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Principles and Practices for the Trauma-Informed Clinician Dr. April Garrity, PhD CCC-SLP - 0.15 CEU

Learner Objectives:

- Describe mechanisms and consequences of trauma as they relate to clinical practices.
- Describe Carello's (2020) seven principles of trauma-informed teaching and learning (TITL).
- Provide concrete examples of trauma-informed clinical practices grounded in three teaching and learning frameworks (TITL, TILT, and UDL).

Starting a Therapeutic Camp for Complex Communication Needs

Christina Royster, EdD, CCC-SLP - 0.15 CEU

Learner Objectives:

- Discuss the need for and importance of children of all ability levels to have a fulfilling summer camp experience.
- Identify various components of an interactive, enriching summer program for children with complex communication needs (CCN).
- Develop a plan/model to establish a therapeutic summer camp in their local area.

Maryland Board of Examiners for Audiologists, Hearing Aid Dispensers, Speech-Language Pathologists & Music Therapists: Carolyn Stine, MHS, M.S., CCC-SLP - 0.15 CEU

Learner Objectives:

- Board Statutes/Regulations and proposed regulations
- Licensure application requirements
- Common Errors
- Disciplinary/Complaint review process

The SLP's Role in Selective Mutism: Yes, We Can Treat That!
Emily Doll, M.A., M.S., CCC-SLP - 0.2 CEU

Learner Objectives:

- Describe characteristics of selective mutism and the SLP's role in assessing and treating SM.
- Carry out an effective assessment protocol to determine strengths and needs.
- Implement evidence-based treatment strategies for children with SM.

Show Me More Money! Advocating for Salary Improvement for Public School SLPs and Educational Audiologists

Julie D. Malone, M.S., CCC-SLP - 0.2 CEU

Learner Objectives:

- Discuss challenges & solutions related to advocating for improved salary/wages, benefits, & working conditions within public schools.
- Compare interest-based bargaining/negotiations & adversarial bargaining.
- Use presented framework to create next steps.

Intersectionality As A Framework for Understanding Marginalization and Praxis for Justice

Dr. RaMonda Horton, Ph.D., CCC-SLP, and Dr. LaMonda Horton-Stalling, Ph.D - 0.3 CEU

Learner Objectives:

- Define intersectionality.
- Identify three ways that intersectionality has been used to examine oppression and inequity in ethnic and gender studies.
- Describe how to apply intersectionality to SLHS practice and training.

Stuttering Through the Lifespan: A Case Model

Craig Coleman, M.A., CCC-SLP, BCS-F - 0.1 CEU

Learner Objectives:

- Identify risk factors for young children who stutter.
- Identify appropriate treatment goals for people who stutter across the lifespan.
- Identify measurable goals for children and adults who stutter.

Advocacy and Leadership: Lessons Learned from Stuttering Treatment and Beyond

Craig Coleman, M.A., CCC-SLP, BCS-F - 0.1 CEU

Learner Objectives:

- Identify strategies to advocate for clients and professional issues.
- Describe impact of advocacy on working with clients who stutter.
- Identify strategies to use when having difficult conversations in the work setting.

Culturally Responsive and Evidence -Based Evaluations:

SLAM Language Elicitation and Analysis

Dr. Cate Crowley, J.D., Ph.D., CCC-SLP, BCS-CL, ASHA-Fellow - 0.2 CEU

Learner Objectives:

- Identifying the findings of the Barragan, et al (2018) article re the CELF4-Spanish and the Hendricks & Adlof 2017 article on the impact of scoring modifications in the CELF5.
- Identify three ways of analyzing the deep structures of a language sample beyond morphology and vocabulary.
- Describe the difference between culturally-responsive, evidence-based evaluations and standardized test score-based evaluations.

CLUB: Connecting Language Using Books

Sharon Conty, CCC-SLP and Alyson Fagan, M.S., CCC-SLP - 0.1 CEU

Learner Objectives:

- Identify: how Autism Spectrum Disorder affects reading comprehension, social skills, and executive functioning
- Describe: how reading comprehension skills can be used to increase social skills
- List: strategies to use books to increase reading comprehension, narrative language, social skills, and executive functioning skills

Pathways: to Academic Success Through Language (PASL)
Monica Cetuk, CCC-SLP; Tamarra Jones, CCC-SLP; Karen
Miranda, CCC-SLP; and Lisa Tuit CCC-SLP - 0.15 CEU

Learner Objectives:

- Recognize language demands in the curriculum and classroom routines.
- Incorporate strategies to support language demands in the classroom.
- Identify opportunities to support language through collaboration and co-teaching.

Ethical Practice in Speech-Language Pathology and
Audiology Today: Dilemmas and Solutions
Dr. Arlene E. Carney, Ph.D. - 0.2 CEU

Learner Objectives:

- Determine if ASHA members have a history of ethical violation(s).
- Access help from the Ethics Office at ASHA to discuss possible ethical violations.
- Review the Code of Ethics thoughtfully to determine how to prevent ethical violations.
- Describe what to do when faced with a possible ethics violation made by them or others
- Find and review issues in Ethics statements pertaining to their ethical concerns

Social Competence Assessment Practices after Pediatric
Traumatic Brain Injury: How Do We Make This Functional?
Dr. Casey Keck, Ph.D. - 0.15 CEU

Learner Objectives:

- Explain three reasons why functional social competence assessment practices are critical for youth (children and adolescents) with traumatic brain injury (TBI).
- Use a client-centered framework and cognitive-communication model to develop a functional social competence assessment plan for youth with TBI.
- Discuss the relationship between functional social competence assessment practices and client-centered interventions.

Executive Functioning Boot Camp

Sharon Conty, CCC-SLP

Alexandra Bridges, M.S. CCC-SLP - 0.1 CEU

Learner Objectives:

- Assess executive functioning needs of clients
- Formulate executive functioning goals for therapy
- Generalize executive functioning skills to classroom needs and activities of daily living"

Language Deprivation in Children who are Deaf and Hard of Hearing

Kimberly Sanzo, M.S., CCC-SLP, BCS-CL - 0.2 CEU

Learner Objectives:

- Name the symptoms and characteristics of language deprivation
- Explain how language deprivation occurs among children who are Deaf or hard of hearing
- Differentiate language deprivation from disorder and delay

Organizing Curriculum Relevant Intervention for Adolescents Who Struggle with Language/Literacy

Dr. Barbara J. Ehren, EdD, CCC-SLP - 0.2 CEU

Learner Objectives:

- Evaluate a schema to organize language/literacy intervention that focuses on word, sentence, and discourse structures.
- Analyze evidence-based interventions at the word, sentence, discourse levels.
- Explore partnerships with teachers to interface intervention with the curriculum.

How to Appropriately and Comprehensively Evaluate Children for Auditory Processing Disorders

Dr. Jay R. Lucker, Ed.D., CCC-A/SLP, FAAA - 0.2 CEU

Learner Objectives:

- Describe all areas of auditory processing that need to be evaluated
- Identify specific tests that evaluate each specific area of auditory processing
- Describe what treatments are needed in each specific area of auditory processing a child might be found having auditory processing disorders

Sports Concussion Fundamentals: Sports Concussions & The Effects on Cognitive-Communication Skills

Dr. Tabia Pope, Ph.D., CCC-SLP - 0.3 CEU

Learner Objectives:

- This course introduces the basic concepts on sports concussions for understanding associated cognitive-communication disorders, in addition to techniques for interventions including case studies and discussion questions.

Creating Safe Spaces in K-12 Schools: Process, overview and best practices for school-based SLPs

Dr. AC Goldberg, Ph.D., CCC-SLP - 0.2 CEU

Learner Objectives:

- Evaluate current practices policies & processes for inclusivity of gender diverse populations using provided guidelines.
- Implement clinical recommendations for successfully serving TGNC families
- Develop trauma-informed safe spaces