

**SMART SPEECH THERAPY LLC
PROFESSIONAL PORTFOLIO OF PRESENTATION TOPICS:**

Updated: 03/25/21

- 1. Workshop Title: How Language Affects Reading: What Parents and Professionals Need to Know (New)**
Workshop Description: This webinar 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.
- 2. Workshop Title: Teaching Emergent Readers via the Synthetic Phonics Approach (New)**
Workshop Description: This webinar 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.
- 3. Workshop Title: Contextualized Therapy Interventions for Language and Literacy Disorders (New)**
Workshop Description: This webinar explains the importance of contextualized language and literacy interventions for the purpose of maximizing therapy gains and improving academic outcomes of children diagnosed with Developmental Language Disorder (DLD) as well as learning disability.
- 4. Workshop Title: Measurement and Interpretation of Standardized Reading Assessments for Professionals and Parents (New)**
Workshop Description: 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 presentation 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.
- 5. Workshop Title: Neuropsychological or Language/Literacy Assessment: Which One is Right for the Student? (New)**
Workshop Description: 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.

6. Workshop Title: Females with ASD: Assessment Suggestions for SLPs (New)

Workshop Description: Research indicates that females with Autism Spectrum Disorder (ASD) continue to be undiagnosed or misdiagnosed as compared to males with ASD due to differences in symptomology as well as symptom severity. This workshop will review how ASD symptoms manifest differently in females versus males. Topics will also include limitations of current screening instruments as pertaining to identification of ASD in females as well as discussion of language/literacy related assessment batteries sensitive to the detection of ASD in females.

7. Workshop Title: Standardized Testing is Not Enough: Psychometric Properties Review of Major School-Age Language Tests (New)

Workshop Description: This workshop will discuss the psychometric integrity of major language tests intended for school age children, published in the last decade. It will discuss how the concepts of test validity, reliability, sensitivity and specificity, as well as cut off scores can contribute to successful identification (or lack of thereof) Developmental Language Disorder (DLD). Suggestions will also be provided regarding how to supplement standardized tests with clinical assessment measures in order to optimize identification of children with language and literacy needs.

8. Workshop Title: On The Value of Language Assessments for Children with Confirmed/Suspected Dyslexia (New)

Workshop Description: This workshop 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.

9. Workshop Title: Questionable Therapies, Appealing Fads, and Dubious Treatments or “What’s the Harm in That?”

Workshop Description: This workshop presents an overview of controversial methods, practices, and treatments as related to the field of speech language pathology. It describes how to identify controversial practices, explains why parents and professionals may believe controversial claims despite the presented evidence, as well as lists the adverse psychological effects of trialing controversial and experimental treatments.

10. Workshop Title: Comprehensive assessment of language and literacy in children with suspected literacy deficits

Workshop Description: This workshop 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.

11. Workshop Title: Components of effective reading intervention

Workshop Description: This workshop 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.

12. Workshop Title: Creating a Learning Rich Environment for Language Delayed Preschoolers

Workshop Description: This workshop 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.

13. Workshop Title: Components of Comprehensive Preschool Evaluations

Workshop Description: This workshop 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.

14. Workshop Title: Differential Assessment and Treatment of Processing Disorders in Speech Language Pathology

Workshop Description: This workshop 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.

15. Workshop Title: Genetics in Speech Language Pathology: What Clinicians Need to Know

Workshop Description: This workshop 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.

16. Workshop Title: Assessment and Treatment of Children with Nonverbal Language Disorder (NVLD)

Workshop Description: This workshop 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.

17. Workshop Title: Creating a Functional Therapy Plan: Therapy Goals & SOAP Note Documentation

Workshop Description: This introductory workshop 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.

18. Workshop Title: Improving Critical Thinking Skills via Picture Books in Children with Language Disorders

Workshop Description: 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 workshop 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.

19. Workshop Title: Clinical Narrative and Discourse Assessments From Preschool through Adolescence.

Workshop Description: 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.

20. Workshop Title: Narrative Skills Interventions for Preschool and School Aged Children

Workshop Description: 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 workshop 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.

21. Workshop Title: Creating Translanguaging Classrooms and Therapy Rooms

Workshop Description: Translanguaging or the multilingual speakers ability to effortlessly switch between languages is a common communicative function of numerous bilingual speakers. This presentation will discuss how to integrate aspects of multiculturalism in various school settings including the classroom and therapy room in order to create dual language-rich environments with the focus on multicultural students' heritage and languages.

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

Workshop Description: 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 workshop 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.

23. Workshop Title: Best Practices in Bilingual Literacy Assessments and Interventions

Workshop Description: This presentation 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.

24. Workshop Title: Impact of Cultural and Linguistic Variables On Speech-Language Services

Workshop Description: This workshop will provide an overview of how cultural and linguistic variables impact speech language service provision to children with disabilities from bilingual and multicultural households. It covers differences between individualistic and collective cultures, cultural values towards play, differences in child-rearing practices, cultural perceptions and beliefs about disability, as well as cultural communication differences. The impact on learning of socioeconomic status as well as parental level of education is also discussed.

25. Workshop Title: Normal Simultaneous Bilingual Language Development and Milestones Acquisition

Workshop Description: This workshop will describe the sequence of typical bilingual language development. It will explain Dual Language System Hypothesis, list important milestones of bilingual language development; discuss the importance of code-switching as well as summarize the advantages of bilingual language development.

26. Workshop Title: Normal Sequential Bilingual Language Development and Proficiency Attainment

Workshop Description: This workshop will describe the sequence of typical sequential bilingual language development. It will discuss types of sequential bilingualism, list stages of bilingual language acquisition, explain the difference between additive and subtractive bilingualism, review academic language functions hierarchy, summarize the Unified Competition Model as well as discuss differences in L2 acquisition between younger and older learners.

27. Workshop Title: Dynamic Assessment of Bilingual and Multicultural Learners in Speech Language Pathology

Workshop Description: This workshop discusses how monolingual and bilingual speech language pathologists (SLPs) can dynamically assess bilingual and multicultural children with suspected language and literacy impairments. Participants will be also describe and implement research-driven practices in dynamic assessment of bilingual learners

28. Workshop Title: Practical Strategies for Monolingual SLPs Assessing and Treating Bilingual Children

Workshop Description: This workshop 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.

29. Workshop Title: Comprehensive Assessment of Monolingual and Bilingual Children with Down Syndrome

Workshop Description: 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 workshop 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.

30. Workshop Title: Understanding Effects of Maltreatment on Communication Development: Suggestions for Assessment and Intervention of at-risk children.

Workshop Description: Child maltreatment can take on many forms. Prenatally it can involve substance abuse and deliberate toxin exposure (drugs and alcohol), while postnatal maltreatment can involve physical, sexual, and psychological abuse as well as parental neglect. Furthermore, poverty, institutionalization, as well as social isolation can also significantly affect communication development and academic progress in young children. Yet effects of maltreatment are often poorly understood. This workshop will review the effects of various types of maltreatment on prenatal brain development and postnatal cognitive function; outline how signs of maltreatment related speech-language deficits manifest in children in different age groups, as well as to provide suggestions for strengths based assessments and functional interventions of this population.

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

Workshop Description: This workshop 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.)

32. Workshop Title: Assessment and Treatment of Adolescents with Language Impairments

Workshop Description: 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 workshop will discuss how to effectively screen, evaluate and treat adolescents with suspected language disorders.

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

Workshop Description: 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 workshop 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.

34. Workshop Title: Behavior Management Strategies for Speech Language Pathologists

Workshop Description: 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 workshop 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.

35. Workshop Title: Assessing Social Skills in Children with Psychiatric Disturbances

Workshop Description: 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 workshop 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.

36. Workshop Title: Improving Social Skills in Children with Psychiatric Disturbances

Workshop Description: This workshop 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.

37. Workshop Title: Understanding Executive Function Impairments in At-Risk Pediatric Populations

Workshop Description: 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 workshop 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.

38. Workshop Title: Speech Language Assessment of Older Internationally Adopted Children

Workshop Description: Institutionalization affects every child's speech-language development. Signs of delay can be obvious or obscure; show immediately or years later. This workshop 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.

39. Workshop Title: Overview of Speech Language Deficits Caused by Alcohol Related Disabilities

Workshop Description: This workshop 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.

- 40. Workshop Title: *Speech Language Assessment and Treatment of Children With Alcohol Related Disorders***
Workshop Description: This workshop 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.

For all inquiries regarding these presentation topics contact:

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