

Speakers:

Pre-conference Speakers:

Pre-conference speakers include members of the **Colorado Consortia**: Susan M. Moore, PhD., Colorado University-Boulder; Kathy Fahey, PhD., University of Northern Colorado; Lynea Pearson, M. A., CCC/SLP, University of Colorado-Boulder; Catherine Curran, PhD., Metropolitan State College; Kay Stag, M. A., CCC/SLP, University of Northern Colorado

Friday Keynote Speaker:

Jennifer Taps, M. A., CCC/SLP is a Senior Speech-Language Pathologist currently working in the San Diego Unified School District. Jennifer is a graduate of the University of Indiana. In addition to providing classroom intervention, she serves as the coordinator for the Articulation Resource Center for San Diego Unified School District, conducting research and supporting SLPs in articulation and phonological treatment through staff development and coaching.

Saturday Keynote Speaker:

Timothy P. Kowalski, M. A., CCC/SLP is a licensed speech-language pathologist specializing in social-pragmatic communication deficits and internally known expert on Asperger Syndrome. His Orlando practice has seen clients from Europe to South America as well as throughout the United States. Mr. Kowalski is the author of *The Source for Asperger Syndrome*, a practical resource for anyone working with this population and *Assessing Social Communication in Asperger Syndrome*. He regularly presents on a wide variety of issues related to Asperger Syndrome at national and international seminars.

Course Descriptions:

Pre-Conference:

Giving Back to the Profession: Mentorship and Supervision – A Systematic Approach (Colorado Consortia)

This course is designed for SLPs and other professionals who want to gain a better understanding of the roles of the SLP in mentorship and supervision of candidates entering the profession.

Keynote/Friday:

Innovations for Addressing Mild Articulation Errors in the School Setting (Jennifer Taps)

This course is designed to provide the rationale for changing how one district delivers services to students with single sound articulation differences. Components and procedures for reforming service delivery to children with single sound differences who do not demonstrate adverse educational impact will be discussed. The impact of reform on workload management will be addressed.

Breakout Sessions Friday:

Assessing and Treating Bilingual Children: Research and Treatment: (Bragrowski)

This presentation will include an overview of types of bilingualism and a review of appropriate assessment instruments and practices for evaluating bilingual students to determine if a language disorder actually exists. Also covered will be an examination of current research in bilingual therapy and

practical therapy ideas and strategies for treating language-disordered English language learners.

Facilitating Carryover in Speech/Language Intervention: (Johnson/Curran) Case histories of two children, one with a speech sound disorder and the second with a language disorder, will be presented. Both have difficulty utilizing their newly acquired skills during every day speaking tasks. Scientific evidence and clinical experience will be employed to make evidence-based suggestions designed to address problematic carry over.

Stuttering Tools and Strategies for all Ages: (Floyd) This interactive session will take you through specific stuttering tools, describing under what circumstance you would want to teach a student that tool. This session will follow an “I do, We do, You Do” approach which will involve small groups and modeling. Session will begin with elementary through high school aged students, and will also include preschool aged students.

Networking With ASHA: Get in the Swim with the

SEALs: (Gessini) This session will give an overview of the work of the State Educational Advocacy Leaders (SEAL) and will provide some insight into how this network supports school-based speech language pathologists. There will be an opportunity for group discussion and questions as well as a forum to provide input for future SEAL meeting discussions.

These Kids are Stressing Me Out! What To Do When Behavior is Draining Your Energy: (Struessel/Morrill)

Behavior is an issue in all settings, even during pullout time with the Speech Therapist! Students want to do well if they can, even though sometimes it feels differently. Getting a handle on what is driving behavior not only allows us to take the emotion out of it, it also means we teach kids students the lagging skills they need to behave the way we are wanting them to behave (and the way **they are wanting to!**)

Auditory Processing: From Research to Reality: (Hyink)

In October 2007, ASHA did our profession a great favor by presenting a 47 hour course on auditory processing. A brief overview of the ASHA course will be presented as it relates to those of us who are practitioners working with children with auditory processing problems. The presentation will review the relevant research, the why, what and how of therapy and suggestions for providing support to the classroom teacher and parents.

Keynote/Saturday:

Does Napoleon Dynamite Have Asperger Syndrome?

(Timothy Kowalski)

Individuals with Asperger Syndrome possess inadequate social skills. As a result, neuro-typical individuals perceive their behavior as odd, unusual, rude or offensive. SLPs are often called upon to address these issues and provide skills and strategies to produce positive change. This session will help participants to identify and treat deficits related to the domains of social-interaction, social-communication, and social-emotional regulation thereby allowing for more appropriate service delivery to this difficult population.

Breakout Sessions Saturday:

“Cueing as a Therapy Strategy: (Hyink) Cueing is a successful therapy technique that was developed over 40

years ago as a spin-off of the formal technique, Cued Speech, which is used with the deaf population. Hand gestures are used to stimulate specific speech sound production. This presentation will explain the concept of cueing, how the cues are formed and implemented, how variations can be developed and the population it can be used with. A video showing its use with a severely dyspraxic child will be presented.

Understanding and Treating Selective Mutism:

(Mount) This course is designed to explore the complex disorder of Selective Mutism. A clear definition of this disorder will be reviewed along with treatment options that can be utilized by participants when returning to their practice. Ideas to share with teachers and parents will also be discussed.

Speech Improvement Class Implementation:

Evidence-Based Best Practices: (Taps) This session will feature evidence-based articulation and phonological treatment techniques. Two theoretical perspectives will be described to target both phonemic and phonetic aspects. The complexity approach (phonemic) enables clinicians to identify the best treatment targets to create change in a child’s system. Motor Learning theory (phonetic) facilitates the acquisition of the new motor patterns required for remediating sounds. Resources will be provided for attendees to utilize these principles immediately after the session.

Reading Detectives Summer Intensive: (Pearson)

This session will review research on intensive reading intervention, Reading Detectives Summer Intensive Program and an overview of results, as well as evidence-based reading interventions for phonemic awareness, phonics and fluency. Participants will discuss strategies to implement intensive reading intervention in their settings.

Each One Teach One: (Bash) Using picture books to teach enriched vocabulary and to engage in conversational turn-taking just 5 to 10 minutes a day is a powerful tool for closing the gap. This is an interactive session that will get participants using vocabulary that excites children from 2 to 14 – ELL or native speakers, parents and volunteers so they become vocabulary teachers and conversational partners while having fun talking and promoting achievement.

Strategies for Stuttering Therapy and Case Studies of Students of Various Ages: (Floyd/Gau)

Have you been providing the modeling of “easy speech” to a preschool child and wondering what other therapy techniques may be considered? Are you interested in brainstorming ways to reduce negative emotions in children of preschool, elementary, or secondary ages?