Using a coaching model instead of a direct therapy model of service delivery is critical to successful outcomes for young children.

Cultural & Linguistic Diversity

Assessing African American Students: Avoiding Disproportionality and Bias

Presented by Maret Wilson, M.A., CCC-SLP, Bilingual Specialist and Mollie Mindel, M.S., CCC-SLP, AAC Specialist (3 hrs.)

Audience – SLPs

Attendees will become familiar with issues of disproportionality in identification of African American students in Special Education and will learn best practices in assessment of African American students, including alternative assessment methods. Participants will be familiar with the Larry P. Law and will
and will learn guidelines for identifying the appropriateness of diagnostic instruments and least-biased report writing.

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CLD Considerations in The Schools: What New SLPs Need to Know

Presented by Maret Wilson, M.A., CCC-SLP, Bilingual Specialist (90 mins)

Audience – SLPs

Especially given the diversity that characterizes California, SLPs need to appropriately account for the diverse cultural and linguistic backgrounds of the students they serve. To help new SLPs navigate the treacherous legal and ethical intricacies of school-based practice, this training provides an overview of the dangers of disproportionality and bias, important cultural and linguistic considerations, and key legal responsibilities for serving CLD students in the public schools.

Cultural and Linguistic Diversity Overview: Evaluation of African American & English Learner Students

Presented by: Maret Wilson, M.A., CCC-SLP, Bilingual Specialist and Mollie Mindel, M.S., CCC-SLP, AAC Specialist (3 hrs.)

Audience – SLPs

Attendees will become familiar with test bias considerations, including a review of the Larry P. litigation and guidelines. Participants will learn how to identify appropriate norm-referenced tests, and how to use a variety of alternative evaluation methods. At the conclusion of this presentation, participants will be able to: Analyze assessment tools for EL and AA students, understand the Larry P. guidelines, name and describe at least 3 alternative evaluation methods as well as understand requirements for legally defensible report-writing for CLD students.

English Learners: Resources for Therapy and the Linguistically Appropriate IEP

Presented by Maret Wilson, M.A., CCC-SLP, Bilingual Specialist (3 hrs.)

Audience – SLPs, SLPAs

Participants will learn about legal and best-practice considerations for the language of intervention, components of a linguistically appropriate IEP, and a variety of therapy resources for serving
English Learners.

Ethical Considerations for Working with CLD Populations

Presented by Kate Elahi, M.A., CCC-SLP (90 mins)

Audience – SLPs, SLPAs, Teachers

Within public schools, our culturally and linguistically diverse (CLD) students are expected to perform at the same level as their monolingual peers on English-based standards and their home language is often not represented. As SLPs, we must consider the biases that exist in our current system and how they may impact the referrals we receive and our students' experiences. It is also critical for us to reflect on our own experience and role within the education system.

Evaluation and Eligibility Determination for English Learners

Presented by Maret Wilson, M.A., CCC-SLP, Bilingual Specialist (3 hrs.)

Audience – SLPs

In this presentation, participants will become familiar with typical bilingual language development, and learn how the grammatical and phonetic structure of Language 1 may influence Language 2. Participants will also understand how the stages of bilingual language acquisition can affect testing outcomes which may lead to over -identification. CA Educational Code will be discussed, and therapists will learn when testing is needed in primary language. In addition, resources will be provided that will assist participants in determining language difference vs. disorder when an interpreter or standardized test is not available.

Stages/Features of Bilingual Language Development

Presented by Kate Elahi, M.A., CCC-SLP (90 mins)

Audience – SLPs, SLPAs, Support Staff, Teachers, OTs, PTs

When serving bilingual students, it is imperative to consider the typical and atypical patterns of dual language development in order to accurately identify our students' strengths and needs. This training will walk you through the various stages of bilingual language development, explore how these stages vary from student to student, and identify early signs of a potential language disorder. Participants will also have the opportunity to implement this knowledge in various case studies.

Therapy Strategies and Materials for a Diverse Caseload

Presented by Kate Elahi, M.A., CCC-SLP (90 mins)

Audience – SLPs, SLPAs

Working with students from culturally and linguistically diverse (CLD) backgrounds may present new challenges when creating treatment plans and designing activities. This course will equip participants to draft goals that will be meaningful and relevant to students and their families as well as provide resources and activities that may be implemented with a CLD caseload. Participants will review existing resources and collaborate to share knowledge.

Deaf and Hard of Hearing

Bilingual ASL-English Language Intervention - NEW!

** Presented by Kimberly Sanzo, M.S., CCC-SLP, BCS-SL, Founder, Language First (60- 90 mins.)

Audience – SLPs, SLPAs, Teachers of the deaf

This presentation will cover bilingual ASL-English strategies for language intervention with Deaf children. It will address how to define bilingualism in this population, as well as strategies to promote it. The concepts of Common Underlying Proficiency (CUP) and cross-linguistic transfer will be reviewed, with discussion of how they relate to our work with bilingual Deaf children. Intervention strategies for literacy, vocabulary, and syntax will be discussed, as well as overall language intervention techniques.

Language Deprivation in Deaf and Hard of Hearing Children - NEW!

** Presented by Kimberly Sanzo, M.S., CCC-SLP, BCS-SL, Founder, Language First (90 mins- 2 hrs.)

Audience – SLPs, SLPAs, Audiologists, Teachers of the deaf

Language deprivation is a serious condition that can occur in any child but occurs disproportionately more often in Deaf and hard of hearing (DHH) children. As such, this presentation focuses on how language deprivation occurs in this population and how professionals can recognize the signs and symptoms. The main argument of this presentation is that language deprivation is preventable; therefore, it is important to educate professionals on the cause and prophylaxis of language deprivation in order to lessen its impact on children's development. There is sufficient emerging evidence on language deprivation that allows us to understand how to mitigate its effects.

Research-Based Intervention for Working with Deaf and Hard of Hearing Children - NEW!

** Presented by Kimberly Sanzo, M.S., CCC-SLP, BCS-SL, Founder, Language First (90 mins- 2 hrs.)

Audience – SLPs, SLPAs

This presentation will cover evidence-based practice, critical thinking, and analytic inquiry for speech-language pathologists working with Deaf and hard of hearing (DHH) children. It will review concepts in neurolinguistics and holistic treatment, as well as how to apply these concepts to our practice with this population. Participants will leave with a better understanding of how to detect pseudoscience, how to self-reflect on their own practice, and how to serve DHH children in a way that maximizes success and reduces harm.

Vocabulary and Literacy Intervention for Deaf and Hard of Hearing Students - NEW!
*** Presented by Kimberly Sanzo, M.S., CCC-SLP, BCS-SL, Founder, Language First (90 mins- 2 hrs.)*

Audience – SLPs, SLPAs, Teachers of the deaf
This presentation will cover what vocabulary is and how to distinguish a word from a concept. It will propose a linguistic perspective to vocabulary when working with Deaf children and will provide strategies for expanding vocabulary in this population. A broader definition of literacy will be proposed and strategies for targeting literacy in a more expansive sense will be suggested.

IEP Compliance: Eligibility, Report Writing, and Assessment

Alternate and Dynamic Assessment: From Theory to Practice
*** Presented by Sandy Bond, M.S., CCC-SLP (3 hrs.)*

Audience – SLPs
While the concepts and importance of dynamic and alternate assessment may be easy to grasp, their implementation is often daunting for SLPs. This training provides attendees with clearly organized materials and resources to enable them to put these evidence-based assessment principles into practice.
Direct and indirect assessment tools will be reviewed, and attendees will engage in group practice and case study work.

Ready, Set, Go! The IEP Marathon
Presented by Dr. Katy Duffy-Sherr, CCC-SLP (2- 3 hrs.)

Audience – SLPs, Teachers, OTs, PTs
This course will take the learner through the IEP meeting process by providing a brief history and discussion of IDEA, ASHA's perspective on IEPs, reviewing different types of IEP meetings, responsibilities of a case manager vs. IEP team member, IEP documentation and paperwork as well as communication and organizational strategies and case studies.

Report Writing and the Art of Scoring: A Comprehensive Review of CA. Ed. Code, Eligibility Criteria and Legally Defensible Reporting
Presented by Anna Davis, M.S., CCC-SLP, Jennifer Lopez, M.S., CCC-SLP, Janna Gray, CCC-SLP, Natalie Webber, M.S., CCC-SLP, Jenna Ratcliff, M.S., CCC-SLP and DeAnna Paulding, M.A., CCC-SLP (3 hrs.)

Audience – SLPs
Participants will understand the eligibility and exit criteria for Speech and Language Impairment as stated by the CA Dept. of Education and be able to apply this knowledge to written reports. Therapists will learn how to report scores from standardized testing, as well how to describe eligibility when alternative assessments have been used. Common errors such as invalid test administration, as it relates to the Larry P. vs Riley case and other minority populations that lead to disproportionality, are reviewed. SLPs will be able to name the 10 most common reasons students are over-identified for SLI and determine if students are eligible based on information found in written reports. Examples of validity and cautionary statements will be provided, as well as report templates for Pre-K through 12th grade. An eligibility worksheet will be reviewed and included in the

handouts.

Language

Beyond the Verbs "Look & Go": Strategies to Teach Curriculum Verbs
*** Presented by Cathy Alexander, M.A., CCC-SLP (6 hrs.)*

Audience – SLPs, SLPAs

Limited verb lexicon is a characteristic of children with a specific language impairment (SLI). Learn how speech language pathologists (SLPs) can foster the development of verbs by increasing frequency input and verb diversity. Learn two intervention techniques and strategies that are critical for learning verbs. Strategies and techniques will be provided for children with language impairments to learn curriculum verbs. These strategies will facilitate the children's participation with the demands of the curriculum and to participate in the classroom environment. Specific scaffolding strategies to implement will be provided and discussed. Grade-level verbs, high-incidence academic verbs, and verbs critical for academic success will be listed and reviewed as well. Numerous digital handouts will be demonstrated, discussed and provided.

Grammar & Syntax Intervention Strategies for the Young Child through Adolescents - NEW!
*** Presented by Cathy Alexander, M.A., CCC-SLP (6 hrs.)*

Audience – SLPs, SLPAs

This course focuses on innovative "Go-to" strategies and techniques for teaching grammatical and syntactic intervention for the young child through adolescents. The presenter will demonstrate evidence-based practices targeting present progressive verbs, regular and irregular past tense verbs. In addition, treatment techniques for eliciting plurals, possessives, comparatives, and superlatives will be discussed. Common Core State Standard's (CCSS) grammatical expectations will be reviewed, and grade level examples will be provided. Deficits in comprehension and expression of syntactic structures can adversely affect reading comprehension, writing, intelligibility, and the ability to adequately communicate. This course will Identify various contexts and materials (i.e., toys/books) that can facilitate production of complex syntax during language exchanges. Complex sentences comprise the majority of the sentence types that school aged children and adolescents will encounter in their academic years. Digital handouts for both grammar and syntax will be demonstrated, discussed and provided.

Language Deprivation vs. Language Disorder - NEW!
*** Presented by Kimberly Sanzo, M.S., CCC-SLP, BCS-SL, Founder, Language First (1-2 hrs.)*

Audience – SLPs, SLPAs

This presentation will review the difference between language deprivation and disorder, including their etiologies and symptoms. It will explain the differential diagnosis of language deprivation from similar presentations of language delay and language disorder. It will utilize a literature review of both empirical and theoretical research to inform evaluation and treatment.

SLPs Support Two Critical Language Skills - NEW!
*** Presented by Judy K. Montgomery, PhD., CCC-SLP (3 hrs.)*

Audience – SLPs, SLPAs

Language and reading skills are learned in the classroom and in the therapy room. Our environments are ever changing and evolving in schools. New instructional and therapeutic opportunities will be discussed and demonstrated including- the "Seven Most Significant Education Studies of 2020" (Terada & Merrill) and "Exploration of Mindfulness in Speech-Language Pathology" (Medina & Mead, 2021)

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Vocabulary Intervention Toolbox: Applying Evidence-Based Methods to "Ready-To-Use" Activities

*** Presented by Cathy Alexander, M.A., CCC-SLP (3 or 6 hrs.)*

Audience – SLPs, SLPAs

In this presentation, participants will learn how to foster vocabulary development for preschool through adolescent aged students. Two ways to select target vocabulary words will be demonstrated and participants will identify Tier 2 target vocabulary words in children's books (e.g., Dr. DeSoto by William Steig). In addition, Tier 2 grade-level vocabulary resources will be provided to all participants. The SLP will learn 9 Evidence-Based techniques to explicitly teach vocabulary. The presentation will provide numerous engaging activities for all age levels, including 30+ morphological activities used to teach prefixes, suffixes and root words.

Long Distance Learning/ Teletherapy

AAC @ Home: A Multidisciplinary Approach to Supporting Families Remotely

Presented by Kaitlin Anderson, M.S., CCC-SLP (90 mins)

Audience – SLPs, SLPAs

The shift to distance learning has presented unique challenges in supporting AAC users, families, and IEP teams remotely. AAC consultation services have been traditionally focused on team trainings, hands-on support, and identifying strategies for in-person implementation. As remote learning has become the "new normal", AAC service providers need to apply best practices and clinical expertise formerly applied in the classroom to the home setting. This presentation shares strategies that are evidence-based and successful in the classroom; reimagined for the home, taking into consideration tools and resources available to families.

Introduction to Teletherapy and Engagement

Presented by Mollie Mindel, M.S., CCC-SLP, AAC Specialist (2 hrs.- live webinar)

Audience – SLPs, SLPAs, AT, OT, BCBA, Teachers

As we begin to serve our students via teletherapy we need updated information and curated resources to take on this task effectively. This is even more true when serving students with limited engagement and complex issues. How can we engage these students while in a remote location effectively? In this presentation service delivery models specifically designed for these students will be addressed. Teletherapy can be an effective way to support students and families in the home setting with thoughtful consideration. Effective teletherapy can happen with real-time (synchronous), time-delay (asynchronous), or hybrid therapy models. Store-and-forward methods will be reviewed as a powerful way to support these students in the home. Examples of effective therapy schedules and activities will also be shared.

Teletherapy with Animated Videos - NEW!

*** Presented by Anna Vagin, Ph.D. (2 hrs.)*

Audience – SLPs, SLPAs

Finding materials that easily and effectively translate into teletherapy sessions can be challenging. We will review research supporting the use of animated videos as engaging materials and review a diverse set of specific activities to work in inference, narrative discourse and greater social understanding. Multiple examples of using readily available annotations as visual supports will be given. While specifically applicable to teletherapy, all the materials and activities discussed can also be used for in-person sessions. We will consider the all-important topic of goal writing and documentation of progress via rubrics. Participants will leave with updated lists of great videos and activities to pair with them.

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Middle School and High School

Academic Language Skills: Evidence-Based Practices for SLPs
*** Presented by Judy K. Montgomery, PhD., CCC-SLP (3 hrs.)*

Audience – SLPs, SLPAs
Academic language is the real test of what works in school-based speech and language intervention. With an emphasis on vocabulary development, and morphological structures, SLPs use evidence-based practice, AND practice-based evidence to produce greater gains in 5th grade and beyond.

Narratives and Expository Text: Supporting Discourse for Primary/Secondary Students (K-8, 9-12, K-12) *
*** Presented by Judy K. Montgomery, PhD., CCC-SLP (3 hrs.)*

Audience – SLPs, SLPAs
Narratives refer to stories; while expository text passages address language tools like compare/contrast, lists, sequencing, and cause and effect. Combining the two provides SLPs with a more realistic language remediation program for K- 12 school environments. *Indicate preferred grade level range when scheduling.

Seeding Success: SLPs in High School Therapy
*** Presented by Judy K. Montgomery, PhD., CCC-SLP (3 hrs.)*

Audience – SLPs, SLPAs
Weaving speech and language therapy into adolescents' busy high school days is challenging! Experience has shown that the content material of various courses works better than others. Join us to learn how what happens in the therapy room can "seed" measurable academic success.

Pragmatics and Autism Spectrum Disorders

Assumed Knowledge: Strengthening the Social of Social Cognition
*** Presented by Anna Vagin, Ph.D. (3 hrs.)*

Audience – SLPs, SLPAs
This workshop explores the social thinking concepts that the Core Curriculum assumes to be present and developing along a typical course in students. However, students who may have diagnoses such as ASD, ADHD, NVLD, Language Disorder, Anxiety Disorder, or Social Communication Disorder often struggle with this social learning, so that their ability to learn becomes limited. The presentation will begin by exploring multiple outcome standards across the Core Curriculum, focusing on literacy and classroom communication. A number of strategies that contribute to the understanding of intention, behavior, and effect will be reviewed. We will look at some of the factors that intercept inference, whether in a picture book, textbook, media excerpt or social situation, and strategize approaches for intervention. The presenter will discuss emotional development and its role in core curriculum. Participants will learn how to support emotional learning, whether as part of an individual session or group therapy, or in the classroom.

Bit by Bit: Developing Flexibility for Social Success in Students with Social Learning Challenges
*** Presented by Anna Vagin, Ph.D. (3 hrs.)*

Audience – SLPs, SLPAs, OTs, Classroom Aides, School Counselors
Often, students with social learning challenges struggle with flexibility. Their tendencies toward rigidity affect

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their academic success, friendships, and even conversational skills. After exploring student profiles that tend toward inflexibility, numerous activities to build flexibility will be discussed and practiced, some using animated videos, some using games and activities, and others using semi-structured conversation frameworks. Participants will leave with a selection of activities and recommended video animations that target developing flexibility, applicable to group and individual sessions via both in-person as well as virtual therapy platforms.

Conversation in Real Time: Using Animated Videos for Conversation Practice - NEW!

*** Presented by Anna Vagin, Ph.D. (2 hrs.)*

Audience – SLPs, SLPAs, OTs, Support Staff, Teachers
The complex nature of conversation often challenges students with language and/or social cognition differences. Conversational competence encompasses the ability to participate in conversations effectively and involves keeping up with the pace and path of conversation, monitoring and adjusting our tone and prosody, incorporating nonverbal communication, maintaining attention, staying regulated, paying attention to the emotional information communicated to us by our partner, and many other components of cognition, pragmatics and discourse. This seminar will focus on an activity developed specifically to support conversation practice - Conversation in Real Time (CRT), in which students partner together to provide conversational voice-over for animated videos without accompanying dialogue. Given the language formulation, spontaneity and flexibility required to keep up with the pace of action between characters (and thus the conversation,) we will discuss how to select appropriate animated videos based on several variables. Finally, we will discuss how we can use rubrics to write goals and keep data on performance. Participants will leave with a list of suggested animated videos and activity sequences for using the CRT framework in their sessions.

"Hi" and "Bye" are Easy: It's the Middle Part that's Tricky

*** Presented by Anna Vagin, Ph.D. (3 hrs.)*

Audience – SLPs, SLPAs
This half day workshop focuses on structured and semi-structured ways to work on conversation and is appropriate for those working with students who have receptive and expressive language delays or challenges with social thinking. We will discuss the underlying social cognitive constructs of conversation and classroom discussions, as well as factors of processing and formulation speed and ability. We will talk about the importance of perspective, emotions and flexibility, and review some basic conversational choices. A systematic way of working on spontaneous conversation will be presented and practiced using small group activities. Included will be ways to work on negotiating, arguing, cooperating, dealing with misunderstandings, and texting – all important forms of conversation that we often neglect. Lots of therapy video examples will be viewed throughout the presentation.

The Thinking Side of Social: The Role of Mental State Verbs in Development

*** Presented by Anna Vagin, Ph.D. (90 mins- 3 hrs.)*

Audience – SLPs, SLPAs
Mental state verbs (MSV) describe processes of cognition, and thereby aren't visible. While we can see someone "running", we can't see the internal process of "hoping". However, understanding and use of MSV is a critical reflection of cognitive development, and is important for discourse development, academic success, social understanding, and conversational competence. We will begin by exploring the term, drawing from the fields of theory of mind, cognition, linguistics, and attachment. The research exploring how students with language and social challenges differ in their understanding and use of mental state verbs will be reviewed. Then we will explore how to develop MSV in the students with whom we work, covering in-session activities as well as suggestions for teachers and families. Participants will leave with a clear understanding of the critical role that MSV play, as well as activities to incorporate into their therapy sessions and consultations with teachers and families.

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I've Got a Feeling – Raising Our Comfort Level in Working with Emotions
*** Presented by Anna Vagin, Ph.D. (3 hrs.)*

Audience – SLPs, SLPAs

Feelings are a crucial component of relationships and as SLPs, teachers or parents we need to be comfortable talking and working with children around feelings and emotional learning, This workshop focuses on: 1) Building understanding of emotional development and what we know about the development of empathy in students with social learning challenges; 2) Exploring visual supports to facilitate work on feelings; 3) Providing specific suggestions for expanding emotional vocabulary; 4) Demonstrating how to incorporate emotions into our teachings about social relationships.

Keep Talking! Narrative Development for Language and Social Learning
*** Presented by Anna Vagin, Ph.D. (3 hrs.)*

Audience – SLPs, SLPAs

Students with social cognitive challenges struggle with many aspects of narrative and conversation. This workshop will provide information, tips, and sample visual supports to use with elementary through high school students, as well as many video clips of group and individual therapy sessions. First, we will focus on how adults (therapists, teachers, aides and parents) can mediate social learning and language most successfully. We will explore using a variety of materials as we review how to support narrative development. We will review six basic conversational choices, including visual supports to assist students in remembering and monitoring these diverse options. We will emphasize the importance of interjections, often neglected but crucial communicators of our attention and empathy. Finally, we will examine how students can practice these skills using topics that are of most interest to them, and how to integrate video into individual and group intervention. Attendees will leave with ideas and visual supports they can immediately begin using.

Play2Practice: A Therapeutic Role-Playing Game as a Portal to Social Growth -
NEW!
*** Presented by Anna Vagin, Ph.D. (90 mins- 3 hrs.)*

Audience – SLPs, SLPAs, OTs, School Counselors, Support Staff, Teachers

It can be challenging to keep students engaged in the social learning process. Over the years, they see many programs and materials, and the statement "I already know all about __" challenges us to continuously search for new, evidence-based materials. We'll discuss a recently-released therapeutically-applied role-playing game developed by gametogrow.org – Critical Core, and its application to our work in social cognition. Critical Core is NOT a video game, it's a quest-driven social experience that supports and values collaboration. Based in a DIR/Floortime model, Critical Core works to develop executive function, regulation, collaboration, perspective taking, and imaginative play. We'll learn about the game components and examine three case studies following the game experience and progress of: a student with social pragmatic disorder and ADHD, a student with learning differences and anxiety, and a student with twice exceptionality

School is Full of Feelings: What's a SLP/SLPA/OT to do?
*** Presented by Anna Vagin, Ph.D (3 hrs.)*

Audience – SLPs, SLPAs, OTs

The moment students step on campus they are surrounded by feelings - inside the classroom, the hallway, the library, the lunchroom, the blacktop, etc. Feelings are at the core of relationships, but they are also in school curriculum. When we work with students who have social learning challenges, we know that feelings will enter into our work. Whether supporting self-regulation, inference, reading comprehension, conversation or friendship competencies, feelings and emotional education must be part of our discussions. Students with social learning challenges often have restricted emotional vocabulary, seem to feel their own feelings in big ways, or struggle understanding the feelings of others as they are communicated verbally and/or nonverbally. In this workshop you will learn how to: Group emotions by feeling families based on the developmental

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acquisition of feeling labels, build self-reflection about uncomfortable feelings and work with the benefits of uncomfortable feelings. Additionally, will review activities to help students: Connect feelings, experiences, and mood, track their feelings in conjunction with the perspectives of others and develop more positive inner voice.

That's So Annoying! The Challenges of Feeling Annoyed & Annoying Others - NEW!
*** Presented by Anna Vagin, Ph.D. (90 mins.)*

Audience – SLPs, SLPAs, OTs, Classroom Aides, School Counselors, Teachers
Students with social learning challenges often find peers (and adults) annoying. And, with varying frequency, many peers (and adults) in their home and school environments find them annoying. We will explore this common emotion, discussing both its positive role in social relationships as well as how it can serve as a trigger for big reactions and resentments. You will leave with YouTube video recommendations and structured activities to utilize in your individual or group sessions, ways to jumpstart these important conversations, as well as strategies to help.

Turn it on: Using Media for Social Learning
*** Presented by Anna Vagin, Ph.D. (3 or 6 hrs.)*

Audience – SLPs, SLPAs
Current research findings suggest that children on the Autism Spectrum struggle to process social motion. This presentation will provide a conceptual framework for watching social movement as a way to build social knowledge. We will explore how to use full length movies as well as pre-selected YouTube videos in therapeutic and classroom settings. Multiple activities to guide structured viewing will be accompanied by video and art examples, demonstrating how to target: 1) Expansion of emotional vocabulary; 2) Greater awareness of cognitive processes; 3) A more solid understanding of what does and does not contribute to successful social relationships. Lots of easily accessible media provides highly engaging and "relationship rich" material. We will discuss how to break down sample IEP social learning goals into underlying concepts and support our teaching with media selections for social learning of children ranging in age from preschool through middle school. We will look at video gaming and talk about Gamification and Flow theories as we explore why many students with social learning challenges are so into gaming. You will leave with a list of terrific media, as well as ideas that you can try immediately with your students. Therapeutic as well as YouTube videos will be incorporated throughout the day.

YouCue Bootcamp: 3 Pathways for Social Learning
*** Presented by Anna Vagin, Ph.D. (3 or 4.5 hrs.)*

Audience – SLPs, SLPAs, Support Staff, OTs, Psychologists, School Counselors, Teachers
Research over the past decade tell us that students on the Autism Spectrum (and probably students with ADHD or emotional issues such as anxiety) also struggle to process the intention behind social movement, so it really makes sense to use materials that move. We will review 3 pathways using YouTube videos as social learning material: **Pathway 1:** Building Greater Emotional Understanding, specifically: identifying feelings, thoughts and perspectives, expanding beyond "happy", "sad", "mad", challenges and benefits of uncomfortable emotion. **Pathway 2:** Cooperation for Social Success, specifically: the role of flexibility and regulation, roadblocks to cooperation. **Pathway 3:** Resilience for Life's Challenges, specifically: building tolerance for discomfort, visual supports and strategies addressing inner voice, facilitating the growth of resilience. You will leave with a new list of great videos, activities to pair with them, suggested ways to move students to the "practice" phase, and sample rubrics to use in tracking progress for each Pathway.

Wait! What Did I Miss? Understanding the Role of Jump Cuts in Inferential Skills- NEW!
*** Presented by Anna Vagin, Ph.D. (2 hrs.)*

Audience – SLPs, SLPAs, Support Staff, Teachers

Inference underlies academic, social and even conversational success, and depends on the ability to identify and process relevant details and apply our knowledge of the world to the current situation we are trying to understand. Jump cuts – the actions and events that we may miss or that aren't shown us – makes inference significantly more challenging for students with language and social cognitive differences. Many students we see in our sessions struggle with inference, a skill that underlies academic, social, and even conversational success. We will review the skill set behind inferential skills and review a number of strategies that can be helpful in building understanding of intention, behavior, and effect. Using the term "Double Think", we will explore how to support students in going beyond their initial thoughts to attend to what they see and know, review their world knowledge, and figure out the "why" behind the "what." We'll use a range of material, including storybooks, textbooks, animated videos, and a semi-structured conversation curriculum, as we review a range of activities for engaging intervention.

Zip The Lip: Using Silence, Pacing & Gestural Supports for Better Social Teaching- NEW!
*** Presented by Anna Vagin, Ph.D. (90 mins.)*

Audience – SLPs, SLPAs, OTs, School Counselors, Support Staff, Teachers

Typically, we cue with too much verbal language. Our desire to support students leads us to "help" by using our words to give hints, ask relevant questions, and direct students to what we think they should say. But what we really want is spontaneity! Learn the theories behind using more silence and pacing, as well as a greater understanding of what psycholinguists have taught us about gestures and how they reflect our conceptual knowledge and help us think. Explore how difficult it is to wait for students who are slower processors and formulators, and practice strategies to raise your comfort level with these critical forms of mediation.

Special Day Class, General Education Class & Full Inclusion: Collaborative Partnerships

Improving Students' Learning by Modifying Teachers' Instructional Communication
*** Presented by Jean Blosser, CCC-SLP, Ed.D , ASHA Fellow (Creative Strategies for Special Education) (3 hrs.)*

Audience – SLPs, SLPAs, OTs, PTs

Children with disabilities often do not achieve their maximum potential within the classroom setting. They often fail because they cannot follow the teacher's directions, retain information, ask questions, respond to questions, navigate the classroom, access instructional materials, socialize with their peers, etc. etc. Student's performance can often be improved if teachers were aware of how to modify the learning environment and their own communication during instructional interactions. This training presents a model of service delivery where the SLP, OT and/or PT coach teachers on how to effectively modify their classroom and instructional communication. Practical tools designed for coaching teachers to successfully integrate modifications and accommodations into their classrooms will be incorporated.

Integrating Your Therapy into the Special Education Classroom: A Collaborative Approach

Presented by Dr. Katy Duffy-Sherr, CCC-SLP (90 mins- 3 hrs.)

Audience – SLPs, SLPAs

As school based SLPs, we are often asked to provide integrated therapy in the SDC classroom. This can be a daunting task, as each student may have a different level of communication (verbal through nonverbal) and/or mode of communication (AAC device, Sign Language, etc.). How can SLPs meet the communication needs of all students at the same time within the classroom format? Look no further! We will share proven and effective ideas for integrating your therapy into the SDC setting. This presentation will provide fun, functional, easy-to-use tools and techniques.

Interprofessional Collaboration is Essential: 6 Steps for Success - NEW!

*** Presented by Jean Blosser, CCC-SLP, Ed.D , ASHA Fellow (Creative Strategies for Special Education) (3 hrs.)*

Audience – SLPs, SLPAs, BCBAs, Psychologists, OTs, PTs

Collaborative relationships can lead to positive cultures in complex school organizations. Many related service providers struggle with concrete ways to support students' success in the classroom. They search for ways to integrate the core curriculum into their service delivery and foster generalization of skills outside the therapy setting. After all, when is there time to become familiar with every grade level standard to ensure that core standards are embedded into therapy? This workshop sets the stage for dynamic ways to collaborate with other team members. Strategies will be explored for identifying and removing the barriers that inhibit collaboration (i.e. busy school schedules, competing priorities, etc.) using a unique framework, "**6 Steps to Success.**" Participants will have an opportunity to create a *School Culture Profile* to characterize the level of collaboration at their sites and then define specific strategies to build upon that level to improve the quality, effectiveness, and efficiency of collaboration. Through several engaging group activities, participants will identify potential collaborative partners, determine ways to establish meaningful relationships, and develop systems for ongoing communication and collaboration.

SLP and SLPA Supervision & Collaboration: How to Make it Work

Presented by Natalie Webber, M.S., CCC-SLP (90 mins)

Audience – Special Education Program Specialist and Coordinators, Principals

The scarcity of licensed Speech-Language Pathologists to serve public school students is a major concern in California and throughout the U.S. Results of a 2016 ASHA School Survey revealed more than half (54%) of school-based clinicians reported that job openings exceeded job seekers in their type of employment and geographic area. SLPs from the western region of the US, including California, were more likely than clinicians in other regions to report that job openings exceed job seekers. School administrators are acutely aware of the adverse impact the SLP shortage has not only on provision of services to SLI students, but also in terms of state and federal compliancy mandates. What can be done to resolve this issue? Jump on board and be prepared to travel the roadmap that will help you successfully navigate the use of SLP-As in collaboration with SLPs.

The Role of SLPs in Relation to the MTSS

*** Presented by Jean Blosser, CCC-SLP, Ed.D , ASHA Fellow (Creative Strategies for Special Education) (3 hrs.)*

Audience – SLPs, SLPAs

The MTSS Train is chugging through US schools! Be ready to hop-on! MTSS is a national initiative to support ALL students. Research shows that it can be especially beneficial for students with disabilities. This session explains MTSS and provides examples of initiatives. Case studies will be shared to highlight different stages of school involvement and SLPs' engagement. Actions to advance the interprofessional practice (IPP) will be recommended. Let's enjoy the ride together! The role of the SLP continues to evolve in response to important changes in US educational practices. The adoption of the Multi-Tiered System of Support (MTSS) framework

stimulates us to re-think our role, responsibilities, therapy decisions, and service delivery practices. This session describes the MTSS initiative and excites SLPs about the important contributions we can make to student success as well as the positive potential MTSS offers for re-thinking our workload, scheduling, and collaboration. Participants will be provided with practical tips and resources and will leave the session with an action plan applicable to their unique program and situation.

Tips for Forging Great Partnerships with Parents
*** Presented by Jean Blosser, CCC-SLP, Ed.D , ASHA Fellow (Creative Strategies for Special Education) (3 hrs.)*

Audience – SLPs, SLPAs, Teachers, PTs, and other IEP team members

Parents are the constant in a child's life. They bear the responsibility of making decisions that will affect their child's life and education. As service providers we can increase a child's potential for success by engaging their parents and preparing them to play a critical role in their child's education, health care, and therapy intervention. Unfortunately, we often find partnering with parents frustrating due to the presence of legal issues/advocates, time constraints, adversarial relationships, negative experiences, lack of resources and more. Language and cultural challenges and transportation issues may also be contributing factors. This presentation will motivate SLPs, OTs, PTs, teachers and other IEP team members to take a fresh approach to establishing meaningful partnerships with parents. Challenges that occur when interacting with parents will be identified and discussed. Tips, tools, and strategies to establish positive, effective relationships will be provided.

Specialized Topics

Clinical Supervision: The Requirements and the Rest of the Story
Presented by Anna Davis, M.S., CCC-SLP and Dr. Katy Duffy-Sherr, CCC-SLP (3 hrs.)

Audience – SLPs

This training will provide attendees with the knowledge and tools to meet ASHA and state requirements for providing clinical supervision. In addition to concrete requirements, the training will provide several suggestions and considerations to foster an ethically sound supervisory relationship, and to promote quality communication and feedback. Tips, suggestions, and case study examples will also be reviewed to prepare attendees for the frequently occurring questions and challenging situations that supervisors may face.

At the conclusion of this presentation, participants will be able to: describe the supervision requirements for the ASHA CFY and CA RPE, explain supervision requirements for SLPAs and what duties SLPAs may

and may not perform, give at least two examples of ethical considerations important to supervision and identify at least three strategies or tools to foster quality communication and feedback in the supervisor/supervisee relationship.

Differential Diagnosis for Apraxia of Speech - NEW!
*** Presented by Kimberly Sanzo, M.S., CCC-SLP, BCS-SL, Founder, Language First (60- 90 mins.)*

Audience – SLPs

This presentation will review the characteristics of speech production errors in children with Childhood Apraxia of Speech (CAS) and those in Deaf children. It will cover how the errors in each population look dissimilar as well as how clinicians can differentiate between the two. Considerations for identifying CAS in Deaf children will be covered, as well as strategies for intervention when a Deaf child had CAS.

Exiting and Transition Services: The Nuts & Bolts
Presented by Jennifer Lopez, M.S., CCC-SLP and Anna Davis, M.S., CCC-SLP (3 hrs.)

Audience – SLPs

The number of students receiving special education supports increases yearly. That translates to large

caseloads and negatively impacts the special education budget for school districts. This presentation will assist SLPs in communicating that E-X-I-T is not a bad 4-letter word! We will review SLI eligibility, discuss service delivery models, include considerations for transition services, and talk about ASHA's exit criteria guidelines. Participants will learn to write functional goals for our older students and collaborate with secondary team members. Frequently asked questions and concerns surrounding these controversial topics will be covered.

Literacy and The Role of the School-Based SLP
Presented by Mollie Mindel, M.S., CCC-SLP (2 hrs. or 3 hrs.)

Audience – SLPs, SLPAs

Current trends reveal that SLPs typically consider reading and writing the responsibility of teachers and resource specialists; however, ASHA's 2001 position statement indicates, "SLPs play a critical and direct role in the development of literacy for children and adolescents with communication disorders." What do speech, language and literacy have in common? A lot! This training will discuss the strong connection between literacy skills and language development. Evidence based literacy interventions beginning with the early skills of phonological and phonemic awareness will be provided. The importance of teaching strategies for vocabulary development, comprehension, and reading fluency will be presented with accompanying "ready to use" lessons and materials.

Making Sense of Sensory
*** Presented by Cari Ebert, M.S., CCC-SLP (3 hrs. or 6 hrs.)*

Audience – SLPs, SLPAs, BCBAs, RBTs, OTs, PTs

Struggling learners benefit when practitioners work together as a cohesive unit to assess and treat the whole child. This transdisciplinary team approach requires pediatric therapists and educators to understand and synthesize knowledge from the fields of speech-language pathology, occupational therapy, physical therapy, and special education. Understanding that sensory input drives motor and behavioral output provides the foundation for this course. The way young children take in, process, and respond to sensory information significantly affects learning, development, and behavior. Pediatric therapists and early childhood educators can gain confidence and competence by increasing their knowledge related to the impact of sensory-motor issues on speech, language, and social-emotional development. This 3-hour course will provide an overview of the external and internal sensory systems along with observable characteristics of sensory over-responsivity, sensory under-responsivity, and sensory craving behaviors. Occupational therapists are the professionals who specialize in sensory processing disorder, but all early childhood providers need to have a basic understanding of how a multisensory therapy approach can help young children interact more effectively with their environment.

Orofacial Myology Principles for School-Based SLPs – NEW!
Presented by Shelley Freitas, M.S., CCC-SLP, QOM (90 mins.)

Audience – SLPs

This presentation is targeted for clinicians who are treating clients of all ages with persistent speech sound disorders who are not demonstrating response to treatment. Information and functional assessment strategies using myofunctional principles and research will be provided to help clinicians rule out or identify oral structure barriers to progress and how to encourage families to seek appropriate referrals to tethered oral tissue (TOT) professionals, if needed.

Replace Challenging Behaviors and Create Connected, Confident, and Compassionate Kids with Communication Commercials – NEW!
*** Presented by Ellen Dodge, MEd, CCC-SLP (90 min.- 3 hrs.)*

Audience – SLPs, SLPAs, Teachers

Professionals who want tangible, effective, and easy to implement social-emotional (SEL) tools in the school

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settings will want to join this practical, "hands-on" training. The Kimochis Keys to Communication will be highlighted as these simple yet powerful tools provide students with positive communication tools to replace challenging behavior and promote resiliency. The connection between feelings and behavior and how temperament influences social habits will be outlined for academic and social implications. Professionals will leave with the formula to provide "doable doses" of SEL instruction by creating 5-minute "Communication Commercials" that will help kids practice ONE communication tool all day long. Together, teachers and specialists use the same language to create connected, confident, compassionate kids.

Selective Mutism – Coming 2023!
Presented by SPG Clinical Supervisor (3 hrs.)

Audience – SLPs, SLPAs, Psychologists
Is your student just shy or is there something more going on? As speech-language pathologists and school psychologists, we play a crucial role in the assessment and treatment of students with Selective Mutism (SM), a disorder facing 1 in every 100 elementary school children. To effectively do this, we must first understand the nature of SM; its potential causes, common characteristics, and associated disorders. This presentation will summarize the most recent research on SM as it relates to general understanding of the disorder, assessment, and treatment. You will learn what your role is in the assessment and treatment processes. Specific techniques and strategies will be discussed so that you can hit the ground running when you meet your next student with SM.

Suspected Childhood Apraxia of Speech (SCAS)
*** Presented by Cari Ebert, M.S., CCC-SLP (6 hrs.)*

Audience – SLPs, SLPAs
Being able to effectively communicate is how young children interact, socialize and learn. There is cause for concern when a young child has strong cognitive and receptive language skills but is struggling learning how to talk. It is critical for therapists to be able to differentially diagnose suspected childhood apraxia of speech from late talkers. Therapy for a young child with SCAS should focus on motor planning skills directly and indirectly related to the development of speech. Parent involvement is a critical component of early intervention services, and each family needs to be provided with functional strategies that can be embedded into their daily routines to help their child become an effective verbal communicator. This one-day seminar is packed full of clinically relevant strategies and activities for use with young children with suspected childhood apraxia of speech. Therapists will gain hands-on knowledge of ways to modify existing therapy materials designed for older kids to make them fun and functional for toddlers and preschool age children. From assessment, to diagnosis, to therapy materials, to parent coaching, participants will discover effective ways to create the best therapy model for young children with SCAS.

Voice and Fluency

Fluency for Ages 2-6: When to Start Therapy and What to Do!
*** Presented by Susie Harder, M.A., CCC-SLP (Owner & Fluency Consultant of Central Valley Stuttering Center) (3 hrs.)*

Audience – SLPs, SLPAs
This 3-hour workshop will focus on children ages 2-6 who are showing signs of stuttering. As Speech-Language Pathologists, we have many decisions to make about when therapy is warranted and what to
do to best serve children in this age range. The course will primarily outline a) how to decide when
(and if) a child needs to begin speech therapy, b) specific strategies for therapy sessions, and c) how to structure parent involvement (even in the schools) for maximum effectiveness and carryover of fluency into everyday situations.

I'm Not Quite an Expert & That's Okay: Increasing Empathy, Confidence and Effectiveness in Assessment and Treatment of School-age Stuttering– NEW!

Presented by Janna Gray, MA CCC-SLP and Molly Stepaniak, MA CCC-SLP (3 hrs.)

Audience – SLPs, SLPAs

Studies show there is limited training and overall reduced confidence in the area of stuttering, across speech-language pathologists. This course will serve as an opportunity to increase awareness and understanding of the lived experience of a person who stutters, while simultaneously building the competence of the clinician who may serve them. This timely presentation will help draw a parallel between stuttering the conversation of diversity, equity, and inclusion.

My Top 10 Stuttering Therapy Suggestions for Improved Effectiveness

*** Presented by Susie Harder, M.A., CCC-SLP (Owner & Fluency Consultant of Central Valley Stuttering Center) (3 hrs.)*

Audience – SLPs, SLPAs

This workshop will focus on 10 essential ideas to increase effectiveness as a SLP who works with children who stutter (ages 7 and older). The presenter will discuss her top ten therapy ideas for working with stuttering and will show how these ideas provide the foundation for a comprehensive therapy process. This presentation will provide SLPs with straightforward, concrete suggestions for therapy to increase effectiveness and make more meaningful progress toward fluency goals. Through the use of visuals, discussion, student examples, and videos, this presentation is designed to be engaging and motivating.

School-age Fluency Therapy: Materials & Therapy Procedures

*** Presented by Susie Harder, M.A., CCC-SLP (Owner and Fluency Consultant of Central Valley Stuttering Center) (3 hrs.)*

Audience – SLPs, SLPAs

The goal of this 3-hour workshop is to provide SLPs with clinical insight and strategies for working effectively with students who stutter in any setting, specifically ages 7 and up. The speaker will explore current research and trends for school-age children who stutter and discuss recommendations for therapy goals and treatment activities. Given the demands of working within the schools, how can we best serve children on our caseload with fluency concerns? The speaker will focus on topics such as: 1) using assessment results to plan treatment and write goals, 2) essential components to school-age therapy including an overview of the therapy process, and 3) developing clinical problem-solving skills necessary to identify barriers impacting progress.

Stuttering Therapy: Materials, Ideas and Generalization!

*** Presented by Susie Harder, M.A., CCC-SLP (Owner and Fluency Consultant of Central Valley Stuttering Center) (3 hrs.)*

Audience – SLPs, SLPAs

Clinicians often express interest in learning new ideas for fluency therapy. This course is designed to explore options and materials for treatment sessions with children who stutter, ages 7 and up. The presenter will address: 1) The three phases of fluency therapy; 2) Using materials you already have to practice fluency shaping and stuttering modification techniques; 3) Utilizing the language hierarchy to determine appropriate language levels for activities; 4) How to increase the child's motivation in therapy; 5) Targeting adverse impact of stuttering including classroom participation and social components, and 6) Strategies for more effective transfer and generalization of skills. Emphasis will be placed on practical treatment ideas and materials as guided through EBP.

Stuttering Therapy: Comprehensive & Practical Evaluation & Therapy Procedures

*** Presented by Susie Harder, M.A., CCC-SLP (Owner and Fluency Consultant of Central Valley Stuttering Center) (6 hrs.)*

Audience – SLPs, SLPAs

This goal of this 6-hour workshop is to provide SLPs with clinical insight and strategies for working effectively with students who stutter in the school setting, specifically ages 7 and older. The speaker will explore current research and trends for school-age children who stutter and discuss recommendations for comprehensive assessment, therapy goals, and treatment activities. Given the demands of working in the schools, how can we best serve children on our caseload who stutter? The speaker will focus on topics such as: 1) How to efficiently conduct a comprehensive evaluation, 2) Why a comprehensive evaluation will help facilitate quicker progress and generalization, 3) Essential components to school-age therapy including an overview of the therapy process, 4) Material ideas for fluency therapy, and 5) Developing clinical problem-solving skills necessary to identify barriers impacting success. Using research, videos, case studies, and frequently asked questions from SLPs in the school setting, a variety of treatment options and suggestions will be reviewed to assist in selecting strategies for effective, individualized therapy. Take-home materials will be available to participants including helpful worksheets for every step of the therapy process, including assessment, treatment, and collaboration with teachers and parents.

SPG Therapy & Education **is an approved Professional Development Provider (PDP-12) for the California Speech-Language Pathology & Audiology Licensing Board.** Speech and Language Therapists holding a California License are required to obtain 24 hours of continuing professional development every two years in order to satisfy the Board's license renewal requirements. District SLP's, as well as related special education staff, are welcome to attend these 3 hour or 6-hour presentations free of charge. Attendees will be able to receive Continuing Education Units (CEUs) towards maintenance of their California Speech-Language License if requested.

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