

**30<sup>th</sup> Anniversary Cullowhee Conference on Communicative Disorders  
April 11th and 12<sup>th</sup>, 2024**

**This year's Cullowhee Conference is online and in-person!  
REGISTER [HERE](#)**

**Earn 1.0 ASHA CEUs!**

**SCHEDULE AT A  
GLANCE**

**Thursday, April 11th**

**The Sociolinguistic Model in Speech and Language Pathology with Walt Wolfram  
8:30-4:15**

- 8:30-10:00 A Sociolinguistic Model in Speech and Language Pathology; Focused Dialects in Western North Carolina
- 10:00-12:00 Overview of Structures for Appalachian English and African American English
- 12:00-1:00 Lunch
- 1:00-2:30 Issues in Assessment and Remediation
- 2:30-4:15 Social Justice in Speech and Language Pathology (with 15 minute break)

**Friday, April 12th**

**Challenges to Communication Assessment and Treatment in Inclusive Settings  
with Nancy Brady**

- 8:00-9:45 Defining an ecological approach to assessment and treatment in inclusive classrooms; barriers faced; using a collaborative planning and consultation framework; and combining data to development a treatment plan.
- 9:45-12:00 Writing high quality functional IEP goals; making data-based decisions regarding student progress (with 15 minute break)

If you have special needs that require physical accommodation, please contact WCU's Office of Continuing Education at 828-227-7397 or email [Hensley@wcu.edu](mailto:Hensley@wcu.edu).



**ASHA CE  
APPROVED PROVIDER**

Western Carolina University, Department of  
Communication Sciences and Disorders

Intermediate Level  
1.0 ASHA CEUs

**THURSDAY, APRIL 11<sup>TH</sup>**

**8:30-4:15**

**The Sociolinguistic Model in Speech and Language Pathology  
Dr. Walt Wolfram**

Dr. Wolfram is the William C. Frady Distinguished Professor at North Carolina State University where he directs the North Carolina Language and Life project. Professor Wolfram is particularly interested in the application of sociolinguistic information to the public, as executive producer of fifteen television documentaries, the construction of six museum exhibits, and the development of innovative formal and informal materials related to language diversity. He has received two Emmy awards for documentaries and has received numerous awards, including the North Carolina Award (the highest award given to a citizen of North Carolina), Caldwell Humanities Laureate from the NC Humanities Council, the Holladay Medal at NC State, and the Linguistics, Language, and the Public Award from the Linguistic Society of America. He has served as President of the Linguistic Society of America, the American Dialect Society, and the Southeastern Conference on Linguistics, and has been inducted into the prestigious American Academy of Arts and Sciences. He will be speaking about dialect and its importance for SLPs. **Disclosures:** Dr. Wolfram will receive a one-time honorarium from WCU for the presentation of the workshop. No relevant nonfinancial relationship exists.

**Learner Objectives:** Participants will:

1. Define the principal dimensions of the sociolinguistic model in Speech and Language pathology, including awareness, knowledge, application, and dissemination.
2. Identify the primary linguistic processes that result in vernacular dialect differences.
3. Identify and explain different vernacular phonological and grammatical patterns in Appalachian and African American English
4. Render an alternative score on a standardized assessment for a vernacular dialect speaker based on an understanding of vernacular productions of diagnostic items.
5. Summarize the implications of a broader role in disseminating information about vernacular language use in educational and social contexts.

**Time ordered agenda:**

- 8:30-10:00      A Sociolinguistic Model in Speech and Language Pathology; Focused Dialects in Western North Carolina
- Appalachian English Dialect
  - African American English
  - Cherokee English
- 10:00-10:15      Break**
- 10:15-12:00      Overview of Structures for Appalachian English and African American English
- Linguistic Processes Underlying Phonological Patterns in Vernacular Dialects
  - Linguistic Processes Underlying Grammatical Patterns in Vernacular Patterns
  - Practical Exercises in Identifying Vernacular Patterns
- 12:00-1:00      Lunch**
- 1:00-2:30      Issues in Assessment and Remediation
- Practice Test Administration
  - Interpreting Test Results
  - Beyond Structural Traits in Assessment
- 2:30-2:45      Break**
- 2:45-4:15      Social Justice in Speech and Language Pathology
- View Forthcoming Documentary *Talking Black in America: Social Justice*
  - Discussion, Q & A on Implications of Social Justice in Speech and Language Pathology

## **FRIDAY, APRIL 12TH**

**8:00-12:00**

### **Challenges to Communication Assessment and Treatment in Inclusive Settings Dr. Nancy Brady**

Dr. Nancy Brady is a professor in the Department of Speech Language and Hearing Science at the University of Kansas and an ASHA Fellow. Dr. Brady's research focuses on understanding how pre-speech communication develops, identifying aspects of pre-speech communication related to language development, and developing interventions aimed at promoting language by strengthening these foundational skills. A certified Speech Language Pathologist, Dr. Brady's research informs clinical practice, particularly for individuals with severe autism, Down syndrome, fragile X syndrome, rare disorders associated with intellectual disabilities, and children with sensory impairments such as deaf-blindness. Dr. Brady's research program has resulted in over eighty peer-reviewed journal articles plus an edited book, numerous book chapters and conference presentations. She is the creator of the Communication Complexity Scale (CCS), an innovative tool for measuring emergent communication. She will be sharing her research and its clinical applications.

**Disclosures:** Dr. Brady will be receiving a one-time honorarium from WCU for the presentation of the workshop. There are fees involved with CCS training, however, Dr. Brady does not take the fees herself. There are no non-financial relationships to report.

**Learner Objectives:** Participants will:

1. Identify 2 possible solutions to perceived barriers to providing ecologically valid assessments in inclusive settings.
2. Describe one way to use the Collaborative Planning and Consultation framework to promote communication in inclusive settings.
3. Identify at least two indicators of high-quality functional IEP goals.
4. Provide an example of an intervention aimed at teaching new skills to a student.
5. Provide an example of an intervention aimed at changing the environment to promote communication.
6. Describe one way to collect data on teacher or para-educator engagement with students in inclusive settings.

#### **Time Ordered Agenda:**

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|-------------------|---|
| 8:00-8:30         | Define an ecological approach to assessing and treating communication in inclusive classrooms and discuss barriers currently faced in most school settings. |
| 8:30-9:00         | Using collaborative planning and consultation framework (Kuntz & Carter, 2021).   |
| 9:00-9:45         | Combining data from individual and classroom assessments to develop a treatment plan (deciding what to teach and where to teach it)                         |
| <b>9:45-10:00</b> | <b>Break</b>  |
| 10:00-11:00       | Writing high-quality functional IEP goals.  |
| 11:00-12:00       | Making data-based decisions regarding student progress; Q & A.  |