

**49<sup>th</sup> MidSouth Conference on Communicative Disorders**  
**ASHA Learning Outcomes**

**Stacy Adams, Brenda Zapata, and Meganne Muir**

Sunshine Cottage School for Deaf Children

**Title:** Just a Toolbox of Resources for Listening and Spoken Language

**Abstract:** This presentation teaches auditory oral strategies and techniques to use with children who are deaf or hard of hearing and/or have speech and language delays. Topics include therapy techniques; strategies for carryover; speech, language, and listening resources; and audiological equipment checks. Video demonstrations will be included.

**Learning Outcomes:**

1. List resources to assist in a variety of audiological and speech therapy needs.
2. Describe tools necessary to check audiological technology to ensure adequate daily functioning.
3. List basic strategies and techniques to use while conducting a therapy session with a child who is deaf or hard of hearing.

**Biography**

Stacy Adams has been working as a speech-language pathologist at Sunshine Cottage School for Deaf Children since August 2009. She received a Bachelor's Degree in Communication Sciences and Disorders from Ouachita Baptist University in 2007 and a Master's Degree in Speech Language Pathology from Gallaudet University in 2009. Stacy is currently working toward her Listening and Spoken Language Specialist certification.

Brenda Zapata has been working as a speech-language pathologist at Sunshine Cottage School for Deaf Children (SSC) since December 2017. She was a preschool teacher at SSC for 6 years and worked as a Speech Therapy Assistant at SSC for one year. She received a Bachelor's Degree in Deaf Education from Fontbonne University in 2001 and a Master's Degree in Communication Sciences and Disorders from Our Lady of the Lake University in 2017. Brenda is currently working toward her Listening and Spoken Language Specialist certification.

Meganne Muir has been working as a speech-language pathologist at Sunshine Cottage School for Deaf Children since August 2018. She received a Bachelor's Degree in Speech and Hearing Sciences from the Ohio State University in 2015 and a Master's Degree in Communication Sciences and Disorders from the University of Florida in 2018. Meganne is currently working toward her Listening and Spoken Language Specialist certification.

**Joan Arvedson**

Children's Hospital of Wisconsin

**Title I:** "Problem Solving with Health Complications and Clinical Feeding Evaluations"

**Abstract:** SLPs involved in evaluation/intervention of infants and children with complex swallowing and feeding problems need extensive knowledge of etiologies, medical/surgical factors, typical development, and neurodevelopmental problems to carry out clinical feeding evaluations. SLPs need to consider the "whole child" as they carry out thorough and targeted clinical feeding evaluations as a first step in management decision making.

**Learning Outcomes:**

1. Identify physiologic components of multiple systems (e.g., neurologic, airway, and gastrointestinal) that affect or are affected by swallowing and feeding deficits - Outcome measure: List 3 reasons that a stable airway is needed for oral feeding.

2. Analyze oral sensorimotor function/swallowing in the context of health, medical, and developmental factors - Outcome measure: List 3 factors in a clinical feeding evaluation that would support oral feeding without need for an instrumental examination.
3. Describe findings during clinical feeding observation that provide the basis for decision making of next steps. - Outcome measure: List 3 critical observations from videos during this session.

## **Title II: "Problem Solving with Instrumental Swallow Evaluations & Management Decisions"**

**Abstract:** SLPs involved in evaluation and intervention of infants and children with complex swallowing and feeding problems need to understand criteria and procedures for instrumental evaluations of swallowing regardless of setting in which they practice. Management decisions must take into account underlying medical and health issues, findings from clinical and, in selected patients, instrumental evaluations. Focuses include children with neurologic based sensorimotor deficits with some needing supplemental tube feedings, behavioral problems, and picky eaters. Best practice incorporates evidence that includes neural plasticity and sensorimotor learning principles.

### **Learning Outcomes:**

1. Describe reasons for consideration of an instrumental swallow evaluation for infants and young children with neurologic impairments affecting swallowing. - Outcome measure: List 3 criteria for referral for an instrumental swallow evaluation
2. Incorporate information related to clinic and instrumental evaluation of swallowing along with health status (nutrition, airway, gastrointestinal, and neurologic) into decision making for management of infants and children with dysphagia - Outcome measure: List 3 primary findings that can aid in decision making related to whether a tube fed child could increase oral feeding.
3. Differentiate observable findings from physiologic problems that underly those findings. - Outcome measure: List specific findings on VFSS and relate those findings to underlying physiologic basis for the findings/problems

### **Biography**

Joan C. Arvedson, PhD, CCC/SLP, BCS-S, is Program Coordinator of Feeding and Swallowing Services at Children's Hospital of Wisconsin – Milwaukee. She is Clinical Professor in Division of Gastroenterology, Department of Pediatrics, Medical College of Wisconsin. She has 3 books in publication and numerous articles in peer reviewed journals. Dr. Arvedson is an internationally recognized expert in pediatric dysphagia. She was awarded Honors of ASHA in 2016 and is an ASHA Fellow.

### **Wendy Ashcroft**

Christian Brothers University

**Title:** Side-By-Side - Collaborating to Teach Language and Social Skills

### **Abstract:**

The presenter will use photos and videos to illustrate effective, collaborative strategies for teaching:

- Language skills - requesting, labeling, following directions, vocabulary development, and answering "wh" questions.
- Social skills - requesting politely, sharing with partners, helping friends, asking for permission, responding to "no," being a good sport, and disagreeing appropriately.

## **Learning Outcomes**

1. Describe 11 evidence-based practices that have been shown to increase communication and social skills and explain how these practices motivate children to communicate and interact with their peers,
2. Describe effective waiting strategies and articulate at least 2 reasons why they are so powerful in helping children with exceptionalities initiate interactions,
3. Describe useful strategies for teaching at least 5 different social skills.

## **Biography**

Wendy Ashcroft teaches special education courses and supervises practicum and student teaching experiences at Christian Brothers University in Memphis, TN. She is an experienced special education teacher, widely known for her leadership in the area of teaching children with Autism Spectrum Disorder (ASD). Dr. Ashcroft is the primary author of two books and six-laminated guides on the topics of teaching learners with ASD. Dr. Ashcroft is also a Board Certified Behavior Analyst (BCBA-D) and supervises candidates who are seeking their certification. She also consults with schools systems and, through these activities, she actively supports students with ASD in their schools. Dr. Ashcroft has been an active leader in the Council for Exceptional Children (CEC), The ARC, and in state and community program planning for children with exceptionalities. To stay current with educational research, she has made hundreds of presentations and local and state conferences and she presents regularly at the International Convention of CEC. She has also presented at the National Convention of the American Association of Speech-Language-Hearing Association and teaches the Autism course for the University of Memphis School of Communication Sciences and Disorders.

## **Michael Bamdad**

The George Washington University

**Title:** Navigating the Social Jungle: Managing Executive Functioning Deficits Post TBI

**Abstract:** Executive functioning will be defined into workable components, in order to better understand the complexities of the term. Participants will learn about formal and informal diagnostic procedures to assess executive functioning abilities as well as treatment approaches to manage these deficits. Pragmatic aspects of executive functioning will also be discussed, particularly with a focus on how these deficits can impact the overall goals of one's everyday life.

## **Learning Outcomes**

1. Break down executive functioning abilities into seven workable components.
2. Describe informal vs. formal diagnostic procedures for assessing executive functioning abilities.
3. Describe functional treatment approaches for addressing executive functioning deficits.

## **Biography**

Michael J. Bamdad is a Speech-Language Pathologist who has worked with TBI patients and their families for over 20 years. He has been published and speaks nationally and internationally on the topics of executive functioning deficits and pragmatic disorders post TBI. He spent many years working as a civilian researcher for the United States Army, based out of the Neuroscience Center at Walter Reed Army Medical Center, Washington, D.C., where he advanced to the position of Assistant Director of the outpatient head injury clinic. He was involved in establishing the Defense and Veterans Brain Injury Center, which has a mission to serve active duty military and veterans with traumatic brain injuries. He then moved into academia full time, and is currently working in the Department of Speech and Hearing Science at The George Washington University. He teaches applied neurology at the graduate level and works as the department's Clinic Director.

**Pelagie Beeson**  
University of Arizona

**Title:** The Benefit of Phonological Treatment in Aphasia: Getting at the Core Deficit

**Abstract:** Individuals with acquired language impairment due to left perisylvian damage comprise the largest cohort of clinical caseloads in aphasiology. In our case series research (n = 47), we found weakened phonological abilities to be among the most persistent deficits, with marked consequences for spoken and written language. In this seminar, we provide a description, rationale, and outcomes for treatment sequences that address underlying phonological impairment and scaffold language recovery across aphasia profiles and severities.

### **Learning Outcomes**

1. Characterize the core phonological deficits commonly seen in individuals with aphasia due to left perisylvian damage.
2. Explain a treatment sequence appropriate to strengthen phonological skills and promote interactive use of residual and retrained language abilities.
3. Describe the expected response to phonological treatment across a wide severity range

### **Biography**

Pélagie (Pagie) Beeson is Professor and Head of the Department of Speech, Language, and Hearing Sciences at the University of Arizona. Her research focuses on the nature and treatment of acquired impairments of adults. Dr. Beeson and her research team work to develop and test behavioral interventions to maximize recovery from aphasia, alexia, and agraphia. She uses neuroimaging techniques to inform understanding of the neural substrates of written and spoken language and to provide insight regarding the neural support for language recovery after brain damage.

Dr. Beeson is a Fellow of the American Speech-Language-Hearing Association (ASHA) and served as Coordinator of ASHA Special Interest Group 2. At the University of Arizona, Dr. Beeson has been recognized for teaching and mentoring excellence, receiving the Outstanding Mentor Award from the Graduate and Profession Student Association, and the Distinguished Career Teaching Award from the College of Science.

**Julie Bingham**  
Tree of Life Dementia Care Consulting  
**Claire Gallagher**  
James Madison University

**Title:** Applying ABA Principles to Dementia Therapy

### **Abstract:**

Every behavior stems from a perceived need, whether it is in the child with autism or the adult with dementia. In this course, we will examine how the therapeutic approaches for children living on the autism spectrum cross-over to those for people living with dementia. Participants are encouraged to share examples from their own clinical practice.

### **Learning Outcomes**

1. Identify at least three common characteristics of ASD and dementia. [L] [SEP]
2. Name the main principles of ABA as a therapeutic tool for people with ASD. [L] [SEP]

3. Describe ABA principles to form a therapeutic intervention plan for a person with dementia.

### **Biography**

Julie Bingham is a 2001 graduate of The University of Memphis School of Audiology and Speech-Language Pathology. After receiving a Bachelor's in Psychology from The U of M, she worked as an ABA therapist for children with Autism Spectrum Disorder and then focused much of her graduate work on helping children understand and connect with the world around them. When she began working in geriatrics, she realized that the treatment techniques for adults with dementia were quite similar in terms of helping the disordered brain make sense of the world and connections with others.

Julie has served the geriatric population, specifically those with various stages of cognitive impairment, for more than 17 years. She has worked in Corporate Operations and Management as well as in Corporate Program Development for Activities and Memory Care. As a nationally Certified Alzheimer's Disease and Dementia Care Trainer, Julie travels the country instructing and preparing healthcare providers to receive their national certification as a Certified Dementia Practitioner and is regularly asked to present on topics related to healthy aging and dementia care throughout Virginia. She founded Tree of Life Dementia Care Consulting in February of 2017 with a mission to improve the quality of life for people with dementia and those who care for them. Julie believes there is still JOY after a dementia-related diagnosis and is committed to spreading that JOY to communities and caregivers all over the country!

Claire Gallagher received her Bachelor's degree from James Madison University in Psychology with a concentration in Applied Behavior Analysis in 2017. Throughout her undergraduate career, she worked in the Alvin Baird Attention and Learning Disabilities Center and the Inter-Professional Autism Clinic at JMU, where she provided direct support to children with Autism Spectrum Disorder and individuals with diagnoses of developmental, neurocognitive, and emotional disorders. She is currently pursuing her Master's degree in Psychological Sciences with a concentration in Applied Behavior Analysis at JMU and is working towards licensure as a Licensed and Board Certified Behavior Analyst. She is currently employed as a BCBA-Intern with the Shenandoah Valley Regional Program in Waynesboro Public Schools.

Additionally, Claire works as a Behavior Specialist for Oasis Senior Advisors in Richmond, Virginia, and recently earned her national certification as a Certified Dementia Practitioner (CDP). Her passion is helping individuals of all ages with neurocognitive disorders and developmental disabilities live meaningful lives in inclusive and accepting environments that promote understanding and provide a place for everyone to achieve success.

### **Laura Bresee**

Memphis Speech Solutions LLC

**Title:** Bridging Yoga with Speech Voice Therapy

**Abstract:** Do your patients meaningfully transfer therapy goals to real life? If not, bridging the connection between mind, body, and voice may be the answer. In this session, we will apply principles of mindfulness, breathing, and gentle yoga to increase patients' cognitive and proprioceptive awareness. Working with the whole body in clinical practice will help to improve functional therapeutic outcomes.

### **Learning Outcomes:**

1. Identify one benefit of bridging the mind, body, and voice connection in clinical practice
2. Explain the contrast between meditation and mindfulness
3. Describe at least three ways proper abdominal breathing adequately supports speech production

## **Biography**

When an individual's job requires frequent public speaking with little or no time to prepare, speech and vocal confidence often suffer. Lack of preparation and practice of the subject matter will undoubtedly result in visible symptoms of speech anxiety. I am passionate about instructing evidence based speech organization and voice delivery strategies to busy professionals who regularly question their communication effectiveness.

I know from personal experience that incorporating new habits into your public speaking routine can be uncomfortable. I believe one will adapt to the new skill set easier by receiving knowledge and training from multiple perspectives. As a speech language pathologist, I remain in touch with research literature and use it to generate measurable goals. As a coach, I use a whole person approach to training that goes beyond clinical practice. With caring consideration of one's desires, goals, personality traits and limitations, the client and I work together to create a customized, results-driven training plan. When the client is able to transfer the newly acquired skills to their interpersonal and business communications with both confidence and accuracy, he or she will conduct presentations effectively using a voice of leadership.

My educational background includes a Bachelors and Masters degree in Speech, Language and Hearing Science from the University of Colorado at Boulder. I am a licensed Speech Language Pathologist in Tennessee and certified by the American Speech and Hearing Association. Memphis Speech Solutions is federally recognized as a Woman Owned Small Business certified by the Women's Business Enterprise National Council. I hold a Teacher Certification in the Heather Lyle Vocal Yoga Method®, Santa Monica, CA in June 2017. Most recently, I completed course requirements for the 200HR Registered Yoga Teacher (RYT-200) Certification at Sumits Yoga Memphis as of September 2018. Official certificate is pending.

## **Claire Campbell**

Assistive Technology Works

**Title:** How to Help: Prompting and Modeling for AAC Users

**Abstract:** So many reasons that AAC systems fail come back to the communication partners. What's too much prompting? What's too little? This session will cover the AAC prompt hierarchy as well as various ways to model and support AAC throughout the natural environment

### **Learning Outcomes**

1. Identify at least two communication partner influenced reasons AAC systems often fail
2. Identify at least two methods of prompting other than physical supports
3. Identify two different types of modeling to be used in support of the AAC user

## **Biography**

Claire Campbell, M.A., CCC-SLP, ATP, earned her Bachelor's Degree in Foreign Languages and Linguistics at the University of Memphis and her Master's Degree in Speech-Language Pathology at Indiana University. She has previously worked in both Tennessee and Texas as a pediatric speech-language pathologist. Prior to working as a consultant, she served as the AAC subject matter expert for Texas Children's Hospital in Houston, TX.

Claire holds the ASHA Certificate of Clinical Competence and the RESNA Assistive Technology Professional certification. When treating, she was a Language Acquisition through Motor Planning (LAMP) certified professional. She has previously presented on various topics related to AAC at TAASLP and TAAT, as well as guest lecturing at several University graduate programs in the area of Speech Pathology.

## **Kim Cavitt**

Audiology Resources, Inc.

### **Title I: The Ethical/Legal Foundations of Audiology**

**Abstract:** This course will outline the legal and ethical foundations of audiology, including state and federal regulations and HIPAA. We will also discuss certain legal cases and the ethical and legal implications of common clinical and professional scenarios.

#### **Learning Outcomes**

1. List the state and federal regulations that influence and affect the practice of audiology.
2. List the HIPAA requirements.
3. Define the role of the Office of the Inspector general in ethical and legal matters.

### **Title II: The Fundamentals of Audiology Coding: CPT, HCPCS and ICD 10**

**Abstract:** This presentation will focus on the fundamentals of coding, CPT, HCPCS, and ICD 10, in an audiology practice.

#### **Learning Outcomes:**

1. List and utilize the CPT codes that apply to audiology.
2. List and utilize the HCPCS codes that apply to audiology.
3. List and utilize the ICD-10 codes that apply to audiology.

## **Biography**

Kim Cavitt, AuD was a clinical audiologist and preceptor at The Ohio State University and Northwestern University for the first ten years of her career. Since 2001, Dr. Cavitt has operated her own Audiology consulting firm, Audiology Resources, Inc. Audiology Resources, Inc. provides comprehensive operational, compliance and reimbursement consulting services to hearing healthcare providers. She is a Past President of the Academy of Doctors of Audiology (ADA). She currently serves as the Vice-President of Government Affairs for the Illinois Academy of Audiology and is the Chair of the State of Illinois Speech Pathology and Audiology Licensure Board. She also serves on committees through ADA and AAA and is an Adjunct Lecturer at Western Michigan University and an Adjunct Lecturer and Clinical Placement Coordinator at Northwestern University.

## **Marshall Chasin**

Musicians' Clinics of Canada

### **Title I: Musicians and the Prevention of Hearing Loss**

#### **Abstract:**

Music exposure can pose a problem, especially with the advent of “portable” music. Despite the complexity of the human auditory system, it does not know the difference between industrial noise and music. Indeed, many of the factors can equally affect music exposure as well as industrial exposure. This talk is an overview of those factors affecting hearing for musicians as well as environmental strategies and hearing protection to minimize the potential damaging effects of music.

#### **Learning Outcomes**

1. Select appropriate tests and counsel musicians regarding hearing loss prevention
2. Describe how inexpensive room modifications can be made to improve a room for music.
3. Describe appropriate hearing protection and other devices to minimize the impact of music exposure

## **Title II: Music and Hearing Aids**

**Abstract:** Music and speech have some differences which include spectral shape, intensity and “crest factors”. Most modern digital hearing aids cannot handle the more intense inputs that are characteristic of music. Three new technologies and four clinical strategies will be provided to optimize hearing aids for music as well as for speech. These technologies and clinical strategies are designed to circumvent some problems associated with the analog-to-digital conversion process—still a major weak point with some modern hearing aids.

### **Learning Outcomes:**

1. Select software programming that is optimized for music
2. Explain the engineering limitations of some modern hearing aids for music
3. Identify some simple clinical strategies to improve a hearing aid for music

### **Biography**

Dr. Marshall Chasin is Director of Audiology at the Musicians' Clinics of Canada, Adjunct Professor at the University of Toronto (in Linguistics), and Associate Professor in the School of Communication Disorders and Sciences at Western University. He is the author of over 200 articles and 8 books including *Musicians and the Prevention of Hearing Loss*. He writes a monthly column in *Hearing Review* called *Back to Basics*. Dr. Chasin has been the recipient of many awards over the years including the 2012 Queen Elizabeth II Silver Jubilee Award and the 2017 Canada 150 Medal. He has developed a new TTS app called *Temporary Hearing Loss Test* app. And he is not as boring as this bio makes him sound!

### **Kate Davidson**

Medical University of South Carolina

**Title:** Targeted, Evidence-Based Treatment for Swallowing Impairment Using a Standardized Approach

**Abstract:** This seminar will link impaired physiologic components of swallowing with evidence based interventions to specifically target swallowing impairment. Case based instruction will demonstrate treatment planning, formulation of treatment goals and the application of targeted interventions based on assessment outcomes derived from modified barium swallow studies.

### **Learning Outcomes**

1. Develop targeted, evidence-based treatment plans including the establishment of measureable goals.
2. Reference the results of tested interventions that directly target cross-system interactions of the upper aerodigestive tract.
3. Summarize the importance of standardized training, assessment, outcome tracking, and reporting.

### **Biography**

Kate W. Davidson, MS, CCC-SLP is a Speech-language pathologist and Research Associate at the Medical University of South Carolina. She is Assistant Lab Director of the Swallowing Cross-System Collaborative at Northwestern University in Evanston, Illinois. Kate received her Masters degree in Communication Sciences and Disorders from the Medical University of South Carolina in 2010 and completed her Clinical Fellowship under the direction of Dr. Bonnie Martin-Harris, Dr. Terry Day and Julie Blair at MUSC in 2011. Her clinical focus is in adult swallowing disorders and her research interests include standardization of the videofluoroscopic swallow study and the use of high-resolution pharyngeal manometry as an assistive biofeedback device for swallow rehabilitation.



**Alex Elkins**

University of Mississippi Medical Center

**Title:** Clinical Utility of Video Head Impulse Testing and Integration Into Clinical Practices

**Abstract**

This presentation will discuss the physiology, interpretation, applications, benefits, and limitations of video head impulse testing (VHIT). The presentation will relate VHIT to other tests of peripheral vestibular function with relevant case studies. There will be a discussion on integration of VHIT into clinical practices.

**Learning Outcomes**

1. Discuss clinical applications of video head impulse testing
2. Describe how to interpret findings of video head impulse testing Learning
3. Discuss benefits and limitations of video head impulse testing

**Biography**

Alex Elkins, AuD is an Assistant Professor in the Department of Otolaryngology and Communicative Sciences at the University of Mississippi of Medical Center (UMMC). He received his AuD from the University of South Florida where he has served as an adjunct instructor for the Vestibular Evaluation and Management course. Dr. Elkins interests are in the areas of vestibular diagnostics and treatment, and education in audiology. His clinical practice also includes diagnosis of hearing and balance disorders, infant electrophysiology, and adult amplification. Dr. Elkins is responsible for providing Audiology education to Otolaryngology residents at UMMC.

**Sharon Fairbanks**

University of Memphis

**Title:** What Audiologists and Speech Language Pathologists Should Know About the Deaf Patient

**Learning Outcomes:**

1. Describe some differences between Deaf and hearing cultures.
2. Introduce themselves appropriately in American Sign Language and explain their job. (Speech Language Pathologist, Audiologist)
3. Describe how to use an Interpreter for the Deaf

**Biography**

Sharon Price Fairbanks has worked with the deaf/Deaf over 30 years. She has a degree in Communication Disorders/Deaf Education All Levels. For four years she was an actress in the Callier Theatre for the Deaf and is currently an Interpreter for the Deaf at University of Memphis and an Instructor of American Sign Language in the School of Communication Sciences & Disorders at University of Memphis. For the past ten years she has traveled to Haiti to train teachers at St. Vincent's School for the Deaf and Handicapped and serves as a consultant for Friends of St. Vincent's School for the Deaf Handicapped and Jacob's Color Link in Port au Prince, Haiti.

**Lynda Feenaughty**

University of Memphis

**Title:** Exploring the Effects of Concurrent Tasks on Spoken Language in MS

**Abstract:** This session will present a study that explored the effects of concurrent tasks on spoken language for speakers with multiple sclerosis (MS) and controls. Results of this investigation will

help to determine how dual-task conditions may be useful in clinical assessments for individuals with cognitive impairment or dysarthria in MS.

### **Learning Outcomes**

1. Discuss the nature of complex communication problems secondary to multiple sclerosis.
2. Discuss the effect of concurrent tasks on spoken language in multiple sclerosis.
3. Discuss the importance for appreciating cognitive impairment and dysarthria when interpreting speech differences associated with multiple sclerosis.

### **Biography**

Lynda Feenaughty, PhD., is an Assistant Professor and Director of the Adult Neurogenic Communication Disorders Lab in the School of Communication Sciences and Disorders at the University of Memphis. Her research focuses on the relationship between neuropsychological function and spoken language behaviors secondary to neurodegenerative disorders.

### **Sarah Irby**

Integrated Health

**Title:** Behavior Management for SLPs and AuDs

**Abstract:** This presentation will focus on behavior management strategies that will help SLPs and AuDs while completing assessments with children with challenging behaviors.

### **Learning Outcomes**

1. Identify behaviors that may interfere with completion of an audiological or speech evaluation
2. Describe how to reduce problem behaviors during session
3. Describe how to increase responding, resulting in successful completion of evaluations

### **Biography**

Dr. Sarah Irby is a licensed psychologist at Integrated Health in Southaven, Mississippi who specializes in autism spectrum and related neurodevelopmental disabilities. She is an adjunct professor at the University of Mississippi and the University of Memphis. Related presentations include: Autism Spectrum Disorder: Diagnosis and Treatment and Behavior Management Strategies for Teachers

### **Ann Kearney**

Stanford University

**Title I:** FEES: The Basics of Evaluation and Treatment I

### **Abstract**

This course will cover the basics of FEES: the anatomy and physiology of swallowing seen endoscopically, FEES protocols, scoring, and using endoscopy as a treatment tool.

### **Learning Outcomes**

1. Name three anatomical structures seen during a FEES exam.
2. List 2 reasons to do a FEES and instead of a MBS study
3. List 2 medical diagnoses that a FEES exam is best indicated.

**Title II:** FEES: The Basics of Evaluation and Treatment 2

**Abstract:** This course will cover the basics of FEES: the anatomy and physiology of swallowing seen endoscopically, FEES protocols, scoring, and using endoscopy as a treatment tool.

### **Learning Outcomes**

1. Name three scoring guidelines during a FEES exam.
2. List 2 reasons to use FEES for treatment
3. List 2 safety issues to doing a FEES exam

### **Biography**

Ann has recently completed her clinical doctorate in speech pathology (CScD) and has over 25 years of clinical experience. Since 2003, she has worked in the department of Otolaryngology, Head and Neck Surgery at Stanford University and Medical Center. Her interests include post laryngectomy rehabilitation, professional voice therapy, dysphagia after head and neck cancer, PVFM disorder, and chronic cough. She has presented at numerous national meetings and is currently on the faculty for the Langmore FEES, LLC. She is trained in Buteyko Breathing (level 1) and is Myofascial Release certified for the head and neck.

### **Danielle Keaton & LaKesha Churn**

Le Bonheur Children's Hospital

**Title:** Episodic Care over the Lifespan: Reshaping the roles of Family, Function, & Frequency in Pediatric Rehab

**Abstract:** Children with complex and chronic conditions face a lifetime of services. Speakers will share their story of blending evidence-based practice models and transforming service at two outpatient rehab departments. Participants will examine their own beliefs and practices in order to create new possibilities for the children and families they serve.

### **Learning Outcomes:**

1. Describe current evidence-based practice models in pediatric rehab.
2. Describe how function and frequency correlate to family engagement.
3. Discuss a shift in personal clinical practice beliefs.

### **Biography:**

Danielle Keaton is the Director of Outpatient Rehab & Developmental Services for Le Bonheur Children's Hospital. She received her Master's in Speech-Language Pathology from the University of Memphis longer ago than she'd like to admit. (Ok, it was 2000.) She has spent most of her professional career at Le Bonheur Children's Hospital, first as a clinician, and then overseeing services for children with developmental and rehabilitation needs, in home, school, community and outpatient settings. She is also a professional coach, a member of the International Coach Federation, working towards PCC designation. She presents frequently on applying a "coach-approach" to clinical work and trains leaders at Methodist Healthcare on "coaching for leaders". Her mission in healthcare is shifting the mindset of clinicians to be more open to true collaboration with the patients and families they serve.

LaKesha Churn is the Manager of Outpatient Rehab Services for Le Bonheur Children's Hospital – East location. She has worked as an Occupational Therapist for 15 years in almost every setting possible! She received her professional training in Occupational Therapy from Eastern Kentucky University. She shares her expertise with the UTHSC OT program by guest lecturing on the topics of NICU service and Therapeutic Handling. Her inspiration to work in pediatric care stems from a deep appreciation of the resilience of children and the joy they naturally have, even in challenging circumstances.

**Katie McLeod**

Memphis Oral School for the Deaf

**Jennifer Taylor**

University of Memphis

**Title:** Aural Habilitation Roundtable Birth to 18: Intervention Strategies for Children with Hearing Loss Part 1

**Learning Outcomes**

1. Describe how auditory verbal therapy differs from regular intervention.
2. List three strategies for intervention for children with hearing loss.
3. Describe who is a candidate for auditory habilitation.

**Biography**

Katie McLeod, M.S., CCC-SLP, LSLs Certified AVT, received her master's degree in Speech- Language Pathology with a specialization in Identification and Management of Infants and Children with Hearing Loss from Vanderbilt University Medical Center. After four years of clinical experience, Katie received her designation as a Listening and Spoken Language Specialist- Certified Auditory-Verbal Therapist from the A.G. Bell Academy. She provides bilingual therapy services for Spanish-speaking families. Katie has seven years of experience working with families of infants and children who are deaf and hard of hearing in OPTION programs in Nashville and Memphis, Tennessee. She is currently the coordinator of the Sound Beginnings early intervention and family training program at Memphis Oral School for the Deaf.

Jennifer P. Taylor, Au.D., CCC-A, received her master's degree in Audiology from the University of Mississippi, and her doctorate in Audiology from the University of Florida. Dr. Taylor is the Director of Clinical Services in Audiology and a Clinical Associate Professor for the School of Communication Sciences and Disorders at the University of Memphis. She is also the Audiology Section Chief at the University of Tennessee's Boling Center for Developmental Disabilities. She is active as a volunteer locally and nationally in the Communication Sciences and Disorders field.

**Katherine Mendez**

University of Memphis

**Title:** Working With Interpreters: Practical and Ethical Considerations

**Abstract**

Legal and ethical standards require that speech language pathologists and audiologists provide services in the language that is most appropriate for the client and/or family being served; however, there are not currently enough bilingual service providers to meet this demand. For this reason, it is critical that clinicians know how to effectively and ethically collaborate with interpreters to provide appropriate services. In this session, we will discuss roles and responsibilities, selecting an effective interpreter, collaborating with an interpreter for assessments and intervention, as well as legal and ethical considerations. Time permitting, we will review and discuss case studies that highlight important clinical considerations.

**Learning Outcomes**

1. Describe the primary responsibilities of the clinician when collaborating with an interpreter.
2. Describe 3 important considerations when selecting an interpreter.
3. Name 3 factors that can impact the effectiveness of collaboration with an interpreter

## **Biography**

Katherine Mendez is a bilingual speech-language pathologist specializing in language, literacy, and executive function. She currently works part-time as a clinical supervisor at the University of Memphis in addition to having her own private practice. She has previously worked as a bilingual diagnostician for Shelby County Schools, and has several years experience as a research associate and medical interpreter.

## **Julien C. Mirivel**

University of Arkansas at Little Rock

**Title:** The art of positive communication: Small Behaviors for Big Impact

**Abstract:** This keynote is an introduction to the art of positive communication. It is designed to inspire all participants to communicate more positively in their professional and personal lives. Through stories and concrete examples, participants will learn to enact communication behaviors that build high-quality relationships and deliver better health care.

## **Learning Outcomes**

1. Explain a practical model of positive communication
2. Practice core behaviors that make a difference at work and at home
3. Increase the ability to build high-quality relationships

## **Biography**

Dr. Julien C. Mirivel is Professor of Applied Communication and Interim Dean of the College of Social Sciences and Communication at the University of Arkansas at Little Rock. He is “among the founding scholars in the emerging field of positive communication” and an award-winning teacher and scholar. Julien has published in the best journals in the field of communication and is the author of two books on positive communication: *The Art of Positive Communication: Theory and Practice* and *How Communication Scholars Think and Act: A Lifespan Perspective*. In the last five years alone, he has delivered hundreds of keynotes, trainings, and workshops on how to communicate effectively across contexts. He is a TEDx speaker whose mission is to inspire individuals and groups to communicate more positively at work and at home. For more information and resources, please visit [julienmirivel.com](http://julienmirivel.com).

## **Andrea M. Moore**

Bartlett City Schools

**Title:** Building Communication, Bridging the Classroom: Effectively Facilitating Communication Skills across School Settings

**Abstract:** This course will provide school-based SLPs with therapy techniques to bridge the carryover of skills from the therapy room to the academic environment. Activities will be shared to enhance group therapy. Building strategies for working with articulation, language, and special populations will be shared.

## **Learning Outcomes**

1. Name one activity that can assist in building communication of students with a speech impairment
2. Provide one pro/con of use of the push-in therapy approach
3. Identify one strategy to use with students who are non-verbal

## **Biography**

Dr. Andrea Moore is a graduate of Delta State University, The University of Memphis, and Nova Southeastern University. She has worked across settings within the field of speech-language pathology including early intervention, private practice, acute care, adjunct professor, and school therapy. She currently serves as the Lead Related Service Provider for Bartlett City Schools, where she manages a caseload of 60 students in addition to her administrative duties. She is the Continuing Education administrator for the district. Dr. Moore is a childcare provider staff development trainer for the State of Mississippi for which she has presented on topics related to Autism and Assisting the Non-Verbal Child. Dr. Moore has previously presented on topics related to caseload management and scheduling. She is a member of the Tennessee Association of Audiologists and Speech-Language Pathologists and the American Speech-Language Hearing Association. She is a 4-time recipient of the Award of Continuing Education. Dr. Moore is licensed to practice in both Mississippi and Tennessee.

## **Lipika Sarangi**

The University of Memphis

**Title:** How to apply principles of self-efficacy to enhance your audiology practices?

## **Abstract**

Studies have demonstrated that hearing aid self-efficacy influences hearing-impaired older adults' decisions to consult about hearing loss, obtain hearing aids, continue using it regularly, and to be a successful and satisfied hearing aid user. This presentation will discuss application of self-efficacy principles in the field of audiology, with supporting evidence.

## **Learning Outcomes**

1. List ways to apply self-efficacy principles in audiologic rehabilitation to improve various hearing aid outcomes
2. List self-efficacy questionnaires available in the field of Audiology and learn to apply those whenever needed
3. Describe how cognition, personality, and hearing aid experience relate to hearing aid self-efficacy

## **Biography**

Lipika Sarangi is a PhD student in the School of Communication Sciences and Disorder, the University of Memphis. She has completed her masters in Speech and Hearing from the University of Mysore, India. Prior to joining the University of Memphis, she worked as a Senior Audiologist. Her research interests include how premium hearing aid technologies benefit older adults with hearing loss and how to customize these features to meet their individual listening needs.

## **Lisa Scott**

Florida State University

## **Julie Marshall**

University of Memphis

**Title:** Treating Stuttering in School-Age Children

## **Abstract**

This presentation will help SLPs choose treatment goals using the child's overt symptoms, reactions and life impact of stuttering and the child's priorities for changing stuttering and stuttering-related behaviors. Levels of complexity will be defined as a framework for treatment decisions. Example activities, cases and sample behavioral goals will be presented.

## **Learning Outcomes**

1. Define the symptoms and characteristics of stuttering associated with 3 subgroups: Basic, Complex and Complex+.
2. Choose goals and strategies based on complexity level and child's priorities for therapy targets.
3. Develop functional tasks and strategies to maximize the generalization and benefit of stuttering treatment.

## **Biography**

Julie Marshall is a Clinical Associate Professor at the University of Memphis School of Communication Sciences and Disorders, where she has taught since 1998. She is a Board-Recognized Specialist in Fluency Disorders and works with people of all ages who stutter. Recognizing the complexity of stuttering and its potential impact on daily life, Ms. Marshall promotes treatment approaches that reduce the severity of stuttering and maximize the individual's resilience, coping and full engagement in social, vocational and academic pursuits. She especially enjoys showing students and colleagues how rewarding it can be to work with those who stutter.

Lisa A. Scott, PhD CCC-SLP is Director of Clinical Education in the School of Communication Science and Disorders at Florida State University. The recipient of FSU's 2016 Distinguished Teaching Award, she directs the L. L. Schendel Speech and Hearing Clinic, teaches courses in stuttering, counseling, and professional issues, and maintains an active clinical practice. She is a site visitor for the ASHA Council on Academic Accreditation, is the former Vice President for Education for the Stuttering Foundation of America, and is serving as the Secretary for the Council of Academic Programs in Communication Sciences and Disorders. Dr. Scott is a Fellow of ASHA and the recipient of the Dr. Alan Rabinowitz Award for Clinical Excellence from the Stuttering Foundation. Dr. Scott has made numerous presentations at district, state, and national meetings, and co-authored several publications in the area of fluency disorders.

## **Rachel Sievers**

Arkansas Children's Hospital

**Title:** The Good, the Bad, and the Ugly: Family support and counseling

**Abstract:** Despite efforts by graduate school programs to provide sensitivity training and counseling techniques to students, medical professionals who work with children with hearing loss are often not prepared to support families in their unique needs. The presenter will share lessons she has learned as a pediatric audiologist and as a mother of a child with hearing loss. Specifically, the presenter will discuss best practices on how medical professionals can deliver difficult news, counsel families, and support them along their journey. Discussion and audience participation will be strongly encouraged.

## **Learning Outcomes**

1. Describe the type of support necessary for families of children with hearing loss.
2. Describe the limitations of medical professionals in providing support and counseling to families of children with hearing loss.
3. List ways that medical professionals can better support families with children with hearing loss.

## **Biography**

Rachel Sievers, Au.D., is a clinical audiologist at Arkansas Children's Hospital. She received her Bachelor of Science in Speech-Language Pathology from the University of Central Arkansas and her Doctorate in Audiology from the University of Tennessee - Knoxville. Her specialities include pediatric diagnostics (including ABRs), hearing aids, cochlear implants, and educational audiology. In addition to her clinical responsibilities, Dr. Sievers serves on the board for Arkansas Hands and

Voices. Being both an audiologist and a mother of a child with hearing loss, she is passionate about family to family support. She has presented in areas of cochlear implantation, delivering difficult news, and family support and counseling.

### **Sandra Stinnett**

University of Tennessee Health Science Center

**Title:** Laryngologist and the SLP: Co-Assessment & Voice Outcomes

#### **Abstract**

The relationship between a speech language pathologist (SLP) and laryngologist is intricately involved in the management of voice patients. This team approach allows accurate co-assessment and customization of treatment strategies. As a result of the multidisciplinary team, efficient patient care is provided with optimal outcomes clinically and financial!

#### **Learning Outcomes**

1. Describe the role of laryngologist in patients with voice pathologies
2. Discuss the multidisciplinary approach to this patient population.
3. Describe financial and clinical benefits of the multidisciplinary team approach in this patient population

#### **Biography**

Dr. Sandra Stinnett joins us from Johns Hopkins University in Baltimore, MD where she completed her fellowship in Neurolaryngology (study of the voice box). She received her Medical Degree from the University of Miami Miller School of Medicine and was then accepted into the University of Miami/Jackson Memorial Hospital - Department of Otolaryngology where she completed her internship and residency training. She is a classically trained pianist and has performed in venues such as New York's Carnegie Hall and Cami Hall. She is also a vocalist with experience in performing, recording and leading worship in her local church.

Dr. Stinnett joins the University of Tennessee Health Science Center as Assistant Professor and Director of the Division of Laryngology. She is looking forward to creating an awareness for vocal hygiene and prevention in the Memphis community and providing state of the art care in this field. Her areas of expertise include the full spectrum of disorders of the voice which range from management of the professional voice, treatment of neurological conditions of the larynx, benign and malignant conditions of the vocal folds, vocal fold paralysis, airway reconstruction and swallowing disorders. She also is particularly interested in endoscopic and office-based approaches, as well as the use of laser treatment in laryngeal disorders.

### **Tina M Stoody**

University of Northern Colorado

**Title:** Adventures in Animal Audiology: Horses and Dogs and BAERs Oh My!

**Abstract:** Fetchlab is a community of clinicians and researchers who have an interest in animals and their ability to interact within their environment. Animal Audiology is a specialty area within the profession born out of Fetchlab. Hearing assessment in animals, on-going animal research, and animal audiology education models will be presented.

#### **Learning Outcomes**

1. Identify audiologic assessment options for the evaluation and management of animal hearing disorders
2. Evaluate current knowledge about hearing loss in dogs and the assessment of effects of noise and age on canine hearing



3. Describe the current education model through FETCHLAB™ for Doctor of Audiology students and audiologists who wish to train in the area of Animal Audiology.

### **Biography**

Tina M. Stody is a professor in the department of Audiology and Speech Language Sciences at the University of Northern Colorado. She is also a certified Animal Audiologist, and a member of Fetchlab. Dr. Stody teaches undergraduate and graduate students across multiple topic areas including Electrophysiology, Cochlear Implants, Auditory Processing Disorders, Aural Rehabilitation, and Animal Audiology. Dr. Stody has contributed to and presented on the topic of Animal Audiology at multiple professional meetings including several local (2016; 2017), state (Colorado Academy of Audiology 2015; 2017), and national (AAA, 2017; NHCA, 2018) conferences. In addition, she is a proud alumnus of the University of Memphis (PhD 2005) and is excited to be invited back to present at this year's Mid-South Conference.

### **Tina M Stody**

University of Northern Colorado

### **Sarah Warren**

University of Memphis

**Title:** Adventures in Cochlear Implantation: Interprofessional Service Delivery and Post-Implant Aural Rehabilitation

### **Abstract**

The population of older adult cochlear implant (CI) recipients has increased; 38% of all recipients are 65+ years. Aural rehabilitative (AR) programs are available to help maximize patient success, but are often under-utilized and measuring success is challenging. Interprofessional service delivery and AR program development for CI patients will be discussed.

### **Learning Outcomes**

1. Identify several options currently available to provide aural rehabilitation/auditory training for adult cochlear implant recipients.
2. Identify the role of different professionals in an interprofessional model of service delivery for cochlear implant patients.
3. Explain the use of patient-reported outcomes in the context of cochlear implant rehabilitation.

### **Biography**

Tina M. Stody is a professor in the department of Audiology and Speech Language Sciences at the University of Northern Colorado. She is also a certified Animal Audiologist, and a member of Fetchlab. Dr. Stody teaches undergraduate and graduate students across multiple topic areas including Electrophysiology, Cochlear Implants, Auditory Processing Disorders, Aural Rehabilitation, and Animal Audiology. Dr. Stody has contributed to and presented on the topic of Animal Audiology at multiple professional meetings including several local (2016; 2017), state (Colorado Academy of Audiology 2015; 2017), and national (AAA, 2017; NHCA, 2018) conferences. In addition, she is a proud alumnus of the University of Memphis (PhD 2005) and is excited to be invited back to present at this year's Mid-South Conference.

Sarah E. Warren, Au.D., Ph.D., CCC-A, is a Visiting Assistant Professor at the University of Memphis School of Communications and Disorders. As a pediatric audiologist-turned-researcher, her research interests include evidence-based practice, patient outcomes, and interprofessional practice. Dr. Warren has produced numerous presentations and publications on pediatrics and cochlear implants. In 2018, she was a core member of the American Academy of Audiology Task Force on Guidelines for Cochlear Implants, which contributed to the first national, evidence-based practice guidelines for cochlear implantation with

recommendations for candidacy, surgery, programming, and long-term management. She is been a member of the Memphis of the Memphis Interprofessional healthcare Collaboration (MIHC) and the Tennessee Interprofessional Education Consortium (TIPEC) where she serves on a committee working on the development of interprofessional clinical services.

### **Jennifer Taylor and Deborah Moncrieff**

University of Memphis

**Title:** A New Protocol for APD Testing and Therapy at MSHC

**Abstract:** Conventional techniques have been used to diagnosis APD for several decades with few specific treatment options for children who receive an APD diagnosis. This session will focus on a new classification of an APD clinical entity that can be easily diagnosed and that responds to treatment with Auditory Rehabilitation for Interaural Asymmetry (ARIA). ARIA is a global evidence-based protocol that has been shown to offer real world benefit to children diagnosed with a amblyaudia, a binaural integration type of APD. Methods for diagnosis and treatment in several clinical case studies will be shared.

### **Learning Outcomes**

1. Define and diagnose amblyaudia and dichotic disaudia.
2. Describe the ARIA protocol and monitor its benefits in children diagnosed with amblyaudia and dichotic disaudia.
3. Implement updated testing techniques into existing APD clinics.

### **Biography**

Jennifer P. Taylor, AuD, is the Director of Clinical Services in Audiology and a Clinical Associate Professor for the School of Communication Sciences and Disorders at the University of Memphis and Audiology Section Chief at the University of Tennessee Boling Center for Developmental Disabilities. She is an active volunteer at the local, state and national levels for communication sciences and disorders.

Deborah Moncrieff, Ph.D., CCC-A joined the faculty in the School of Communication Sciences and Disorders at the University of Memphis in 2018. Her research focuses on auditory disorders across the lifespan, with particular emphasis on the negative impact of auditory disorders on communication, language, learning, and reading. She coined the term “amblyaudia” to characterize a binaural integration type of auditory processing disorder that is diagnosed with results from dichotic listening tests. She developed Auditory Rehabilitation for Interaural Asymmetry (ARIA), a therapeutic approach for remediating individuals with amblyaudia. She has created new tests for clinical assessment of APD and has called for an alternative approach in diagnosis to differentiate specific types of processing difficulties. In her laboratory, she uses electrophysiologic and functional magnetic resonance imaging techniques to explore neurophysiologic underpinnings of amblyaudia. She has recently developed a software program to aid diagnosis and treatment of amblyaudia with ARIA.

### **Sarah Warren and Naomi Eichorn**

University of Memphis

**Title I:** Multifaceted Care, Multidisciplinary Approach: Optimizing the Patient Experience with Interprofessional Practice

### **Abstract**

Interprofessional practice is an emerging concept in healthcare that will soon be required for accreditation in the fields of audiology and speech pathology. In this lecture, audiologists and speech pathologists will

learn about related disciplines and opportunities to work interprofessionally in order to provide optimal patient-focused care for their patients and clients.

### **Learning Outcomes**

1. Describe the tenets of interprofessional practice and its immediate need in audiology and speech pathology.
2. Identify opportunities for interprofessional practice in their current clinical care.
3. Discuss the roles of related professionals in the care of their patients/clients.

### **Title II: Inter- professional Practice Panel**

### **Learning Outcomes**

1. Identify the principles of interprofessional practice and its immediate need in audiology and speech pathology.
2. Describe opportunities for interprofessional practice in their current clinical care settings.
3. Describe the responsibilities of related professionals in the care of their patients/clients.

### **Biography**

Sarah E. Warren, Au.D., Ph.D., CCC-A, is a Visiting Assistant Professor at the University of Memphis School of Communications and Disorders. As a pediatric audiologist-turned-researcher, her research interests include evidence-based practice, patient outcomes, and interprofessional practice. Dr. Warren has produced numerous presentations and publications on pediatrics and cochlear implants. In 2018, she was a core member of the American Academy of Audiology Task Force on Guidelines for Cochlear Implants, which contributed to the first national, evidence-based practice guidelines for cochlear implantation with recommendations for candidacy, surgery, programming, and long-term management. She is been a member of the Memphis of the Memphis Interprofessional healthcare Collaboration (MIHC) and the Tennessee Intorprofessional Education Consortium (TIPEC) where she servces on a committee working on the development of interprofessional clinical services.

Naomi Eichorn, Ph.D., CCC-SLP, is an Assistant Professor in Speech-Language Pathology at the University of Memphis School of Communications and Disorders. Her research explores interactions between cognitive processes and speech-language abilities, with a particular focus on how attention contributes to the development of stuttering. Dr. Eichorn has worked as an SLP in a variety of clinical settings since 2000 and recognizes the critical need for interprofessional experiences in CSD training. She has been a member of the Memphis Interprofessional Healthcare Collaboration (MIHC) since its inception in 2017, and is a member of the Tennessee Interprofessional Educational Consortium (TIPEC), where she is co-leading a group focused on developing a core interprofessional curriculum for use throughout the state.

### **Chrissy Watson**

Star Center, Inc

**Title:** The Musical Brain: Music's Effect on Communication

**Abstract:** Participants will learn and experience the effect of music for communication goals within a variety of populations and settings. The presenter will share her expertise as a board-certified music therapist, using music as a treatment tool for the past 11 years, specifically from a neuroscience perspective. Evidence base, current practices, and future considerations will be discussed.

### **Learning Outcomes**

1. Define music therapy, describe its potential benefits within a variety of client/patient populations, and identify persons who may benefit from music therapy services.

2. Explain how the brain reacts and responds to music and connect this information to communication.
3. Integrate music into communication practice through consultation, collaboration, and/or cotreatment with a music therapist.

**Biography**

Chrissy Watson has practiced as a board-certified Music Therapist since 2007. She received her undergraduate degree from the University of Kansas, completed a clinical internship at The Institute for Rehabilitation and Research (TIRR) in the Texas Medical Center, is trained in Neurologic Music Therapy, and is currently completing her graduate studies through Colorado State University. Chrissy has worked with a variety of populations and settings and presented on her work at local, state, regional, and national conferences. She currently works as a clinician, Internship Director, and Manager of Music Therapy at Star Center, Inc. in Jackson, Tennessee, as the TN Task Force Chairperson for Music Therapy advocacy, and the Southeastern Regional Representative for the American Music Therapy Association's Internship Approval Committee (AIAC).