Twelfth Annual
Speech-Language Pathologist (SLP) Institute
June 19 - 21, 2017
Best Western Hotel & Conference Center, Waynesboro

Monday, June 19, 2017

8:00 a.m. - 9:00 a.m. Check in & Breakfast

9:00 a.m. - 11:45 a.m. Welcome and Opening Sessions

State of the State: Updates from VDOE
Marie Ireland, M.Ed., CCC-SLP, BCS-CL Specialist, Virginia Department of Education
Learn about changes in federal and state programs and important updates from VDOE. Information about data, compliance, and best practice will be shared.

Changing Times and Changing Practice: Interprofessional Practice and Planning for Change
Marie Ireland, M.Ed., CCC-SLP, BCS-CL, Specialist, Virginia Department of Education
Kimberly Murphy, Ph.D., CCC-SLP, Assistant Professor, Old Dominion University
Heightened focus on professional collaboration means Interprofessional practice (IPP) is our new norm. Join in the discussion of changes to service delivery patterns, therapy approaches, and working with families, caregivers, and communities to deliver the highest quality of care. Examine the idea of planned abandonment (deciding what to stop) to free up energy and raise your productivity.

1:00 p.m. - 2:15 p.m. and again at 2:30 p.m. - 3:45 p.m. Breakout Sessions

Getting to the Core of Communication: Language and Literacy Building in the Classroom
Susan Mapes, M.A., CCC-SLP & Melissa Miesner, M.S., CCC-SLP, Chesterfield County Public Schools
Assistive Technology Center
Integration of communication training into classrooms can be frustrating. An evidence-based practice in the field that is yielding dramatic improvements across the country is teaching core to move students beyond basic requests. In this session, participants will make a classroom-size communication board consisting of the first thirty universal core symbols. Embedding use of these symbols to build communication across the day during instructional routines and emergent literacy activities, such as shared reading and predictable chart writing, will be discussed and practiced.

Lessons Learned: A School-Based SLP’s Journey in Assessment and Treatment for Students who Stutter
Amber Handon, M.Ed., CCC-SLP, Charlottesville City Schools
This session will walk you through an SLP’s journey from fluency counts and towards avoidance reduction approach. Just within the last ten years, there has been much researched and written about assessing and treating students who stutter. The session will review resources and materials that can be used for students of all ages, their families, as well as their teachers.
Monday Breakout Sessions, continued...

Preparing Preschoolers who are Deaf or Hard of Hearing for School
_Corrin G. Richels, Ph.D., CCC-SLP, Associate Professor, Old Dominion University_

Children who are deaf or hard of hearing (DHH) are at a higher risk for school failure. This presentation will discuss evidence-based methods for improving preliteracy skills in preschoolers who are DHH. Participants will engage in group discussions.

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Tuesday, June 20, 2017

8:00 a.m. - 9:00 a.m. Check in & Breakfast

9:00 a.m. - 11:45 a.m. and again at 1:00 p.m. - 3:45 p.m. Breakout Sessions

**Best Practices for Assessment of Social (Pragmatic) Communication Skills**
_Geralyn Timler, Ph.D., CCC-SLP, Associate Professor, James Madison University_

Social (Pragmatic) Communication Disorder, S(P)CD, is characterized by deficits in the social use of verbal and nonverbal language, including difficulties matching expected words to particular communication situations and understanding nonliteral language. Evidence-based assessment methods for identification of S(P)CD will be reviewed. Case studies will be provided.

**Beyond MLU: Using Language Sample Analysis to Select Intervention Targets**
_Stacey Pavelko, Ph.D., CCC-SLP, Assistant Professor and Undergraduate Program Director, James Madison University_

Based on a normative language sample study of approximately 200 children ages 3-8 years, this presentation will discuss a new method of language sampling and analysis (SUGAR) that can be completed in approximately 30 minutes. The presentation will also describe practical qualitative analyses to assist speech-language pathologists (SLPs) in identifying intervention targets for children with language impairment.

**Treatment Ideas for School-aged Children Who Stutter**
_Corrin G. Richels, Ph.D., CCC-SLP, Associate Professor, Old Dominion University_

The purpose of this presentation is to engage attendees in a discussion of evidence-based methods for treating school-aged children who stutter. The focus will be on the comprehensive treatment of children who stutter and children who stutter who have additional disorders. Participants will engage in group discussions.
Wednesday, June 21, 2017

8:00 a.m. - 9:00 a.m. Check in & Breakfast

9:00 a.m. - 10:15 a.m. and again at 10:30 a.m. - 11:45 a.m. Breakout Sessions

Let's Give 'Em Something to Talk About Training Series: Core Vocabulary Methods, Mini Books, and More!

Barbara Cannon, AT Specialist & Rachel Herman, AAC Lead SLP, Spotsylvania County Schools

PARTICIPANTS MUST BRING A LAPTOP TO THIS MAKE AND TAKE SESSION. This session will discuss the importance of teaching core vocabulary word meanings explicitly to non-verbal students who use AAC. We will give an overview of types of AAC which are core driven and discuss how to integrate communication in the classroom. By focusing on four key principles (vocabulary, display, practice, and people), participants will develop effective teaching methods. Using their laptops, each attendee will make core mini-books to give students something to talk about.

Phonological Processes: Overview and What to Do

Donna Bryant, CCC-SLP, Lead SLP, Spotsylvania County Schools

Knowledge of phonological processes is a vital tool when addressing deficits in speech sound production. This session will provide an overview of the types of phonological processes, considerations when choosing targets, and treatment options. Hands-on opportunities will be provided.

Examining Omnibus Language Measures

Marie Ireland, M.Ed., CCC-SLP, BCS-CL, Specialist, Virginia Department of Education

Participants will review research on bias and diagnostic accuracy. Examine the CELF®-5 and Diagnostic Evaluation of Language Variation™ (DELV™) designed with non-contrastive stimuli to reduce the misidentification of language disorders. Hands on time will be provided to review test protocols, stimuli, and scoring practices and discussion of recommendations to reduce bias in assessment.

1:00 p.m. - 3:45 p.m. Closing Session (All Attendees)

Integrating Our Newfound Knowledge: Planned Abandonment and IPP/IPE

Marie Ireland, M.Ed., CCC-SLP, BCS-CL, Specialist, Virginia Department of Education
Kimberly Murphy, Ph.D., CCC-SLP, Assistant Professor, Old Dominion University

SLPs will review IPP and IPE concepts. Education of staff and families and opportunities for service delivery to increase generalization will be discussed. SLPs will identify targets for change. Peter Drucker’s concept of “planned abandonment” will be used to identify things that don’t add value, set goals for new practices, and identify needed.