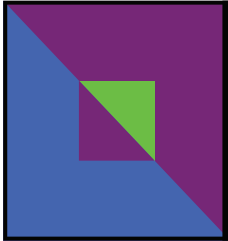


Do More Together



OSHA 2016 Annual Conference

October 14 & 15, 2016
Salem Convention Center
Salem, Oregon



2016 OSHA Conference

October 14-15, 2016

Salem Convention
Center

General Information



The Oregon Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language

pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This program is offered for 1.3 CEUs
(Advanced Level: Professional Area).

CEUs: There is a \$5.00 processing fee for the Oregon Speech-Language and Hearing Association to report your CEUs to ASHA. This fee is charged by OSHA, not by ASHA. In order to record your ASHA CEUs, you must include \$5.00 with your registration fee and complete an ASHA Participant Form and Activity Form before leaving the conference. These forms will be included in the registration packet of those who prepay for the CEUs.

Financial Disclosures: Financial disclosures for all presenters are available online at [Disclosure Forms](#)

State Licensure Hours: A Certificate of Attendance will be included in each registration packet. Maintain this form in your personal files. You will need this when renewing your license.

Awards: Honors of the Association and other professional awards will be presented at the Saturday lunch.

Silent Auction: Bidding for Silent Auction will take place from 8:00 a.m.—5:30 p.m. on Friday, October 14, 2016.



OREGON
SPEECH-LANGUAGE
& HEARING
ASSOCIATION

Lodging: Discounted lodging starting at \$124.00 per night is available for OSHA Conference Attendees at the Grand Hotel, attached to the Salem Convention Center. To make your reservations call the hotel at 1 (877) 540-7800 by September 13, 2016 and request a room from the OSHA room block.

Registration Fees

Before October 1, 2016

SLP/Audiologist

Member Full Conference	\$255.00
Member One Day (Fri or Sat)	\$155.00
Non Member Full Conference	\$355.00
Non Member One Day (Fri or Sat)	\$240.00

SLPA

Member Full Conference	\$110.00
Member One Day (Fri or Sat)	\$75.00
Non Member Full Conference	\$160.00
Non Member One Day (Fri or Sat)	\$125.00

Student

Member Full Conference	\$70.00
Member One Day (Fri or Sat)	\$45.00
Non Member Full Conference	\$90.00
Non Member One Day (Fri or Sat)	\$65.00

ASHA CEU

ASHA CEU Processing Fee	\$5.00
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Add \$15.00 to appropriate registration fee above for registrations after Oct 1, 2016 including on-site registration.

Schedule of Events

(subject to change)

Thursday, October 13, 2016

5:30 p.m.—9:00 p.m.—Exhibit Setup

7:00 p.m.—9:00 p.m.— Registration

Friday, October 14, 2016

7:00 a.m.—8:30 a.m.—Registration

Continental Breakfast & Roundtable Discussions

7:00 a.m.—6:00 p.m.—Exhibits Open

8:30 a.m.—11:45 a.m.—Morning Session

10:00 a.m.—10:30 a.m.—Break & Visit Exhibits

11:45 a.m.—1:15 p.m.—Business Lunch

1:15 p.m.—4:30 p.m.—Afternoon Session

2:30 p.m.—3:00 p.m.—Break & Visit Exhibits

4:30 p.m.—6:00 p.m.—Poster Sessions & Evening Reception

5:00 p.m.—6:00 p.m.—Technical Sessions

Attendee must attend poster/technical sessions for 15 minutes each/ 0.05 CEU available for every 2 completed sessions, maximum 0.15 CEU available for 6 completed sessions.

Doors Open 6:30 p.m.— 7:00 p.m.- 8:30 p.m.—Showing of *The Way We Talk*, a personal documentary by filmmaker Michael Turner

Saturday, October 15, 2016

7:00 a.m.—8:30 a.m.—Registration &

Continental Breakfast

7:00 a.m.—3 p.m.—Exhibits Open

8:30 a.m.—11:45 a.m.—Morning Sessions

10:00 a.m.—10:15 a.m.—Break & Visit Exhibits

11:45 a.m.—1:15 p.m.—Lunch & Awards

1:15 p.m.—4:30 p.m.—Afternoon Sessions

2:45 p.m.—3:00 p.m.—Break & Visit Exhibits



Friday Schedule at a Glance

Subject to Change

Presentations

Class description and learner outcomes included on pages 5-7.

BREAK & VISIT EXHIBITS
10:00-10:30 A.M. & 2:30-3:00 P.M.

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BUSINESS LUNCH  
11:45 A.M.-1:15 P.M.

### Morning Sessions 8:30 a.m.—11:45 a.m.

- **An Overview of Collaborative Service Delivery for the School-based SLP,**  
*Magaly Gonzalez-Hiltner, MA, CCC-SLP & Emily Gibson, MS, CCC-SLP*
- **Partnering with Parents to Deliver Autism Intervention,** *Brooke Ingersoll, PhD*
- **Creating Therapeutic Alliances,** *McKay Moore Sohlberg & Robyn Walker*
- **Expository Intervention: Teaching How-To Talk,** *Teresa Ukrainetz, PhD, SLP*
- **Evidence-Based Treatments for Aphasia,** *Julie Wambaugh, PhD, CCC-SLP*

### Afternoon Sessions 1:15 p.m.—4:30 p.m.

- **Digging Deeper into Collaborative Services: Strategies and Sample Lessons,**  
*Magaly Gonzalez-Hiltner, MA, CCC-SLP & Emily Gibson, MS, CCC-SLP*
- **Exploring Telepractice: The What, How and Why,**  
*Jenny Peddicord, MA, CCC-SLP & Kira Wright, MS, CCC-SLP*
- **Teaching Executive Functions: Core Concepts & Strategies,** *Marydee Sklar*
- **Teaching Phonemic Awareness: What, How, When and How Much,** *Teresa Ukrainetz, PhD, SLP*
- **Acquired Apraxia of Speech,** *Julie Wambaugh, PhD, CCC-SLP*

## The Way We Talk at the 2016 OSHA Conference

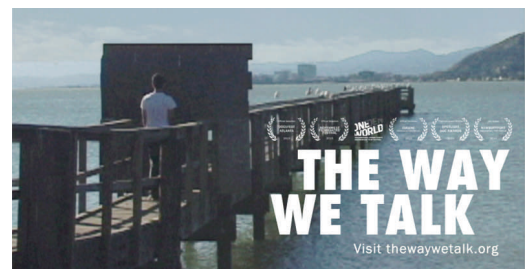
Friday, October 14, 2016, 7:00 p.m.

In keeping with this year's theme, "Do More Together," OSHA will be offering an evening event at the conference in Salem this year. A special presentation of *The Way We Talk*, a personal documentary by filmmaker Michael Turner, will be featured entertainment at the OSHA Fall Conference on Friday, October 14 at 7 p.m. Michael will be available following the movie to answer questions from the audience.

Michael's film explores stuttering through his own history and the perspectives of people who stutter. The movie has been described as "impactful," "empowering," "inspiring," and "an intimate journey of self-discovery."

*The Way We Talk* challenges long-standing assumptions, leaving viewers with a deeper understanding of the experience of stuttering, the role and goals of therapy, and the acceptance of stuttering by the person who is affected, as well as by others.

The film will be shown at no charge to conference attendees and their guests. Donations to support bringing this film to OSHA will be accepted at the door. Please come and demonstrate your support for this extraordinary film.



## *Friday Morning Sessions*

### **An Overview of Collaborative Service Delivery for the School-based SLP**

*Magaly Gonzales-Hiltner, MA CCC-SLP & Emily Gibson, MS CCC-SLP*

Many districts are currently moving toward inclusive practices for special education students. In this interactive session, we will discuss the benefits and challenges associated with inclusive service delivery model, as well as the unique role of the SLP.

#### **Learner Outcomes:**

1. Identify the “why” behind inclusive special education models.
2. Describe common barriers to inclusive service delivery and possible solutions.
3. Discuss documentation and data collection methods for inclusive service delivery.

### **Partnering with Parents to Deliver Autism Intervention**

*Brooke Ingersoll, PhD*

This workshop will provide practical strategies for working with parents of children with autism to promote their child’s social communication development. It will draw from our work on the parent-mediated social communication intervention, Project ImpACT, and adult learning principles.

#### **Learner Outcomes:**

1. The research on parent empowerment for young children with disabilities
2. A strategy for engaging in collaborative goal setting with parents
3. Evidence-based parent coaching strategies
4. How to run groups to teach parents to support their child’s social communication development

### **“You’d improve faster if you just did what I said.”**

#### **Cultivating a Therapeutic Alliance**

*McKay Moore Sohlberg & Robyn Walker*

The importance of patient-centered assessment and intervention is now recognized in the field of medical speech pathology. However, service delivery constraints make it difficult to promote patient autonomy and self efficacy. Further, while SLPs recognize the value in facilitating therapeutic alliance and patient engagement, strategies to achieve these goals are not an integral part of most clinicians’ toolkits. The purpose of this presentation is to provide an overview of the benefits and challenges to working with patients in a way that helps them be active agents in their recovery. Specific implementation processes including patient-centered goal planning and motivational interviewing will reviewed and applied to both inpatient and outpatient neurogenic clients.

#### **Learner Outcomes:**

1. Describe the primary factors that contribute to a strong therapeutic alliance
2. Describe methods for measuring the strength of therapeutic alliance
3. Describe the process for generating goal hierarchies that represent levels of progress that are meaningful to patients and can be objectively evaluated
4. Identify and categorize examples of motivational interviewing techniques

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**Sign Up Today!**

## **Expository Intervention: Teaching How-To Talk**

*Teresa Ukrainetz, PhD, SLP*

For later elementary grades and beyond, students must understand and learn from academic texts. They must compose essays, reports, and oral presentations across school subjects. Speech-language pathologists face the challenge of motivating students while targeting their specific learning needs within the constraints of school service delivery. This presentation will address practical, evidence-based recommendations for instruction across modalities and within meaningful projects organized around critical elements of therapeutic intervention for expository discourse. In addition, assessment guidance will be provided, with a focus on quick, efficient, and informative analysis of expository language.

### **Learner Outcomes:**

1. Identify development and academic expectations for expository discourse.
2. Elicit and analyze samples of expository language.
3. Plan low-writing, motivating treatment activities and projects for expository structure.

## **Evidence Based Treatments for Aphasia**

*Julie Wambaugh, PhD, CCC-SLP*

Translating research to clinical practice can be challenging from an implementation perspective. This course will provide instruction in the practical application of several evidence-based treatments for aphasia. Emphasis will be placed on developing treatment materials, designing and conducting treatment sessions, and measuring treatment outcomes.

### **Learner Outcomes:**

1. Describe approaches to aphasia treatment that have substantial evidence-bases supporting their use.
2. Describe outcomes associated with evidence-based aphasia treatments.
3. Select treatment stimuli and administer specific aphasia treatments.

## **Friday Afternoon Sessions**

### **Digging Deeper into Collaborative Services: Strategies and Sample Lessons**

*Magaly Gonzales-Hiltner, MA CCC-SLP & Emily Gibson, MS CCC-SLP*

With the shift to the Common Core State Standards (CCSS), there is an increased emphasis on language in the classroom. SLPs can play an important role in providing language scaffolds. In this session, we will discuss strategies for supporting language in the classroom, view sample lesson plans, and discuss service delivery case studies.

### **Learner Outcomes:**

1. Identify several English Language Development strategies that can be used by the SLP.
2. Describe how to create lessons that address language goals in the context of CCSS.
3. Analyze individual student needs and generate ideas for providing services collaboratively.

### **Exploring Telepractice: The What, The How, and The Why**

*Jenny Peddicord, MA CCC-SLP & Kira Wright, MS CCC-SLP*

Telepractice, as a model for providing healthcare and therapy services from a distance, is a major influence in our field today. In medical settings, schools, and clinics, live streaming video is being implemented to address a variety of barriers to service including distance, staff shortages, space, and language barriers. This presentation will address technical, professional, and legal issues relating to the provision of speech language services via telepractice. A panel of providers will offer perspectives on being a telepractitioner. Participants will discuss options for incorporating streaming video into their current practice.

**Learner Outcomes:**

1. Describe issues affecting implementation of telepractice, including state and national policies, technical considerations, FERPA/HIPAA compliance, reimbursement, and licensure requirements.
2. Identify ways to incorporate streaming video into daily practice with current clients.
3. Discuss considerations for determining clients' readiness to access therapy via telepractice, along with possible accommodations and resources.

**Teaching Executive Functions: Core Concepts & Strategies**

*Marydee Sklar, BA*

Poor time-management, planning and organization skills underlie many struggling children and adults. In a hands-on workshop, you will connect the brain to behavior. Strategies provided are useful for individuals with these diagnoses: executive function deficits, ADHD, learning differences, gifted, autism spectrum and minimal traumatic brain injuries.

**Learner Outcomes:**

1. Explain the value of presenting the Dawson and Guare model of executive functioning to students and adults.
2. Demonstrate or draw the connection between our experience as a learner and our behavior.
3. Describe or demonstrate a minimum of four visual tools or strategies that will support executive functioning.

**Teaching Phonemic Awareness: What, How, When and How Much**

*Teresa Ukrainetz, PhD, SLP*

Phonemic awareness is now taught in kindergarten and first grade classrooms. Even preschoolers have begun to learn about phonemes. We have moved from whether phonemic awareness ought to be taught to questions of what skills, in what manner, how often, to whom, for how long, and at what ages. This presentation will review the research evidence for the specifics of phonemic awareness intervention in light of current RTI, classroom reading instruction, and Common Core Standards. The talk will address procedures, activities, and materials within the same contextualized skill approach as other language skills, with horizontal skill ordering and systematic scaffolding within print activities.

**Learner Outcomes:**

1. Describe the research evidence for specific aspects of phonemic awareness instruction.
2. Plan phonemic awareness targets, procedures, and activities for preschoolers and kindergartners.
3. Scaffold young learners to reach advanced skills of phoneme segmentation and blending.

**Acquired Apraxia of Speech**

*Julie Wambaugh, PhD, CCC-SLP*

This course is designed to facilitate clinical application of evidence-based AOS treatments. A brief overview of the recent update to the AOS treatment guidelines will be provided. Instruction in implementation of specific AOS treatments will comprise the majority of the presentation and will include video recorded examples of treatment sessions.

**Learner Outcomes:**

1. Describe approaches to AOS treatment that have substantial evidence-bases supporting their use.
2. Describe outcomes associated with evidence-based AOS treatments.
3. Select treatment stimuli and administer specific AOS treatments.



## Call for Auction Donations!

Don't forget your auction donation for the Friday evening OSHA silent auction. Bring a donation valued at \$50.00 or more to be entered into a drawing for a complimentary registration to the 2017 OSHA Conference.

### Nominate a Colleague for an OSHA Award!

Any member or non-member of the association may submit a nomination for OSHA awards. All nominees for OSHA awards must be members of OSHA with the exception of agencies or organizations recognized with Honors of the Association or Distinguished Service. Nominations should not be made known to the nominee prior to their selection. With exception to the student scholarship and President's award, to be elected, the nominee must have participated in the profession for no less than five years and have made an outstanding contribution as defined by the award for which they are nominated. No member may participate as sponsor and/or cosponsor for more than one nominee in any calendar year. All submissions will be reviewed and determined by an affirmative vote of four members of the Nomination and Honors Committee comprised of regional representatives, past honorees and past presidents of the association.

Please submit nomination on a typed, single spaced document not to exceed one cover sheet, two pages plus three letters of co-sponsorship of the nomination by members of the association.

#### COVER SHEET:

Title of the award for which the nomination is made.

Nominee Information: name, professional title, affiliation and mailing address.

Individual Submitting Nomination: name, title, address, daytime phone, fax, email address.

#### NOMINATION:

A description of the nominee's specific professional contributions or attributes for which s/he is being nominated. Include a statement of the impact and significance of these skills or activities as they related to the award. Segments of this description may be read during the awards presentation.

Include a resume of the educational and professional activities of the nominee (if available). Hint: contact a close family member such as a spouse.

Nominations for Honors of the Association must include a brief biographical introduction of the nominee, summarizing his or her educational and career activities. Again, segments of this may be read at the awards ceremony.

#### LETTERS OF CO-SPONSORSHIP AND SUPPORT:

Attach THREE letters of co-sponsorship of the nomination from speech-language pathologists, audiologists, speech-language pathology assistants, educators of the deaf/HOH or related professionals. Up to two additional letters of support of the nomination by non-members may be included. These letters may include a statement of support from a beneficiary of services (or his or her parent), when appropriate.

Submit the completed nomination packet to the Chair of the Nominations and Honors Committee: Andy McMillin, PO Box 751, Portland, OR 97207 or via email: [amcmill@pdx.edu](mailto:amcmill@pdx.edu)

Deadline for submission is Monday, August 20, 2016.

[Click the graphic below to reach the forms on the OSHA Website.](#)





**4:30 p.m.—6:00 p.m. POSTER SESSIONS**

**5:00 p.m.—6:00 p.m.—TECHNICAL SESSIONS**

**4:30 p.m.—6:00 p.m. RECEPTION FOR EXHIBITORS & SILENT AUCTION**

**Attendee must attend poster/technical sessions for 15 minutes each/ 0.05 CEU available for every 2 completed sessions, maximum 0.15 CEU available for 6 completed sessions.**

**Learner Outcome: Describe two strategies that you will implement at your work site.**

- ◆ **Vocabulary During Shared Reading Across Two Books: Implications for AAC;** Allison Blakely, MS CFY-SLP, Eric Sanders, PhD CCC-SLP, Amy Wilde, BS, Ashley Vuylsteke, BS
- ◆ **Studying the Efficacy of Using a Comprehensive, Integrated Intervention with a 7 year old Child Who Stutters;** Jessie Britton, BA BS, Jessica Fanning, PhD, CCC-SLP: [Technical Session/Poster](#)
- ◆ **Speech Rhythm Characteristics in Children with Autism Spectrum Disorders;** Sarah Dunaway, Andy McMillin, MA CCC-SLP
- ◆ **Testing the Efficacy of Using the Cycles Phonological Remediation Approach with a 10 year old Bilingual Child with Down Syndrome and Hearing Impairments;** Nicole Hill, BA, Jessica Fanning, PhD, CCC-SLP: [Technical Session/Poster](#)
- ◆ **Preserving "Voice" in Neurodegenerative Disease;** Jade Horton, BS, Aimee Mooney, MS CCC-SLP/L, Melanie Fried-Oken, PhD, CCC-SLP/Sp
- ◆ **Intraoral Speech: A Clinical Guide to Treatment;** Rachel Huth, MS
- ◆ **Transgender Voice Clinic Experience: The Development of a Unique Graduate Practicum Opportunity;** Emily Jurgens, Graduate Student Clinician; Annabelle Watts, Graduate Student Clinician; Tricia Thomas, MSc; Caitlin McDonnell, MSc; Kerry Mandulak, PhD; Rik Lemoncello, PhD
- ◆ **Camp More: A Place for Children and Teens Who Stutter to Improve Communication Skills and Build Self-Confidence;** Kristin Mangan, MA, CCC-SLP, Sarah Davies, BS
- ◆ **The Effect of Focus of Attention on Changing Resonance Characteristics of Speech Production;** Olivia Masek-McIntosh, BS Exercise Science-Motor Behavior, Dr. Brian Jackson, PhD, Dr. Kerry Mandulak
- ◆ **Parent Coaching + Socialsibs: Effects of adding Parent Coaching to a social communication intervention for children with ASD;** Jamie Neal MS Speech & Hearing Sciences (expected June 2016); Dr. Amy Donaldson Ph.D., CCC-SLP
- ◆ **An Integrative Psychosocial Approach to Transgender Voice Modification: Investigation Interdisciplinary Group Treatment;** Lily Orcutt, BA, Laura Sitter, BA BS, Hannah Stevens, MS, Jennifer Meyer, MS CCC-SLP: [Technical Session](#)
- ◆ **Gender Differences in the Swallowing Efficiency of Non-Dysphagic Older Adults;** Andrew Palmer, PhD, CCC-SLP, Rebecca Pryor, MS CF-SLP, Rachel Bolognone, MS CCC-SLP, Donna Graville, PhD, CCC-SLP: [Technical Session/Poster](#)
- ◆ **Parent Report on Bilingual Children's Language Abilities: Written Questionnaire vs. Phone Interview;** Rachel Schiff, M.S. (expected June 2016); Maria Kapantzoglou, Ph.D., CCC-SLP
- ◆ **Knowledge and Skills Needed by SLPs Specific to Tracheostomy Care;** Melody Sheldon, MA, CCC-SLP
- ◆ **Validity Evidence for Five Lexical Diversity Measures Based on Spanish Language Samples;** Morgan Stills; Maria Kapantzoglou, Ph.D, CCC-SLP; Alesander Swiderski; Gerasimos Fergadiotis, Ph.D, CCC-SLP
- ◆ **Development of the AAC Demands Checklist: Identification of Common Features of AAC;** Trevor Strang, BA, Aimee Mooney, MS, Michelle Kinsella, OTR/L, Melanie Fried-Oken, PhD, CCC-SLP
- ◆ **Everyone Communicates! Training Excellent Communication Partners;** Corinne Thomas-Kersting, CCC-SLP, Mary Beth Dorsey, CCC-SLP
- ◆ **Repeated Shared Readings, Selecting Vocabulary for AAC;** Amy Wilde, BA, Eric Sanders, PhD CCC-SLP

## **Saturday Morning Sessions**

(subject to change)

### **Swallowing, Aging and Dysphagia: What is Normal?**

**Saturday 8:30 a.m.—11:45 a.m.**

*Rachel King Bolognone, MS, CCC-SLP, NW Clinic for Voice & Swallowing, Dept. of Otolaryngology-Head & Neck Surgery, Oregon Health & Science University; Andrew D. Palmer, PhD, CCC-SLP, NW Clinic for Voice & Swallowing, Dept. of Otolaryngology-Head & Neck Surgery, Oregon Health & Science University; Samantha Shune, PhD, CCC-SLP, University of Oregon, Communication Disorders and Sciences*

Older adults with dysphagia are at increased risk of malnutrition, dehydration, and pulmonary complications. For optimal management, it is essential that the clinician who works with older adults be able to differentiate oropharyngeal dysphagia from age-related changes in swallowing, especially in the context of changes in eating and drinking behavior.

Learner Outcomes: List changes in measures of timing and pressure in the oropharyngeal and esophageal swallows that are seen in normal aging; describe global changes in aging that affect eating and drinking; identify clinical implications of normal and disordered swallow function in aging; discuss how disease conditions associated with dysphagia may place older adults at increased risk of negative outcomes.

### **Dyslexia and School-Based SLPs in Oregon**

**Saturday 8:30 a.m.—11:45 a.m.**

*Jennifer Larson, Portland State University; Carrie Thomas Beck, Oregon Department of Education*

Recent legislation in the state of Oregon has resulted in specific requirements for districts to screen children for risk factors of dyslexia and provide dyslexia related training for a teacher in each elementary school. In this presentation, we will describe the new state legislation mandating school-based services relating to dyslexia screening and instructional support. We will provide information on the implementation process, including specific guidelines and timelines. In the second part of the presentation, we will provide an overview of dyslexia as it pertains to the SLP scope of practice. This will include characteristics of children presenting with possible dyslexia and evidence-based guidelines for screening, and instructional support (both classroom-based and individual). Finally, we will present resources that SLPs can access for additional professional development, as well as guidelines for supporting other members of the educational team in working with children with dyslexia.

Learner Outcomes: Discuss the requirements stated in the new Oregon dyslexia legislation related to screening and teacher training; discuss implementation of the required procedures, including guidelines and timelines; discuss the SLP scope of practice as it relates to screening, identification, instruction and treatment for children with dyslexia; examine best practices for screening, identification, instruction and treatment for children with dyslexia.

### **From Research to Practice: An Integrated Approach to Treating Children & Adults Who Stutter**

**Saturday 8:30 a.m.—11:45 a.m.**

*Megann McGill, MA, CCC-SLP*

This interactive presentation will review current research related to the etiology and persistence of childhood onset stuttering. Evidence-based assessment and treatment procedures will be discussed for preschool children, school age children, adolescents, and adults who stutter with emphasis placed on current research from the Lang Stuttering Institute.

Learner Outcomes: As a result of this presentation, participants will be able to describe research study designs used to investigate affective and cognitive components of childhood onset stuttering; discuss theoretical conclusions of current research related to the onset and persistence of stuttering; apply research findings to clinical practice.

## **Saturday Morning Sessions**

(subject to change)

### **Help! I have a Child with Hearing Loss on My Caseload**

**Saturday 8:30 a.m.—11:45 a.m.**

*Claire Leake, M.S. CCC-SLP; Tucker Maxon School; Shelby Atwill, Au.D.; Tucker Maxon School*

Many children with hearing loss can learn to listen and talk through specialized therapy and technology. The auditory-verbal approach differs from traditional speech/language therapy. Speech-language pathologists and audiologists must collaborate to meet these children's unique needs. Key knowledge areas and helpful strategies supporting children's rapid progress will be presented.

Learner Outcomes: Discuss how hearing losses of all different levels may impact a child's development of speech, language, and academic skills; describe how to modify traditional speech and language evaluations and therapy sessions to include the evaluation and treatment of audition/listening and self-advocacy for children who are learning to listen and talk; explain how to check a child's hearing and hearing equipment, evaluate a child's auditory environment in the classroom, the importance of hearing assistive technology, how to troubleshoot equipment, and collaborate with audiologists.

### **Connecting Learning Mechanisms Across Typical Language Development and Developmental Language Disorders: Implications for Intervention**

**Saturday 8:30 a.m.—11:45 a.m.**

*Carolyn Quam, Portland State University*

Recent research has been taking insights from work on typical language acquisition and investigating the conditions under which children with developmental language disorders can or cannot benefit from factors that benefit typically developing learners. For example, increasing the variability of exemplars during training has been demonstrated to facilitate language learning in typically developing children and in adults. Some types of variability also benefit children with specific language impairment (SLI), while others seem not to do so. I will provide an overview of what typical development can tell us about developmental language disorders, describing what we know so far about where typically developing and language-impaired children are similar and where they differ. I will also discuss implications for intervention to improve language-learning outcomes for children with SLI. I will focus on illustrative studies that my colleagues and I have been conducting at the University of Arizona, and work I plan to continue in my faculty position at Portland State University. I am particularly interested in whether children with SLI rely on different learning mechanisms than their typically developing peers, making them less flexible learners.

Learning Outcomes: Gain concrete ideas for features to incorporate into language therapy with children with SLI; better understand what is similar vs. different in typically developing children vs. those with SLI; learn about current research approaches that draw connections between typical development and developmental language disorders



## **Saturday Afternoon Sessions**

(subject to change)

### **Considerations for Early Intervention with Mexican Immigrant Families**

**Saturday 1:15 p.m.—2:45 p.m.**

*Lauren, Cycyk, PhD, CCC-SLP*

SLPs require increased access to information about the language learning experiences of toddlers from Mexican immigrant homes in order to provide this population culturally-responsive early intervention services. This session will present findings from a qualitative study that included Mexican mothers of children between the ages of 15 and 28 months.

Learner Outcomes: Describe the general perspectives of Mexican immigrant families towards early language learning and development; improve their knowledge of how to adapt early intervention services to be culturally responsive to Mexican immigrant families; will examine a framework for considerations for cultural adaptations to early language intervention services that can be applied to other culturally and linguistically diverse populations.

### **Using Play to Develop Social Connection to Children with CAS**

**Saturday 1:15 p.m.—2:45 p.m.**

*Sarah McDonnell, MA CCC-SLP*

Playing together is the most natural way for children to connect, get to know each other and have fun. It is also a child's best method for developing physical imagination and social skills. Play allows children develop social connections through expressing thoughts and feelings and offering opportunities for joint problem solving and success. It is also the way young children learn best. These early play experiences which are assisting in creating social connections, are also cultivating a solid sense of self and security. The evidence is growing that meaningful social connections increase feelings of safety and wellbeing. Flexible thinking and creative problem solving skills are also promoted through play. In addition to the above, play is a unique venue for helping a child develop the ever important self regulation skill set that is so necessary for personal and academic success. This workshop will identify how a child with CAS often have decreased opportunities for rich early social experiences due to restricted speech production and expressive language abilities. This seminar will identify our role as speech pathologists in supporting increased peer/social interactions during purposeful play.

Learner Outcomes: Participants will be able to identify the role of play in early childhood development and it's effects on building social connection, empathy, and resilience; outline barriers children with CAS may encounter in developing necessary social connections; able to explain why an individual with CAS may have trouble with collaborative interactive play; to generate social language targets with varying phonetic complexity to facilitate peer interactions in play.

### **Clinical Applications of the Clinician's Hierarchy for Advancing Treatment (CHAT)**

**Saturday 1:15 p.m.—2:45 p.m.**

*Jill Duthie, Ph.D., CCC-SLP, University of the Pacific, Stockton, California; Cinthia Adair, M.S., CF-SLP, Hillsboro School District, Hillsboro, Oregon*

This session presents a conceptual framework for clinical instruction entitled CHAT, which has demonstrated efficacy for university-based clinic instruction. Practical applications used in an Oregon school district will be described, including monitoring treatment progress, collaborating with parents and teachers, and demonstrating Student Learning Growth Goals (SLGGs).

Learner Outcomes: State the results of research related to supervisor and student clinician ratings of clinician growth when implementing CHAT in a university clinic setting; list three adaptations of the CHAT framework used in a school-based speech-language setting to monitor student progress and clinician professional growth; identify three ways in which hierarchically-based levels of clinical intervention can be used to promote collaboration with teachers, caregivers, and other clinicians.



## **Saturday Afternoon Sessions**

(subject to change)

### **Medicare 101: Enlightened and Unfrightened**

**Saturday 1:15 p.m.—2:45 p.m.**

*Melissa Fryer, MA CCC-SLP, RAC-CT*

Medicare is the primary driver of health insurance policy and federal laws influence all clinicians who provide services to the aged or disabled population. This session is an introduction to all clinicians who need to understand enrollment, supervision, documentation, reimbursement, physician orders, quality reporting, and other basic instructions.

Learner Outcomes: Identify the StAMP representative and the mechanism to contact them with questions; describe the difference between Medicare Part A and Medicare Part B services; locate the online Medicare enrollment tool.

### **The Impact of Communication Impairments on the Social Relationship of Older Adults**

**Saturday 1:15 p.m.—2:45 p.m.**

*Andrew D. Palmer, PhD, CCC-SLP, Oregon Health & Science University*

In a survey of 240 community-dwelling older adults, communication impairments significantly predicted many aspects of social relationships, even after controlling for health, disability, and demographic characteristics. Communication impairments predicted social network composition, aspects of social support, reduced social participation, and higher levels of loneliness and depression. Clinical implications are discussed.

Learner Outcomes: As a result of this activity, attendees will be able to (1) describe changes in the social relationships of older adults that occur as part of normal aging, (2) identify the types of social relationships that were significantly impacted by a communication impairment, and (3) discuss possible reasons for these findings including potential clinical implications.

### **Treating Children with Articulation and Phonological Disorders: Techniques from Three Experienced Clinicians**

**Saturday 3:00 p.m.—4:30 p.m.**

*G. Robert Buckendorf, PhD, Glenn Weybright, MS, Susie Roach Stewart, MS, CCC*

This 90-minute workshop will discuss critical aspects of assessment and target selection for children who present with mild to severe intelligibility issues secondary to speech sound disorders and verbal dyspraxia. Presenters will exhibit techniques used to elicit speech sounds and new phonological patterns that can be used with this population.

Learner Outcomes: Attendees will be able to list techniques used to elicit five different speech sounds; individuals will be able to demonstrate techniques used to assess children who are difficult to understand and techniques to move children toward correct sound production in spontaneous speech; attendees will be able to differentiate severity of phonological error patterns and determine logical order of treatment of those patterns.

## **Saturday Afternoon Sessions**

(subject to change)

### **Like! Using Social Media to Enhance Your Professional Skills**

**Saturday 3:00 p.m.—4:30 p.m.**

*Cheri Chin, MS, CCC/SLP*

Social media in particular is a wealth of information for SLPs looking to improve their knowledge and skills. This presentation will summarize multiple social media platforms and give examples of ways to follow and learn from each media type.

Learner Outcomes: Describe social media platforms and ways to be involved as an SLP; explain or present new knowledge or clinical idea from one form of social media.

### **Promoting Optimal Outcomes in VCD: The Role of Self-Efficacy**

**Saturday 3:00 p.m.—4:30 p.m.**

*Karen Drake, MA, CCC-SLP, Andrew D. Palmer, PhD, CCC-SLP*

Self-efficacy, a concept from health promotion, is associated with numerous positive health outcomes. Using research and case-studies from our clinic, we will demonstrate how this concept can be applied to current treatment techniques for Vocal Cord Dysfunction (VCD) to maximize outcomes and address barriers to treatment.

Learner Outcomes: Define the concept of self-efficacy; explain the component parts of self-efficacy, as conceptualized by Bandura, and their application to health promotion and rehabilitation; apply that model to the field of rehabilitation, with particular reference to a comprehensive treatment model for VCD as a way of promoting optimal outcomes.

### **Late Acquired Sounds for Spanish-English Dual Language Learners**

**Saturday 3:00 p.m.—4:30 p.m.**

*Lindsey Leacox, Ph.D, CCC-SLP*

This presentation will share information on assessment techniques for late-developing sounds in Spanish, the similarities and differences between English and Spanish phonology, and outline treatment strategies and the current evidence for remediation of late acquired sounds in Spanish.

Learner Outcomes: Identify and describe assessment techniques for late-developing sounds in Spanish; compare overlap and contrast differences between English and Spanish phonology; describe treatment strategies to target late acquired sounds in Spanish and discuss their current evidence.

### **The Complex ABR: A New Tool for Evaluating Auditory Processing Disorders**

**Saturday 3:00 p.m.—4:30 p.m.**

*Laura Polich, Ph.D.*

Dr. Nina Kraus' lab at Northwestern University focuses upon the neurobiological foundations of speech perception. This presentation discusses her research over the past twenty years, and explains the Complex ABR, a new objective tool for evaluation of auditory processing disorders developed by Dr. Kraus and her colleagues.

Learner Outcomes: Discuss the Bottom-Up (afferent) and Top-Down (efferent) auditory feedback loops that interact at the auditory brainstem level to enhance speech perception; discuss the role of auditory neuroplasticity as it relates to prior experience (musical training, bilingualism) and learning (auditory training); discuss how the auditory brainstem response evoked by syllables (Complex ABR) is used to evaluate auditory processing disorders.

### **Emily Gibson, MS, CCC-SLP**



Emily Gibson, MS, CCC-SLP, has been a practicing SLP in the Portland Metro area for 14 years, serving students K-12. In her current role in the Hillsboro School District, she specializes in the assessment and identification of culturally and linguistically diverse students.

In the past year, she has presented at Oregon's Alliance for Multilingual and Multicultural Education Winter conference 2016 on the topic of Special Education Assessment and Identification, and served as an adjunct clinical supervisor for Pacific University's School of Communication Disorders and Sciences, helping to form a new program for secondary students with CLD backgrounds in partnership with the Virginia Garcia Wellness Clinic. She is a proponent of dual language instruction, and an advocate for content-based and collaborative service delivery models in the schools.

### **Brooke Ingersoll, PhD**



Dr. Ingersoll is an associate professor of clinical psychology and the director of the MSU Autism Research Lab. She received her PhD in experimental psychology at University of California, San Diego, and completed a clinical post-doc in child psychology at Oregon Health & Science University. She is a licensed psychologist and

board certified behavior analyst.

Dr. Ingersoll's research focuses on the development, evaluation, and dissemination of social communication interventions for individuals with autism spectrum disorder (ASD). She also conducts research on the impact of ASD on the family and the broader autism phenotype. A major emphasis of her current work is on the development of community-focused, parent-mediated interventions for young children with ASD.

### **Marydee Sklar**



Marydee Sklar is a Portland educator, author of three books on executive function, international speaker and trainer. She has helped families and adults with time-management and organization challenges for almost 24 years.

She trains professionals around the world to teach her Seeing My

Time® program, which is used in both therapeutic and educational settings. She offers two courses through Portland State University: *Teaching the Seeing My Time Program* and *Building Executive Function Skills in the Classroom*. She offers professional development programs for schools.

### **Magaly Gonzalez-Hiltner, MA CCC-SLP**

Magaly Gonzalez Hiltner, MA, CCC-SLP was a practicing SLP for five years in a dual language elementary school, where she helped develop a collaborative, classroom-based service delivery model.



She is currently working as a support specialist in the Hillsboro School District, helping building special education teams to move toward inclusive practices. Magaly also has an ESOL endorsement and provides Systematic ELD trainings in her district. She recently presented at the COSA ELA conference in Eugene and the annual COSA conference in Seaside on inclusive service delivery models for bilingual students.

### **Jenny Peddicord, MA, CCC-SLP**

Jenny Peddicord, MA, CCC-SLP is a speech-language pathologist with The Hello Foundation. She is the clinical coordinator at The Hello Clinic, a clinic that provides speech-language therapy and occupational therapy in-clinic and online.



She also provides therapy in Yakima, Washington, through a hybrid model of onsite time, use of an SLPA, and streaming video. Jenny is the chair of the OSHA Ethics committee.

### **McKay Moore Sohlberg**

Dr. McKay Moore Sohlberg is a Full Professor in the Communication Disorders & Sciences program at the University of Oregon. She is a nationally recognized researcher in the field of cognitive rehabilitation having published numerous research articles evaluating the effectiveness of cognitive interventions and two leading textbooks in the field, an ASHA



Fellow and is supported by a number of federal grants for the development and evaluation of assistive technology for cognition. Dr. Sohlberg has been involved in the development of evidence-based practice guidelines for the treatment of traumatic brain injury for the Academy of Neurologic Communication Disorders & Sciences, the Veterans Administration and the Department of Defense. She directs the Brain Injury and Concussion Clinic within the University of Oregon HEDCO clinic.

### **Teresa Ukrainetz, Ph.D., S-LP(C)**



Teresa Ukrainetz, Ph.D., S-LP(C), ASHA Fellow, is Professor in the Division of Communication Disorders at the University of Wyoming.

Dr. Ukrainetz's research and scholarship address the intersection of skill and context in school-age language intervention. Her publications and presentations provide evidence-based, practical intervention guidance for phonemic awareness, narrative, expository discourse, and text comprehension.

Her new book is *School-age Language Intervention: Evidenced-based Practices* (Pro-Ed).

### **Julie Wambaugh, Ph.D., CCC-SLP**



Dr. Julie Wambaugh, Ph.D., CCC/SLP is Professor in the Department of Communication Sciences and Disorders at the University of Utah and is a Research Career Scientist at the VA Salt Lake City Health Care System. She teaches graduate courses in Aphasia and Motor Speech Disorders.

She has been conducting research focused on clinically-applicable treatments for aphasia and apraxia of speech for more than 25 years and has published extensively on these topics. Her research has been funded for many years by the Department of Veterans Affairs. She has been Chair of the AOS Treatment Guidelines writing committee and is currently an active member of that committee. Dr. Wambaugh is an ASHA Fellow.

### **Kira Wright, MS, CCC-SLP**



Kira Wright, MS, CCC-SLP is a speech-language pathologist with The Hello Foundation. She currently provides therapy in Burns, Oregon, through a hybrid model of onsite time, combined with the use of a certified SLPA and streaming video.

She is also the Clinical Resource Director for The Hello Foundation, where she coaches and problem-solves with clinicians providing services in the public schools and via online therapy. Kira serves ASHA as a site visitor for the Council on Academic Accreditation in Audiology and Speech-Language Pathology.



## ***Oregon Speech-Language & Hearing Association seeks conference exhibitors and sponsors!***

Dear Industry Partner,

On behalf of the Oregon Speech-Language & Hearing Association, it is my pleasure to invite you to partner with us at the OSHA Annual Conference 2016, October 14-15, at the Salem Convention Center, in Salem, Oregon. With more than 250 SLPs, 100 SLPAs, and 100 students, you won't want to miss the opportunity to be part of the state's largest Speech-Language & Hearing conference!

Once again, all of our Exhibitors will be a part of the action all the time! Between classes and the exhibitor reception, there will be plenty of table time with the attendees! Maximize your time at OSHA with sponsorship and other advertising opportunities. Between advertising in the onsite program, or the online registration book, sponsoring a break, or the name badge holders, there is definitely an option for everyone!

The OSHA staff is available to answer any questions that you might have.

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