DAY 1 • Opening General Session • 8:30 a.m. - 9:05 a.m.

Keynote: The World of Evidence – Pam Marshalla

Are you feeling hindered by the new cry for evidence to support everything we do in speech-language pathology? Have you felt guilty for employing therapy techniques you know from experience really work, but are unsure if they are consistent with “evidence-based practices”? Join us for Pam Marshalla’s interpretation of this newest buzzword as she answers the question, “What qualifies as evidence?” Learn how to explain what evidenced-based practice really is to administrators, colleagues and parents.

DAY 1 • Wednesday, July 14, 2010 • MORNING SESSIONS

Choose ONE Full Morning Session OR TWO 70-Minute Sessions

9:15 a.m. – 11:55 a.m. • Full Morning Session

☐ A-1: Response to Intervention: The Important Role of the SLP – Lorraine Maida
SLPs play a number of important roles in supporting a RTI model to identify and serve students with speech and language differences and disabilities. See what critical shifts from our current model need to occur and learn dozens of practical, proven ideas for interventions at Tiers 1, 2 and 3 specifically designed for SLPs. This is an action-packed session that will give you the tools to assume a leadership role in implementing RTI in your school.

Break and Exhibits • 10:45 a.m. – 11:05 a.m.

9:15 a.m. – 10:25 a.m. • First 70–Minute Morning Sessions

CHOOSE ONE: A-2 or A-3

☐ A-2: Practical Oral Exam Techniques and Compensatory Therapy Methods – Char Boshart
Can you get a good hissy “S” with a narrow palatal vault? Maybe … it does depend on several other factors, however. Learn step-by-step oral exam procedures and discover how and why specific oral differences of the hard palate, dental arch, dentition, jaw, and lips can impact the selection of strategies you use in therapy. This is practical, need-to-know information for every SLP.

☐ A-3: Normalizing Oral-Tactile Sensitivity for Articulation Therapy – Pam Marshalla
Do you have clients who do not want to be touched in, on or around the mouth? This session will present practical methods for normalizing oral-tactile sensitivity in articulation and phonological therapy. Learn how to help your clients receive, perceive and discriminate oral-tactile stimulation for phoneme learning.

Break and Exhibits • 10:25 a.m. – 10:45 a.m.

10:45 a.m. – 11:55 a.m. • Second 70–Minute Morning Sessions

CHOOSE ONE: A-4 or A-5

☐ A-4: Five Constructive Ways to Inspire and Motivate Your Artic Students – Char Boshart
Knowing and applying good therapy strategies is one thing, but getting buy-in from our students to do the tasks, is quite another. You’ll learn easy-to-do, and easy-to-slip-into-your-therapy methods to encourage your artic students to cooperate during therapy, as well as follow-through with speech homework.

☐ A-5: Palatography: What Every SLP Needs to Know about Tongue Positions for Effective Phoneme Production – Pam Marshalla
Struggle no more to understand how the tongue should be positioned during phoneme production. Learn to view tongue movement in three dimensions so that your articulation therapy will have more punch during every session. All the stops, nasals, glides, fricatives, and affricates will be covered. You will receive excellent material for lateral lisp, distorted “L” and “R,” and other common articulation errors.

11:55 a.m. – 1:05 p.m. • Lunch break (on your own) • Exhibits Open
A great time to network with colleagues!
DAY 1 • Wednesday, July 14, 2010
AFTERNOON SESSIONS

Choose ONE Full Afternoon Session OR TWO 70-Minute Sessions

1:05 p.m. – 3:45 p.m. • Full Afternoon Session

B-1: Core Therapy Principles: Nine Critical Elements of Speech Production – Char Boshart
Doing therapy becomes so much easier, more effective and more fun when we have a paradigm core of principles on which to base our therapy choices and techniques. In this session, you’ll learn the nine core elements of speech production and how to apply them into your therapy to facilitate oral capability development and speech production.

Break and Exhibits • 1:55 p.m. – 2:15 p.m.

1:05 p.m. – 2:15 p.m. • First 70–Minute Afternoon Sessions

CHOOSE ONE: B-2 or B-3

B-2: Music, Rhythm and Puppetry: Supporting the “Big Five” Literacy Areas – Lorraine Maida
In this active session, you will receive new, fun ways to develop phonemic awareness, comprehension, expression, higher level vocabulary, and conceptual skills. Walk away with over 25 new ways to sing, move and “act” your way through classic stories for preschool and primary grade students. Each participant will receive materials and activities for lively language activities you can use tomorrow to support literacy.

B-3: Getting Toddlers and Preschoolers to Cooperate in Speech-Language Therapy – Pam Marshalla
Do you work with uncooperative toddlers or preschool children who could talk if they only tried but who don’t want to talk for you? Acquire dozens of practical ways to facilitate verbal productions in young children with limited speech. Learn how to use pragmatic elements to bring out their speech and to turn them into willing dialogue participants.

Break and Exhibits • 2:15 p.m. - 2:35 p.m.

2:35 p.m. – 3:45 p.m. • Second 70–Minute Afternoon Sessions

CHOOSE ONE: B-4 or B-5

B-4: Outstanding Visual Supports for Your Students – Lorraine Maida
Ideas, ideas, ideas for devising schedules, mini-schedules, calendars, choice boards, and other visual supports for your students. You’ll see how to ask the right questions to design what each child needs and you’ll receive multiple examples for visually adapting and supporting all or part of your students’ day.

B-5: Practical Carryover Techniques for Articulation Therapy – Pam Marshalla
Why do some clients have such trouble taking their newly-learned speech skills into spontaneous conversation outside of the therapy room? In this session you’ll receive practical strategies for assuring that your clients will take their new phonemes out into the real world immediately.

You’ll receive an extensive resource handbook for ALL sessions – even those you don’t attend
Day 2 • Thursday, July 15, 2010 • Morning Sessions

Choose ONE Full Morning Session OR TWO 75-Minute Sessions

8:30 a.m. – 11:20 a.m. • Full Morning Session

- C-1: Practical Strategies for Becoming Verbal with Childhood Apraxia
  – Pam Marshalla
  Discover proven methods to help children learn how to make sounds and words, and to become more communicative and interactive, by designing therapy around Piaget’s four stages of imitation development. The strategies presented in this session are appropriate for all clients who speak few, if any, words regardless of chronological age. Appropriate for children with apraxia, dysarthria, autism, and other forms of severe expressive speech-language delay.

  Break and Exhibits • 10:05 a.m. – 10:25 a.m.

8:30 a.m. – 9:45 a.m. • First 75-Minute Morning Sessions

CHOOSE ONE: C-2 or C-3

- C-2: Unleashing the Power of Social Stories for Students with Pragmatic Skill Deficiencies
  – Lorraine Maida
  See how using social stories can have a powerful, positive effect on students with social/pragmatic deficits. You will learn how to unlock the power of social stories to teach social understanding around key issues in a child’s life at school, home and in the community setting. Learn which features make a social story unique and most effective.

- C-3: Frontal and Lateral “S” Remediation Therapy
  – Char Boshart
  At first glance, frontals and laterals seem so different from one another. Therapeutically, however, there are some important similarities that really help us to nail down and establish good productions. You’ll discover practical and effective ways to stimulate a good, clean “S,” and how to achieve generalization (without pulling out your hair!).

  Break and Exhibits • 9:45 a.m. – 10:05 a.m.

10:05 a.m. – 11:20 a.m. • Second 75-Minute Morning Sessions

CHOOSE ONE: C-4 or C-5

- C-4: Get Your “Ready-to-Go” Toolkit to Support Hearing Impaired Children in General Education Classrooms
  – Lorraine Maida
  Save yourself hours of time if you are responsible for helping others understand the needs of hearing impaired students in the classroom. You will receive a PowerPoint toolkit you can use “as is,” alter, extract from, or add to whenever you need to provide others with resources. All aspects of support and training will be targeted in the overview of this invaluable training tool.

- C-5: “R” Remediation Therapy
  – Char Boshart
  You’ll learn bottom-line therapy techniques to sequentially generate a good “R” production, and how to move it into and through carryover. Ever wonder why some students produce a good “R” initially, but not when it follows a vowel? Char will answer this question, as well as provide practical, highly effective therapy solutions for many other troublesome issues surrounding the elusive “R.”

11:20 a.m. – 12:35 p.m. • Lunch Break (on your own) • Exhibits Open
A great time to network with colleagues!
DAY 2 • Thursday, July 15, 2010
AFTERNOON SESSIONS

Choose ONE Full Afternoon Session OR TWO 75-Minute Sessions

12:35 p.m. – 3:20 p.m. • Full Afternoon Session

☐ D-1: Twenty-Two Fundamental Ways to Teach Phoneme Movement – Pam Marshalla
Join this idea-packed session to discover the essential twenty-two fundamental methods of facilitating jaw, lip, and tongue movement for phoneme production. From “assisting” to “vivifying” oral movements, attendees will be introduced to all the ways that leaders in our profession have taught articulation therapy throughout the past century.

Break and Exhibits • 1:35 p.m. – 1:50 p.m

12:35 p.m. – 1:50 p.m. • First 75-Minute Afternoon Sessions

CHOOSE ONE: D-2 or D-3

☐ D-2: Caseload Versus Workload: The 3:1 Service Delivery Model – Lorraine Maida
ASHA has long supported a workload/caseload model for analyzing the actual workload of a school-based SLP. Learn about the 3:1 model (three weeks of direct service followed by one week of indirect service) and how it effectively addresses the issues of trying to meet all the direct and indirect needs of the students on your caseload. You’ll see how school districts have been successful with this model and walk away with materials to implement it in your own district.

☐ D-3: The Lingual Frenum: Authentic Assessment and Therapy – Char Boshart
The lingual frenum has been a source of confusion over the years. Char will dispel some of those myths, and clarify analytical and therapeutic methods. How do you know when there is ample lingual range of movement for comfortable speech contacts? When is a lingual frenectomy appropriate? Char will provide answers to these questions and others. Techniques to stretch the frenum will also be shared.

Break and Exhibits • 1:50 p.m. – 2:05 p.m.

2:05 p.m. – 3:20 p.m. • Second 75-Minute Afternoon Sessions

CHOOSE ONE: D-4 or D-5

☐ D-4: Functional Behavior Assessments: Powerful Ways to Change Behavior – Lorraine Maida
As SLPs, we know that all behavior functions as a means of communication. In this practical session, you will receive a “take it with you” toolkit that takes you through powerful features of functional behavior assessments, outlines how to understand the underlying reason for unwanted behavior and how to teach new skills to replace those undesirable ones. Return to your school with all the tools you need to positively intervene with disruptive, hard-to-handle behaviors.

☐ D-5: Severe Cases: Methods to Get the Mouth Moving – Char Boshart
Do you work with children who have limited speech, or are basically non-verbal? In this session you’ll acquire many hands-on methods to generate oral awareness, and facilitate jaw, lip and tongue movements to develop oral capability and facilitate speech production.