

COMPLETE CATALOG OF PRESENTATIONS:**General:****1. Presentation Title: The Importance of Speech Pathology Services For School Success**

Abstract: This This session will include a brief overview of language development, its impact on academic achievement and the need to appropriately identify students who may have language deficits secondary to exhibiting academic difficulties. Strategies for facilitating collaboration among the classroom teacher, the intervention and referral services or MTSS team, the child study team, and the speech-language specialist, to ensure appropriate referral, identification, and delivery of speech-language services, will be provided.

2. Presentation Title: Creating a Functional Therapy Plan: Therapy Goals & SOAP Note Documentation

Abstract: This introductory session is aimed at assisting SLPs with their post assessment goal planning needs. It will explain the difference between goals and procedures, describe three phases of intervention planning and the nature of goals and procedures at each phase, explain 4 types of Maintaining Factors, list the difference between Long Term, Short Term and Session Goals, as well as explain how to write brief and functional 'SOAP' note documentation.

3. Presentation Title: Evidence Based Goal Writing for Pediatric SLPs

Abstract: This advanced session is aimed at assisting SLPs with creating evidence based language and literacy goals for pediatric treatment purposes. It will describe the role of assessment tasks on popular tests and discuss their suitability or lack of thereof for treatment purposes. It will explain how to meaningfully integrate literacy goals into language treatment sessions as well as how to set up contextualized language intervention sessions for treatment purposes. The process for writing measurable and academically functional treatment goals will out extensively outlined.

Preschool:**4. Presentation Title: Components of Comprehensive Preschool Evaluations**

Abstract: This session will describe components of a comprehensive preschool evaluation for the purposes of special education eligibility as per both state and federal guidelines. It will review qualification criteria, provide an overview of specific speech, language, and literacy milestones for children between 3:0 and 5:11 years of age, as well as list formal and informal assessments, SLPs can utilize in assessment of preschool children with suspected speech, language, and literacy deficits.

5. Presentation Title: Creating a Learning Rich Environment for Language Delayed Preschoolers

Abstract: This session provides suggestions on how speech language pathologists as well as educational and health professionals can facilitate effective language development in language delayed/impaired preschoolers at home in conjunction with existing outpatient, school, or private practice based speech language services. Suggestions for parental implementation strategies as well as useful materials, books and websites of interest will also be discussed.

Contextual Intervention:**6. Presentation Title: Contextualized Academic Language and Literacy Interventions in Speech Language Pathology**

Abstract: Academic language is the combined body of knowledge needed by students to effectively engage in discourse, comprehend read grade-level text, as well as write competent and well composed essays. Students with developmental language disorder (DLD) struggle significantly in this area, and require good quality instruction in order to optimize academic outcomes. This session discusses how SLPs can effectively integrate components of academic language into therapy sessions with struggling learners. Recommendations will be made for SLPs with respect to creating functional evidence-based goals with a focus of improve academic language expectations. Free material recommendations will be provided from a variety of sources to assist SLPs with creating contextualized evidence based academic language interventions.

7. Presentation Title: Evidence Based Use of Animated Films to Target Therapy Goals

Abstract: Evidence based interventions in language and literacy disorders do not have to be boring. High quality therapeutic interactions can be accomplished in therapy sessions with a focus on using animated films and computer generation animation. This session will discuss how to target numerous therapeutic goals via the use of salient therapeutic content. It will discuss components of EBP therapeutic interventions as well as describe best target selection options for language and literacy purposes during contextualized therapy intervention sessions.

8. Presentation Title: Improving Critical Thinking Skills via Picture Books in Children with Language Disorders

Abstract: Critical thinking involves analysis, synthesis and evaluation of information in order to recognize patterns, distinguish right from wrong, offer opinions, anticipate reactions, compare scenarios to choose favorable outcomes, as well as consider a variety of solutions to the same problem. These are the skills children need to make appropriate independent decisions. For language impaired children, critical thinking skills hierarchy needs to be explicitly addressed in therapy sessions in order to improve these children's independent decision-making abilities. This session will discuss how to address critical thinking skills through picture books utilizing the framework outlined in Bloom's Taxonomy: Cognitive Domain which encompasses the categories of: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Narratives:**9. Presentation Title: Clinical Narrative and Discourse Assessments From Preschool through Adolescence.**

Abstract: Early detection of narrative difficulties is important for identification of children at risk for future social and academic deficits. Both narrative and discourse assessments can provide a wealth of information regarding children's speech and language development including but not limited to working memory, word retrieval abilities, syntactic structure, vocabulary knowledge and use, sequencing abilities, perspective taking skills, conversational cohesion and fluidity as well as speech clarity. This session will provide rationale in support of such assessments, describe clinical assessment of narrative and discourse abilities in students of various ages, provide participants with

specific recommendations for evaluating children's narratives and discourse as well as demonstrate to participants how to score a variety of transcripts.

10. Presentation Title: Narrative Skills Interventions for Preschool and School Aged Children

Abstract: Narrative difficulties in children are indicative of social-communication as well as academic deficits. Narrative interventions with a focus on improving microstructural and macrostructural abilities can significantly improve the students' functioning in the areas of oral language, reading, and writing. This session will describe specific narrative intervention targets based on narrative stages. It will discuss the hierarchy of narrative intervention targets (listening comprehension, macrostructure, microstructure, perspective taking, etc.) as well as illustrate where the learners can find and adapt a variety of free/low cost materials for narrative intervention purposes.

Bilingualism/Multiculturalism:

11. Presentation Title: Language Difference vs. Language Disorder: Assessment and Intervention Strategies for SLPs Working with Bilingual Children

Abstract: According to US Census Bureau recent statistics, bilingual school age children (over 5 years) make up almost 28% of New Jersey's population. While many children who learn several languages during childhood exhibit appropriate language milestones in both languages, there are some children who present with language acquisition difficulties, often without a clear reason for the delay. These children are frequently referred for speech language diagnostic assessments in order to determine whether they are evidencing limited English proficiency or a "true" language delay/disorder. This session will discuss how to provide effective evidence based practice assessments to bilingual children with suspected language deficits. It will explain normal developmental progression of dual language learning, discuss how language impairment signs manifest in bilingual children, list assessment challenges, explain unequal linguistic skills distribution (how communicative and cognitive language mastery differ from home/community vs. school environment) as well as go over latest clinical approaches to intervention of bilingual children, who are found to present with "true" language disorders.

12. Presentation Title: Best Practices in Bilingual Literacy Assessments and Interventions

Abstract: This session discusses how bilingual speech language pathologists (SLPs) can effectively assess and intervene with bilingual and multicultural children diagnosed with linguistically-based literacy impairments. Topics include components of effective literacy assessments, best instructional literacy practices, translanguaging support strategies, critical questions relevant to provision of effective interventions, as well as use of accommodations, modifications and compensatory strategies for improvement of bilingual students' performance in social and academic settings.

13. Presentation Title: Practical Strategies for Monolingual SLPs Assessing and Treating Bilingual Children

Abstract: This session discusses how monolingual SLPs can provide effective evidence-based practice speech-language assessments to differentiate between bilingual English language learners and bilinguals with primary language impairment. It also offers recommendations regarding therapeutic interventions for bilingual children with language impairments.

14. Presentation Title: Comprehensive Assessment of Monolingual and Bilingual Children with Down Syndrome

Abstract: According to the Centers for Disease Control and Prevention, Down Syndrome occurs in 1 of every 691 live births making it one of the most prevalent genetic disorders affecting health, cognition, development, and communication. This session discusses how to assess young (birth-early elementary age) verbal and nonverbal monolingual and bilingual children with Down Syndrome (DS). It describes specific speech and language deficits associated with Down Syndrome as well as explains how to individualize and utilize functional assessment batteries to test these children's communication abilities. It offers comprehensive examples of 'write-ups' based on real-life clients of all the assessment sections (e.g., receptive, expressive, articulation, oral-peripheral mechanism, etc.) as well as lists examples of goals and objectives by category.

Adolescents:**15. Presentation Title: Assessment and Treatment of Adolescents with Language Impairments**

Abstract: The prevalence and incidence of language disorders in adolescents is very difficult to estimate due to which some authors even referred to them as a neglected group with significant problems having an "invisible disability". Undetected language deficits tend to worsen with age and adversely impact academic functioning and vocational options of affected adolescents. This session will discuss how to effectively screen, evaluate and treat adolescents with suspected language and literacy disorders.

Special Interest: Executive Functions, APD, ADHD, FASD, NVLD, and Genetics**16. Presentation Title: Practical Evidence-Based Executive Functions Interventions for Language, Reading, and Writing. (NEW)**

Abstract: Executive Functions (EFs) are higher-level cognitive processes involved in inhibition of thought, action, and emotion (including self-regulation, task initiation, task organization and planning, cognitive flexibility, working memory, and recall). Students with language, reading and writing disorders present with concomitant executive function deficits which adversely affect their academic functioning and social outcomes. This session will increase participants' knowledge on how to provide effective evidence-based practice (EBP) language and literacy interventions aimed at improving executive functioning in children with language and literacy deficits.

17. Presentation Title: Differential Assessment and Treatment of Processing Disorders in Speech Language Pathology

Abstract: This session discusses the current state of the field as pertinent to identification and differentiation of auditory and language processing disorders in speech language pathology. It describes how to conduct differential diagnosis of symptoms, discusses which conditions can be erroneously diagnosed instead of language processing disorders, lists assessment instruments sensitive to deficits detection, as well as discusses treatment options, accommodations, modifications and compensatory strategies to improve the affected students' performance in social and academic settings.

18. Presentation Title: Inattention, Hyperactivity and Impulsivity in At-Risk Children: Differential Diagnosis of ADHD in Speech Language Pathology

Abstract: Inattentiveness, hyperactivity, and impulsivity are the most common presenting behavioral problems in at-risk children (victims of abuse and neglect, internationally and domestically adopted children, etc). This session will discuss select speech language causes of hyperactivity and inattentiveness in children and teenagers beyond the ADHD diagnosis, including traumatic brain injury, auditory processing disorders, severe language disorders, as well as social pragmatic language deficits. Workshop participants will be able to describe multiple speech-language causes of inattentiveness, impulsivity and hyperactivity in at risk children, identify which formal and informal assessment batteries can be used for determination of differential diagnosis, as well as be able to create various treatment hierarchies for optimum intervention effectiveness.

19. Presentation Title: Overview of Speech Language Deficits Caused by Alcohol Related Disabilities

Abstract: This session will review the latest literature on Fetal Alcohol Spectrum Disorders (FASD) and the long-term neurodevelopmental disabilities associated with maternal prenatal alcohol consumption. It will discuss current medical terminology used to label alcohol related disorders, explain FAS-related diagnostic challenges, describe how prenatal alcohol abuse can change the structure and function of the developing brain, as well as describe the signs of alcohol-related speech/language deficits in children of varying ages.

20. Presentation Title: Speech Language Assessment and Treatment of Children With Alcohol Related Disorders

Abstract: This session will provide an overview of how to conduct functional speech and language assessments and design relevant interventions for children with confirmed or suspected prenatal alcohol exposure.

21. Presentation Title: Genetics in Speech Language Pathology: What Clinicians Need to Know

Abstract: This session is aimed at educating speech language pathologists regarding the role of genetics in assessment and intervention of speech language disorders. It will explain the link between genetics and developmental communication disabilities as well as summarize genetic contributions to speech sound disorders, language impairment, and reading disabilities.

22. Presentation Title: Assessment and Treatment of Children with Nonverbal Language Disorder (NVLD)

Abstract: This session will explain manifestations of non-verbal language disorder (NVLD) and its effect on children as well as discuss the SLPs role in its assessment and treatment. It will describe characteristics and the communicative profile of children with NVLD, explain best practices in assessment of children with NVLD, as well as discuss effective intervention strategies for children with NVLD.

Behavioral, Pragmatic, and Psychiatric Difficulties:

23. Presentation Title: Recognizing the Warning Signs of Social Emotional Difficulties in Language Impaired Toddlers and Preschoolers

Abstract: This session discusses the connection between late language development and the risk of social emotional disturbances in young children 18 months-6 years of age. It describes manifestations of emotional behavioral difficulties in young children with language deficits, lists formal and informal assessments relevant to toddlers and preschoolers, and explains which warning signs of significant emotional behavioral manifestations in young children warrant a referral to related professionals (e.g., psychiatrists, psychologists, etc.)

24. Presentation Title: Behavior Management Strategies for Speech Language Pathologists

Abstract: In recent years more and more school based speech-language pathologists have encountered preschool/school-aged children on their caseloads who present with behavioral deficits in conjunction to speech-language delays/impairments. A significant portion of work with these children in therapy sessions involves successful management of inappropriate behaviors such as excessive inattention, hyperactivity, aggression, opposition/non-compliance and/or apathy, which interferes with successful objective completion and goal attainment. This session will explain what type of common challenging behaviors can manifest in children with select genetic, psychiatric, and neurological disorders, describe the role of SLP in the management of challenging behaviors, outline behavior management strategy hierarchy from most to least intrusive methods for students with differing levels of cognitive functioning (high-average IQ to varying levels of intellectual disability) as well as describe positive proactive strategies aimed at preventing inappropriate behaviors from occurring.

25. Presentation Title: Assessing Social Skills in Children with Psychiatric Disturbances

Abstract: The number of children who present with non-spectrum emotional, behavioral, and psychiatric disturbances (oppositional defiant disorder, mood disorder, etc) has been steadily increasing in recent years. Many of these children attend district schools as well as receive services through private providers. Due to high incidence of communication issues associated with these conditions, speech language pathologists are frequently among the professionals who assess them. This session is aimed at increasing the participants' knowledge regarding the role of speech language pathologists in the assessment of social pragmatic language abilities of school-age children with psychiatric impairments. It will explain the impact of psychiatric disturbances on language development of children, list common pediatric psychiatric (non autistic) diagnoses affecting language abilities, summarize the role of SLP in assessment of pragmatic language and social cognitive abilities of school-age children, list formal assessment instruments used to assess pragmatic language and social cognitive abilities of school age children as well as describe informal assessment procedures used to assess pragmatic language and social cognitive abilities of school age children.

26. Presentation Title: Improving Social Skills in Children with Psychiatric Disturbances

Abstract: This session is aimed at increasing the participants' knowledge regarding the role of SLPs in the treatment of social pragmatic language disorders of school-age children with psychiatric impairments. It will identify social pragmatic deficit areas of children with psychiatric impairments, describe components and targets of successful social skills treatments, list common challenging behavior types and explain proactive behavior strategies used to prevent inappropriate behaviors from occurring, summarize social pragmatic treatment approaches which can be used for children with psychiatric impairments, as well as identify materials that can be used to address relevant social pragmatic treatment goals.

27. Presentation Title: Understanding Executive Function Impairments in At-Risk Pediatric Populations

Abstract: Executive Functions (EF) are higher level cognitive processes involved in inhibition of thought, action and emotion (including self-regulation, task initiation, task organization and planning, cognitive flexibility, working memory and recall, etc). While the refinement of executive functions continues to develop through adolescence and

onto young adulthood, the development of executive functions (EFs) begins in early infancy. EF's may be impacted and disrupted by early life adversity (disease, trauma, psycho-social deprivation, etc) which may result in subsequent impairment. This session is aimed at increasing the participants knowledge regarding aspects of executive functioning in children. It will define executive functions, describe the role of speech language pathologist in assessment and treatment of executive functions disorders in children, explain which pediatric populations are particularly at risk, as well as outline strategies for optimizing intervention services to strengthen specific aspects of executive functions.

International Adoption:

28. Presentation Title: Speech Language Assessment of Older Internationally Adopted Children

Abstract: Institutionalization affects every child's speech-language development. Signs of delay can be obvious or obscure; show immediately or years later. This session will review the latest literature regarding the language abilities of post-institutionalized children adopted at older ages. It will discuss language development of older children post-adoption, explain the difference between conversational and cognitive language competencies, offer pre-adoption recommendations, address select pre-assessment preparations as well as to provide recommendations on best assessment practices for these children.

Reading-Related Topics:

29. Presentation Title: The Role of Speech Language Pathologists (SLPs) in Assessment and Management of Dyslexia.

Abstract: This session frames dyslexia as a language-based literacy disorder and explains the role of speech language pathologists (SLPs) in assessment and management of dyslexia. It offers explanations regarding which areas of language and literacy need be tested for assessment purposes, as well as which speech language testing is most sensitive to the detection of language and literacy difficulties in children with dyslexia. Finally, it clarifies the role of SLPs in the management of literacy disorders in both therapy and classroom specific settings.

30. Presentation Title: How Language Affects Reading: What Parents and Professionals Need to Know

Abstract: This session reviews the role of language in the acquisition of reading and explains why children with reading difficulties must be assessed for language deficits. It explains how undetected language deficits can adversely hamper reading interventions causing the students to plateau in their literacy gains. Finally, it offers suggestions regarding which assessments should be considered by parents and professionals for students who exhibit persistent reading difficulties.

31. Presentation Title: Neuropsychological or Language/Literacy Assessment: Which One is Right for the Student?

Abstract: This session reviews the difference and purpose behind neuropsychological vs. comprehensive language and literacy assessments. It discusses common neuropsychological and language/literacy assessment batteries, as well as lists the components of each type of assessment. It describes the importance of error analysis as well as the formulation of goals and objectives for remediation purposes.

32. Presentation Title: A Reading Program is NOT Enough: A Deep Dive into the Dyslexia Diagnosis

Abstract: This session discusses the importance appropriate language and literacy testing plays in the remediation of reading based disabilities. It reviews current controversies with respect to the dyslexia diagnosis, as well as describes the role of language as a contributing factor to reading and writing deficits. The limitations of popularly recommended reading approaches/programs for struggling readers (e.g., Orton Gillingham, Wilson, Lindamood Bell, Barton, etc.) are discussed with respect to exclusivity of use. Finally, the process leading up to the appropriate treatment goal recommendations is outlined.

33. Presentation Title: Teaching Emergent Readers via the Synthetic Phonics Approach

Abstract: This session discusses aspects involved in skilled reading for emergent readers. It will outline emergent reader profiles, describe the limitations of the “sight word approach”, list the terminology of common phonics terms, discuss instructional practices relevant for readers with intellectual impairments, as well as explain the importance of systematic phonics for emergent readers. Additional topics will include phonics goal formation, strategies for blending sounds, the benefits of decodable readers as well as free resources educators can use in order to implement synthetic phonics approach effectively with emergent readers.

34. Presentation Title: Clinical Assessment of Grade-Level Reading Abilities: Focus on Fluency and Comprehension

Abstract: This session describes how to perform clinical assessments of grade-level reading fluency and reading comprehension of elementary aged and adolescent students. It provides information regarding how professionals can conduct a thorough analysis of the student’s reading rate, accuracy, and prosody. It also reviews in detail appropriate text selection for reading fluency and comprehension purposes as well as discusses the type of questions professionals can create based on text content in order to perform a deep assessment of reading comprehension abilities.

35. Presentation Title: Clinical Assessment of Writing Abilities of Elementary and Adolescent Students

Abstract: This session describes how to perform clinical assessments of grade-level writing abilities of elementary aged and adolescent students. It provides information regarding how professionals can conduct a thorough analysis of the student’s ability to effectively use contextual conventions, as well as engage in contrived and spontaneous writing. Suggestions for analyzing fictional, persuasive and expository writing are also offered. The session also provides information regarding appropriate writing prompt selection for analysis purposes as well as offers samples of students’ written work along with scoring criteria for the purposes of performing a deep assessment of writing abilities for goal formulation purposes.

36. Presentation Title: Measurement and Interpretation of Standardized Reading Assessments for Professionals and Parents

Abstract: This session provides an overview of popular reading tests and discusses their strengths and limitations with respect to their psychometric properties, testing components, as well as subtest interpretation. By the end of the session participants will be able to list popular standardized reading tests, discuss discriminant accuracy of select standardized reading tests, describe testing components of select, popularly used, standardized tests of reading, as

well as explain how to interpret standardized testing results in order to understand the client's profile of reading strengths and limitations.

37. Presentation Title: On The Value of Language Assessments for Children with Confirmed/Suspected Dyslexia

Abstract: This session will review the role of language in dyslexia diagnosis and explain why children with suspected/confirmed dyslexia symptoms must receive a comprehensive language and social communication assessment in addition to undergoing literacy testing. It will explain how undetected language deficits can adversely hamper literacy interventions causing the students to plateau in their reading/writing gains. It will offer explanations regarding which areas of language should be tested for assessment purposes as well as which speech language testing is most sensitive to the detection of language and literacy difficulties in children with confirm/suspected dyslexia.

38. Presentation Title: Comprehensive Assessment of Language and Literacy in Children With Suspected Literacy Deficits

Abstract: This session is aimed at increasing the participants knowledge regarding the role of speech language pathologists in the assessment of literacy abilities (reading, spelling, and writing) of school-age children. It will explain the impact of language disorders and literacy development as well as list formal assessment instruments and describe informal assessment procedures used to assess literacy abilities of school aged children. Importance of assessing higher order language skills for the purposes of literacy assessment will also be discussed.

39. Presentation Title: Components of Effective Reading Intervention

Abstract: This session will discuss components of effective reading instruction including: phonological awareness (sound manipulation in words), alphabetic principle (sound letter correspondence), orthographic instruction (knowledge of reading/spelling rules), vocabulary instruction, morphological awareness (prefixes, suffixes and word origins), fluency (automaticity, prosody, accuracy and speed, expression, intonation and phrasing), text comprehension and encoding (spelling). It will provide recommendations on how these components can be cohesively integrated in order to improve reading abilities of children with language disorders and learning disabilities.

40. Presentation Title: Evidence Based Reading Comprehension Intervention for Struggling Readers (NEW)

Abstract: Many children with adequate word decoding and reading fluency abilities poorly comprehend grade-level text and require evidence based reading comprehension instruction. However, reading comprehension is not a unitary skill. Instead it is a highly complex ability involving numerous processes including attention, memory, processing, background knowledge, vocabulary and morphological knowledge, inferencing, and much more. This session will discuss evidence-based components of effective reading comprehension instruction including: strategy instruction (e.g., identification of text types, main ideas, inference making, etc.), background knowledge instruction, as well as metacognitive oral language approaches. Free reading comprehension material recommendations will be provided from a variety of sources to assist SLPs with creating evidence based reading comprehension interventions.

41. Presentation Title: The Role of Pragmatic Language in Reading Comprehension and Written Expression: Focus on Assessment

Abstract: This session reviews the importance of pragmatic language competence for oral language, reading comprehension and written composition purposes. It explains how speech language pathologists (SLPs) can effectively analyze reading and writing related clinical assessment samples for treatment planning purposes.

42. Presentation Title: Dyslexia Assessment of Monolingual and Bilingual Children

Abstract: This session discusses dyslexia as a language-based literacy disorder, describes the warning signs of literacy deficits in children as well as lists formal instruments and clinical assessment tasks sensitive to the assessment of dyslexia and other literacy-based disabilities in bilingual and monolingual children.

43. Presentation Title: Best Practices in Bilingual Literacy Assessments and Interventions

Abstract: This session discusses how bilingual speech language pathologists (SLPs) can effectively assess and intervene with bilingual and multicultural children diagnosed with linguistically-based literacy impairments. Topics include components of effective literacy assessments, best instructional literacy practices, translanguaging support strategies, critical questions relevant to provision of effective interventions, as well as use of accommodations, modifications and compensatory strategies for improvement of bilingual students' performance in social and academic settings.

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