

2009 NJSHA CONVENTION REGISTRATION FORM Page 1 of 2

Save Money! Register Today!

To register please complete this registration form and the program selection form (reverse side.) Return form with both sides completed to the NJSHA office. **THREE** ways to register:

1. On-line at the NJSHA website: www.njscha.org even if you are paying with a check or PO register on-line and just mail in payment.
2. Fax in your registration to (908) 450-1119 even if you are paying with a check or PO fax in your registration.
3. Mail in your registration to: NJSHA, 390 Amwell Road, Suite 403, Hillsborough, NJ 08844.

Name: _____

Affiliation / School Name: _____

Address: _____

City / State / Zip: _____

Home Phone: _____ Work Phone: _____

Fax: _____ Email: _____

- Please check here if this your **First Time Attending the NJSHA Convention**.
- Please check here if you have **Special Needs**. We will contact you for specifics.
- Please check here if you would like to **Volunteer as a Room Moderator** **Be a Program Assistant**
- If you are attending as an **Affiliate under the Courtesy Rate** please specify the affiliate organization: _____

2009 CONVENTION REGISTRATION FEES

The early bird fees end on Friday, March 20, 2009. After that regular fees apply.

Based on your Member Type to the right > please mark an "X" below the appropriate convention registration. **There is an additional \$20.00 fee to register on site.**

	NJSHA Regular / Associate Members & Courtesy Rates for Affiliations		NJSHA Life Members		Non-Members		Full-Time Student NJSHA Members	
	Early	Regular	Early	Regular	Early	Regular	Early	Regular
Full Convention Registration (Thurs, Fri & Sat)	\$365	\$385	\$245	\$270	\$480	\$500	\$35	\$35
Two-Day Combination Registration (incl. Thurs evening) Thursday & Friday Thursday & Saturday Friday & Saturday	\$310	\$330	\$215	\$235	\$405	\$430	\$35	\$35
One-Day Registration Thursday Only Friday Only Saturday Only	\$210	\$230	\$140	\$160	\$315	\$335	\$35	\$35
Thursday Evening Only	\$90	\$110	\$40	\$65	\$100	\$120	\$35	\$35

ADDITIONAL OPTIONS

- Handout CD - \$15
- ASHA CEU Processing Fee - \$7
- IHHIS Processing Fee - \$7
- AAA Processing Fee - \$7
- Friday's Honors & Awards Dinner - \$49 x No. of Tickets _____
- Dietary Needs (we will do our best to accommodate, but cannot guarantee):
- Vegetarian Other _____

SPONSORSHIPS

- \$500 Program Number _____
- \$250 Program Number _____
- \$100 Program Number _____
- \$50 Convention Friend
- \$30 Convention Friend
- \$20 Convention Friend

2009 MEMBERSHIP RENEWAL FOR EXISTING MEMBERS

New member applicants use full application found on inside cover.

- \$120 Regular Member
- \$100 Associate Member
- \$20 Life Member
- \$50 Student, graduate or undergraduate

METHOD OF PAYMENT

NJSHA Federal Tax ID # 22-6064537

Check Enclosed Purchase Order Credit Card: MC Visa AmEx Discover

Credit Card Number: _____ Exp Date: _____

Print Name on Credit Card: _____

Signature: _____

PAYMENT SUMMARY

Convention Registration Fee: _____

Additional Options Total: _____

Sponsorship Total: _____

Membership Renewal: _____

Total Amount Due: _____

PROGRAM SELECTION FORM

This form must be included with your registration.

This form will help us determine the program's room size and quantities for handouts and CEU certificates.

PLEASE PRINT YOUR NAME: _____

THURSDAY, APRIL 30, 2009

- ___ 1 Creating Agreement: Collaborative Problem-Solving in Early Intervention and Special Education
- ___ 2 Color Me Fluent™ The Path to Earned Green Speech
- ___ 3 Project Read Framing Your Thoughts: Concrete Graphic Organizers for Oral and Written Expressive Language
- ___ 4 What is the Evidence Base for Assessing and Treating Adults with Dysphagia?
- ___ 5 Improving the Brain's Internal Clock – Therapeutic Interventions Which Target Reading, Writing, Comprehension, Visual and Motor Skills
- ___ 6 An Evidence-based Evaluation of Early Communication Intervention
- ___ 7 Clinical Application of the Passy-Muir Valve in the Critical Care Setting
- ___ 8 Cochlear Implants, Communication Intervention, and Deaf Culture: A Cochlear Implant User's Perspective
- ___ 9 Pneumonia and Other Pulmonary Diseases: Related to Dysphagia or Not?
- ___ 10 Bumps in the Road: Swallowing/Feeding Challenges for the NICU Graduate and His Family
- ___ 11 Update 2009: Tinnitus and Reduced Sound Tolerance. We Can Help Our Patients!
- ___ 12 Narrative Intervention with Early School-Aged Children with Language Impairment
- ___ 13 Challenges and Opportunities: Reconsidering Behavioral and Developmental Perspectives of Language Intervention for Children on the Autistic Spectrum
- ___ 14 Getting the Most Out of Boardmaker v.6: From Inspiration and Creation, to Implementation
- ___ 15 Proceed With Caution: The High Risk Fragile Feeder in the NICU
- ___ 16 Evidence-based Practices for Vocabulary Interventions
- ___ 17 How Care of the Laryngectomy has Evolved in the Last 30 Years (Actually since 1980)
- ___ 18 ITE Modification & Cerumen-Related Repair
- ___ 19 Wine & Cheese Reception
- ___ 20 Relating to People with Aphasia Through the Eyes of an Aphasic

FRIDAY, MAY 1, 2009

- ___ 21.1 Vendor Academy - The Pediatric Patient Session
- ___ 21.2 Vendor Academy - The Adult Patient Session
- ___ 22 Thinking about the Social Mind and Ways to Explore it
- ___ 23 Nonverbal Learning Disabilities
- ___ 24 The Speech Language Pathologist's Role in an RtI Model of Student Support
- ___ 25 Valid Assessment & Treatment of Childhood Apraxia of Speech
- ___ 26 Hands-on FEES Lab
- ___ 27 Promoting Healthy Social, Emotional and Behavioral Development in Hard of Hearing and Deaf Children
- ___ 28 SLPs and Foreign Accent Reduction
- ___ 29 International Development: Are We Meeting the Needs of Students with Disabilities in Developing Countries?

FRIDAY, MAY 1, 2009 cont'd

- ___ 30 Transitioning Oral-Motor Movements Into Traditional Articulation Therapy
- ___ 31 Medicare Private Practice for SLP's
- ___ 32 Who's Doing the Thinking; Who's Doing the Talking? Changing the Landscape of Aphasia Rehabilitation
- ___ 33 Audiologist as Magician: Managing Hearing Loss in Children
- ___ 34 Ethical Issues Related to Professional Performance Review for the School-based SLP
- ___ 35 The Roles of the Speech-Language Pathologist in Paradoxical Vocal Fold Dysfunction
- ___ 36 "It Seems Ethical To Me; But Is It?"
- ___ 37 Implementing Speech and Language Intervention Based on Family Routines
- ___ 38 Intellectual Disability and Hearing Loss: Undetected, Unserved, Undertreated
- ___ 39 Audiology Update
- ___ 40 The Changing Face of Healthcare
- ___ 41 School Affairs Meeting
- ___ 42 NJSHA Honors and Awards Reception / Dinner

SATURDAY, MAY 2, 2009

- ___ 43 Continental Breakfast / Professional Issues Forum
- ___ 44 Phonological Development and Disorders in Bilingual Children
- ___ 45 Best Strategies to Help SLPs Support Student Literacy Skills
- ___ 46 The Craniofacial Child in Early Intervention: Managing All the Issues
- ___ 47 Speech-Language Pathologists in the Era of Accountability: Making Changes to Make A Difference
- ___ 48 A Pharmacy Course for Speech Pathologists
- ___ 49 Educational Services for Children with Auditory Processing Disorders
- ___ 50 Emergent Literacy: Targets and Techniques
- ___ 52 The Role of the Speech-Language Pathologist in Palliative Care: Caring for Our Patients, Caring for Ourselves
- ___ 53 A Restricted Syntax System to Teach the Narrative Genre
- ___ 54 Kinesio-tape for Labial Skills During Feeding and Articulation
- ___ 55 Children With Unilateral Hearing Loss: Are We Doing Enough?
- ___ 56 The Social Language Development Test: A Standardized Assessment, Ages 6-12
- ___ 57 Vita Stim
- ___ 58 Diagnosis vs. Eligibility; Who Wins? School-based Decision Making Course Level
- ___ 59 Introduction to Augmentative and Alternative Communication (AAC) The Power of Manual AAC Strategies
- ___ 60 Supporting Psychosocial Development of Children with Hearing Loss
- ___ 61 Evidence-Based Practice: Integrating Craft and Science