



2018 Fall Conference



October 12 & 13
Salem Convention Center
200 Commercial St SE
Salem, Oregon



SCHEDULE *at a Glance*

FRIDAY, October 12, 2018

7:00 a.m. - 8:30 a.m.	Continental Breakfast*
8:00 a.m. - 9:00 a.m.	Plenary Session
9:15 a.m. - 12:15 p.m.	Morning Sessions
10:15 a.m. - 10:45 a.m.	Break - Visit Exhibits
12:15 p.m. - 1:45 p.m.	Business & Awards Lunch
1:45 p.m. - 4:45 p.m.	Afternoon Sessions
2:45 p.m. - 3:15 p.m.	Break - Visit Exhibits
4:45 p.m. - 6:15 p.m.	Poster Sessions & Reception
7:00 p.m. - 9:00 p.m.	Documentary: "Camp"

Kathy de Domingo **Plenary Session**

Join us for the opening plenary session on Friday at 8:00 a.m., featuring Allyson Goodwyn-Craine

**Meals, breaks, and the documentary are not eligible for CEUs.*

FREE MOVIE SCREENING: "Camp" 7:00 - 8:30 p.m. (Doors open at 6:30 p.m.)

A heartwarming documentary about Camp Yakety Yak and how it has changed the lives of so many children dealing with speech and language challenges.

SATURDAY, October 13, 2018

7:00 a.m. - 8:30 a.m.	Continental Breakfast
8:00 a.m. - 11:15 a.m.	Morning Sessions
9:30 a.m. - 9:45 a.m.	Break - Visit Exhibits
11:15 a.m. - 12:45 p.m.	Lunch
12:45 p.m. - 2:15 p.m.	Early Afternoon Sessions
2:15 p.m. - 2:30 p.m.	Break - Visit Exhibits
2:30 p.m. - 4:00 p.m.	Late Afternoon Sessions



GENERAL *Information*

Registration Fees

On or by October 1, 2018

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 October 1, 2018, including on-site registration.

Conference Lodging

Discounted lodging starting at \$134.00 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 11, 2018, and request a room from the OSHA room block.



Cancellation Policy

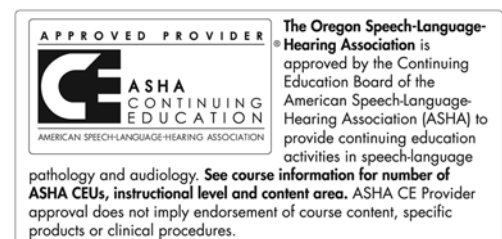
Completed online registration confirms your attendance at the 2018 OSHA Conference. If you need to cancel after you have completed your registration, please submit your cancellation request in writing to oshaoregon@gmail.com. Full refunds available for cancellations made by September 28; 50 percent refund available until October 4. No refunds are available after October 4, 2018.

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. If you elect to have OSHA record your ASHA CEUs, a \$5.00 fee will be added to your registration fee. An ASHA Participant Form and Activity Form will be provided in your attendee packet at registration. **Please complete and return to OSHA staff before leaving the conference. Deadline date for ASHA submission is October 23; CEU paperwork cannot be accepted after that.**

Disclosures: Financial disclosure information on presenters is available on the OSHA website.

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



This program is offered for 1.35 CEUs
(Intermediate Level: Professional Area)

Friday, October 12, Plenary Session 8:00 - 9:00 am

Our Value in Collaborative Care - How to Navigate Team Dynamics and Be an Effective Advocate

Allyson Goodwyn-Craigne, MS, CCC-SLP, BCS-S

When we engage with other disciplines in our workplace we soon recognize shared areas of clinical interest and expertise. Navigating roles and scope of practice can, at times, be tricky. Allyson will share her observations and experience in performing on and building effective multidisciplinary teams and her perspective of the valuable role each of us can and should play.

Learner Objective: Discuss how to navigate team dynamics and be effective advocates. 1.0 hour/0.10 CEU

Friday Morning Sessions 9:15 am - 12:15 pm

Fundamentals of Culturally and Linguistically Appropriate Evaluations

Cate Crowley, JD, PhD, CCC-SLP-F

This session focuses on appropriate disability evaluations based on the law, the current research, and clinical practice. Participants review case studies of videos and language samples and through discussion solidify their knowledge and skills learned to new and/or enhanced approaches to disability evaluations. The focus is primarily on analysis of language elicited during evaluations and how to analyze them thereby developing the clinical judgment needed to discern a true disability from “something else” such as dual language acquisition, differences in prior experiences, and family and cultural issues. Built into the session will be time for discussion and questions as participants develop clinical judgment as part of the case studies.

Learning Objectives: Identify three approaches to increase cultural and linguistic appropriateness in evaluations. Analyze language samples to distinguish disorder from difference. Describe how to gather important data from parents, teachers, and the child/adolescent. 2.5 hours/0.25 CEU

Language Disorders in Acute TBI: Characteristics and Considerations

Kimberly Frey, PhD, CCC-SLP, CBIS

Aphasia is often discussed following stroke. However, aphasia can occur as a result of injury, by whatever etiology, to the left perisylvian region. While there exists a vast literature regarding aphasia and stroke, discussion of aphasia following TBI is limited. Evaluation of orientation, often done verbally, can elicit incorrect responses. When items are scored, the patient's verbal responses may suggest the patient is in PTA. Characterization of post-traumatic verbal expression as confusion, versus aphasia, has implications for interpretation of the patient's cognitive status. Brain-behavior relationships suggest that the speech output of persons with TBI needs to be carefully assessed.

Learning Objectives: Describe the neuroanatomy of aphasia in TBI. Explain characteristics of aphasia in TBI compared to “language of confusion”. Describe clinical presentation and assessment of persons with aphasia due to TBI. 2.5 hours/0.25 CEU

Assessment of Narratives in School-Age Children

Sandra Laing Gillam, PhD, CCC-SLP and Ronald B. Gillam, PhD

In this session, we will use the *Test of Narrative Language - 2nd edition* as an example of test construction, test reliability and test validity in the context of assessing narrative comprehension and production. We will examine the use of test scores for diagnostic decision-making. We will then discuss an approach to progress monitoring called Monitoring Indicators of Scholarly Language (MISL). We will review the reliability and validity of the MISL as a progress monitoring tool, will practice scoring the MISL, and will discuss how MISL scores can be used to inform intervention decisions and practices.

Learning Objectives: Summarize key issues in measuring narrative comprehension and narrative production. Explain how the concepts of test reliability and test validity differ for norm-referenced and progress monitoring instruments. Analyze children's stories using a norm-referenced measure and a progress monitoring tool. 2.5 hours/0.25 CEU

Science vs. Pseudoscience in Speech-Language Pathology: Tools for Skeptical Thinking

Gregory L. Lof, PhD, CCC-SLP, FASHA

As clinicians, we frequently encounter new therapy procedures and products that appear to be more effective than the ones we currently use. Often promoters promise remarkable successes by using their materials and interventions. How do we determine if these procedures and products are actually based on science or if they are pseudoscience? How do we remain appropriately skeptical so we don't fall for quackery? This presentation will help participants learn how to evaluate claims being made about products and procedures, how to search for evidence, and how to select methods that are evidence and science based.

Learning Objectives: Discuss the differences between procedures that are based on science and those based on pseudoscience. Effectively use “tools for skeptical thinking” to help make therapeutic decisions. Demonstrate ability to search for information on controversial procedures, evaluate it, and make appropriate decisions regarding the appropriateness of the procedure. 2.5 hours/0.25 CEU

ICU Trends: What Does That Mean to the SLP Across the Continuum of Care?

Jo Puntill, MS, CCC-SLP, BCS-S

SLPs play a vital role in patient care from the ICU admission to discharge. Prolonged intubation, delirium, and remaining sedated in bed have deleterious effects on patients. Early SLP intervention and education with the patient/family members is key for better outcomes in safer swallowing, effective communication, and cognition. This course will focus on integrating ICU bundles and establishing the vital role the SLP plays in patient-centered care from critical care to discharge. We will cover how to assess patients for delirium, when to screen patients post-extubation, and how to evaluate for PICS.

Learning Objectives: Describe the time and limitations to screen a patient for swallowing post-extubation. Describe three areas that are assessed on the CAM-ICU RASS Scores. Describe four features of the ABCDEF and how it can reduce delirium. 2.5 hours/0.25 CEU

Friday Afternoon Sessions 1:45 - 4:45 pm

Nonword Repetition Tasks in English and Other Languages: A Form of Dynamic Assessment for Disability Evaluations

Cate Crowley, JD, PhD, CCC-SLP-F

In this session, participants learn about the development of the research for nonword repetition tasks as part of disability evaluations. With the opportunity to review a number of videos of children and adolescents doing nonword repetition tasks, with and without language disorders, participants develop a deeper understanding of what this will look like in an evaluation and appropriate methodology. The videos show how to use nonword lists with English and Spanish speakers, as well as speakers of other languages. Through discussion following the videos, participants learn how to analyze student performance and include results in written evaluation reports.

Learning Objectives: Identify three skills assessed in nonword repetition tasks. Describe two factors that distinguish delay/disorder from typical development using nonwords. Write a paragraph on the results of a nonword repetition task in a case study video. 2.5 hours/0.25 CEU

Confused about Confusion in Acute TBI Rehabilitation

Kimberly Frey, PhD, CCC-SLP, CBIS

Post-traumatic encephalopathy (PTE) refers to the clinical presentation of impairments post traumatic brain injury (TBI). As a term, PTE offers global reference to four underlying stages of recovery. Organized from more to less severe stages of recovery, each of these stages is sub-served by a core cognitive function; arousal, attention, memory, and executive function. Focus on the primary cognitive function underlying each stage more effectively and efficiently directs description, assessment, and treatment of TBI. Of critical importance is accurate evaluation and consideration of the role of language, especially verbal expression, to our characterization of a patient's current state of recovery.

Learning Objectives: Outline the four stages of post-traumatic encephalopathy. Describe at least two measures of post-traumatic amnesia. Differentiate between assessment that uses recognition and assessment that uses free recall. 2.5 hours/0.25 CEU

Improving Comprehension and Composition of Narrative Discourse in School-Age Children

Sandra Laing Gillam, PhD, CCC-SLP and Ronald B. Gillam, PhD

The purpose of this presentation is to describe the attention and memory mechanisms involved in comprehension of discourse level language and to discuss ways in which they may be enhanced through intervention. Specific strategies and procedures to improve the efficiency of attention and memory will be described. Discussion of the role of inferencing will be included as well as strategies to improve text-based inference generation in service of long term memory representations. A narrative intervention program that incorporates these strategies and procedures will be summarized.

Learning Objectives: Describe the attention and memory mechanisms involved in comprehension of discourse level language. Describe ways to enhance the efficiency of attention and memory in service of long term memory storage and retrieval. Describe the role of text-based inferences in comprehension of discourse level language & strategies to enhance their generation. 2.5 hours/0.25 CEU

Therapy for Speech Sound Disorders: What Works and Why NSOME Don't Work

Gregory L. Lof, PhD, CCC-SLP, FASHA

Nonspeech oral motor exercises (NSOMEs) are frequently used by speech-language pathologists to remediate speech sound production problems in children. However, this is a decidedly questionable therapeutic technique because it does not make logical sense to use these exercises, the underlying theories do not substantiate their use, and the available empirical data invalidate their effectiveness. This presentation will address the logic, theory, and evidence against using NSOMEs to change speech sound production problems in children. This will be followed by a review of evidence-based procedures that are effective in remediating speech sound problems.

Learning Objectives: Explain logical reasons why NSOME are ineffective. List the theoretical concepts that argue against using NSOME. Describe the empirical evidence against the use of NSOME. Compare and contrast effective speech sound treatment options. 2.5 hours/0.25 CEU

Acute Care SLP: Our Role in an Ever-Changing Healthcare Environment

Jo Puntill, MS, CCC-SLP, BCS-S

Early SLP intervention and education with the patient/family members is vital for patient centered care. When and how to assess an acutely ill, critical patient for swallowing and cognitive/language functions will be covered. Discussions regarding when to provide instrumental evaluations, aspiration risks, when to or why not to place long-term feeding tubes, palliative care, and ethical issues are part of our decision-making process during a patient's hospital course. Our communication with professionals throughout the continuum of care is vital for the best patient outcomes in all areas of communication, cognition, and swallowing.

Learning Objectives: Identify two main differences between Palliative Care and Hospice. Identify three myths of signs of aspiration. Identify three economic burdens of dysphagia with the hospitalized patient. 2.5 hours/0.25 CEU

Friday Evening Poster Sessions 4:45 - 6:15 pm

Attendee must attend poster sessions for 15 minutes each.

0.50 hour/0.05 CEU available **for every two** completed sessions;

maximum 1.5 hours/0.15 CEU available for six completed sessions.

Learning Objective for all Poster Sessions: Discuss and examine outcomes and implications.

Regulating Rate of Eating in Patients with Dysphagia: The Effectiveness of Smartforks: Anyasha Aragon; Meredith Meyer, BS; Samantha Shune, PhD.

Implicit and Explicit Learning of Visual and Sound Categories by Preschoolers With and Without Developmental Language Disorder: Rachel Atkinson; Lauren Casey; Eliza Minculescu; Carolyn Quam, PhD; Wanchi Yu; Brandie Romanko.

Bilingual Stuttering Workbook: Un Guía Comprehensivo para el Tratamiento Bilingüe: Anna Beaty, BA; Hanna Holton, BA; Suelma Rodriguez; Megann McGill, PhD, CCC-SLP.

CHAT Retreat: Addressing Affective and Cognitive Components of Stuttering with Adults: Alla Bess, BA; Christy Bisconer, BS; Denise Nguyen, BA; Lindsey Taylor, BS; Megann McGill, PhD, CCC-SLP.

TVF Kinematic Measurement - A Scoping Review: Rachel Brooks, BS; Deanna Britton, PhD, CCC-SLP, BC-ANCDS.

Individual and Group Telepractice Treatment of Stuttering: Laura Cullen, BA, Lindsey Newman, BS, Megann McGill, PhD, CCC-SLP.

Language and Play Everyday: Enhancing Early Intervention Provider Knowledge and Use of Naturalistic Communication Interventions: Kelsey Decker, MS, CF-SLP; Heather Moore, PhD, CCC-SLP.

Effects of English Dominance on Tone Processing in Mandarin-English Bilingual Speakers: Sarah Elkinton, AOS; Diana Yuen, BA; Carolyn Quam, PhD.

Gender Bender: The N400: Britt Hazlett, BS; Sarah Key-DeLyria, PhD, CCC-SLP.

Telepractice Assessment of School-Age Stuttering: Tiffany Hsieh, BA, Emily Brant, BA, Megann McGill, PhD, CCC-SLP.

EBP Tools: Impact of Education on SLP Behavior: Beth Kirkpatrick; Amy Donaldson, PhD, CCC-SLP.

Cross-Language Transfer in Intervention with Bilingual Adults Who Stutter: Two Case Studies: Hillary Landers; Marlen Castellanos; Megann McGill, PhD, CCC-SLP.

AAC Expansion Program: A Collaborative Model to Reach Underserved Populations with Assistive Technology: Amanda Mason, MS, CCC-SLP; Mary Rebar.

Delivering Enhanced Milieu Teaching Via Telepractice to Toddlers with Language Impairments: Emily D. Quinn, MS, CCC-SLP; Ann Kaiser, PhD.

Viva Mexico! The Impact of a Short-Term Study Abroad Program on SLP Students' Cultural Competence: Ariel Rice, BS; Lauren Cyclic, PhD, CCC-SLP; Stephanie De Anda, PhD, CCC-SLP.

International Cleft Care: Speech Pathology Services in Lambayeque, Peru: Hannah Sanford-Keller, MS, CCC-SLP.

Using Reflective Journals to Enhance Clinical Skills Development: Breanne Thornton; Amanda Stead, PhD, CCC-SLP; Marcia Frost, MS, CCC-SLP.

Comparing Thickness of Liquids in a Hospital Setting Using the IDDSI Guidelines: Robyn Walker, MS, CCC-SLP; Andrea Canning, MEd, CCC-SLP; Allison March, MS, CCC-SLP; Andrew Palmer, PhD, CCC-SLP.

Interprofessional Student Learning at a Service-Learning Camp for People with Aphasia: Kathryn Waller, BA; Amanda Stead, PhD, CCC-SLP.

Connecting Psychology and Speech Language Pathology Graduate Programs in a Community Based Research Project at Pacific University: Anne Willis, PsyD, Melissa Fryer, MA, CCC-SLP, Nhan-Ai Nguyen.



FREE MOVIE SCREENING: “Camp”

7:00 - 8:30 pm (Doors open at 6:30 pm)

Saturday, October 13, Morning Sessions 8:00 - 11:15 am

Interprofessional Practice: The Key to Positive Outcomes for Children with Hearing Loss

Kristi Atkins, MA, CCC-SLP; Shelby Atwill, AuD; Heather Durham, AuD;
Ann Heassler, AuD, CCC-A, CH-AP; Claire Leake, MS, CCC-SLP

This presentation will describe the critical role of interprofessional practice (IPP) on the management of children who are deaf and hard of hearing (DHH). Featuring professionals across settings and utilizing case-based discussion this presentation will illustrate how IPP teams are the keys to optimal care for these children and their families from birth to school-aged. Professionals will learn how to use IPP teams in identification, assessment/evaluation, and the on going treatment of children with hearing loss. Available resources for use across settings and professions will be provided.

Learning Objectives: Identify and discuss interprofessional collaborative practice and the key factors associated with the comprehensive care of children with hearing loss. Utilizing case-based discussions identify key elements and barriers to effective interprofessional practice associated with the management of children with hearing loss. Review and discuss developmental impact of hearing loss by degree and type of loss. Discover resources to add to your clinical toolkit. 3 hours/0.30 CEU

A Taste of Motivational Interviewing

Denise Ernst, PhD

Motivational Interviewing (MI) is an evidence-based method, widely implemented in various healthcare settings, that is useful in facilitating behavior change and lifestyle change. This session will provide attendees with a brief overview of MI and how it might be integrated and effective in their setting. There will be opportunities to learn about and view MI in action. This is a highly interactive session and considerable time is spent on practicing the MI skills and strategies. The purpose of the session is to give attendees ideas and strategies for continuing to build MI skills if they so choose.

Learning Objectives: Describe and practice the spirit and foundational skills of motivational interviewing (MI). Describe and identify the patient's language that is important to change. Describe and practice a specific strategy designed to elicit change talk and promote behavior change. 3 hours/0.30 CEU

Differential Autism Diagnosis: The Role of an SLP in Evaluating Social Communication Differences

Jill Dolata, PhD, CCC-SLP; Cynthia Green, MS, CCC-SLP

Diagnosis of ASD depends on appropriate differential considerations, and SLPs are singularly suited to support this aspect of the diagnostic process. With attention to young children and adolescents, we will review disorders that affect social communication and discuss differences and possible co-morbidities with the communication and behavioral characteristics of ASD.

Learning Objectives: Describe features of ASD related to DSM-V criteria and as characterized by ADOS-2. Identify common differential diagnostic categories and overlaps for social communication. Describe the role of SLPs on diagnostic teams and in treatment for social communication development. 3 hours/0.30 CEU

Characters, Clinical Cases and Collaboration: A Panel Discussion with OSHA Icons

Janet Lambert, MS, CCC-SLP; Amy Costanza-Smith, PhD, CCC-SLP

OSHA's retired professionals have a wealth of leadership experience and clinical expertise that is not always available to current clinicians. To honor "Strength in Collaboration," this panel presentation brings together several OSHA icons to share their service, knowledge, experience, expertise and wit.

Learning Objectives: Identify the contributions of retired professionals to our current practice in Oregon and beyond the state. Apply the knowledge and experience of seasoned professionals to current practice. Identify qualities of leaders and opportunities to serve our field locally and nationally. 3 hours/0.30 CEU

What's the Big Deal About Feeding? An Interdisciplinary Approach Toward Improvement

Kristin H. Mangan, MA, CCC-SLP; Erin Cochran, MA, OTR-L;
Sarah Sahl, RDN, LD; Kevin Senn, MD; Darren Janzen, PsyD

This presentation will focus on the role of each of the various team members within the interdisciplinary CDRC Pediatric Feeding and Swallowing Disorders Program including occupational therapist, speech language pathologist, developmental pediatrician, dietitian, and behavioral psychologist, and the importance of the interdisciplinary approach. The CDRC Feeding Clinic works with patients, ages newborn through teenage years, with a wide variety of diagnoses all having some level of difficulty with eating, swallowing, and/or growing. Examples include children with non-oral feeding methods, Cerebral Palsy, Down Syndrome, cleft lip/palate, tongue tie, sensory processing, global developmental delays, history of prematurity, and many more. Each provider will provide an overview of their background and areas of focus within the evaluation. The format of the clinic will be discussed, including the differences between interdisciplinary versus multidisciplinary models; multiple case studies will be shared to emphasize the importance of the team approach, and an introduction to various treatment options and follow up plans will also be provided.

Learning Objectives: Explain why an interdisciplinary approach to pediatric feeding and swallowing disorders is best practice. Identify the various team members and their roles within a team feeding clinic environment. Explain the basics components of a team infant feeding assessment. 3 hours/0.30 CEU

The Future of Supervision: ASHA Requirements, Best Practice, and Tools for Success

Cassie Quinn, MS, CCC-SLP, BCS-S; Caitlin Fitzgerald, MS, CCC-SLP; Elise Peltier, MS, CCC-SLP

Supervising and mentoring can be a very positive experience. This session will clarify and fulfill the new ASHA requirements for CEUs in supervision, provide an opportunity to build your own supervisory skills, collaborate with experienced supervisors, and gather resources for additional training opportunities for yourself or your colleagues.

Learning Objectives: Identify new ASHA guidelines regarding supervision. Explain characteristics of supervision styles and communication. Demonstrate how to foster critical thinking skills in students through effective feedback practices. Locate and utilize resources regarding supervision. 3 hours/0.30 CEU

Saturday Early Afternoon Sessions 12:45 - 2:15 pm

Support Personnel: Training, Trends, Regulation, and Supervision

Eileen Crowe, Director, State Association Relations, ASHA

Examine trends in the states relating to the laws and regulations governing support personnel, their evolving role, and on-line resources available on the roles and supervision of both audiology and speech-language pathology support personnel. Through scenarios, attendees will explore the impact of support personnel in various practice settings.

Learning Objectives: Discuss support personnel initiatives in states. Examine support personnel trends nationwide and ASHA resources available on support personnel. Identify ASHA supervision recommendations for support personnel. 1.5 hours/0.15 CEU

Accomplishing More Together: Collaborative Approaches for Treating Social Communication Challenges After Acquired Brain Injury

Heidi Iwashita, MS, CCC-SLP; McKay Moore Sohlberg, PhD, CCC-SLP

This presentation will introduce evidence-based, collaborative approaches for social communication after acquired brain injury, discuss common obstacles to incorporating collaborative approaches, and present strategies for overcoming the obstacles. The main approaches covered are person-centered goal setting using goal attainment scaling, context-sensitive interventions, and communication partner training.

Learning Objectives: Describe three evidence-based collaborative approaches for treating social communication challenges following acquired brain injury. Discuss ways to overcome common obstacles to incorporating collaborative treatment approaches. Identify communication partner strategies that foster collaborative communication with a person who has had acquired brain injury. 1.5 hours/0.15 CEU

Treating the Whole Person: Ideas for Stuttering Treatment with Children and Teens

Kristin H. Mangan, MA, CCC-SLP; Sarah Herr-Davies, MS, CCC-SLP

This presentation will provide an overview of stuttering, with a specific focus on current assessment practices and treatment plans for preschool children through young adulthood. Ms. Herr-Davies and Ms. Mangan will draw on their clinical and community outreach experiences to provide listeners with a review of, as well as novel, intervention strategies in the areas of fluency shaping, stuttering modification, and counseling. The importance of addressing the psychological affects of stuttering will also be highlighted. Learners will leave this session with numerous practical treatment approaches to implement with their clients who stutter.

Learning Objectives: Identify the various types of speech disfluencies. Explain various treatment ideas in the areas of indirect therapy, fluency shaping, and stuttering modification (for various age groups). Explain the importance of treating the whole person in regard to stuttering and its psychological effects. 1.5 hours/0.15 CEU

Improving Intervention for Individuals with Complex Communication Needs Using an Online Community of Practice

Emily D. Quinn, MS, CCC-SLP, PhD Candidate; Alexandria Cook, BS; Kristi Atkins, MS, CCC-SLP

This session will introduce the Communication Matrix Community of Practice (COP), a free online tool designed for parents and professionals to enhance educational programming for individuals who require AAC. This session will focus on exploring the features of the Communication Matrix COP, including member bios, community forum, collections, and shared science.

Learning Objectives: Discuss the knowledge gaps in implementing evidence-based AAC interventions among providers and families. Describe the advantages of using an online community of practice to support dissemination of evidence-based information regarding implementation of AAC strategies. Utilize the Communication Matrix Community of Practice as a Platform to interact with other professionals and families. Discuss AAC intervention strategies. Explore communication profiles of children with complex communication needs. 1.5 hours/0.15 CEU

SLPs, Special Educators, and BCBAs: Working Together to Improve Outcomes for Children with Autism Spectrum Disorder

Heather Moore, PhD, CCC-SLP; Megan Kunze, MA, BCBA

A panel of SLPs, Board Certified Behavior Analysts (BCBAs) and Special Educators will discuss how they work collaboratively to provide high quality services to children with ASD. Issues, rewards, and barriers related to cross-disciplinary collaboration will be discussed, including scope of practice considerations and differences/similarities in methodology, theory, and terminology.

Learning Objectives: Describe the SLP's role in ABA services. Describe how Board Certified Behavior Analysts (BCBAs) are trained and their scope of practice. Discuss effective ways to engage in collaborative practice when working with children with ASD. 1.5 hours/0.15 CEU

Foundations of Assessment Techniques in Children with Repaired Cleft Palate/Craniofacial Conditions

Kerry Callahan Mandulak, PhD, CCC-SLP; Kameron Beaulieu, MS, CCC-SLP; Janet Brockman, MS, CCC-SLP;
Hannah Sanford-Keller, MS, CCC-SLP

This presentation strives to outline the foundational skills around assessment of speech disorders related to repaired cleft palate and other craniofacial disorders. Participants will learn through case-based instruction and interactive lecture techniques in order to gain knowledge regarding the evidence and rationale behind assessment techniques.

Learning Objectives: Identify speech characteristics (both obligatory and learned) that may be due to structural vs. functional issues (or both) in children with repaired cleft palate/craniofacial conditions. Identify specific treatment strategies that would be recommended after the assessment process, based on the findings. Discuss appropriate referral options based on speech production assessment results. 1.5 hours/0.15 CEU

Saturday Late Afternoon Sessions 2:30 - 4:00 pm

Treatment Strategies for Children with Complex Cleft and Craniofacial Differences

Kameron Beaulieu, MS, CCC-SLP; Janet Brockman, MS, CCC-SLP; Kerry Callahan Mandulak, PhD, CCC-SLP;
Hannah Sanford-Keller, MS, CCC-SLP

Treatment of children with craniofacial differences involves special considerations given interaction of velopharyngeal closure and articulation patterns observed. This session will present a series of case studies allowing for an interactive educational experience demonstrating treatment strategies to improve clinical care, intelligibility outcomes, and quality of life in this population.

Learning Objectives: Review core elements of speech intervention programming for children with cleft palate/craniofacial disorders, including principles of motor learning and supporting oral airflow for sounds. Discuss targets for speech intervention and potential speech goals for children with cleft palate/craniofacial disorders. Identify strategies for teaching air-pressure and non air-pressure sounds to children with cleft palate/craniofacial disorders. 1.5 hours/0.15 CEU

Graduate Preparatory Training for Adult and Pediatric Medical Speech-Language Pathology: A National Survey

Emma Brooks, BS; Olivia Noceda, BA; Deanna Britton, PhD, CCC-SLP, BC-ANCDs;
Shannon Theis, PhD, CCC-SLP; Donna Graville, PhD, CCC-SLP; Claudia Meyer, MS, CCC-SLP; Cassie Quinn, MS, CCC-SLP, BCS-S

Research regarding the preparedness of students entering adult medical speech-language pathology (SLP) is limited. Two national surveys of experienced SLPs working in pediatric and adult medical settings, respectively, were completed to determine essential qualities and expertise expected of SLP clinical fellows (CF). Based on findings, increased focus in medical curricula is warranted.

Learning Objectives: Describe the qualities, proficiencies, and preparatory training expected of SLP clinical fellows who aspire to work with adult populations in medical settings. Describe additional skill-based training that might enhance the development of clinical expertise in SLP graduate students. Describe a framework of training, skills, and qualities that can help students prepare to enter their clinical fellowship year. 1.5 hours/0.15 CEU

Using Technology to Support Problem-Solving Skills Following Brain Injury: Pilot Research and Practical Tools

Laurie Ehlhardt-Powell, PhD, CCC-SLP

This presentation will provide an overview of metacognitive strategy instruction following brain injury with a focus on problem solving skills. Pilot research evaluating the role of technology in supporting problem solving will be reviewed. Practical strategies to support problem solving skills in everyday situations will be provided.

Learning Objectives: Describe at least one key outcome from research evaluating metacognitive strategy instruction following brain injury. Describe the key steps to effective problem solving in everyday situations. Describe the importance of the clinician's role in supporting effective problem solving following brain injury. 1.5 hours/0.15 CEU

Cluttering Across the Lifespan: Overview of Assessment and Treatment

Jessica Fanning, PhD, CCC-SLP

The affective, behavioral, and cognitive components of cluttering will be reviewed in terms of: (a) speech fluency, (b) language and learning, and (c) attention and awareness. Assessment procedures and tools will be reviewed and differential diagnosis will be discussed. Treatment discussion will include targets, activities, procedures, and corresponding rationales across the same speech fluency, language/learning, attention/awareness categories.

Learning Objectives: Discuss differential characteristics of cluttering and stuttering. Describe cluttering in terms of affective, behavioral, and cognitive components. Discuss at least three outcomes objectives relevant to treating cluttering. 1.5 hours/0.15 CEU

Counseling as Collaboration

Susan Ginley, MA, CCC-SLP

Collaboration is at the heart of solution-focused counseling. Solution-focused methods may be integrated into the assessment and treatment of speech-language-hearing problems, and will be useful for expanding your clinical influence by establishing partnerships with clients, family members, and others who support our clients; especially with challenging clients and families.

Learning Objectives: Develop skill sets of an effective counselor. Effectively use respectful listening skills (clarification, reflection, and open and solution-focused questions) with focus on communicating to a variety of cultural and linguistic backgrounds. Use self-anchored rating scales to work collaboratively with clients and their social-support network to establish and track therapeutic progress. 1.5 hours/0.15 CEU

Cultural Considerations in Narrative Intervention

Teresa Roberts, MS, CCC-SLP; Jennifer Larsen, PhD, CCC-SLP; Nickolas Laurich

As SLPs encounter children and families from culturally and linguistically diverse backgrounds, there is increasing need to understand culturally based narratives. We'll discuss addressing narratives with diverse populations, including narrative macrostructures and lesson planning using Latin American, Asian, Native American and African American narratives. Example lesson plans will be provided.

Learning Objectives: Identify the need for culturally responsive practices in narrative intervention. Identify key features of different culturally based narrative macrostructures. Identify key factors in lesson planning when working on narratives with children and adolescents from diverse backgrounds. 1.5 hours/0.15 CEU

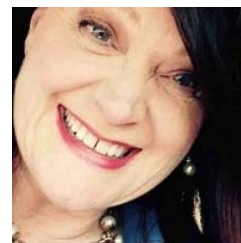
Friday Speaker Information

Allyson Goodwyn-Craine, MS, CCC-SLP, BCS-S

Allyson is a Board-Certified Specialist in Swallowing and Swallowing Disorders/Pediatric Speech-Language Pathologist/Feeding Specialist. Over the span of her 29-year career she has served on the Portland State University faculty, worked in private practice, pediatric hospitals and in leadership of a multidisciplinary non-profit clinic. She currently works with infants/children in the inpatient NICU and outpatient feeding services at Kaiser Permanente Sunnyside Medical Center.

Allyson served as the Clinical Program Director, then as the Executive Director of the Artz Center for Development Health and Audiology formerly the Hearing and Speech Institute. During her tenure as Executive Director, the center was recognized in the "Top 100 Best Non-Profits to Work For" by Oregon Business Magazine and ranked in the Top 20 Healthcare Non-Profits in Oregon by the Portland Business Journal.

Allyson served on the Financial Planning Board of the American Speech Language Hearing Association (ASHA) and is a past president of the Oregon Speech Language Association. She was recently awarded Honors of the Association.



Cate Crowley, JD, PhD, CCC-SLP-F



Dr. Cate Crowley is a Professor of Practice at Teachers College Columbia University where she directs the bilingual/multicultural SLP program focus and the online Bilingual SLP Extension Institute. An experienced attorney and ASHA Fellow, Cate brings the legal, research, and clinical foundations of appropriate evaluations together, especially for bilingual and minority children and adolescents.

Kimberly Frey, PhD, CCC-SLP, CBIS

Dr. Kim Frey holds a dual Doctorate in Cognitive Science and Speech, Language, & Hearing Sciences. Since 2012, she has directed Craig Hospital's (Englewood, Colorado) Speech-Language Pathology Department. She has worked clinically with and researched, published, and presented on behavioral, cognitive, and communication impairment due to stroke, traumatic brain injury, and viral illness.



Sandra Laing Gillam, PhD, CCC-SLP



Dr. Sandra Gillam is a Professor in the Department of Communicative Disorders and Deaf Education at Utah State University and the immediate past VP for Speech Language Pathology Practice for ASHA. She is an ASHA Fellow and is a Co-PI on a grant to conduct a randomized controlled trial of a narrative intervention program.

Ronald B. Gillam, PhD

Dr. Ronald Gillam holds the Raymond and Eloise Lillywhite Endowed Chair in the Department of Communicative Disorders and Deaf Education at Utah State University. He has received ASHA Honors and is a Co-PI on a grant to conduct a randomized controlled trial of a narrative intervention program.



Friday Speaker Information *(continued)*

Gregory L. Lof, PhD, CCC-SLP, FASHA

Dr. Gregory Lof is professor emeritus at the MGH Institute of Health Professions in Boston. His research, teaching and clinical interests deal with children who have speech sound disorders and how to effectively use evidence to guide practice. He lectures and consults at universities, state and national organizations.



Jo Puntil, MS, CCC-SLP, BCS-S



Jo Puntil is an ASHA Fellow, a member of the ASHA CFCC Board, and a Board-Certified Specialist in Swallowing. She has specialized in managing patients with dysphagia disorders for 36 years in all medical settings, especially critical care. She is known for developing interdisciplinary dysphagia programs, lectures nationally, and has authored numerous publications.

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