MSLHA 2018 FALL CONFERENCE

OCTOBER 22 & 23, 2018
HILTON GARDEN INN | BANGOR, ME

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MSLHA Is Proud To Announce & Welcome The
2018 Fall Conference Roster Of Distinguished Speakers

JAN WASOWICZ, PHD, CCC-SLP

FOUNDER | LEARNING BY DESIGN, INC.

Monday, October 22nd:

Language of Reading & Spelling: Sounds, Symbols & Meanings | Language Essentials for Best Practices

Tuesday, October 23rd:

Using Spelling Error Analysis to Identify Linguistic Deficits and Build the Brain for Reading and Writing Using Speech-to-Print Structured Literacy Instruction

Dr. Jan Wasowicz CCC-SLP has more than 35 years of experience as a language, literacy, and learning specialist. She has worked with students who have language-based reading, writing, and spelling problems in a variety of educational settings, including public schools, Head Start programs, and private practice. Dr. Wasowicz is frequently invited to speak about best practices in literacy assessment and instruction at national, state, and local meetings and has taught numerous undergraduate and graduate courses, holding faculty positions at Northwestern University, Elmhurst College, Rush–Presbyterian–St. Luke's Medical Center, and Governors State University. She has authored articles appearing in scholarly journals, is the inventor of the original Earobics® software, is co-author of SPELL-2 and SPELL-Links to Reading & Writing, and is lead moderator of the SPELLTalk professional listserv. Dr. Wasowicz is an ASHA-certified and IL-licensed speech-language pathologist and she holds a professional educator license with multiple endorsements from the State Teacher Certification Board of Illinois. She is the founder, president and CEO of Learning By Design, Inc., publisher of the SPELL-2 assessment software and the SPELL-Links to Reading & Writing word study curriculum. She maintains a private practice in Evanston, IL. *Disclosure – Financial - Dr. Wasowicz will receive an honorarium from MSLHA for her presentation, and she receives a salary and royalties from Learning by Design, Inc. of which she is a founder, president and CEO. Non-financial - No relevant non-financial relationship exists.*

LESLEY RAISOR-BECKER, PHD CCC-SLP
UNIVERSITY OF CINCINNATI

Monday, October 22nd:
The Effects of Prenatal Drug and Alcohol Exposure on Development

Dr. Raisor-Becker is a researcher, teacher, and practicing clinician specializing in the language and literacy development of infants, toddlers, and preschoolers. Her research interests include: the effects of prenatal drug/alcohol exposure on development, social skill and executive function in children, and pedagogy/supervision. She is also interested in the use of integrative health practices in allied health disciplines. As a licensed foster-adoptive parent in the state of Ohio, Dr. Raisor-Becker has experience caring for children with prenatal exposure and trauma histories. She teaches online and face-to-face courses and has presented numerous times at the national, state, and local levels.

Disclosure Financial - Dr. Raisor-Becker will receive an honorarium from MSLHA for her presentation. Non-financial - Dr. Raisor-Becker is an Ohio Licensed Foster-Adoptive Parent for children with prenatal exposure.

AMY E. RAMAGE, PHD, CCC-SLP
UNIVERSITY OF NEW HAMPSHIRE

Tuesday, October 23rd:

> *Therapy-driven Principles Guide Speech and Language Intervention (Presenting with Dr. Robin)*

Dr. Ramage is an Assistant Professor in Communication Sciences and Disorders and the Interdisciplinary Program in Neuroscience and Behavior at the University of New Hampshire. Her research, teaching and clinical interests center on the neurologic bases of cognition and emotion as they interact with communication competence. Her work involves the study of memory, attention and language primarily in the acquired neurogenic communication disorders seen following traumatic brain injury and stroke. Her research utilizes neuroimaging data to characterize brain systems that are aberrant in a patient population, to identify variables that contribute to the dysfunction of these brain systems, and to understand and optimize the mechanisms of action of treatments.

Disclosure - Financial – Dr. Ramage will receive an honorarium from MSLHA for her presentation. Non-financial - No relevant non-financial relationship exists

DONALD A. ROBIN, PHD, CCC-SLP
UNIVERSITY OF NEW HAMPSHIRE

Tuesday, October 23rd:
        Therapy-driven Principles Guide Speech and
        Language Intervention (Presenting with Dr. Ramage)

Dr. Robin is Professor and Chair in Communication Sciences and Disorders and the Interdisciplinary Program in Neuroscience and Behavior at the University of New Hampshire. Dr. Robin's research, teaching and clinical work center on motor speech disorders, the neurobiology of speech and its disorders, treatment development efficacy and general motor control and learning. In particular, he works in the area of Apraxia of Speech, Parkinson's disease and Traumatic Brain Injury. His research involves using data from behavioral, brain imaging and electrophysiological studies. I also have extensive expertise in the neural control of vocalization. Finally, he has interests in mindfulness and improvisation and the relation to CSD. He teaches courses in motor speech disorders, voice and voodoo science to name a few. *Disclosure - Financial – Dr. Robin will receive an honorarium from MSLHA for his presentation. Non-financial - No relevant non-financial relationship exists.*

The Language of Reading & Spelling: Sounds, Symbols, & Meanings | Language Essentials for Best Practices

Jan Wasowicz, PHD, CCC-SLP | Founder | Learning By Design, Inc.

Description: Reading, writing, and spelling – it's about oral language and building the brain for literacy! Success in reading, writing, and spelling requires a systematic way of learning, practicing, and applying knowledge about sounds, letters, and meanings of spoken and written words. Whether you're new to the study of the language structure of spoken and printed words or a seasoned specialist, this course will provide essential knowledge to more effectively deliver effective word study and structured literacy instruction. On this day, we cover the sounds – the phonology – of words, the letters – the orthography – of words, and the meanings – the semantics and morphology – of words.

Phonological awareness is critical for learning to read and write in an alphabetic writing system, such as English; it's estimated that 80% of our students who struggle to read and spell have deficits in phonemic awareness and other types of phonological skills. But research tells us that most classroom teachers and literacy interventionists and many SLPs themselves lack the level of phonological awareness knowledge and skill necessary to effectively teach their students to read and spell. This course will provide you with a deeper understanding of the phonological structures of words, access to free on-line resources to help more effectively implement phonological awareness components of word study instruction, and a new-found level of confidence in your ability to deliver structured literacy instruction to your students.

Orthographic learning takes place at both the sub-lexical and lexical levels. At the sub-lexical level, students acquire orthographic knowledge about letter-sound relationships (phonics), orthographic patterns & rules, allowable sequences of letters (orthotactics), orthotactic constraints, and frequencies of orthographic patterns. At the lexical level, students develop, store, retrieve, and use stored representations of specific written words and affixes (i.e., prefixes and suffixes). These stored representations of words – called mental graph emic representations (MGRs), mental orthographic representations (MORs), mental orthographic images (MOIs), among other terms in the literature, are critical for accurate and fluent word-level reading and spelling. In this course you'll learn how students acquire orthographic knowledge at the lexical and sub-lexical levels through implicit learning and how explicit instruction facilitates acquisition of orthographic knowledge and the development of efficient neural networks and robust lexical representations of words and affixes for reading and writing.

Morphological awareness begins developing relatively early in childhood and continues to strengthen over the elementary and later school years. Morphological awareness uniquely predicts literacy skills and, in some cases, morphological awareness is the sole or strongest predictor for reading and spelling ability perhaps because it requires a concomitant focus on sound, letter pattern, and meaning. For all students, including students with language-based learning disabilities, the addition of morphological awareness support is an important instructional component that is found to significantly improve word identification and reading decoding, as well as vocabulary development and reading comprehension throughout the school years. In this course, you'll become more familiar with written English as a morphophonemic system, acquire a working definition of morphological awareness, examine different models for the development of morphological awareness, and become familiar with different types of morphemes and morphological transparencies and their impact on student learning.

Using Spelling Error Analysis to Identify Linguistic Deficits and Build the Brain for Reading and Writing Using Speech-to-Print Structured Literacy Instruction
Jan Wasowicz, PHD, CCC-SLP | Founder | Learning By Design, Inc.

Description: Individuals use multiple linguistic processes both for word-level reading (decoding) and spelling (encoding) – including phonological awareness, orthographic knowledge and pattern awareness, vocabulary knowledge and semantic awareness, morphological awareness and knowledge, and long-term storage and retrieval of orthographic representations of words. Each of these linguistic underpinnings contributes to written language success and a deficit in any one of these areas of linguistic knowledge will manifest as a specific pattern of misspelling. Using spelling error analysis, you can precisely identify an individual's underling linguistic deficits and create a tailored intervention plan, an intervention plan that directly links assessment data to specific activities for delivering speech-to-print, structured literacy instruction. Bring samples of your own students' misspellings and leave with activities that you can immediately use to improve their reading, writing, speaking, and listening skills.

In the first part of this session, you'll increase your understanding of spelling and word-level reading as language- based skills that draw upon a repertoire of knowledge, skills, and processes in a dynamic and functionally- integrated manner. You'll receive hands-on practice with a diagnostic, prescriptive method of analyzing spelling errors that identifies the specific language deficits interfering with a student's reading and writing. You'll learn how to use spelling error analysis to provide differentiated language intervention for each student. Be sure to bring samples of your own students' misspellings for practice in using error analysis to identify specific gaps in students' word study knowledge!

Next, you'll learn exactly what speech-to-print instruction is and what it's not. You'll increase your understanding of spelling and word-level reading as language-based skills that draw upon a repertoire of knowledge, skills, and processes – phonological awareness, orthographic knowledge and pattern awareness, vocabulary knowledge and semantic awareness, morphological awareness and knowledge, and long-term storage and retrieval of orthographic representations of words – in a dynamic and functionally-integrated manner. Armed with this understanding, you'll compare tenets of current best practices with those of traditional methods of teaching and identify the advantages of using a speech-to-print, connectionist model for teaching written language.

To go deeper, you'll explore why a speech-to-print, connectionist model for teaching literacy is effective. You'll become familiar with clinical and neuroimaging studies, examine key differences in brain activity during reading in normal vs. impaired readers, discuss changes in brain development with pre-literate students who engage in handwriting vs. tracing or keyboarding, and become familiar with the process of orthographic statistical sampling. With this knowledge, you'll understand why a speech-to-print, connectionist model approach is effective for developing decoding, reading fluency, reading comprehension, vocabulary, spelling, and writing skills and you'll better understand why an individual student struggles and how to match your intervention to that student's needs. You also will gain insights into why some popular teaching practices, like encouraging students to guess an unfamiliar word when reading, interfere with the development of the reading and writing brain.

Through demonstrations, group activities, and hands-on practice, you'll advance your clinical skills and gain confidence with how to deliver effective speech-to-print, connectionist model, structured literacy instruction. You'll hone your knowledge and skill in the core areas of word study that must be explicitly taught to your students, discover ways to layer speech-to-print, multi-linguistic instruction into your existing curriculum and current speech/language therapy goals, and leave with specific methods and activities that you can immediately use with your students.

The Effects of Prenatal Drug and Alcohol Exposure on Development

Lesley Raisor-Becker, PhD CCC-SLP | University of Cincinnati

Description: Prenatal drug and alcohol exposure is a serious public health concern especially given the rise in opioid abuse in the United States. In fact, from 2005 to 2014, the number of drug affected baby notifications reported to Maine's Office of Child and Family Services increased by 480% (Diomede, 2015). Maine's Department of Health and Human Services reported that **1 in 12 babies born in Maine during 2016 were prenatally exposed to drugs or alcohol**. In this professional development seminar, we will discuss the effects of prenatal exposure to alcohol, opiates, cannabis, methamphetamines, and cocaine on a child's development. We will highlight evidence-based intervention strategies to address common speech, language, and executive functioning issues in children who have been prenatally exposed to harmful substances. We will also provide information about implementing trauma-informed educational practices to de-escalate common behavioral problems often seen in children who have been prenatally exposed to alcohol or drugs. Finally, we will discuss strategies for fostering communication with foster parents, birth parents, and or relatives.

Therapy-Driven Principles Guide Speech and Language Intervention

Amy E. Ramage, PHD, CCC-SLP *and* Donald A. Robin, PHD, CCC-SLP

University of New Hampshire

Description: This presentation will begin with an overview of experience-based neuroplasticity. These principles provide a general framework upon which intervention should be planned and implemented. Next, principles of motor learning will be discussed with direct application to the treatment of motor speech disorders, focusing on apraxia of speech. Finally, the application of these same principles to cognitive communication disorders will be reviewed and discussed as they relate to current practice in neurorehabilitation.

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