Please join us for our 25th Annual MU NSSLHA Update Seminar Friday, February 12, 2016 8:30am-5:00pm in the Community Room of the First State Community Bank 300 Diego Drive Columbia, MO  65203

Registration Form

Name

Employer

Street Address

City/State/Zip

phone

email

If desired, circle preferred sandwich for boxed lunch & add $10.

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<th>chicken salad</th>
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Please clip this registration form and send it along with $70 (student rate = $15) to: MU NSSLHA, 301 Lewis Hall, MU, Columbia, MO 65211 or fax to 573.884.8686. Registration will include a continental breakfast and afternoon snack break as well as all conference handouts. The last day to register is Friday, February 5th. Late registration will be considered on a space available basis.

The MU Chapter of the National Student Speech Language Hearing Association warmly welcomes LaVae Hoffman, PhD, CCC-SLP. Dr. Hoffman is an ASHA Fellow and an associate professor of child language development and disorders at the University of Virginia. As a clinical practitioner, she provided services to children and adults in public school and medical settings, administrated local and statewide programs for children with and without disabilities, and served the profession as a university clinical instructor before beginning her research career. As a newly minted Ph.D., she was a researcher coordinator for the first federally-funded randomized controlled trial of language interventions with school age children. As a distinguished instructor, Dr. Hoffman has been inducted into the University of Virginia’s Academy of Teaching and is now a member of its executive board. She has served our profession as chair of ASHA’s SIG 1 Language Learning and Education Coordinating Committee and as an associate editor for Language, Speech, and Hearing Services in Schools. She has received two Editor’s Awards for her research publications in ASHA peer-reviewed journals, and is now conducting research with parents of students who have language impairments.

A New Era of Responsible Assessments in Schools

Responsible Evaluations in Schools: A New Era for Comprehensive Assessment

Artifact Analysis: Linking Language Disorders to Academic Performance and Educational Impact
**Presentation Abstract for:**

**Responsible Evaluations in Schools: A New Era for Comprehensive Assessment**

The purpose of this session is to introduce and explain an approach to individual comprehensive evaluations that serves contemporary needs of speech-language pathologists, educational professionals, parents, and students in public school settings. This session will provide an overview of how to conduct evaluations of speech and language skills in accordance with federal and state regulations to meet best practice expectations in speech-language pathology. Dr. Hoffman will summarize four sources of evaluation data that speech-language pathologists and educational teams should use to make informed eligibility and service delivery decisions for students in public schools. Specific factors that impact eligibility for special education services, such as the use of dialect, second language acquisition, and determining the educational impact of communication deficits will be examined. Of particular emphasis will be preventing the disproportional identification of culturally and linguistically diverse students as eligible for special education services by virtue of having disordered language abilities when, in fact, they are manifesting language differences. A mid-point intermission will provided during this three-hour morning session. The afternoon conference session by Dr. Hoffman will further elaborate on comprehensive assessment practices, specifically with regard to educational artifact analysis.

**Presentation Abstract for:**

**Artifact Analysis: Linking Language Disorders to Academic Performance and Educational Impact**

This session will elaborate on Dr. Hoffman’s morning discussion of comprehensive assessment by exploring the connection between language learning deficits and academic performance as documented in classroom work-products. This session will describe the systematic examination of academic work samples for evidence that may be related to language learning deficits. Written language samples will be examined for evidence of student strengths and weaknesses in phonology, orthography, semantics, syntax, and discourse skills. Such evidence can inform educational team decisions, particularly with regard to the educational impact of communication deficits and/or special education service delivery planning.

The purpose of this session is to enhance school-based speech language pathologists’ preparedness to conduct comprehensive assessments, which include the systematic observation and measurement of both school-based data and speech-language specific data. Artifact analysis is a form of systematic observation of school-based data. To conduct an artifact analysis, speech-language pathologists gather multiple samples of a student’s classroom performance, such as written sentences or paragraphs, book reports, reading activities, chapter tests, etc., and examine these classroom work-products for indications of difficulties that may reflect speech-language deficits, particularly with regard to the five subsystems of language. A midpoint intermission will be provided during this three-hour afternoon session.

Plus! Working lunch! Don’t miss this additional (but optional) CE opportunity featuring the work of undergraduate and graduate CSD students and their mentors.

Please contact MU NSSLHA advisor, Dana Fritz (fritzd@health.missouri.edu or 573.884.7538) for more information or check out our Update webpage link at shp.missouri.edu/csd.