**Maya Sloan**

**Summary of ASHA Convention sessions attended**

**Home Practice Principles for Children with Speech Sound Disorders: Facilitating Generalization**

In this session Jennifer Taps explained the principles of motor learning and what works best for speech disorders. She stressed the importance of starting generalization early, to change up WHERE to practice, and go across linguistic complexity right away. She also said one should practice in a variety to movements and expressions (e.g. while dancing, with an excited voice).

She presented the home practice sheets on her website SLPath.com. I can highly recommend her website and approach.

**Collaborating with Teachers to Support Collaborative Conversations and Vocabulary**

In this session, the Sharlee Mosburg-Michael talked about her work in the public school system with teachers in classrooms, and presented different models of working together to increase vocabulary and literacy for all students, but particularly for students on her caseload.

**Grammar Fundamentals for a Pluralistic Society: A Grammar Intensive for SLPs**

Catherine Crowley and her team from Columbia University presented their research of grammatical varieties among African American, Spanish influenced and Chinese influenced English. She also presented the video tutorials to become more adept at identifying grammatical variations.

It was very useful to become more culturally sensitive, and was also a reminder of grammatical structures.

**School Consultation 101: A Few Things Done Well**

Wayne Secord presented this seminar about his and other SLPs experience with consultation in schools. He presented a wealth of information to spur on change and move more towards working in classrooms.

For example, he recommended the book ‘Switch’ by Dan and Chip Heath.

**Effective Speech Therapy for Students with Down Syndrome**

A team from Vanderbilt University presented their research with Broad Target Speech Recasts for children with Down Syndrome. They found that if the child had above average verbal imitation prior to treatment, they had a higher success rate.

**AAC and Peer Partner Instruction: Treatment Approaches for Nonverbal or Minimally Verbal Children with Autism**

In this session, Kathy Thiemann-Bourque presented her research on training preschool and school age peers of non-verbal or minimally verbal children with autism. they were trained to use the communication device to model for the student as well as provide the student with requested items.

It was interesting to see how well the peers were able to navigate the therapy goals.

**Revised Ages of Acquisition for English Phonemes**

In this short technical session Debbie James from Southern Cross University in Australia presented her research on sound acquisition developmental ages. At first she reviewed all the previous studies on sound age acquisition and then critiqued them according to place and occurrence.

She studied 283 3-7 year old children in Australia and found some many sound acquisitions were later than previously reported.

**Reading to Learn is Knowledge Acquisition, Not Reading Comprehension**

In this panel with Alan Kamhi and Hugh Catts, presented what was really important about reading: learning information. They said that the best written text books are science books, and they are useful for use in speech-language therapy. Social science text books were often poorly written.

They also talked about the importance of preparing students take standardized tests.

**Assessing Young Readers: Looking deeper at Student’s Early Literacy Acquisition**

This short course given by Ray Reutzel looked at literacy teaching practices in early grades in Elementary school. He demonstrated different strands that need to be taught, a competent based model of early literacy assessment.

There was a lot of discussion around teaching reading, for example why reading fluency is stressed, and if that is important.