Thursday

	Session 1	Session 2	Session 3	
8:30 - 10:30	Session 1	Session 2	Session 3	
Format	Hybrid	In Person	Hybrid	
Title	Comprehensive Assessment, Research and Decision Making: Through the Lens of a School SLP	Misconceptions and Mandates: What SLPs Need to Know About Dyslexia	Clinical Education: What Makes "Good" Feedback? Fulfills supervision CE requirement	
Speaker	Marie C Ireland, MEd, CCC-SLP, BCS-CL Adjunct Research Associate at Charles Sturt University	Hannah Krimm, PhD, CCC-SLP, Department of Communication Sciences and Special Education, University of Georgia	C. Melanie Schuele, PhD, CCC-SLP, Department of Hearing and Speech Sciences, Vanderbilt University Medical Center; Johanna Hearn, MS, CCC-SLP, Department of Hearing and Speech Sciences, Vanderbilt University	
LO	1.identify specific requirements for evaluation and eligibility in schools 2.document all required steps for eligibility with team members to ensure IDEA compliant decision making 3.Identify differences between educational identification and clinical diagnosis	At the end of this session, participants will be able to explain the language basis of dyslexia.	Identify multiple feedback strategies that facilitate development of clinical skills in students, clinical fellows, and SLPs.	
Abstract	Comprehensive evaluation can help school SLPs combat over-identification, high SLP caseloads, and civil rights concerns. This session will integrate federal and state regulations with best practice and the latest research in the field. The impact of poverty on language and executive function will be emphasized. Strategies for differentiating educational identification and clinical diagnosis using federal regulations and requirements will assist SLPs in implementing best practice in the schools.	In this session we will address common misconceptions about dyslexia to provide participants with an accurate understanding of the disorder. We will discuss the influence of universal dyslexia screening on eligibility for special education services and the SLPs' role in serving children with dyslexia in the schools.	Professional athletes have coaches throughout their careers, highlighting the importance of feedback despite one's skill level. SLP students and SLP Clinical Fellows are the persons who are most often on the receiving end of clinical feedback. But annual reviews are part of nearly every SLPs life. Thus, throughout our training and careers we are on the receiving and giving end of feedback. The first hour of this session will include a presentation on what makes for good feedback. The second hour of this session will include a panel presentation on providing and receiving feedback.	
ROOM				
HOST	Primary: Julianna Secondary: Megan		Primary: Dr. Schuele Secondary: Daniel	

	Session 4	Session 5	Session 6	Session 7
11:00 - 12:30	Session 4	Session 5	Session 6	Session 7
Format	Hybrid	In Person	In Person	Video + Discussion
Title	Dynamic Assessment: Expanding Understanding and Documenting Learning Potential	Cleft Lip and Palate: Assessment and Treatment	New News and Old News: Using Writing to Boost Oral and Written Language Skills	Growing Together: A Film on Family and Disability fulfills DEI requirement
Speaker	Marie C. Ireland, MEd, CCC-SLP, BCS-CL Adjunct Research Associate Charles Sturt University	Melissa C. Henry, MA, CCC-SLP, Assistant Professor Department of Hearing and Speech Sciences VUMC	Karen Barako Arndt, PhD, CCC-SLP, Department of Otolaryngology, Head and Neck Surgery, and Communicative Disorders, University of Louisville	Sofia Pauca, BS, Vanderbilt University School of Medicine
LO	1. Identify 3 main types of dynamic assessment 2. Summarize the diagnostic accuracy of norm-referenced techniques and dynamic assessment methods 3. Identify 3 sample statements for use in report writing to document evidence based assessment practices	explain causes of clefts; describe components of evaluation of patient with a cleft; explain the impact of velopharyngeal insufficiency on speech and resonance	At the end of this session, participants will be able to: 1. describe speech-language pathologists' role in language and literacy intervention, including writing processes, 2. list two ways that writing intervention can benefit oral and/or written language skills, and 3. identify pros and cons of options for sampling written language	1. Describe three DEI lessons learned from the documentary and discussion.
Abstract	Participants will review the evidence on diagnostic accuracy of standardized tests and dynamic assessment methods. Learn how to evaluate learning potential and reduce bias in assessment using graduated prompting, testing limits, and "test-teach-retest" using formal and informal techniques. Current research, sample case studies and report writing considerations will be provided.	This presentation covers basic causes and embryology of clefts including expression and cleft types. Review of the team approach for cleft management and impact of velopharyngeal incompetence on speech and resonance. The role of the SLP will be discussed in detail including evaluation and treatment for disordered speech.	In this session, the role of the speech-language pathologist in assessment and intervention of language and literacy, specifically writing processes, will be detailed, with a focus on how writing can benefit oral and/or written language skills. Methods of sampling written language will be discussed, as will using writing samples to target both oral and written language skills, across various modalities of language.	In this session, participants will watch the original documentary developed by Sofia Pauca, a medical students at Vanderbilt University. The film, Growing Together: A Film on Family & Disability," follows six families of individuals with developmental disabilities, including Pauca's brother Victor. Families followed include 3 from the US and 3 from Peru. A discussion will follow.
ROOM				
HOST	Primary: Abby Secondary: Julianna			Primary: Dr. Schuele Secondary: Ana

	Session 8	Session 9	Session 10	Session 11
1:45 - 3:15	Session 8	Session 9	Session 10	Session 11
Format	In Person	In Person	Hybrid	Remote Speakers
Title	Pediatric Feeding & Swallowing in the Schools: Assessment & Treatment	Let's Talk about the Ethics of Treating Stuttering in the Schools fulfills ethics requirement	Bibliotherapy: Using Books to Improve Attitudes of Children with Communication Disorders	Caregiver Perceptions and Preferences Regarding Speech-Language Services
Speaker	Jamie D. Fisher, PhD, CCC-SLP	Ellen M. Kelly, PhD, CCC-SLP, BCS-F, Vice President for Professional Development, The Stuttering Foundation	Cara M. Singer, PhD, CCC-SLP, Department of Communication Sciences and Disorders, Grand Valley State University	Andrea Ash, PhD, CCC-SLP, Department of Communication Sciences and Disorders; Sean Redmond, PhD, CCC-SLP, Department of Communication Sciences and Disorders

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"This lecture will fulfill your ASHA <Ethics> or <DEI> requirement for your current interval. Proof of attendance and instructions on how to self-attest your attendance on your certification page will be provided at the lecture."

I really do not want to email everyone an individual certificate for 3 separate lectures, so I think I will have blank certificates there where we can write in people's names.

LO	At the end of this session participants will be able to 1) describe normal and abnormal swallowing in the school-age population and 2) explain evidence-based practice dysphagia assessments and treatments utilized in clinical practice in school settings.	1. identify ethical challenges of working with students who stutter in school settings. 2. generate potential solutions for working ethically with students who stutter in school settings.	define bibliotherapy; identify books that target resilience and emotional coping in young children; describe how bibliotherapy may be implemented within their clinical practice	At the end of this session, participants will be able to describe differences and similarities of service needs across caregivers of children who have speech sound disorders only and those who receive other speech-language pathology services.
Abstract	Speech-Language Pathologists (SLPs) are responsible for the assessment/treatment of dysphagia not only in medical settings, but also in school settings. To help students effectively, they need knowledge of normal and abnormal feeding/swallowing, and proficiency in evidence-based assessment measures and treatment approaches. This presentation focuses on the latest assessment/treatment trends in research and clinical practice, specifically relevant to the school setting.	The nature of stuttering (e.g., its variability across contexts), conflicting approaches to treatment (e.g., fluency shaping, stuttering modification, avoidance reduction), and inconsistent perspectives about addressing its educational impact (e.g., types of accommodations and who decides), pose ethical dilemmas for school SLPs as they endeavor to help students who stutter. During this presentation, specific ethical challenges for this population will be posed, discussed, and solutions generated by attendees in collaboration with the presenter.	Bibliotherapy is an evidence-based technique that uses books, or forms of literature, to elicit positive emotions, behaviors, and attitudes. Whereas minimally explored within speech-language pathology, it may prove to be value-added when working with children with communication disorders. Books and follow-up activities that target resilience and improved emotional coping will be shared. Preliminary results exploring bibliotherapy's effectiveness and survey results indicating current SLP practices will be discussed.	Caregiver preferences and input are recognized as key elements of patient-centered practice. This presentation will discuss parent perceptions of speech-language pathology services. Mothers (n = 12) were individually interviewed about diagnostic labels they had received from speech-language pathologists (SLPs) for their child's language disorder. Online surveys further examined caregivers' awareness, involvement, and overall satisfaction with their child's speech-language therapy (n = 49). Suggestions for better aligning services to caregiver preferences will be discussed.
ROOM				
HOST			Primary: Erin Secondary: Alex	Primary: Megan Secondary: Grayson

Friday

8:30 - 10:30	Session 12	Session 13	Session 14	Session 15
Format	In Person	In Person	Hybrid	Live Remote Presenter
Title	Trauma, Behavior and Language: Why Traditional Approaches Often Fail	Annual Goals that are Annual Goals, and that are Linked to the Child's Curriculum	Using IRIS Center Resources for Free Professional Learning	"Spelling it" out for Students who Use AAC: Applying Evidence-Based Practices
Speaker	Emily Lund, PhD, CCC-SLP, Davies School of Communication Sciences and Disorders, Texas Christian University	C. Melanie Schuele, PhD, CCC-SLP, Dept. of Hearing and Speech Science, VUMC; Jamie Seek, MS, CCC-SLP, Tennessee Department of Education	Naomi Tyler, PhD, Vanderbilt University	Jillian McCarthy, PhD, CCC-SLP, Department of Audiology and Speech Pathology, UTHSC
LO	1) At the end of this session, participants will be able to describe the relationship between trauma, language and behavior. 2) At the end of this session, participants will be able to explain relational strategies for behavior management in speech-language therapy sessions.	1. Plan goals that are truly annual goals, with objectives benchmarks defined in the progress report. 2. Plan goals that are linked to academic achievement expected of individual student.	1. Identify multiple resources on IRIS that will help you do your job better and more efficiently.	1.) Discuss the rationale for advocating for spelling instruction for children with complex communication needs (CCN) who use or benefit from AAC 2.) List and discuss the critical elements to assess to when examining spelling development of a student who uses AAC 3.) Describe three implementation strategies necessary in comprehensive spelling intervention for children with CCN who use or benefit from AAC
Abstract	Children who experience trauma also often present with difficulties in language development and the development of self-regulation. Traditional behavior management strategies like reprimands and verbal reinforcement are less likely to be successful with children who have experienced trauma. This session will review the science supporting links between trauma, behavior and intervention and guide SLPs through alternative, language-supportive behavior management strategies using case studies. This session is also part of a research study on trauma-informed practices and SLPs (and participants in this session will be part of the study).	YOU MUST BRING ONE OR MORE CURRENT STUDENT IEPs TO THIS WORKING SESSION. In 2004 the US Department of Education in the revisions to IDEA indicated that states had the option of allowing for only annual goals on the IEP rather than annual goals + objectives/benchmarks for children who participate in annual state-level assessment. The rationale for this change was to reduce the time/paperwork burden on practitioners. Unfortunately, many speech-language pathologists have not taken advantage of this change and develop IEPs that have multiple IEPs, all of which appear to be objectives, not annual goals. In this working session, SLPs will be guided to revise IEPs to include only annual goals and to define objectives/benchmarks in the quarterly progress notes.	The IRIS Center https://iris.peabody.vanderbilt.edu/ is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions. In this session you will learn about the many resources available on the IRIS center website, including resources on IDEA, RTI, and addressing challenging behaviors. Bring a laptop or tablet as you will have time to navigate the site. You will find many IRIS resources that facilitate your own learning and resources you can share with graduate students who complete practicum with you and CFs that you mentor.	The ability to spell opens vocabulary doors for children with complex communication needs (CCN) who use or would benefit from augmentative-alternative communication. During this session we will discuss evidence-based assessment tools and strategies, how to evaluate results, and potential intervention ideas to help students with CCN who use or would benefit from AAC become "spellers," and broaden their overall communication skills.
ROOM				
HOST			Primary: Tabitha Secondary: Annabelle	Primary: Quinn Secondary: Angela
11:00 - 12:30	Session 16	Session 17	Session 18	Session 19
Format	Hybrid	Hybrid	Hybrid	Hybrid
Title	Peers Matter: Supporting Social Communication and Peer Engagement for Elementary-Aged Students with Complex Communication Needs	Traumatic Brain Injury in School Settings	Ethical Dilemmas and Resolutions: Formulating Good Questions and Appropriate Decisions fulfills ethics requirement	Determining Language Targets for Dual Language Learners with Language Delays fulfills DEI requirement
Speaker	Elizabeth Biggs, PhD, Assistant Professor in the Department of Special Education, Vanderbilt University; Erin Turner, MA, Educational Consultant with the Department of Special Education, Vanderbilt University	Jade T. Mitchell, MS, CCC-SLP, Department of Hearing and Speech Sciences, VUMC	Valeria Matlock, EdD, CCC-A, Department of Hearing and Speech Sciences, VUMC	Taydi Owens Ray, MS, CCC-SLP, Department of Special Education, VU; Kelsey Dillehay, MEd, Department of Special Education, VU

LO	1.Identify factors impacting peer interactions and relationships for elementary-aged students with complex communication needs 2.Support positive play-based interactions among students with complex communication needs and their peers without disabilities	At the end of this session, participants will be able to describe the impact of traumatic brain injury on student behavior and performance in the school setting.	1. At the end of this session, participants will be able to recognize the Principles and Rules of the 2023 ASHA Code of Ethics. 2. At the end of this session, participants will be able to list at least two resources available to promote ethical decision making. 3. At the end of this session, participant will be able to apply an ethical decision-making model to analyze ethical dilemmas.	1. Describe the growing need for individualized bilingual intervention in school settings. 2. Identify child characteristics and therapist strategies that support joint engagement. 3. Use a tiered framework to select Spanish and English language targets based on a child's developmental description.
Abstract	Positive peer interactions are important for all students—but what is the role of the SLP? In this presentation, you will learn about our team's multi-year research project focused on enhancing interactions and relationships among K-3rd grade students with autism who are minimally verbal, with their peers without disabilities. Participants can expect to gain practical strategies to support social communication, engagement, and relationships with peers, including through integrating aided augmentative and alternative communication (AAC).	Approximately half a million children ages 0-14 sustain a traumatic brain injury (TBI) annually. Yet, school-based speech-language pathologists do not routinely receive training in pediatric TBI. To fill this gap, in this session, we will discuss the incidence of TBI in pediatric populations, sources of heterogeneity in symptoms and impact of injury on development, learning, behavior, and school performance, and the role of the speech-pathologist in providing services and advocating for the impacted student.	As professional speech-language pathologists and audiologists, we face dilemmas in the workplace that may have ethical implications. It is important to reflect and use ethical decision-making models when first encountering a possible ethical dilemma. By implementing an ethical decision-making process, we can improve analysis of the circumstances and formulate decisions that will yield better outcomes. This session will review the 2023 ASHA Code of Ethics and use case studies to demonstrate ethical decision-making strategies.	As the enrollment of Spanish-speaking students in public schools rises, the need for bilingual language support follows. We propose a tiered framework for selecting language targets in Spanish and English based on a child's characteristics, such as engagement, vocabulary, and preferences. This framework does not require substantial training and allows speech-language pathologists to modify targets as a child changes over time. At the end of this session, we provide an opportunity to practice selecting targets given unique scenarios.
ROOM				
HOST	Primary: Grayson Secondary: Kaley	Primary: Alex Secondary: Abby	Primary: Dr. Schuele Secondary: Hanna	Primary: Annabelle Secondary: Erin
1:45 - 3:15	**Session 20**	**Session 21**	**Session 22**	**Session 23**
Format	**Pre-Recorded Lecture**	**Hybrid**	**Live Remote Presenter**	**Hybrid**
Title	**Busting Myths about Speech, Language, and Literacy**	**Preparing Students for Inclusive Postsecondary Education**	**Answers to SLP's 2023 Top 10 Questions About Evaluations and IEPs**	**Do the Children on Your Caseload Have the Phonological Awareness Skills Needed to Learn to Decode and Spell Words?**
Speaker	Jena McDaniel, PhD, CCC-SLP, Department of Hearing and Speech Sciences, VUMC; Hannah Krimm, PhD, CCC-SLP, Department of Communication Sciences and Special Education, University of Georgia; C. Melanie Schuele, PhD, CCC-SLP, Department of Hearing and Speech Sciences, VUMC	Ariana Amaya, OTD, OTR/L; Director of Next Steps at Vanderbilt	Jamie Seek, MS, CCC-SLP, TN Department of Education	C. Melanie Schuele, PhD, CCC-SLP, Department of Hearing and Speech Sciences, VUMC
LO	Describe evidence that counters least three myths related to speech, language, and literacy development and impairment	1. Participants will be able to identify resources to share with students about inclusive postsecondary education. 2. Participants will be able to identify goal areas to help prepare students for inclusive postsecondary education. 3. Participants will be able to describe the goals and outcomes of inclusive postsecondary education.	More confidently interpret and apply the requirements for identifying a students with a speech or language impairment and developing educationally appropriate IEPs.	1. Assess phonological awareness to determine whether a child has the necessary foundation of phonological awareness. 2. List the components of a tier 2 intervention that will establish a foundation of phonological awareness for word reading and word spelling. 3. Describe how you can partner with others in your school to assure that Tier 2 phonological awareness intervention is provided to children who specifically need to develop these skills.
Abstract	Of the numerous myths related to speech and language development and impairment, some remain more prominent than others. We discuss the current state of these myths, along with evidence and strategies to combat them. Myths address AAC, bilingualism, deaf and hard of hearing children, dyslexia, language input, and speech and language impairment. If this topic sounds familiar, you may have participated in the research study at this conference in 2020 that contributed to the results.	Inclusive Postsecondary Education provides college experience to students aged 18-26 with intellectual disability. In Tennessee, there are 7 colleges offering this non-degree certificate, and nationally there are 318 programs. This session will provide an overview of the field of inclusive postsecondary education, highlighting the Next Steps at Vanderbilt University program and will provide resources that can be shared with students on your caseload with an interest in postsecondary experiences. Additionally, the session will provide example goal areas to help prepare students for inclusive postsecondary education and review the expectations for students in college.	This session has become an annual event! So join us again to think about ... Have you ever asked, "Which option do I select when conducting a re-evaluation? When do I check 'yes' to assistive technology on the IEP? Can students with a speech impairment receive accommodations? What exactly is LRE?" These questions and more will be answered so that school SLPs can more confidently and appropriately conduct evaluations and develop quality and compliant IEPs for students with disabilities.	Many children with speech/language impairments fail to acquire a foundation of phonological awareness skills. As a result, these children do not benefit from word reading and word spelling instruction they receive in general/special education. Children with speech/language impairments are at increased risk for reading disabilities. Therefore, it is incumbent upon case managers (including SLPs) to include present level of performance for phonological awareness and other early literacy skills on the IEPs of children with speech-language impairment (as well as other children). In this session we will review administrations of the Measure of Phonological Awareness as a means to quantify a child's foundational phonological awareness. We will also discuss how SLPs can partner with their teams to assure that children with speech-language impairment receive Tier 2 phonological awareness intervention, as need based on assessment data.
ROOM				
HOST	Primary: Hanna Secondary: Tabitha	Primary: Ana Secondary: Quinn	Primary: Angela Secondary: Annabelle	Primary: Kaley Secondary: Julianna

https://youtu.be/JX-JffoUuf0