

SOUND EVIDENCE: ASSESSMENT AND TREATMENT OF SSD IN CHILDREN: PART 1 ANALYSIS AND TARGET SELECTION

A. Lynn Williams, PhD, CCC-SLP, BCS-CL

Speech sound disorders (SSD) are quite diverse and range in both severity and type of disorder. Given the complexity of SSD, an analysis will have clinical implications for selecting the most appropriate intervention targets and intervention approach. Therefore, a key outcome of an analysis of the test data and speech samples is to identify predominant error patterns, make a differential diagnosis, determine appropriate treatment targets, and design an efficacious intervention plan.

SOUND EVIDENCE: ASSESSMENT AND TREATMENT OF SSD IN CHILDREN: PART 2 CONTRASTIVE PHONOLOGICAL INTERVENTIONS

A. Lynn Williams, PhD, CCC-SLP, BCS-CL

This session will provide a deeper understanding of the key features that distinguish the phonological contrastive approaches, which will guide clinicians in selecting the most appropriate approach for a given child. The Phonological Intervention Taxonomy will be used to describe the key elements of each contrastive approach.

SOUND EVIDENCE: ASSESSMENT AND TREATMENT OF SSD IN CHILDREN: PART 3 CLINICAL DECISION-MAKING AND IMPLEMENTATION

A. Lynn Williams, PhD, CCC-SLP, BCS-CL

This session builds on participants' understanding of contrastive phonological approaches for children with speech sound disorders. A clinical decision-making model will be discussed to guide clinicians' implementation of contrastive interventions. The value of checklists to ensure acceptable fidelity of intervention implementation will be addressed.

FACILITATING LITERACY DEVELOPMENT FOR BEGINNING COMMUNICATORS WHO USE AAC PART 1

Pamela A. Hart, PhD, CCC-SLP

This session is the first part of a two-part discussion of evidence-based strategies to support language and literacy development for beginning communicators who use AAC. Literacy skills significantly expand the communication opportunities for those who use AAC. Literacy skill development, however, is not innate and may be impacted by many external and internal factors. This session will present an evidence-based integrated approach to evaluation of early language and literacy skills for young children who use AAC. Identification of potential barriers to achievement of successful outcomes will be explored along with strategies to decrease barriers. Recent research findings and opportunities to apply this information to case study evaluation scenarios will be included.

FACILITATING LITERACY DEVELOPMENT FOR BEGINNING COMMUNICATORS WHO USE AAC PART 2

Pamela A. Hart, PhD, CCC-SLP

This session is the second part of a two-part discussion of evidence-based strategies to support language and literacy development for beginning communicators who use AAC. Researchers have consistently found that individuals with complex communication needs are able to develop literacy skills when explicit, systematic literacy instruction is implemented. Researchers have also found stronger overall communication outcomes for those who use AAC when content and strategies are personalized. In this session, a personalized approach to intervention that simultaneously supports language and literacy development within the context of daily routines and regular interactions will be presented. Specific strategies shown to have a positive impact on language and literacy will be shared. Opportunities to apply information to case scenarios will be included.

AUTISM STRATEGIES AND NEURODIVERSITY AFFIRMING PRACTICES PART ONE AND TWO

Cari Ebert, M.S., CCC-SLP

This course provides an overview of how to provide strengths-based, neurodiversity-affirming services to Autistic children. The strategies and goals addressed in this course are not focused on establishing compliance or fixing deficits identified on standardized tests, but rather on supporting regulation, connection, and communication to help Autistic children learn, grow, and thrive as their authentic selves.

NUTS AND BOLTS OF APRAXIA THERAPY

Cari Ebert, M.S., CCC-SLP

Establishing an appropriate treatment plan based on the principles of motor learning is essential when treating motor speech disorders. This course provides clinically relevant information on apraxia related to goal writing, target selection, therapy strategies, and multi-sensory cueing. Participants will leave with a variety of engaging activities to promote repetitive speech practice. This course is for speech-language pathologists working with toddlers, preschoolers, and early school-aged children who have speech motor planning struggles.

IMPLEMENTING THE IDDSI FRAMEWORK IN PEDIATRIC FEEDING & SWALLOWING

Morgan Valle Leonard, M.S., CCC-SLP

The development of the IDDSI framework created a standard language to describe food textures and thickness for use for patients with swallowing difficulties. This framework has been implemented hospital wide at Children's of Alabama. This session will introduce and describe the IDDSI framework for pediatric patients. Typical feeding milestones and how they relate to IDDSI will also be described, as well as the oral motor skills indicated for patients at each level. IDDSI testing procedures for various liquids and foods (baby food purees, puffs, soft and bite sized foods) will be demonstrated.

PRACTICAL STRATEGIES FOR IMPROVING LANGUAGE PROCESSING SKILLS: FROM DISORDER TO ORDER

Ashley Hood, M.A, CCC-SLP

Margaret Holladay, M.C.D, CCC-SLP

Language processing disorders can be a complex diagnosis to make as it affects many different areas of receptive and expressive language. This presentation is designed to focus on specific areas of strengths and difficulties to identify within an evaluation. The ultimate goal of this information is to provide treating speech-language pathologists in a variety of clinical settings with practical strategies and activities to address identified areas of difficulty affecting overall language processing.

MITIGATING FLUENCY CONFORMITY BY TRANSFORMING STUTTERING TREATMENT WITH EVIDENCE-BASED CARE

Kia Noelle Johnson, PhD, CCC-SLP

Caitlin Franchini, MS, CCC-SLP

Contrary to the widespread notion that that effective communication requires fluency, the Blank Center's CARE (Communication, Advocacy, Resiliency, and Education) Model™ rests on the evidence-based understanding that when children, teens, and adults (1) learn communication is not defined or limited by fluency, (2) learn to share about their stuttering meaningfully, (3) develop the resiliency needed to navigate adversity, and (4) are knowledgeable about stuttering, they are empowered to Dream. Speak. Live.®. This lecture series will demonstrate the rationale for, and application of each component of this distinct model to treatment.

THE IMPORTANCE OF ACCEPTANCE WITH STUTTERING

Shauna Ashley, MAT, MS, ASDCS, CCC-SLP

Attendees will learn the psychosocial implications of stuttering and how acceptance can positively affect outcomes for people who stutter.

WHAT SHOULD I DO?: THE IMPORTANCE OF PARENT EDUCATION IN EARLY INTERVENTION

Lauren Hastings M.S., CCC-SLP

Parent education is a significant part of the early intervention process. Research has proven that the earlier parental involvement begins in the education process, the greater likelihood of higher student achievement (Cotton & Wilkelund, 2004). Parent education in early intervention empowers parents, strengthens parent-child relationships, extends the impact of the intervention, promotes collaboration, and builds a supportive network. It is a vital component of early intervention programs, supporting optimal child development and family well-being. This session will examine the utilization of family-focused services and strategies to increase parental education during the early intervention years.