PTP CONFERENCE

WELCOME to the
Pathways to Progress
CONFERENCE

›› About the Conference

The **Pathways to Progress Conference** at Boys Town National Research Hospital offers local, school-based speech-language pathologists (SLPs) the opportunity to earn 10 CEUs, including two hours in DEI, one in ethics, and one in supervision. The conference focuses on translational research and evidence-based practices that can be immediately implemented in current caseloads. Keynote speakers include Kia Noelle Johnson, Ph.D., CCC-SLP, discussing the impact of implicit bias, microaggressions and privilege on cultural humility, and Karla McGregor, Ph.D., CCC-SLP, addressing clinical considerations for individuals with developmental language disorder.

JANUARY 30-31, 2025

BOYS TOWN
National Research
Hospital

Thursday, January 30

7:30 a.m.   **Registration and Continental Breakfast**

8:30 a.m.   **Welcome and Introductions**

8:45 a.m.   SESSION 1: **KEYNOTE Address – Kia Noelle Johnson, Ph.D., CCC-SLP**

Understanding the Power of Implicit Bias, Microaggressions, & Privilege on Your Road Towards Cultural Humility

Clinicians must be equipped and ready to be culturally responsive when working with individuals from culturally diverse groups in clinical settings and during professional engagement with colleagues. Becoming culturally responsive requires an evolving sense of understanding and acceptance of diversity, equity, and inclusion as well as their importance to clinical and professional interactions. This session will review the continuum towards cultural humility, the difference between equality and equity, and the influence of implicit bias on clinical decision-making. Challenges and opportunities in service delivery to culturally diverse individuals will also be discussed. Attendees will also leave with a greater understanding of ways to implement culturally responsive practices that can be applied in clinical settings and professional interactions.

10:45 a.m. Break

11:00 a.m.   SESSION 2: **Tiana Cowan, Ph.D., CCC-SLP and Natalie Mason, M.S., CCC-SLP**

The Converging Evidence Framework: How to Use Multiple Pieces of Diagnostic Data to Reduce Bias in Language Evaluations for Dual Language Learners

Using just one measure, like a standardized language test, can yield inaccurate diagnostic determinations for dual language learners. For instance, an observed low standard score could be due to either limited exposure to that language or a language impairment. Without additional data, it is hard to accurately interpret that standard score. In this course, we discuss using a converging evidence framework (Castilla-Earls et al., 2020) to utilize multiple pieces of diagnostic data for more accurate determinations.

12:00 p.m.   **Lunch**

1:00 p.m.   SESSION 3: **Kia Noelle Johnson, Ph.D., CCC-SLP**

Mitigating Fluency Conformity by Championing Evidence-based CARE

Contrary to the widespread notion that that effective communication requires fluency, the Blank Center's CARE (Communication, Advocacy, Resiliency, and Education) ModelTM rests on the evidence-based understanding that when children, teens, and adults (1) learn communication is not defined or limited by fluency, (2) learn to share about their stuttering meaningfully, (3) develop the resiliency needed to navigate adversity, and (4) are knowledgeable about stuttering, they are empowered to Dream. Speak. Live.®. This lecture will demonstrate the rationale for, and application of each component of this distinct model to treatment.

2:00 p.m.   **Break**

2:15 p.m.   SESSION 4: **Lisa Goffman, Ph.D., CCC-SLP**

Motor, Language, and Speech Deficits in Developmental Language Disorder, Speech Sound Disorder, and Childhood Apraxia of Speech

Developmental language disorder (DLD) is classically defined as a "significant impairment in language that cannot be attributed to hearing loss, low nonverbal intelligence, or neurological damage (Leonard, 2014)." In most definitions of DLD, speech sound status is free to vary. Similarly, speech sound disorders (SSD), including childhood apraxia of speech (CAS), are often identified without consideration of language abilities. However, DLD and SSD frequently co-occur, and other domains of development, such as motor skill, are often affected. Our traditional diagnostic categories appear to have far more overlap than generally acknowledged. In this presentation, the clinical categories of DLD, SSD, and CAS will be reviewed, and an interactive domain-general account will be proposed, one which considers language, speech, and motor factors in both assessment and intervention practices. A central component of the proposal is that language, speech, motor, and cognitive domains interact in specific ways that may be important for understanding, assessing, and treating DLD, SSD, and CAS.

3:15 p.m.   **Closing Remarks**

Friday, January 31

8:00 a.m. **Continental Breakfast**

8:30 a.m. **Opening Remarks**

8:45 a.m. SESSION 5: **KEYNOTE Address – Karla McGregor, Ph.D., CCC-SLP**

Clinical Considerations for Individuals with Developmental Language Disorder

In this course, we will provide clinical professionals with a comprehensive overview of current issues in service needs for individuals with developmental language disorder (DLD). We will cover the clinical phenotype and its development from early childhood to adulthood, the ways that DLD affects social and academic functioning, measures that are sensitive for the identification of DLD, family counseling, and advocacy needs. There will be ample opportunity for discussing barriers to and solutions for the delivery of excellent, evidence-based services for individuals with DLD.

10:45 a.m. **Break**

11:00 a.m. SESSION 6: **Krystal Werfel, Ph.D., CCC-SLP**

Supporting Personal Narrative Production in Preschoolers who are Deaf and Hard of Hearing (DHH)

In this session, we will discuss the difficulties observed in preschool children who are DHH with personal narrative production. We will discuss intervention strategies, specifically elaborative reminiscing, and use of visual supports, as well as general intervention principles for children who are DHH.

12:00 p.m. **Lunch**

1:00 p.m. SESSION 7: **Scott Busteed, M.S., CCC-SLP**

Supervision in Speech-Language Pathology

Navigating clinical supervision amidst ever-growing caseloads and increased demands within our profession can become overwhelming. Positive supervision experiences for both mentors and mentees are contingent upon clearly defined expectations, roles & responsibilities, learning styles and procedures. This 1-hour presentation will discuss various models of supervision and how to build trusting relationships between mentors & mentees, outline fundamental components of clinical supervision, and share tools & resources that mentoring SLPs can quickly utilize to enhance their supervisory practices.

2:00 p.m. **Break**

2:15 p.m. SESSION 8: **Ethics Pannel**

Abby Bogatz, M.A., CCC-SLP; Allyssa LaRose, M.S., CCC-SLP; Kate Shuster, M.A., CCC-SLP; Benjamin Harder, M.S., CCC-SLP; and Amy Tyler Krings, M.A. CCC-SLP

This course highlights the importance of knowledge and application of ethics in everyday situations for SLPs working with children and families.   This course will first discuss the principles of the ASHA Code of Ethics and ethical decision-making. Then, there will be case studies and tips for integrating the Code of Ethics into daily practice. At the end of the course, there will be opportunities for questions and answers.

3:15 p.m. **Closing Remarks**

We're so excited to welcome such a prestigious list of speakers.
Scan the code to learn more about each presenter.

Join the Boys Town Research Champions Network

The Research Champions Network is a collaborative space where service providers, educators and scientists can engage with each other to better the outcomes of the people they serve. We invite you to be part of this exciting new collaboration to help advance translational research at Boys Town Hospital.

As a member of the Research Champions Network, you can:

- Attend in-person or virtual CEU/training events.
- Meet Boys Town scientists and learn about their cutting-edge research.
- Share information (flyers, social media posts) about current studies at Boys Town with your caseload or professional network.
- Host Boys Town research at your facility.

About the Community Engagement Program

The mission of the Research Community Engagement Program is to foster inclusive and equitable research by actively engaging with and amplifying the voices of special populations, such as individuals who are deaf and hard of hearing or have speech/language diagnoses, and communities historically underrepresented in research. We are committed to creating collaborative partnerships that prioritize diverse perspectives, promote accessibility, and ensure that research benefits all communities. We aim to empower underrepresented groups, bridge gaps in knowledge, and contribute to more diverse and comprehensive research outcomes that reflect the needs, experiences, and aspirations of all people.

As part of our commitment, we seek to strengthen connections between speech-language pathologists and researchers, and the individuals they serve. We recognize the critical role that speech-language pathologists play in supporting individuals with diverse needs. To support this, we offer conferences, workshops, and training sessions to enhance professional development, foster collaboration, and create a platform for speech-language pathologists and communication sciences researchers to share knowledge, resources, and strategies. These events will provide a space for speech-language professionals and scientists to connect, learn from one another, and build networks that improve the integration of speech and language services in their areas of clinical practice and support the implementation of best practices for working with special populations.

We aim to promote a more inclusive, effective, and equitable approach to providing speech-language evaluation and therapy services, which will benefit both practitioners and the individuals they serve.

Pathways to Progress

BOYS TOWN
National Research Hospital ®

2408-212-06