

Saturday, October 17: LSHA School SLP Virtual Workshop

Title: Thematic Units in School-Based Practice: Addressing Language and Speech Sound Disorders Through a Hybrid Model of Service Delivery (2 hours)

- **Learning Outcomes:**

1. Demonstrate knowledge regarding the evidence base for use of thematic units in therapy.
2. Demonstrate knowledge regarding the implementation of thematic units in telepractice.
3. Identify types of goals that may be addressed through the use of thematic units.
4. Identify a range of both digital and hard materials that may facilitate the implementation of thematic units in telepractice.
5. Identify strategies to maintain focus and engagement with a diverse range of ages and communication profiles.
6. Identify strategies to maximize participation by parents and caregivers, and to facilitate carryover activities.
7. Identify strategies to differentiate service delivery across ages, disorder types, and levels of severity.

Speaker Bios:

- Dr. Kelly Koch is an Assistant Professor at the University of Southern Mississippi and a Speech-Language Pathologist. She has worked in public schools and private clinical settings, both in person and through telepractice. Her primary research interests are in language disorders, literacy, Autism, and family-centered practices.
- Katherine Hays, M.S., CCC-SLP is a clinical supervisor at the University of Louisiana at Lafayette. She provided speech-language services for students between the ages of 3 and 21 in the public school system for eight years. Her primary interests include early language development, speech sound disorders, and pediatric assessments/diagnostics.

Speaker Disclosure Statements:

- Dr. Kelly Koch: Financial Disclosure- none declared. Non-Financial Disclosure- non declared.
- Katherine Hays: Financial Disclosure- non declared. Non-Financial Disclosure- **With** LSHA, **Relationship** Board of Directors, **Role** Director at large

Title: Explicit Storybook Instruction on Narrative Detail in African American Preschool Children (1 hour)

- **Learning Outcomes:**

- a. Identify how narrative language can benefit young children through an intensive language approach.

- b. **Identify** how story grammar elements can provide support to improve the ability to retell narratives in African American preschool children who are at risk for having language disorders.
- c. **Recognize** how the data from this research supports narrative retell intervention.

Speaker Bio:

- Dr. LaShawn Bridges, SLPD, CCC-SLP is the special services program consultant in the area of speech language pathology, and related services in a school district in South Carolina. She has worked as the educational associate for speech services at the SC Department of Education, as well as a speech language pathologist in the public schools, private practice, and in the medical setting

Speaker Disclosure Statements:

- Dr. LaShawn Bridges: Financial Disclosure- **WITH** Speech Language Solutions, LLC., **ROLE** Instructional Personnel, **RECEIVED** financial compensation. Non-Financial Disclosure- None declared.

Title: Dysphagia Management in Educational Settings (2 hours)

- **Learning Outcomes:**

1. Identify relevant legislation relevant to dysphagia services in educational settings
2. Identify ethical considerations in dysphagia management in educational settings
3. Identify practical approaches to forming programs to manage and target dysphagia in educational settings

Speaker Bio:

- Kristen West MA CCC-SLP is a Speech Language-Pathologist with experience in a variety of pediatric settings. She has experience in birth to 3 early intervention, pediatric acute care, NICU, CICU, PICU, transitional care, inpatient rehabilitation and outpatient pediatrics. She is a mentor in the MedSLP Collective and has presented on the topic of pediatric dysphagia in the schools at the local, state and national level. She is the pediatric consultant for the Dysphagia Outreach Project. She has also served as adjunct faculty at Edinboro University in PA. Currently, she is a safe feeding consultant and early intervention SLP for a local educational agency in Pennsylvania and is pursuing a doctorate in education.

Speaker Disclosure Statements:

- Kristen West- Financial Disclosure: **WITH** Westmorland Intermediate Unit, **ROLE** employment, **RECEIVED** salary. Non-Financial Disclosure- **WITH** The Med SLP Collective, **ROLE** mentor; **WITH** The Dysphagia Outreach Project, **ROLE** Board Member- Pediatric Consultant; **WITH** ASHA, **ROLE** Member- incoming committee of

ambassador representative for PA; **WITH** PSHA, **ROLE** Member- participant in AdHoc committee on School SLP issues

Title: School-Age Fluency Disorders: Telepractice Ideas for Individual and Group Therapy (1 hour)

- **Learning Outcomes:**

1. Demonstrate knowledge of current research related to telepractice and serving children who stutter.
2. Identify three or more therapeutic activities which address specific treatment goals for children who stutter.
3. Identify resources and collaborators for continued support for successful therapeutic interactions with children who stutter and their families.

Speaker Bios:

- Anne Zappi Williams, MS, CCC-SLP, BCS-F is a clinical supervisor and Board Certified Specialist in Fluency at the University of Louisiana at Lafayette. Her interests include fluency disorders, speech sound disorders, and language development. She is a part-time doctoral student and leader of the National Stuttering Association Lafayette Family Chapter.
- Ran An is a doctoral student in the Department of Communicative Disorders at the University of Louisiana-Lafayette, and an associate professor of the School of Foreign Languages at DLOU University, China. Her areas of research interest include fluency disorders, childhood language disorders, and speech sound disorders.

Speaker Disclosure Statements:

- Anne Z. Williams: Financial Disclosure- **WITH** UL Lafayette, **ROLE** employee, **RECEIVED** salary. Non-Financial Disclosure- **WITH** National Stuttering Association, **ROLE** Chapter leader
- Ran An: Financial Disclosure- **WITH** UL Lafayette, **ROLE** graduate student, **RECEIVED** tuition waiver and stipend. Non-Financial Disclosure- None declared.

Title: A Comparison of the Expanding Expression Tool and the iPad Application of Naming Therapy on the Vocabulary Skills of Elementary Student with a Language Impairment (1 hour)

- **Learning Outcomes:**

1. Following this presentation, the learner will better **identify** how vocabulary deficits impact an individual's academic success
2. Participants will be able to explain a multi-sensory learning approach
3. Following this presentation, participants will be able to list comparisons between the Naming Therapy app and Expanding Expression Tool (EET)
4. Participants will feel competent **executing** multi-sensory learning approaches into their therapy sessions

Speaker Bio:

- Dr. Lauren Miley has been a practicing speech-language pathologist in the school system for 9+ years. She is passionate about helping students succeed in the academic setting and forming positive relationships with students and their families. She enjoys collaborating with other specialists, working with students with significant disabilities, and providing assistive technology supports.

Speaker Disclosure Statements:

- Dr. Lauren Miley: Financial Disclosure- None declared. Non-Financial Disclosure- None declared.

Time Ordered Agenda. 7 clock hours, .7 ASHA CEUs

Time	Title	Speaker(s)
<i>8:00-10:00am (2 hours)</i>	Thematic Units in Telepractice: Addressing Language and Speech Sound Disorders with a Diverse Caseload	Kelly Koch Katherine Hays
<i>10:00-10:15am</i>	Break	
<i>10:15-12:15pm (2 hours)</i>	Dysphagia in Schools	Kristen West
<i>12:15-1:00pm</i>	Lunch Break	
<i>1:00-2:00pm (1 hour)</i>	A Comparison of the Expanding Expression Tool and the iPad Application of Naming Therapy on the Vocabulary Skills of Elementary Student with a Language Impairment	Lauren Miley
<i>2:00-2:15pm</i>	Break	
<i>2:15-3:15pm (1 hour)</i>	School-Age Fluency Disorders: Telepractice Ideas for Individual and Group Therapy	Anne Zappi Williams Ran An
<i>3:15-3:30pm</i>	Break	
<i>3:30-4:30pm (1 hour)</i>	Explicit Storybook Instruction on Narrative Detail in African American Preschool Children	LaShawn Bridges