GEORGIA SPEECH-LANGUAGE-HEARING ASSOCIATION
2016 Annual Convention
February 4 – 6, 2016
GSU Coastal Georgia Center
PROGRAM OUTLINE
Thursday, February 4, 2016

11:30 AM – 5:30 PM   Registration Desk Open

12:00 PM - 2:30 PM
Pre-Convention Session: Identification and Treatment Strategies for Children with Syndrome Disorders
Speaker: Ruth Stonestreet, PhD, CCC-SLP
Room: 115 – Cypress Room
CE: 2.5

Abstract:
In recent years, speech-language pathologists have had the opportunity to increase a knowledge base related to a variety of clinical features that are representative of various syndromes. Observations, which may assist in identifying specific syndromes, will be identified and related to a systematic observation which may be used by the team to identify and treat the patient with a syndrome. These observations and clinical features will be discussed in four syndromes identified in young children. Specific treatment strategies relating to the syndromes will be presented along with the case studies.

Objectives:
As a result of this course, participants will be able to:
1) Name 5 clinical features identified in the systematic observation process
2) Discuss the implications of three clinical features presented
3) Discuss the natural history and prognosis of syndromes as it relates to intervention
4) Discuss treatment plans implemented with two of the syndromes presented

Disclosures:
Financial: EBS Healthcare is sponsoring this presentation.
Non-Financial: No relevant non-financial relationship exists.

2:30 PM – 3:00 PM
Afternoon Break

3:00 PM – 5:30 PM
Pre-Convention Session: Why Are You Doing What You Are Doing? Dispelling Prevalent Myths in Dysphagia Assessment and Treatment
Speakers: Edgar (Vince) Clark, MEd, CCC-SLP
Room: 115 – Cypress Room
CE: 2.5

Abstract:
Why do we do the things we do when evaluating and treating our patients for dysphagia? Are we basing our practice on evidence or on the way we learned it (or "mis-learned" it) in the field? Misconceptions, half-truths, and outright misinformation sometimes creeps its way into the clinical arena, despite an ever increasing focus on evidence based practice. This will be a fun (yet hopefully educational) look at current myths that shape our service delivery patterns in acute, sub-acute and long term care settings.

Objectives:
As a result of this course, participants will be able to:
1) The participant will be able to identify five erroneous practices prevalent in dysphagia management.
2) The participant will understand four different instrumental methods and rationales for their use beyond the clinical swallowing examination.
3) The participant will be able to locate multiple resources for the gathering of evidence based practice.
4) The participant will be able to list three benefits of utilizing visualizations of swallowing to plan treatment.

Disclosures:

Financial: GSHA is reimbursing me for hotel, travel, and food expenses for this presentation. Integra Rehabilitation is my employer and I provide FEES as part of my job.

Non-Financial: No relevant non-financial relationship exists.

GEORGIA SPEECH-LANGUAGE-HEARING ASSOCIATION
2016 Annual Convention
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PROGRAM OUTLINE

FRIDAY, February 5, 2016

7:30 AM – 6:00 PM   Registration Desk Open

8:00 AM - 9:00 AM
Using Semantic Features to Improve Retrieval Skills in Naming
Speaker: Katherine Lamb, PhD, CCC-SLP
Room: 111 – Magnolia Room
CE: 1

Abstract:
Lexical access or the process of components of meaning in language, the lexical entries are activated. Semantic features of words are the prominent semantic characteristics of a word concept and provide important information because they mediate semantic access to words. A treatment protocol was completed on ten individuals with expressive or anomic aphasia. Intervention was conducted to examine the importance of semantic feature's distinctiveness in assisting the person with aphasia (PWA)to access these lexical representations and assist in their retrieval skills. Results suggest that utilizing a non-typical feature assists in retrieval with greater success than a typical feature of a concept.

Objectives:
As a result of this course, participants will be able to:
1) Describe the process of lexical retrieval of a semantic concept.
2) Distinguish distinctiveness of a semantic feature.
3) Arrange typical and non-typical semantic features of a concept category.
4) Create typical and non-typical semantic features for use in intervention.

Disclosures:
Financial: No relevant financial relationship exists.
Non-Financial: No relevant non-financial relationship exists.

8:00 AM - 9:00 AM
Service Delivery Across the Continuum
Speaker: Lemmietta McNeilly, PhD, CCC-SLP
Room: 115 – Cypress Room
CE: 1

Abstract:
SLPs and audiologists experience significant changes in health care and educational eligibility requirements, as well as documentation requirements for reimbursement of services provided to individuals with communication disorders. Professionals need to be empowered to clearly convey the value of services provided and how the services impact the functional outcomes and communication skills of individuals. We need to practice efficiently using appropriate service delivery options and practice at the top of the license.

Objectives:
As a result of this course, participants will be able to:
1) Identify the best service delivery models for individuals and their families.

2) Define "practicing at the top of the license".
3) Describe telepractice and appropriate use of support personnel.
4) Describe how SLP or AUD services impact an individual's functional outcomes.

Disclosures:
Financial: Lemmietta McNeilly is an ASHA employee.
Non-Financial: Lemmietta McNeilly is an ASHA employee.

8:00 AM - 9:00 AM
Vendor Academy Session: Got R Problems? A Phonemic Approach to /r/ remediation
Speaker: Christine Ristuccia, MS, CCC-SLP, CCC-AUD
Room: Classroom 217
CE: 1

Abstract:
Need new and proven techniques for treating /r/ misproductions? This course offers a new and refreshing approach to treat the most difficult sound. Backed with extensive research and field testing, a complete phonemic approach to evaluating and treating /r/ is presented based on the 32 different types of /r/.

Objectives:
As a result of this course, participants will be able to:
1) Verbally compare and contrast four ways that a phonetically consistent approach differs with an traditional approach for evaluating and treating /r/ articulation disorders.
2) Evaluate /r/ and implement therapeutic techniques in all contexts including, consonantal, vocalic, and blend combinations.
3) Implement at least three phonetically consistent treatment strategies for /r/ disorders.

Disclosures:
Financial: Christine Ristuccia is an employee of Say It Right.
Non-Financial: No relevant non-financial relationship exists.

8:00 AM - 9:00 AM
Dysphagia Management in Head and Neck Cancers
Speaker: Aneesha Virani, PhD, CCC-SLP
Room: Classroom 1005
CE: 1

Abstract:
Dysphagia is now well understood to result from head and neck tumors and their treatments via surgical and non-surgical modalities. Over the last few decades, the management of such dysphagia has been on the research forefront. Evidence based on the reactive and prophylactic approaches to intervention has continued to emerge. Exercise therapy has continued to focus on preventing, eliminating or minimizing functional swallowing impairments to improve patients' quality of life which is significantly impacted by their ability to swallow. This presentation discusses such research advancements and current consensus in management of dysphagia in the head and neck cancer patient population.

Objectives:
As a result of this course, participants will be able to:
1) Understand the pathophysiology of dysphagia in head and neck cancers.
2) Understand current consensus in the management of dysphagia in head and neck cancers.
3) Understand the evidence base on the effectiveness of behavioral management of dysphagia in head and neck cancers.

Disclosures:
Financial: No relevant financial relationship exists.
Non-Financial: Aneesha Virani is a volunteer on the review subcommittee for the GSHA 2016 Convention.

9:00 AM – 9:30 AM
Morning Break with Exhibitors

9:30 AM – 11:30 AM
The Educationally Relevant Process: Assessment, Goals and Service Delivery
Speaker: Perry Flynn, MEd, CCC-SLP
Room: 113 – Live Oak Room
CE: 2

Abstract:
This interactive presentation traces the process of assessing, placing and serving students in school based speech-language programs with a focus on educational relevance. Strategies for assessment, tying goals to Georgia educational standards and serving students in educationally relevant ways will be provided.

Objectives:
As a result of this course, participants will be able to:
1) Participants will list educationally relevant standard and non-standard assessments.
2) Participants will write speech-language goals tied to the Georgia educational standards.
3) Participants will discuss a variety of service delivery models that support least restrictive environment.

Disclosures:
Financial: Perry Flynn will receive an honorarium for speaking at the GSHA Convention
Non-Financial: No relevant financial relationship exists.

9:30 AM – 11:30 AM
Inter-Professional Education and Collaborative Practice
Speaker: Lemmietta McNeilly, PhD, CCC-SLP
Room: 115 – Cypress Room
CE: 2

Abstract:
Are you familiar with inter-professional education? Do you have the skills needed to successfully participate on inter-professional teams? Learn the why, what and how of inter-professional education and inter-professional collaborative practice (IPE/IPP) and join the discussion about how to foster integrative and collaborative teams in education and practice.

Objectives:
As a result of this course, participants will be able to:
1) Define interprofessional education.
2) Describe inter-professional collaborative practice.
3) List the benefits of IPE/IPP for practitioners and individuals served.

Disclosures:
Financial: Lemmietta McNeilly is an ASHA employee.
Non-Financial: Lemmietta McNeilly is an ASHA employee.

9:30 AM – 11:30 AM
Dementia Therapy Essentials for the Speech Pathologist
Speaker: Peggy Watson, MS, CCC-SLP
Room: Classroom 1005
CE: 2

Abstract:
Participants will improve knowledge and confidence by increasing their understanding of dementia and appropriate evaluations, learn about staging, documentation, goal writing, and implementing evidence-based interventions for successful outcomes. This presentation is

effective and thorough, offers functional and practical information, and helps clinicians shift their perception of dementia to create successful outcomes. The format for this presentation includes case studies, with accompanying video of real patients working with therapists, providing a comprehensive overview of each patient.

Objectives:
As a result of this course, participants will be able to:
1) Utilize appropriate evaluation tools for dementia.
2) Determine how to stage a patient with dementia and understand use of spared capabilities to achieve goals.
3) Identify long and short term goals for four primary areas: mobility, communication, socialization and behavior.
4) List examples of evidence-based interventions for successful outcomes.

Disclosures:
Financial: The presentation is based on content from the book *Dementia Therapy & Program Development* (copyright 2009) owned by Consultants in Dementia Therapy. The presenter, Peggy Watson, is co-owner of Consultants in Dementia Therapy. Watson received royalties from sales of said book. This fact will be in included in the disclosure slide.
Non-Financial: No relevant non-financial relationship exists.

9:30 AM – 11:30 AM
Vendor Academy: How SLPs Can Use Their Linguistic Knowledge to Effectively Teach Students to Read
Speakers: Jessica Kersting, PhD, CCC-SLP; Lorie Delk, MEd, CCC-SLP
Room: Classroom 217
CE: 2

Abstract:
SLPs are trained in the five components of language: phonology, semantics, syntax, morphology, and pragmatics. This knowledge has direct application to evidence-based reading instruction. This presentation will review the components of evidence-based reading instruction, discuss how SLPs can use their linguistic knowledge to effectively teach students how to read, and integrate this knowledge into specific reading techniques and activities.

Objectives:
As a result of this course, participants will be able to:
1) List the components of evidence-based reading instruction.
2) Demonstrate the relationship between the components of language and EB reading instruction.
3) Provide examples of language-based reading instruction techniques.

Disclosures:
Financial: Jessica Kersting is a collaborator with the Up-Words Reading® program. She receives financial compensation for her contributions.
Non-Financial: Lorie Delk is the president of Next Generation, which is the non-profit organization that produces the Up-Words Reading® program.

11:30 AM – 1:15 PM
GSHA Awards, Membership, and Business Meeting Lunch

1:30 PM – 2:30 PM
Student Job Fair with Exhibitors

1:30 PM – 2:30 PM
A Model of Critical Thinking for Evidence-Based Practice
Speaker: Patrick Finn, PhD, CCC-SLP
Room: Classroom 218 & 220
CE: 1

Abstract:

Critical thinking is increasingly recognized as a necessary skill for our helping professionals. However, it is a multifaceted concept that can be easily misconstrued as negative thinking or misunderstood by being oversimplified. The goal of this presentation is to help instructors and students obtain a broader and deeper understanding of critical thinking by presenting a model of critical thinking for evidence-based practice based on three components: critical thinking skills, contextual factors, and individual characteristics.

Objectives:
As a result of this course, participants will be able to:
1) Describe the need for critical thinking for our helping professionals.
2) Describe the three components of the model for critical thinking.
3) Describe the evidence in support of the model.

Disclosures:
Financial: No relevant financial relationship exists.
Non-Financial: No relevant non-financial relationship exists.

1:30 PM – 2:30 PM
Treating the Whole Child: Perspectives from an Occupational Therapist
Speaker: Jill Ronske, EdS
Room: Classroom 1005
CE: 1

Abstract:
Workshop will discuss sensory strategies that can be used within a speech session to improve functional outcomes. A quick explanation of sensory modulation will be presented to facilitate communication of sensory processing issues with other professionals. A rationale for limiting the amount of time spent using iPad applications will be presented. The importance of positioning along with awareness of how visual skills may affect children in sessions will be summarized. Finally some activities will be provided for you to try upon returning to work.

Objectives:
As a result of this course, participants will be able to:
1) Reproduce a chart on sensory modulation and recognize how a child's arousal level may affect their ability to express and understand speech.
2) List reasons that use of iPad applications should be balanced with play and functional activities.
3) Describe activities that can be completed with children to assist with sensory modulation.
4) Discuss the importance of positioning when working with children.

Disclosures:
Financial: No relevant financial relationship exists.
Non-Financial: No relevant non-financial relationship exists.

1:30 PM – 5:00 PM
Creating Functional, Measurable Hierarchies That Promote Generalization
Speaker: Lisa Scott, PhD, CCC-SLP
Room: 115 – Cypress Room
CE: 3

Abstract:
Helping clients who stutter achieve generalization of skills is a continual challenge. Clinicians must possess a solid foundation in the various hierarchies that can be employed in stuttering therapy, know how to break a target outcome into logical steps, manipulate its various components for increasing complexity, and write objectives that are measurable and functional. This workshop will provide an overview of hierarchies that can be employed in stuttering therapy, guided practice in analyzing a target outcome to determine variables and possible steps, and strategies for measuring change. Clinicians will leave with tools they can immediately implement into therapy.

Objectives:
As a result of this course, participants will be able to:
1) Describe at least three different hierarchies used in stuttering therapy.

2) Analyze a targeted communication outcome for component behaviors that must be present for the outcome to be achieved.
3) Identify at least two different methods for data collection/analysis for a given communication outcome.

Disclosures:
Financial: Lisa Scott is a Florida State University employee and an employee of the Stuttering Foundation of America.
Non-Financial: Lisa Scott is a board member of the Council of Academic Programs in Communication Sciences & Disorders.

1:30 PM – 5:00 PM
Diet Texture Progression for Individuals with Autism When Just Take a Bite Doesn't Work
Speakers: Debra Beckman, MS, CCC-SLP; Michele Cole Clark, MEd, CCC-SLP
Room: Classroom 217
CE: 3

Abstract:
Individuals with Autism are at risk for long-term health, nutritional, and oral-sensorimotor deficits. Expansion of the food repertoire is slow or halted secondary to refusal behaviors perpetuating poor nutrition. This course will present combined effective, evidence-based oral-sensorimotor and behavioral feeding treatment strategies, video presentation and discussion for variety/texture advancement.

Objectives:
As a result of this course, participants will be able to:
1) Describe factors that affect diet texture progression
2) Describe components of a sensorimotor approach for diet texture progression
3) Describe and apply evidence-based treatment strategies and components of a structured treatment session to current feeding strategies

Disclosures:
Financial: Debra Beckman is employed by Beckman and Associates, Inc. and receives compensation for presenting conferences regarding Beckman Oral Motor Assessment and Intervention. Debra Beckman receives royalties for 3 products she developed and patented, which are distributed by Ark Therapeutic Services: Tri-Chew Teether, E-Z Spoon, Beckman Professional Oral Probe.
Non-Financial: No relevant non-financial relationship exists.

2:30 PM – 3:00 PM
Afternoon Break with Exhibitors

2:30 PM – 3:00 PM
Poster A Set-Up

3:00 PM – 5:00 PM
Many More Memories: The Role of the Rehabilitation Team in a Memory Center for the Early Diagnosis of Dementia
Speakers: Rosemary Brown-Lewis, MS, CCC-SLP; Angela Hammond, MS; Laurie Martin, MA; Shelly Perry; Peggy Hitchcox, LCSW; Rich Craner, OTR; Jonathan Garrison, DPT
Room: 111 – Magnolia Room
CE: 2

Abstract:
This is the third presentation highlighting the workings of a Memory Center for the early diagnosis of dementia. This presentation will focus on the roles of the entire Rehabilitation team, and how the SLP's evaluation impacts their treatment focus and protocol. Each discipline will describe their unique role in the rehabilitation process, including future directions for expanded care to this growing population. The SLPs will provide updated information on the intake, evaluation and treatment process.

Objectives:
As a result of this course, participants will be able to:
1) Verbalize three primary members of the rehabilitation team.
2) Verbalize the rehabilitation process from intake to discharge.

3) Carry-out an evaluation and treatment plan for a patient with the diagnosis of dementia.

Disclosures:
Financial: No relevant financial relationship exists.
Non-Financial: No relevant non-financial relationship exists.

3:00 PM – 5:00 PM
The SLP's Role in Social Language
Speaker: Perry Flynn, MEd, CCC-SLP
Room: 113 – Live Oak Room
CE: 2

Abstract:
This presentation will help SLPs know their role in providing social language instruction for students in Georgia Schools. Tying our services to the educational standards in social language as well as how to serve students in a variety of functional ways will be discussed.

Objectives:
As a result of this course, participants will be able to:
1) Participants will identify educational standards that focus on Social Language.
2) Participants will plan activities that focus on social language skills.
3) Participants will discuss a variety of service delivery options for students with social communication needs.

Disclosures:
Financial: Perry Flynn will receive an honorarium for speaking at the GSHA Convention
Non-Financial: No relevant financial relationship exists.

3:00 PM – 5:00 PM
Nontraditional Speech and Language Therapy Activities
Speaker: Jill Shedd, MEd, CCC-SLP
Room: Classroom 218 & 220
CE: 2

Abstract:
Evidence shows us that students are more engaged when lessons can be applied in practical and relevant situations. We would love for students with communication or cognitive impairments to be able to function independently whatever their living environment, so it would be practical for us to teach them skills in sequencing, reasoning, problem-solving, and functional communication. What better opportunity is there than cooking? Let's investigate basic cooking activities that can apply all the cooperative interaction skills necessary we teach in traditional ways.

Objectives:
As a result of this course, participants will be able to:
1) Participants will know how to adapt a lesson for language using basic kitchen precautions and vocabulary.
2) Participants will understand how basic data collection for addressing goals can be applied in alternative situations.
3) Participants will be able to identify elements of traditional therapy in activities involving simple cooking plans, health and nutrition, science vocabulary, evaluation, and conversation skills.

Disclosures:
Financial: No relevant financial relationship exists.
Non-Financial: No relevant non-financial relationship exists.

3:00 PM – 5:00 PM
A Journey Through AAC: A Self-Prospective View
Speaker: Sam Creech, MEd, MCITP, MCTS, ATACP
Room: Classroom 1005

CE: 2

Abstract:

A personal viewpoint of someone who did not use any AAC devices but relied on 3"x5" index cards for basic communication as a child to a successful employer known nationally who took advantage of AAC technology. Through struggle comes triumphs by proper supports. The audience will learn the impact that AAC can have on someone.

Objectives:
As a result of this course, participants will be able to:
1) The participant will be able to see the importance of motivating someone to use an AAC device if needed.
2) The participant will be able to identify someone who may benefit from an AAC device.
3) The participant will be able to strategize what type of AAC device is needed.

Disclosures:
Financial: No relevant financial relationship exists.
Non-Financial: No relevant non-financial relationship exists.

5:00 PM – 6:00 PM
Poster Group A

5:00 PM – 6:00 PM
Healthcare Forum: Classroom 217

5:00 PM – 6:00 PM
School Forum: Classroom 218 & 220

GEORGIA SPEECH-LANGUAGE-HEARING ASSOCIATION

2016 Annual Convention
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GSU Coastal Georgia Center

PROGRAM OUTLINE

SATURDAY, February 6, 2016

7:00 AM – 4:00 PM   Registration Desk Open

7:00 AM – 9:00 AM
Poster B Set-Up

8:00 AM - 9:00 AM
Better Spellers Make Better Readers
Speaker: Angie Neal, MS, CCC-SLP
Room: 111 – Magnolia Room
CE: 1

Abstract:
Language is the foundation for reading and spelling. Spelling is a more stringent measure of literacy skills because it is a generation task. Therefore, the better speller a student is the better reader they will be. When students are taught only to memorize words, the power of language to decode words and inform meaning is omitted. Research reveals that students who receive explicit, multi-linguistic type of spelling instruction improve 6.5 times better than their peers.

Objectives:
As a result of this course, participants will be able to:
1) State the overlap and interconnection of spelling and reading.
2) Describe effective strategies for improving spelling.
3) Explain the reason for the complexities of the English language.
4) List the five building blocks for reading and spelling success.

Disclosures:
Financial: Angie Neal is the author of *Simply Social At School*, *The Pirate Who Couldn't Say Arrr*, and various online materials. She receives
        royalty fees from Super Duper Publications, Tate Publications, and Teachers Pay Teachers.
Non-Financial: No relevant non-financial relationship exists.

8:00 AM - 9:00 AM
Professional Advocacy: How to be the Change When you are Unsure Where to Start
Speakers: Eva Lukkonen Sullivan, MA, CCC-SLP; Nicole H. Lorenz, MS, CCC-SLP
Room: 115 – Cypress Room
CE: 1

Abstract:
As speech pathologists or audiologists working with individuals of all ages, our first priority is to provide the best possible care for our clients. But what happens when we find that the system or infrastructure in which we practice is flawed, outdated? Worries of therapy caps, diminishing reimbursements, bureaucratic changes, or practice restrictions can plague our profession and steal our focus away from doing what is best for those we serve. In this presentation, we will explore the infrastructure itself and identify the various avenues to make your voice heard. By the end, you will hopefully understand how you can become an advocate for change, even if you are unsure how to take the first step.

Objectives:
As a result of this course, participants will be able to:

1) Identify local, state, and national agencies that can assist in pursuing change.
2) Identify appropriate means of contacting these agencies.
3) Participants will have an outlined letter to send or email which they can customize for their particular needs.
4) Identify networking opportunities with professionals interested in similar advocacy endeavors.

Disclosures:
Financial: No relevant financial relationship exists.
Non-Financial: No relevant non-financial relationship exists.

8:00 AM – 10:15 AM
Service Delivery: Solutions to Tough Challenges
Speaker: Jean Blosser, EdD, CCC-SLP
Room: 113 – Live Oak Room
CE: 2

Abstract:
SLPs and educators in the school setting are faced with a major challenge: determining the right service delivery model, the right providers, the right dosage, and the right interventions. This session presents concrete approaches for making decisions about service delivery models that are effective, efficient, evidence-based, and prepare students and their families for discharge from services from the first session.

Objectives:
As a result of this course, participants will be able to:
1) Describe a range of service delivery options and important aspects to consider.
2) Match students with the most appropriate service delivery model to meet their needs and achieve positive outcomes.
3) Explain service delivery options to parents and teachers for foster buy-in and engagement.

Disclosures:
Financial: Jean Blosser is receiving an honorarium and travel expenses from GSHA for this presentation. She will also mention publications during the presentation including her book published by Plural Publishing and Thieme Publishers.
Non-Financial: Jean Blosser is an ASHA Committee member.

8:00 AM – 10:15 AM
Advocacy Strategies to Use When Seeking Funding for Augmentative Communication
Speakers: Stacey Gardenhire, MA
Room: Classroom 217
CE: 2

Abstract:
The power of augmentative communication (AAC) is exciting, but it is daunting to consider how a person can obtain what he/she needs. The funding process is often difficult and can change. It is important that a speech language pathologist knows how to seek out current information. I will discuss strategies that one can utilize as he/she seeks funding for a recommended AAC device. I will focus on the following three things. 1. There are several available funding sources, traditional and non-traditional; 2. To pursue funding, you must learn about the funding source and document accordingly; 3. "Follow through" on the funding request is critical.

Objectives:
As a result of this course, participants will be able to:
1) Describe and/or use advocacy strategies that can be used in seeking funding for an AAC device.
2) People will be able to access information needed in order to seek out Medicaid funding for AAC devices ("Speech Generating Devices"/SGDs).
3) People will be able to ask the appropriate questions to a funding source to request assistance in the purchasing of an AAC device.

Disclosures:
Financial: Both presenters work at the Georgia Advocacy Office.
Non-Financial: No relevant non-financial relationship exists.

8:00 AM – 12:00 PM
Increase Student Engagement By Creating Your Own Apps
Speaker: Ellen Weber, EdS, CCC-SLP
Room: Classroom 218 & 220
CE: 3
Abstract:
This presentation is a modern "make-n-take", where participants will learn how to create their own interactive therapy activities for mobile devices using a combination of free apps. Participants are encouraged to BYOD with the following apps downloaded prior to the session: TinyTap Make & Play, Cut My Pic, and Dropbox. Case histories of students impacted by these individualized apps will be included.

Objectives:
As a result of this course, participants will be able to:
1) Explain results of case studies presented regarding impact on students.
2) Identify and discuss apps they could create for their particular caseload.
3) Create an interactive activity they can take with them to use with their clients.

Disclosures:
Financial: TinyTap reimburses Ellen Weber, travel expenses for this presentation, and are currently processing a few of her apps for sale.
Non-Financial: Ellen Weber has used TinyTap for several years to create apps for her students. She also serves as an educational consultant and guest blogger for TinyTap.

8:00 AM – 12:00 PM
Tapping into your Senses: An Occupational Therapy Approach in a Speech Therapy World
Speakers: Christine Todaro, MS, OTR/L; Jessica Matheson, CCC-SLP
Room: Classroom 1005
CE: 3

Abstract:
According to sensory integration literature and research, if a child struggles to regulate himself to a specific environment, it will be increasingly difficult for that individual to communicate effectively within that environment. Because many children with sensory processing limitations present with co-existing language and speech impairments, SLPs will likely encounter children with specific sensory needs. Therefore it is important to understand the purpose and methods of sensory integration strategies in order for SLPs to promote optimal learning environments for their clients. The purpose of this presentation is to introduce the idea of sensory processing as it relates specifically to the speech-language practice and integrating strategies to enhance overall learning. It is the goal of this presentation to address the learning outcomes listed, as well as offer an opportunity for fellow professionals to share specific examples of sensory processing needs in their caseloads and develop ideas to share with parents, teachers, and other professionals who work with these children. SLPs will familiarize themselves with the concept of a sensory diet and be able to utilize resources to assist in formulating an individualized sensory plan of action for these children. Furthermore, it is our intention to clarify the SLP's role as well as the Occupational Therapist's role with these children with sensory processing limitations. This presentation will also highlight benefits of co-treatment and collaboration between these disciplines, as it relates to sensory processing and goal outcomes.

Objectives:
As a result of this course, participants will be able to:
1) Define sensory processing disorder.
2) Target signs of sensory over-arousal/under-arousal.
3) Define sensory processing deficits as it is related to speech/language disordered population.
4) Participants will gain knowledge of how to address sensory processing deficits within the context of speech-language therapy.
5) Determine modifications and implement sensory processing strategies/interventions to classrooms, therapy rooms, etc. to encourage optimal learning through a sensory-friendly environment.
6) Participants will gain access to resources and materials that can enhance knowledge and practice of sensory-based strategies.

Disclosures:
Financial: No relevant financial relationship exists.
Non-Financial: No relevant non-financial relationship exists.

9:15 AM – 10:15 AM
Poster Group B

9:15 AM – 12:00 PM
Social Skills At School
Speaker: Angie Neal, MS, CCC-SLP
Room: 111 – Magnolia Room
CE: 2

Abstract:
The workshop will focus on pure practicality; how to identify social skill/pragmatic weaknesses and target them directly in the school setting. Specifically, it will address pragmatic deficits that have a direct adverse impact on academic skills to include: point of view, dealing with change, owning your behavior, behavioral expectations, problem solving, conversation, manners, emotions, working in a group, inference, figurative language, asking for help, friends, bullies and many others. In addition, assessments and tools for measuring progress in the school setting will be shared.

Objectives:
As a result of this course, participants will be able to:
1) State three reasons why social skills are vital to academic and personal success.
2) Outline how social skill deficits can have an adverse academic impact
3) Describe effective ways to identify social language deficits.
4) Discuss 5-10 strategies to improve social interactions.
5) Name up to three books of children's literature to help with social skill training.

Disclosures:
Financial: Angie Neal is the author of *Simply Social At School*, *The Pirate Who Couldn't Say Arrr*, and various online materials. She receives royalty fees from Super Duper Publications, Tate Publications, and Teachers Pay Teachers.
Non-Financial: No relevant non-financial relationship exists.

9:15 AM – 4:00 PM
Adaptive Cognitive Neuroscience for SLPs: A Clinical Framework for Managing Executive Function Disorders in Children, Adolescent and Adults
Speaker: Sucheta Kamath, MA, CCC-SLP
Room: 115 – Cypress Room
CE: 4

Abstract:
A well-developed prefrontal system is able to innovate and replace a tool or a strategy with another one in case the first doesn't work. The strength of the adaptive brain or the executive system lies in its ability to suppress a previously learned rule and adapt to the new situation with a new strategy. Day-to-day activities are riddled influx of opportunities to adjust responses, tweak or adapt behaviors to yield favorable outcomes. While treating communication disorders SLPs are required to consider client/patient's ability to inculcate new learning and help them adapt to the demands of multifaceted life. In this presentation Sucheta will discuss relevant aspects of cognitive neuroscience pertaining to executive functions and its impact on strategy generation and strategy use beyond the therapeutic process. She will share three pivotal ideas to address the needs of clients/patients with Executive Function Disorder and those who fail to be consistent. Finally, attendees will receive hands-on experience and practical strategies that can be implemented immediately.

Objectives:
As a result of this course, participants will be able to:
1) Describe factors that influence the development of prefrontal cortex and its impact on learning strategies.
2) List three Executive Function approaches to address issues related to transfer and generalization of strategic learning while proving training.
3) Summarize the nature of adaptive processes required for daily problem solving as it relates to communication disorders.

Disclosures:

Financial: No relevant financial relationship exists.
Non-Financial: No relevant non-financial relationship exists.

10:15 AM – 11:00 AM
Morning Break and Professional Job Fair with Exhibitors

11:00 AM – 2:30 PM
Outcomes Matter in School Therapy
Speaker: Jean Blosser, EdD, CCC-SLP
Room: 113 – Live Oak Room
CE: 2

Abstract:
School administrators, education colleagues, and families seek proof that speech-language services make a difference. School-based SLPs must accurately describe students' functional communication to others and make a case for improving students' outcomes by managing key variables such as frequency, intensity and duration of services. Outcomes demonstrate how a student is functioning as a result of treatment. This session discusses those issues and the results of an outcomes project that demonstrated the effectiveness of a collaborative model of service delivery. Participants will be motivated to implement outcomes measurement in their schools.

Objectives:
As a result of this course, participants will be able to:
1) Explain the importance and benefits of measuring student outcomes to school colleagues and families.
2) Describe a systematic process for data collection and determining outcomes.
3) Discuss school speech-language outcomes for three key areas of service delivery.
4) Develop a systematic process for data collection and determining outcomes in their own program.

Disclosures:
Financial: Jean Blosser is President of Creative Strategies for Special Education and also consults with school districts for which she charges fees. Jean Blosser is also the author of *School Programs in Speech-Language Pathology: Organization and Service Delivery* published by Plural Publishers.
Non-Financial: No relevant non-financial relationship exists.

11:00 AM – 12:00 PM
Speech-Language Pathology and the Disordered Singing Voice: Administration of a Clinician-Friendly Assessment Protocol for Singers
Speaker: Eva Lukkonen Sullivan, MA, CCC-SLP
Room: Classroom 217
CE: 1

Abstract:
Speech-language pathologists may be called upon to work with voice patients across the lifespan who report limitations in their ability to sing. One of the first steps in working with the disordered voice is to assess vocal capabilities, and this can include singing. There are few assessment tools to determine vocal capabilities in singers. This presentation will introduce a user-friendly, time efficient, low-cost assessment protocol to assess the singing voice, one that even the non-singing SLP can comfortably administer. The presentation will instruct participants on the use of the protocol through a live demonstration with a volunteer singer. Participants will then be able to practice different elements of the protocol in the group setting.

Objectives:
As a result of this course, participants will be able to:
1) Describe three singing-specific voice assessment tools.
2) Administer the Singing Voice Handicap Index in full or abbreviated form.
3) Describe the process of administration and the key features of the Voice Range Profile/phonetogram with singers.
4) Use a Singing Voice Assessment protocol.

Disclosures:

Financial: No relevant financial relationship exists.
Non-Financial: No relevant non-financial relationship exists.

12:00 PM – 1:30 PM
Lunch with Exhibitors

12:00 PM – 1:30 PM
Student Praxis Bowl

12:00 PM – 1:30PM
ASHA Advocacy: Advocacy, Leadership, and Volunteerism: Opportunities for Engagement
Speaker: Jaynee Handelsman, PhD, CCC-AUD
Room: 113 – Live Oak Room

Abstract:
The session will focus on skill development in advocacy, leadership, and volunteerism related to the professions of speech-language pathology and audiology. The 2016 ASHA President will discuss strategies for successful advocacy, opportunities to lead, and ways to get involved. Issues described in ASHA's Public Policy Agenda (PPA) will be highlighted as well as strategies for how speech-language pathologists and audiologists can get involved in advocacy efforts to ensure favorable outcomes for members and consumers in their state.

Objectives:
As a result of this course, participants will be able to:
1) Describe at least three traits common to great leaders.
2) Identify three skills acquired through volunteer leadership that transfer to other settings including work.
3) Describe three reasons why it is important to advocate.

Disclosures:
Financial: As a member of the ASHA Board of Directors, ASHA is supporting Jaynee Handelsman's travel to this meeting.
Non-Financial: No relevant non-financial relationship exists.

1:30 PM – 2:45 PM
Student Forum: 111 – Magnolia Room

1:30 pm – 2:30 pm
"I Thought it was a Good Treatment Session!"
Speaker: Katherine Lamb, PhD, CCC-SLP
Room: Classroom 217
CE: 1

Abstract:
As graduate students and as Speech-Language Pathologists, we endeavor to provide the best intervention for our clients. We spend hours in research and preparation. We agonize over just the right activity or creative project to assist clients, young and old, to achieve their optimal communication potential. But what do we do, how do we recover when we receive negative feedback from a parent or our client? We feel blindsided and this can be devastating and cause us to question our skills. However, there are steps you can take to recover from such an event and return with confidence.

Objectives:
As a result of this course, participants will be able to:
1) Give examples of appropriate and professional responses to an unhappy client or parent.
2) Discover ways to demonstrate to the client or parent that you are listening to their concerns.
3) Identify self-defeating actions or expressions after an encounter with an unhappy client or parent.
4) Compose positive and constructive self-analysis of clinical skills.

1:30 PM – 4:00 PM
Current Issues in Speech Sound Disorders
Speaker: Deborah Schober-Peterson, PhD, CCC-SLP
Room: Classroom 218 & 220
CE: 2

Abstract:
This presentation will discuss current issues related to speech sound disorders. Topics will address the assessment and treatment of both articulation disorders and phonologic disorders. Discussion related to the efficiency of therapy and goal attack strategies will be emphasized. Opportunity for problem solving related to challenging cases will be included.

Objectives:
As a result of this course, participants will be able to:
1) Describe an assessment procedure that can be incorporated into evaluation of speech sound disorders.
2) Explain principles of treatment efficiency.
3) Discuss goal attack strategies and how to decide which one to use for a particular client.

1:30 PM – 2:30 PM
Reflections on Mirror Play Caregiver Training and Research
Speaker: Pamela Rowe, MA, CCC-SLP
Room: Classroom 1005
CE: 1

Abstract:
Mirror play is a very important and necessary time for vocabulary rich interaction with a Caregiver and an infant. Caregivers bond and model key early linguistic skills during this simple daily routine. Many caregivers were not exposed to this mirror play and thus feel uncomfortable with this type of interaction. This presentation will focus on simple training used to introduce mirror play throughout various community organizations in Central Florida.

Objectives:
As a result of this course, participants will be able to:
1) Participants will define Mirror Play and describe its benefits.
2) Participants will describe key aspects of teaching Mirror Play to Caregivers.
3) Participants will describe pertinent research regarding Mirror Play and language development.
4) Participants will describe steps to bringing Mirror Play training to various organizations within the community.

2:30 PM – 3:00 PM
Afternoon Break with Exhibitors/Exhibitor Passport Raffle Drawing

3:00 pm – 4:00 pm
Newborn Hearing Screening and Follow-up: Best Practices
Speaker: Jaynee Handelsman, PhD, CCC-AUD

Room: Classroom 1005
CE: 1

Abstract:
The presentation will highlight the current guidelines for universal newborn hearing screening and follow-up including the importance of a team of providers with expertise in the identification and management of hearing loss in children. The role of the medical home and consideration of patient and family wishes and values in the process will be discussed. The benefits of a Patient and Family Centered Care (PFCC) approach and inclusion of parent liaison in the clinical setting will be discussed.

Objectives:
As a result of this course, participants will be able to:
1) Describe best practices related to newborn hearing screening.
2) Describe best practices related to follow-up from newborn hearing screening include the role of the medical home.
3) Identify barriers to maintaining best practices as well as strategies for decreasing loss to follow-up rates.

Disclosures:
Financial: As a member of the ASHA Board of Directors, ASHA is supporting Jaynee Handelsman's travel to this meeting.
Non-Financial: No relevant non-financial relationship exists.