

## SCHEDULE:

### MONDAY, OCTOBER 22<sup>ND</sup>

7:30 - 8:00AM	REGISTRATION
8:00 - 8:15AM	INTRODUCTIONS
8:15 - NOON	MORNING SESSION
10:15 - 10:35AM	BREAK
NOON - 1:00PM	LUNCH (provided on site)
1:00 - 2:30PM	AFTERNOON SESSION
2:30 - 2:45PM	BREAK
2:45 - 4:00PM	AFTERNOON SESSION cont'd
4:15 - 6:15pm	SOCIAL HOUR – HILTON GARDEN INN LOUNGE

### TUESDAY, OCTOBER 23<sup>RD</sup>

7:30 - 8:00AM	REGISTRATION
8:15 - NOON	MORNING SESSION
10:00 - 10:35AM	BREAK & BUSINESS MEETING MSLHA MEMBERS, ELECTIONS*
NOON - 1:00PM	LUNCH (provided on site)
1:00 - 2:30PM	AFTERNOON SESSION
2:30 - 2:45PM	BREAK
2:45 - 4:00PM	AFTERNOON SESSION cont'd
4:00PM	END CONFERENCE

\*Please see an EC member or email: [mainespeechlanguagehearing@yahoo.com](mailto:mainespeechlanguagehearing@yahoo.com) if you are interested in holding an office or participating on a committee.

**Thank you for a great conference! See you again next year!**

## BIOGRAPHIES:

**JAN WASOWICZ, PH.D., CCC-SLP** 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, PH.D., CCC-SLP** Lesley Raisor-Becker, PhD, 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, PH.D., CCC-SLP** 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, PH.D., CCC-SLP** 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.*

Join us on Monday evening for  
Social Hour @ Hilton Garden Inn Lounge  
drinks, food & fun!

STANDARD  
US POSTAGE  
PAID  
PERMIT 46  
BANGOR, ME

MAINE SPEECH LANGUAGE  
HEARING ASSOCIATION  
1 FELDSPAR CIRCLE  
TOPSHAM, ME 04086



MAINE SPEECH LANGUAGE  
HEARING ASSOCIATION

[mslha.org](http://mslha.org)

# 2018 FALL CONFERENCE

**OCTOBER 22 & 23, 2018**

HILTON GARDEN INN | BANGOR, MAINE

## CONFERENCE TOPICS:

### MONDAY, OCTOBER 22<sup>ND</sup>

- Option #1 ALL DAY**  
*The Language of Reading & Spelling: Sounds, Symbols, & Meanings | Language Essentials for Best Practices*
- Option #2 ALL DAY**  
*The Effects of Prenatal Drug and Alcohol Exposure on Development*

### TUESDAY, OCTOBER 23<sup>RD</sup>

- Option #1 ALL DAY**  
*Using Spelling Error Analysis to Identify Linguistic Deficits and Build the Brain for Reading and Writing Using Speech-to-Print Structured Literacy Instruction*
- Option #2 ALL DAY**  
*Therapy-Driven Principles Guide Speech and Language Intervention*

**CEU Information: Up To 1.2 ASHA CEs**  
Intermediate I Professional Level



The Maine Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.



**MONDAY**

**Option # 1 | All Day** Presented by *Jan Wasowicz PH.D., CCC-SLP*

**The Language of Reading & Spelling: Sounds, Symbols, & Meanings Language Essentials for Best Practices** CEUs: 0.6

**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. (*More details at [mslha.org](http://mslha.org)*)

**LEARNER OUTCOMES:** Participants will be able to...

1. Define and explain the differences between phones, allophones, phonemes, phonics, phonetics, phonological awareness, and phonemic awareness; explain the role of each in the development of reading and spelling.
2. Describe the phonological awareness continuum and the sequence of instruction from less complex (broad tasks) to more complex (narrow tasks).
3. Provide at least one example of each phonological task within the sequence of instruction for developing phonological awareness.
4. Describe the process and development of categorical perception of speech sounds and explain why ELL students struggle with discrimination of English phonemes and consequently struggle with learning to read and write in English.
5. Define prosodic awareness and explain its important role in reading and spelling and the need for explicit instruction in prosodic awareness for struggling readers and spellers.
6. Define sub-lexical and lexical orthographic knowledge and give an example of each.
7. Explain the role of implicit learning in the abstraction of statistical regularities and constraints of the orthography of a language.
8. Distinguish between “sight word” and “irregularly spelled” word.
9. Define MOI/MGR, describe how a robust MOI/MGR develops, and explain the importance of robust MOI/MGRs in reading and spelling.
10. Define morphological awareness and give examples of varying ways students can demonstrate their skills with this metalinguistic skill.
11. Explain the role of morphological awareness in students’ developing reading and spelling skills.
12. Distinguish between inflectional and derivational morphemes and how each might contribute to students’ developing morphological awareness.
13. Explain the basic tenets of stage and repertoire theories and how research supports the repertoire theory when discussing the development of morphological awareness.

**Option # 2 | All Day** Presented by *Lesley Raisor-Becker, PH.D., CCC-SLP*

**The Effects of Prenatal Drug and Alcohol Exposure on Development** CEUs: 0.6

**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% (Diomedea, 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.

**LEARNER OUTCOMES:** Participants will be able to...

1. Identify common developmental effects of prenatal exposure to alcohol, tobacco, marijuana, stimulants, and opiates.
2. Discuss and implement three evidence-based interventions to address speech/language, regulation, feeding, and executive function issues in children who have been exposed to drugs and alcohol prenatally.
3. Define 2 common principles of trauma-informed educational practices.
4. Describe phases of the acting-out cycle and two strategies to de-escalate externalizing behaviors in children.
5. List two strategies to involve parents, relatives, and/or foster parents in intervention.

**TUESDAY**

**Option # 1 | All Day** Presented by *Jan Wasowicz PH.D., CCC-SLP*

**Using Spelling Error Analysis to Identify Linguistic Deficits and Build the Brain for Reading and Writing Using Speech-to-Print Structured Literacy Instruction** CEUs: 0.6

**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 underlying 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. (*More details at [mslha.org](http://mslha.org)*)

**LEARNER OUTCOMES:** Participants will be able to...

1. Upon completion of this course, participants will be able to:
2. Identify the linguistic underpinnings of word-level reading (decoding) and spelling.
3. Describe specific patterns of misspelling associated with each type of language deficit and linguistically analyze students’ misspelled words.
4. Identify the advantages and disadvantages of three different types of word study assessments: standardized testing, spelling inventory, prescriptive assessment using spelling error analysis.
5. Use spelling error data to create an individualized word study intervention plan and to monitor student progress.
6. Identify fundamental principles of speech-to-print, connectionist models of structured literacy instruction and contrast these with print-to-speech, developmental stage models.
7. Explain and cite examples of current behavioral and brain-imaging research that support speech-to-print, connectionist models of structured literacy instruction.
8. Demonstrate examples of multi-linguistic, speech-to-print word study methods and activities; demonstrate examples of meta-linguistic word study methods and activities.

**Option # 2 | All Day** Presented by *Amy E. Ramage, PH.D., CCC-SLP and Donald A. Robin, PH.D., CCC-SLP*

**Therapy-Driven Principles Guide Speech and Language Intervention** CEUs: 0.6

**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.

**LEARNER OUTCOMES:** Participants will be able to...

1. Name and understand 10 principles of neuroplasticity and learning.
2. Understand how these principles are employed in therapy sessions.
3. Apply these principles to clinical intervention utilizing motor learning.
4. Apply these principles to clinical intervention in language and cognitive domains.
5. Evaluate the evidence of established treatments for their application of these principles.
6. Understand the procedures for a treatment of apraxia of speech.

**Instructional Level of ALL Topics:**  
**Intermediate | Seasoned Specialist or SLP**

**REGISTRATION INFORMATION**

**LIMITED SEATING!** Reserve your seat **BEFORE** you register at [mslha.org](http://mslha.org)

Early registration deadline is October 8. Registration must be completed by this date to receive the lowest rate. (Fees include access to handouts, lunch, refreshments at break times and Social Hour.) Any registration completed after October 8 will be considered an “on site” registration and charged accordingly.

Please note any special accommodations you require to ensure access to sessions. Such requests must be made by October 8. **LIMITED SEATING!** Reserve your seat **BEFORE** you register at [mslha.org](http://mslha.org). Early registration deadline is October 8.

**Early Registration Rates: ON or BEFORE October 8**

Current MSLHA Member	1-Day: \$175.00	2-Days: \$330.00
Full-Time Student/Parent	1-Day: \$85.00	2-Days: \$145.00
Non-MSLHA Member	1-Day: \$230.00	2-Days: \$395.00

**Late/Onsite Registration Rates: AFTER October 8**

Current MSLHA Member	1-Day: \$200.00	2-Days: \$355.00
Full-Time Student/Parent	1-Day: \$110.00	2-Days: \$170.00
Non-MSLHA Member	1-Day: \$250.00	2-Days: \$420.00

**TO RESERVE YOUR SEAT, REGISTER ONLINE, BECOME A MEMBER or RENEW** your membership visit [mslha.org](http://mslha.org)

**HANDOUTS DOWNLOAD** at: [mslha.org](http://mslha.org) after October 8<sup>th</sup>.  
**HANDOUTS NOT AVAILABLE ON SITE**

**Limited Seating!**  
 Reserve your seat  
 online **NOW!**

**CONFERENCE REGISTRATION FORM**

**LIMITED SEATING!** New this year: Reserve your seat **BEFORE** you register at [mslha.org](http://mslha.org). Please use online registration for **all** payment methods (credit card, check, PO or at the door)!

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Please choose:  Member  Non-Member  Full-time Student/Parent

**Monday, Option #1**  
 ALL DAY: *The Language of Reading & Spelling: Sounds, Symbols, & Meanings | Language Essentials for Best Practices*

**Monday, Option #2**  
 ALL DAY: *The Effects of Prenatal Drug and Alcohol Exposure on Development*

**Tuesday, Option #1**  
 ALL DAY: *Using Spelling Error Analysis to Identify Linguistic Deficits and Build the Brain for Reading and Writing Using Speech-to-Print Structured Literacy Instruction*

**Tuesday, Option #2**  
 ALL DAY: *Therapy-Driven Principles Guide Speech and Language Intervention*

Amount Enclosed \$ \_\_\_\_\_ Checks made payable to: **MSLHA**

Enclosed:  Check  School District PO: \_\_\_\_\_

Mail conference registration forms to: **Becky Greenleaf, 1 Feldspar Circle, Topsham, ME 04086**  
 Email questions/concerns to: [mainespeechlanguagehearing@yahoo.com](mailto:mainespeechlanguagehearing@yahoo.com) or call **207.433.5000**

**CANCELLATION POLICY:** If cancelling on or before October 8, a \$10.00 processing fee will be deducted from the registration fee refund. After October 8, cancellations will be refunded at 50% of the registration fee. No refund after October 15, 2018.

**Not Yet a Member? Join @ [mslha.org](http://mslha.org)**