



NHSLHA Fall Conference 2017

Friday, September 29, 2017

8:00-4:00

Holiday Inn • 172 Main Street, Concord, NH 03301

Registration Information:

Early Registration is through 09/15/17

NHSLHAMembers: \$169

NonMembers: \$229

Students: FREE

General Registration is 09/16/17 - 09/29/2017

NHSLHAMembers: \$199

NonMembers: \$259

Students: FREE

Registration Contact:

Erin Fortier, Administrative Assistant

(603) 228-5949

nhsalha@gmail.com

P.O. Box 1538 Concord, NH 03302-1538

PO Enclosed: # _____

Check Enclosed: # _____

Name: _____

Address: _____

City: _____

State: ____ Zip: _____

Email: _____

Online Registration:

Visit us at: <http://www.nhsalha.org/store/>

Select Conference Payment

Select the appropriate category

Pay for your conference registration via PayPal



NHSLHA, Inc. 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 CEU provider approval does not imply endorsement of course content, specific products or clinical procedures.

This program is offered for up to .6 ASHA CEUs (Intermediate level; Professional area.)

Friday, 09/29/17

- 7:15 – 8:00 a.m. Registration
- 8:00 – 9:30 a.m. Welcome/Opening Remarks
Joint Track: Ballroom
Brain Imaging for Clinicians: Why does it matter?
Presented by: Don A. Robin, PhD, CCC-SLP
- 9:30 – 9:45 a.m. Morning Break
- 9:45 – 11:15 a.m. **Joint Track** (continued)
- 11:15 a.m. – 12:45 p.m. LUNCH (*on your own*)
- 12:45 – 2:15 p.m. **Medical Track:** Ballroom (divided)
Communication Strategies for Caregivers of Persons with Dementia
Presented by: Jon Clancy, MS, CCC-SLP
- School Track:** Ballroom (divided)
Engaging the Mind: Active Reading Comprehension Strategies for Middle and High School Students
Presented by: Darlene Ferroli, MS, CCC-SLP & Amy Clark Canty, CAGS
- 2:15 – 2:30 p.m. Afternoon Break
- 2:30 – 4:00 p.m. **Medical Track** (continued)
- School-based Track** (continued)
- 4:00 – 4:15 p.m. Closing Remarks/Certificates

Coffee, tea and water will be provided during the presentations. Lunch may be enjoyed on beautiful Main Street, Concord. A list of options will be provided for your convenience.

Joint Track Program

Brain Imaging for Clinicians: Why does it matter? (.3 CEUs)

This workshop will provide participants an overview and demonstration of the fundamentals, limitations and informational value of functional Magnetic Resonance Imaging. This knowledge can be used to better support patients with whom many speech-language pathology professionals work.

NHSLHA Conference Disclosure Statement Financial: None to disclose.

Non-financial: None to disclose.

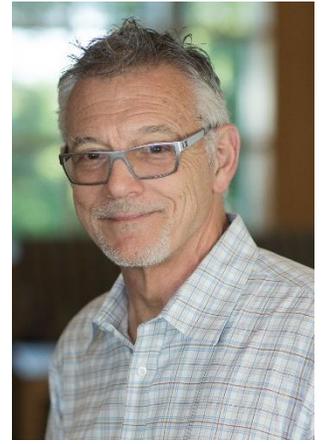
Learner Outcomes:

1. Participants will understand the fundamentals of fMRI.
2. Participants will understand the limitations of fMRI.
3. Participants will understand how fMRI informs clinicians.

Don A. Robin, PhD, CCC-SLP: My 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, I work in the area of Apraxia of Speech, Parkinson's disease and Traumatic Brain Injury. My research involves using data from behavioral, brain imaging and electrophysiological studies. I also have extensive expertise in the neural control of vocalization. Finally, I have interests in mindfulness and improvisation and the relation to CSD. I teach courses in motor speech disorders, voice and voodoo science to name a few. I love clinical work including supervising students. I welcome students with open arms into my laboratory and hope you will drop by to visit.

You can find my publications at:

https://scholar.google.com/citations?hl=en&user=LOGuy7oAAAAJ&view_op=list_works&sortby=pubdate



Medical Track Program

Communication Strategies for Caregivers of Persons with Dementia (.3 CEUs)

As speech-language pathologists, we can provide valuable intervention by teaching caregivers about how to best communicate with persons with dementia.

NHSLHA Conference Disclosure Statement Financial: None to disclose.

Non-financial: NHSLHA Board Member

Learner Outcomes:

1. Participants will learn to support the improvement of the quality of life of dementia patients and caregivers.
2. Participants will learn to identify elements of communication breakdown in interactions with dementia patients.
3. Participants will learn to create skilled assessments and intervention service plans for dementia patients.

Jon Clancy, MS, CCC-SLP, has been a speech-language pathologist since 1998. He is currently employed by the Concord Regional Visiting Nurse Association and Northeast Rehabilitation HomeCare. Additionally, Jon has worked for the Concord School District, Hopkinton School District, and Washington School District. He is the current Treasurer for NHSLHA, and has also served as Vice President of Membership as well as President. Jon also represents ASHA on the National Joint Committee on Learning Disabilities.



Pediatric Track Program

Engaging the Mind: Active Reading Comprehension Strategies for Middle and High School Students (.3 CEUs)

This workshop will provide an overview and demonstration of Active Reading Comprehension Strategies. Active Reading Comprehension Strategies are effective, research-based strategies that assist all readers with comprehension of print and non-print texts. Using Active Reading will help to improve reading comprehension skills for all levels of readers including students with learning disabilities.

NHSLHA Conference Disclosure Statement Financial: None to disclose.

Non-financial: None to disclose.

Learner Outcomes:

1. Participants will learn basic strategies required to implement Active Reading in therapy or in the classroom.
2. Participants will understand how to assist students in personalizing their application of Active Reading to complete assignments.
3. Participants will be able to define specific strategies and learn how to apply: Connecting semantic relationships to previously learned/background knowledge. Visualizing narrative and expository writing concepts. Questioning information that initially appears illogical or confusing. Inferring indirectly stated meanings. Determining Importance in Text as presented in academic text or factual information. Synthesizing and interacting with text in order to draw accurate conclusions.
4. Participants will walk away with practical, ready to use procedures designed to assist students in developing, and independently using, metalinguistic skills to connect personal experience and prior knowledge to written text.

Darlene Ferroli, MS, CCC-SLP, is an ASHA certified, pediatric speech-language pathologist who has been in practice for over 25 years. She has provided speech-language services for individuals whose ages range from preschool to young adulthood. Her area of expertise primarily addresses the needs of adolescent students presenting with deficits in the pragmatic domain of language. She provides practical strategies to assist students in improving their communication competency. In addition, Darlene has years of experience in the public schools, ameliorating students' oral and written language needs. Over the past five years, she has been providing pragmatic language instruction and written language intervention at The RSEC Academy in Amherst, NH. Her students' difficulties with written language comprehension have been successfully treated with Active Reading methodology. Darlene's professional goal is to provide student centered intervention consisting of useful strategies that meet the language demands encountered in the complex world of academia while meeting the expectations of the ever-changing social climate encountered in the workplace.



Amy Clark Canty, CAGS, is a certified Reading and Writing Specialist, English Teacher, and Curriculum Coordinator in the state of New Hampshire who has been teaching for over 12 years in both public and private schools. Amy has a Bachelor of Arts in English cum laude from Boston University, a Master of Science for Teachers in English from the University of New Hampshire, and a Certificate of Advanced Graduate Studies in Educational Leadership from Plymouth State University. Amy started her career as an English teacher in a private boarding school where she quickly realized many of her students were not reading effectively. After recognizing this problem, Amy worked to help her students become effective readers by teaching them comprehension strategies that good readers use to read effectively like reading with a pen in hand. Throughout her career, Amy has worked with a variety of students with diverse learning needs and noticed an alarming trend across all ages and learning abilities: students were not reading effectively. This observation was the impetus for developing the Active Reading Comprehension Strategies. Through extensive research and classroom implementation, Amy has been able to help students improve their reading comprehension skills by teaching them how to read effectively for understanding. Amy's professional goal is to help all students become adept readers of any text that they encounter. Currently, Amy works as a Reading and Writing Specialist and lives in Milford, New Hampshire with her husband and two little girls.

