

# **MSHA Summer Symposium SCHOOL Track**

## **Full Session Descriptions**

### **Thursday July 30**

8:30 – 11:45 AM

**J. Scott Yaruss, Ph.D., CCC-SLP, ASHA Fellow**, Michigan State University: *Early Childhood Stuttering Therapy: A Practical Approach*

Stuttering in preschool and young school-age children can be one of the more challenging disorders for speech-language pathologists to treat. Many clinicians have wondered about which children need treatment and what are the most effective ways to help children overcome their difficulties with speech fluency. Common questions include: What is the difference between normal disfluency and stuttering? How does stuttering relate to a child's overall language development? When should I conduct an evaluation of a young child who stutters? Will evaluating a young child make stuttering worse? How long should I wait before recommending treatment? Should I be working with the parents or the child or both? How do I get parents involved in therapy? What if they won't participate? What if the child becomes aware of his stuttering? What if he keeps stuttering? What if the child does not want to be in therapy?

This workshop is designed to help clinicians answer these and other difficult questions so they will be able to provide effective treatment for young children who stutter. The workshop will begin with an overview of key concepts in stuttering therapy, including specific techniques for helping young children who stutter improve their speech fluency and overall communication. The presenter will provide specific examples of treatment goals, strategies, and therapy activities that can be adapted for a variety of settings. Particular attention will be paid to strategies for working with parents, including sample dialogues so participants will understand how to answer the questions parents often ask. Participants will have the opportunity to ask about specific children on their caseloads so they will leave the workshop with a better understanding of the nature of stuttering and with increased confidence in their ability to help young children who stutter and their families overcome the burden of this challenging disorder.

1:00 – 2:00 PM

**Amanda Hopkins, M.S., CCC-SLP, LSLs Cert**, Washtenaw ISD: *Looking Beyond the Scores: Auditory and Language Assessment for Children with Hearing Loss*

Children with hearing loss have an individual and unique set of auditory, speech, and language needs due to the configuration and severity of their hearing loss. Due to this there are many factors that need to be considered when assessing a child with hearing loss. Once an assessment has been completed, the results must be interpreted with care, taking into consideration the impact of the child's hearing loss on his or her performance. This session will provide professionals information on specific materials that can be used for assessment and how to interpret the results.

2:15 – 4:15 PM

**Lori Skibbe, Ph.D.**, Michigan State University: *Early Language and Literacy Development and Assessment*

Dr. Skibbe will identify the ways in which children learn language and literacy skills during early childhood. She will focus on areas related to print concepts knowledge, alphabetic skills, phonological awareness, narrative structure, and vocabulary. These skills provide a foundation for successful decoding and reading comprehension during elementary school and beyond. She will provide a number of strategies to help promote children's development across a variety of settings and will share tools that can help professionals to track children's progress in these areas over time.

## **Friday July 31**

9:00 – 12:15 PM

**Janet Deppe, M.S., CCC-SLP, FNAP**, Director, State Affairs, Government Affairs and Public Policy, ASHA.  
Joined by **Kelli Pierce, M.A., CCC-SLP**, Comprehensive Speech & Therapy Center: *Advocacy in Schools*

Many clinicians have reported an increase in the number of clients on their caseloads. This course will discuss how the profession can advocate for a workload approach. Janet Deppe will also join MSHA Executive Board and Advisory Assembly members during this class as well as for the MSHA Annual Business Meeting.

1:30 – 4:30 PM

**Katie Squires, Ph.D., CCC-SLP**, Central Michigan University: *What SLPs Need to Know About Dyslexia*

In this session, participants will discover how reading and language relate, investigate the types of literacy disorders, learn how to assess and intervene for dyslexia, discuss collaborations among school personnel, and learn what accommodations are appropriate for this population.

## **Saturday August 1**

8:30 – 9:30 AM

**Megan Remenap, M.S., CCC-SLP, CBIS**, Rainbow Rehabilitation Centers: *Qualifying Students with TBI for Services: Looking Beyond Numbers*

Traumatic brain injury is the leading cause of death and disability for children and adolescents, yet only about 27,000 kids with TBI are served in the educational system under IDEA. Kids who have a brain injury in childhood may have persistent behavioral, cognitive, social, and academic issues. Without intervention, these students may struggle through school and have difficulty transitioning into adulthood. SLPs have the education to provide adequate services to students with TBI in the school setting. This presentation will address the need to go above and beyond basic language testing to determine the most appropriate interventions for students with TBI. Best practices for evaluating students with mild, moderate, and severe brain injuries will be discussed.

9:45 – 11:45 AM

**Kelly Vess, M.A., CCC-SLP, and Joseph Evans, M.A., O.T.R.**, Grosse Pointe Public School System:  
*Incorporating Movement Activities into Therapy to Comprehensively Treat Preschoolers with ASD*

It is estimated that 70-90% of children with Autism Spectrum Disorder (ASD) present with movement disorders. These movement disorders can negatively affect a child's ability to engage in joint attention and develop executive function skills. Importantly, numerous studies have found that professionals from a variety of educational backgrounds can be taught to improve motor functioning in children. Research has shown that functional movement skills can be learned, practiced, and reinforced through task-orientated intervention. Taking these findings into consideration, SLPs can play a pivotal role in more holistically treating preschoolers with ASD by providing educationally rich and engaging, task-oriented movement activities.

1:00 – 4:00 PM

**J. Scott Yaruss, Ph.D., CCC-SLP, ASHA Fellow**, Michigan State University: *Practical Counseling Skills for SLP's*

SLP's are trained to help people who are experiencing speech or language disorders learn to improve their communication abilities and increase their communication abilities and increase their ability to function in their daily lives. Many times, however, people with communication disorders also experience negative affective and cognitive reactions to their speaking difficulties. These reactions can not only have a significant impact on a speaker's well-being; they can also impede a client's progress in therapy. The purpose of this workshop is to provide practicing SLP's and student clinician with basic information about counseling people of all ages who experience disorders – and their families. The presentation will begin with a detailed discussion of what counseling is, and how counseling procedures are related to the overall process of therapy for people with communication disorders. Topics to be addressed include: when to use counseling skills, the nature of the emotional reactions clients may experience, how to further develop counseling skills, and, in particular, which aspects of the counseling process are within the SLP's scope of practice and which aspects should be referred to other professionals with specific training on counseling strategies.