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Prices	Web	Onsite
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Course # Course Title _____

Date(s) **Location** _____

Name Discipline _____

Facility _____

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Accredited Courses for Rehabilitation Professionals

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National Credentials
Motivations Inc. works with the following CEU approval sources.
See individual brochures with approval information by course.

TPTA Texas Physical Therapy Association

AOTA American Occupational Therapy Association Approved Provider

ASHA CE Approved Provider
Motivations, Inc.
Intermediate Level
0.6 ASHA CEUs

ONSITE and Web Conference #308 Improving Behavior and Communication Through Functional Speech and Language Intervention

Instructor: Amy Prince, M.A., CCC-SLP, BCBA and Amber Ladd, M.A., CCC-SLP, BCBA

Audience: Speech Language Pathologists and Assistants

Live and Self-Study Available

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SUMMARY: This engaging full-day workshop explores modern, functional approaches to pediatric speech-language therapy through the lens of authentic communication, participation, and connection. Topics include early AAC implementation, behavior as communication, child-led and sensory-rich therapy, meaningful goal writing, and creating sessions that are both evidence-based and genuinely engaging for children and families. Participants will leave with practical strategies, real-world tools, and immediately applicable ideas for making therapy more functional, motivating, and impactful across settings. Course methods include lecture, demonstration, videos, group discussions, case studies, and question/answers.

INSTRUCTORS-

Amy Prince, M.A., CCC-SLP, BCBA, is a speech-language pathologist, board certified behavior analyst, speaker, and advocate with nearly two decades of experience supporting children with communication differences and the systems that serve them. As co-owner of The TALK Team and TALK ABA Inc, she has dedicated her career to increasing access to high-quality speech and language services through collaboration with schools, families, and community partners throughout California.

A passionate advocate for children with communication needs, Amy Prince has worked extensively alongside local school districts to develop innovative service delivery models, support special education teams, and improve access to functional communication intervention for students with diverse learning needs. She is particularly committed to helping educational teams create environments where communication, connection, and participation are accessible to all children.

Amy Prince has presented at national, state, and regional conferences, including the California Speech-Language-Hearing Association, California Association for Behavior Analysis, Autism Society of America, and numerous county offices of education and school districts. Her presentations focus on play-based intervention, AAC implementation, interdisciplinary collaboration, behavior support, and practical strategies for supporting communication in educational settings.

Known for her engaging and relatable presentation style, she is passionate about bridging the gap between research and practice, empowering educators, therapists, and families with tools that create meaningful and lasting communication outcomes for children. In recognition of her contributions to the profession, she received the California Speech-Language-Hearing Association's Outstanding Service Award in 2016 and the California Speech-Language-Hearing Association's Fellow of the Association Award in 2016.

Amber Ladd, M.A., CCC-SLP, BCBA, is a speech-language pathologist, Board Certified Behavior Analyst, educator, and entrepreneur with more than 20 years of experience supporting children with communication and developmental differences. As co-owner of The TALK Team and TALK ABA Inc., Amber has helped build one of California's leading multidisciplinary therapy organizations, providing speech-language pathology, behavior analysis, and collaborative support services to children, families, and school districts throughout the region.

Amber's clinical expertise includes autism spectrum disorders, early intervention, augmentative and alternative communication (AAC), language development, and behavior support. She is particularly passionate about helping children develop meaningful communication through play, connection, and functional learning opportunities. Her work is grounded in the belief that communication grows best when children are engaged, motivated, and supported by collaborative teams.

In addition to her clinical leadership, Amber has served as a Clinical Practicum Supervisor at California State University, Fresno since 2007, mentoring future speech-language pathologists and helping bridge the gap between research and practice. She is a frequent presenter at state and national conferences, speaking on topics including AAC, behavior management, interdisciplinary collaboration, and family-centered intervention. In recognition of her contributions to the profession, she received the California Speech-Language-Hearing Association's Outstanding Service Award in 2011.

The instructors have no relevant financial or nonfinancial relationships to disclose.

OBJECTIVES: Upon completion of this course, the participant will be able to:

1. Apply at least three early AAC and communication-support strategies within functional, play-based therapy activities.
2. Analyze challenging behaviors as communication and demonstrate supportive intervention strategies that improve regulation, engagement, and participation during therapy sessions.
3. Describe measurable, functional speech-language goals that target meaningful communication outcomes across everyday environments

FORMAT: This is a 6-hour course equivalent to 0.6 CEUs.

ASHA Credits:. This course is offered for 0.6 ASHA CEUs. (Intermediate level/Professional)

For information about course locations and dates,
visit our website at www.motivationsceu.com

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AGENDA

Total Duration: 7 Hours (Including Breaks and Lunch)

Hour 0:00–0:30 (30 minutes)

Introduction & Foundations

- **Overview of functional, participation-based therapy**
- **Neurodiversity-affirming practices**
- **Shifting beyond compliance-based models**
- **Defining meaningful communication outcomes**

Hour 0:30–1:30 (60 minutes)

Behavior Is Communication

- **Understanding regulation and dysregulation**
- **Identifying communication functions of behavior**
- **Sensory and environmental considerations**
- **Supporting autonomy and self-advocacy**
- **Proactive therapy supports and strategies**

Hour 1:30–1:40 (10 minutes)

Break

Hour 1:40–2:40 (60 minutes)

Creating Connection & Engagement

- **Building trusting, meaningful relationships with children**
- **Prioritizing connection before communication demands**
- **Recognizing and responding to child-led communication**
- **Supporting co-regulation and emotional safety**
- **Increasing engagement through shared interests and responsive interactions**
- **Creating an environment that encourages autonomy, connection, and participation**

Hour 2:40–3:00 (20 minutes)

Interactive Case Studies & Discussion

- **Real-world therapy scenarios**
- **Collaborative problem-solving**
- **Applying behavior supports and connection-based strategies**
- **Identifying opportunities to increase engagement and participation**

Hour 3:00–4:00 (60 minutes)

Lunch Break

Hour 4:00–5:00 (60 minutes)

Making Therapy Functional, Fun & Meaningful

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- **Child-led and play-based intervention**
- **Sensory-rich and movement-based therapy ideas**
- **Increasing motivation and engagement**
- **Embedding communication into natural activities and routines**
- **Practical therapy activities clinicians can immediately implement**
- **Creating meaningful opportunities for participation and connection**

Hour 5:00–5:10 (10 minutes)

Break

Hour 5:10–6:10 (60 minutes)

Early AAC Without Fear

- **Presuming competence**
- **Debunking common AAC myths**
- **Total communication approaches**
- **Naturalistic AAC modeling strategies**
- **Embedding AAC into routines and play**
- **Supporting communication autonomy and meaningful participation**

Hour 6:10–6:45 (35 minutes)

Meaningful Goal Writing & Putting It All Together

- **Developing functional and measurable goals**
- **Participation-based goal writing**
- **Writing goals families understand and value**
- **Improving carryover across settings**
- **Goal rewrite activities and examples**
- **Integrating behavior supports, connection, engagement, AAC, and functional therapy into cohesive sessions**
- **Practical implementation strategies and takeaways**

Hour 6:45–7:00 (15 minutes)

Questions & Answers

- **Open discussion**
- **Clinical troubleshooting**
- **Participant questions and reflection**
- **Final takeaways and next steps**

Satisfactory Completion:
Review and study the practice test before submitting your posttest question/answers on the online form. You can take the test multiple times if needed to obtain the 70% score. Complete the evaluation feedback survey and needs assessment. Obtain, review and save your auto-emailed certificate for your files.