SESSION SUMMARIES and LEARNING OBJECTIVES
Speech-Language Track

Session: AAC for the Generalist: When to try it, What to Explore & Options for Service Delivery
Presenter(s): Lisa Nobel Martin, MA, CCC-SLP & Meghan Shank, M.Ed., CCC-SLP
Session overview: This presentation will provide strategies through videos and case studies to the generalist SLP working with children who may benefit from augmentative and alternative communication (AAC). Frequently asked questions, determining when and what to explore related to AAC, how to be a better communication partner, and various service delivery options related to AAC will be discussed.
Session objectives:
1. Respond to frequently asked questions regarding AAC
2. Discuss when and what to explore when beginning to implement AAC
3. Identify and describe 7 communication partner strategies
4. Identify different options for service delivery related to AAC

Session: Clinical Decision Making in Childhood Motor Speech Disorders: Trends and Evidence
Presenter(s): Neeraja Sadagopan, Ph.D. & Rosemary McKnight, B.A.
Session overview: Current clinical and theoretical perspectives in childhood motor speech disorders will be summarized, with an emphasis on the application of this content to clinical decision making in children with complex communication challenges. Trends and evidence in the treatment of childhood motor speech disorders, particularly the incorporation of the principles of motor learning, will also be presented.
Session objectives:
1. Summarize current theoretical debates pertinent to differential diagnosis in children with motor speech disorders, particularly childhood apraxia of speech
2. Discuss and evaluate current methods of differential diagnosis in children with motor speech impairments
3. Explain the relevance of the principles of motor learning to the treatment of children with childhood motor speech disorders

Session: We're All In! Advocating and Empowering Families is a Team Effort
Presenter(s): Lynne Canales, M.A., & Stephanie Olson, B.A.
Session overview: Families need to become partners in their child's treatment and education plans. Clinicians often face limited time in therapy sessions to support and empower families in advocating for their child's needs outside of the therapy session. In this session, participants will learn creative strategies and resources that can be implemented in a variety of environments.
Session objectives:

1. Describe how to encourage, motivate, and education families to advocate for their child
2. Discuss strategies that provide family support in clinical encounters
3. Explain techniques to empower families in educational, clinical, and community-based settings

Session: Bridging the Distance: Telepractice in Speech-Language and Learning Therapy
Presenter(s): Stephanie Coe, M.A.
Session overview: This session will explain the importance of telepractice and the need to deliver speech-language, learning and feeding therapy services to families who live in rural or underserved areas of Colorado and beyond. Participants will learn critical elements to develop and implement an effective telepractice therapy program. This session will delve deeper into the telepractice speech-language and learning program at Children's Hospital Colorado. A variety of videos of real-life telepractice therapy sessions will illustrate how telepractice can be applicable to a broad range of therapy services via direct intervention and parent coaching. Highlights will include a review of the current challenges alongside the valuable benefits of a telepractice speech-language program. The results of outcome measures, including assessments and surveys will round out the session.
Session objectives:
1. List at least critical elements to develop a telepractice program
2. Describe the benefits of providing telepractice speech and learning therapy
3. Detail therapist interactional practices necessary for a successful telepractice speech therapy session

Session: Speech Pathology in the Digital World
Presenter(s): Jacob Gutshall, MHS
Session overview: Through the discussion of Ruben Puentedura's *SAMR* (Substitution, Augmentation, Modification, Redefinition) model, clinicians will better understand how to enhance and then transform therapy through the use of technology. In this session, the details of the SAMR model will be discussed as it pertains to speech therapy. The participants will learn how to integrate technology into therapy through the use of real world examples. Therapy apps will be analyzed using the SAMR model in order to help clinicians understand how to enhance and transform their client's therapy sessions.
Session objectives:
1. Describe the aspects of the SAMR model
2. Understand how to enhance and transform therapy sessions through the use of technology
3. Analyze therapy apps through the use of the SAMR model

Session: Behavioral Strategies for Success with the Challenging Learner
Presenter(s): Lina Patel, Psy.D., Syd Martin, M.S., Kathleen Mays, M.S.
Session overview: The complexity of the children who are referred for therapeutic services has increased. This increase demands more creativity, persistence, and knowledge around managing behaviors in addition to the stated goals of therapy. This session will present an approach for managing challenging behaviors from a multidisciplinary team of providers.
Session objectives:
1. Discuss characteristics of the challenging learner
2. Explain the neurodevelopment differences of the challenging learner
3. Describe at least 3 strategies to support learning through sensory, cognitive, and speech modalities.

Session: Building connections and relationships… practical strategies in autism treatment for toddlers to teens and beyond
Presenter(s): Amy Frisbie, M.A.; Amy Thrasher, M.A.
Session overview: The presenter will discuss evidence-based practice and intervention for the youngest learners using the *Early Start Denver Model*, and popular strategies related to video modeling, iPads and cell phone

technology. Supports for building peer interactions and social skills will be presented in various settings and outcome measures related to social communication coaching for adolescents will be shared. The changing perceptions of the strengths of people with autism will be highlighted as we consider the future for young adults in the workplace.

Session objectives:
1. List 3 evidence based intervention practices for young children with autism
2. Describe why teaching pragmatic language skills is vital for developing friendships
3. To discuss how the needs of teens and young adults with autism are different than those of young children and toddlers who are recently diagnosed

Literacy Track

Session: State of the Science of Dyslexia: From Genes to Brain to Social Context
Presenter(s): Robin Peterson, Ph.D.; Lauren McGrath, Ph.D.
Session overview: A complete understanding of dyslexia requires scientific work that cuts across many disciplines, including genetics, neuroscience, psychology, and education. This work has advanced rapidly in recent years, making it difficult for practitioners to keep up to date with all that is known about the disorder. In this session, the presenter will explain the "levels of analysis" approach to understanding developmental disorders and then giving an overview of important research updates across disciplines.

Session objectives:
1. Describe the levels of analysis relevant to a scientific understanding of dyslexia
2. Summarize key recent findings regarding dyslexia's etiology, brain bases, neuropsychology, and social context
3. Identify the most common comorbidities of dyslexia and explain how they influence identification and treatment

Session: Looking for a Quick Fix? Controversial Therapies in the Treatment of Language and Learning Disorders
Presenter(s): Jeffery Black, M.D.
Session overview: Language disorders and learning disabilities usually do not respond quickly or completely to most accepted interventions. Consequently, parents and even professionals are prone to seek and use treatments that promise rapid improvement or a cure. If clinicians and educators are informed about these unproven, controversial therapies, then pitfalls and risks can be avoided along the way, providing the best educational and clinical intervention. The rationale, treatment components and short-comings of several controversial interventions for language and learning disorders will be presented. Case scenarios and a checklist will be used to explain common characteristics of unproven therapies and how to identify them. Key criteria and resources for determining if a treatment is evidence-based will be discussed. Suggestions will be provided on how to advise families.

Session objectives:
1. Recognize general characteristics of controversial therapies,
2. Describe common unproven therapies
3. Understand how to advise families

Session: The multiple-deficit model of dyslexia: What is it and what does it mean for assessment and intervention?
Presenter(s): Jeremiah Ring, Ph.D.

Session overview: Current research indicates that a single phonological-deficit model of dyslexia is not sufficient to account for all the observed performance variability and comorbidities in individuals with dyslexia. The research suggests a model of dyslexia that proposes the condition depends on the presence of additional risk factors beyond compromised phonemic awareness. Although promising for theories on the causes of reading disabilities, the implications of the multiple-deficit model for dyslexia intervention requires more research. The purpose of this presentation is to describe the multiple-deficit model of developmental disorders, how the model applies to dyslexia, and what it means for intervention.

Session objectives:
1. Understand why the multiple-deficit model of dyslexia provides a better description of the variability in cognitive abilities and comorbidities associated with dyslexia than a single phonological-deficit model.
2. Describe how the choice of single- versus multiple-deficit models affects assessment of dyslexia.
3. Discuss the implications of the multiple-deficit model of dyslexia for decisions about intervention approaches.

Session: ABC to XYZ: What the Research Says about Letter Learning from Early Literacy to Early Reading and Writing
Presenter(s): Lucy Hart Paulson, Ed.D.
Session overview: Many children find learning the alphabet to be challenging, particularly those with language and literacy delays. Alphabet knowledge at the end of prekindergarten into early kindergarten is a valuable predictive indicator of later literacy learning. A variety of beliefs, philosophies and practices exist in early childhood settings related to letter learning and teaching. This presentation will discuss research on developmental learning expectations, effective instructional approaches, and learning strategies for engaging, intentional, and powerful intervention.

Session objectives:
1. Describe the research on alphabet instruction to support effective intervention approaches
2. Describe the developmental sequences of alphabet learning and age/grade expectations
3. Implement evidence-based alphabet intervention for young children

Session: Intervention to Improve Expository Reading Comprehension in Older Children and Adolescents with Language Disorders
Presenter(s): Jeannene Ward-Lonergan, Ph.D.; Jill Duthie, Ph.D.
Session overview: Clinicians may be unsure how to help support older children/adolescents with language disorders comprehend the informational (expository) text that they are required to read in school. This session will provide with several practical strategies that can be used to address this problem based upon a review of published studies in this area.

Session objectives:
1. Discuss several evidence-based intervention techniques, strategies, and approaches for facilitating expository (informational) reading comprehension skills in older children and adolescents with language disorders.
2. Describe ways in which speech-language pathologists (SLPs) can support students with language disorders improve their literacy development by increasing their expository reading comprehension skills.
3. Compare and contrast content and strategic approaches to facilitating expository reading comprehension as a means of promoting literacy development and academic success in students with language disorders.

Session: *That says "Mommy and Daddy and Sophia"*: Evidence-based Practices to Support Emergent Writing
Presenter(s): Robyn Ziolkowski, Ph.D.
Session overview: Early writing behaviors that precede and develop into conventional literacy have been termed emergent literacy (Teale & Sulzby, 1986). While emergent writing is often unconventional in form, it is shaped by a child's current understandings about print. For young writers, children construct their knowledge by repeated

opportunities for participation in events where literacy is used for meaningful social purposes. Learning to write is much more than learning how to form letters. This presentation will discuss how writing skills develop, including the patterns found in emergent writing forms and the significance of these marks.

Session objectives:

1. To identify and classify emergent writing forms
2. To describe instructional strategies and elements of supported learning environments that assist in developing writing skills in young children
3. To identify research-based practices that support emergent writing for young children with disabilities

Session: Using a Language Lens to View Reading Comprehension Deficits: Assessment and Intervention Considerations

Presenter(s): Kim Murza, Ph.D.

Session overview: This presentation will help speech-language pathologists and educators determine the language culprits that may be impacting a child's ability to comprehend text and use this information to develop individualized and evidence-based intervention plans. The presenter will describe a diagnostic hypothesis approach to evaluating reading comprehension while also introducing common language underpinnings that are often missing in children who have trouble comprehending text. The presenter will also describe important assessment and intervention considerations for practitioners including: narrative vs. expository text, silent vs. oral reading, sentence-level comprehension, and strategic reading.

Session objectives:

1. Develop and test a diagnostic hypothesis about a child's difficulty comprehending text.
2. Identify common language underpinnings related to reading comprehension.
3. Describe evidence-based intervention techniques to support children with language impairments who have trouble comprehending text.

Executive Management Track

Session: RiteCare Models of Service Panel

Presenter(s): Stan Dodd, 33^0, BA; Vern Ingraham, 33^0, Grand Cross, MA; Micah Evans, 33^0, MPA; Ray Godeke, 33^0, MBA; Kristin Hoffman, MA; Robert McNiel, 33^0BA

Session overview: With a multiplicity of organization patterns and mission services among the many RiteCare organizations in the Southern Jurisdiction, it is difficult to know what best practices in other similar organizations may be a good fit in either full or modified form for the home organization. In this session, a panel will discuss various organizational and management models with emphasis on best practices.

Session objectives:

1. Determine if another RiteCare organization's best practice is suitable for application in the home RiteCare organization.
2. Make a more informed assessment of one's current operational procedures, routines, and/or systems, having benefited from learning about similar organizations.
3. Better determine modifications or enhancements that would improve operational effectiveness and efficiency.

Session: Engaging the Masonic Community Panel

Presenter(s): Stan Dodd, 33^0, BA; Vern Ingraham, 33^0, Grand Cross, MA; Micah Evans, 33^0, MPA; Ray Godeke, 33^0, MBA; Kristin Hoffman, MA; Robert McNiel, 33^0BA

Session overview: With a declining membership base, how to engage and interest the members and prospective members in the Foundation's mission of helping children communicate can be challenging. In this session, a panel will discuss how respective RiteCare organizations increase awareness in the Masonic community.

Session objectives:
1. Describe proven methods for engaging the Masonic community.
2. Explain how individual Masonic family members can be involved with contributions of time and effort.
3. Discuss RiteCare's ability to seek support of various types from individual Masons and Masonic organizations.
4. Explain new ways in which RiteCare can better inform the public-at-large about its work of helping children communicate

Session: National Grant Funding for RiteCare
Presenter(s): Matthew Szramoski, 33[0]
Session overview: Collaborative effort to obtain national grants to assist with funding RiteCare programs at the local level. While many RiteCare clinics have obtained state and local grants, successfully obtaining large national grants will require a cooperative effort from RiteCare programs throughout the Southern Jurisdiction. The presenter will discuss an effort by the Supreme Council Development Office to collect data and information to be utilized in obtaining funding to support all RiteCare programs. This funding will assist local clinics in funding, expanding and enhancing their programs.

Session objectives:
1. Describe the data that needs to be collected and submitted.
2. Explain financial needs requests to the Development Office.
3. Participate in the process to obtain grant funding at the national level.

Session: Developing a State-Wide Dyslexia Services Program: Coalition Building and Legislative Success
Presenter(s): Denise Gibbs, Ed.D.
Session overview: Schools often ignore dyslexia and students do not succeed in developing literacy skills. The presenter will describe the role of the Alabama Scottish Rite in building a dyslexia coalition to secure dyslexia regulations for Alabama public schools.

Session objectives:
1. Identify essential public school dyslexia services plan components.
2. Describe constituency groups and a plan for building a successful coalition to secure desired dyslexia outcomes.

Session: Measuring our Success
Presenter(s): Katheryn Boada, M.A.
Session overview: There are multiple methods for describing outcomes of children who receive speech-language or learning disabilities services. This presentation will review approaches for aggregating data from individual children to demonstrate overall effectiveness of treatment in speech-language therapy programs.

Session objectives:
1. Describe common instruments for measuring a child's progress in therapy
2. Discuss the value of aggregating data to demonstrate program effectiveness

Session: Developing Partnerships: Inviting your Constituents on the Journey!
Presenter(s): Valerie Hernandez, B.A.
Session overview: This interactive session will address the importance of building lifelong relationships that can benefit your program development.

Session objectives:
1. Explain the difference between stewardship and donor relations.
2. Identify at least two methods for engaging donors.
3. List 2-3 strategies for creating a positive volunteer experience.

Session: Endurance for Life: A Father's Reflections on Autism, Fatherhood, and Endurance Sports
Presenter(s): Hal Walter
Session overview: In this engaging and interactive session, the author discusses the life-changing event of parenting a child with autism. In a series of vignettes, Hal tells his story of determination, love, and perseverance through the metaphor of pack burro racing, one of the most obscure endurance sports in the world ~ of which Hal is a Seven Times World Champion. The audience is invited to participate fully in a dialogue about the challenges and joys of raising a son with autism.
Session objectives:
1. Describe a parent's perspective of raising a child with autism
2. Explain supports a community can provide for families of children with special needs