

DAY 1 (Th 5/20)	Student	Title of Presentation	EBP Mentor
9:00-9:30	Hudgins, Lauren	<i>Phonological Intervention Using the Complexity Approach: A Case Study of a Young Spanish-English Bilingual Child</i>	Stephanie De Anda
9:30-10:00	Dahlen, Rachael	<i>Adapting Sentence Diversity Assessment Methods to Serve Spanish-Dominate Bilingual Learners</i>	Stephanie De Anda
10:00-10:30	Johns, Jessica	<i>Translation Equivalents in Spanish-English Bilingual Children Aged 24-36 Months With and Without Language Delay</i>	Stephanie De Anda
10:30-11:00	Ash, Miriam	<i>The Effects of Narrative-Based Language Intervention on Children with Unique Profiles: A Case Study</i>	Marilyn Nippold
11:00-11:30	Davis, Helen	<i>The Potential Benefits of a Music Program to Promote Expressive and Receptive Language Development in Young Autistic Children</i>	Marilyn Nippold
11:30-12:00	Marr, Erin	<i>Using a Fables-Based Narrative Language Intervention to Build Critical Thinking and Complex Language Skills in Adolescents</i>	Marilyn Nippold
12:00-12:30	<b>BREAK</b>		
12:30-1:00	Hallett, Lillian	<i>The Measurement of and Relationship Between Intelligibility and Comprehensibility in School-Age Children</i>	Jill Potratz
1:00-1:30	Foley, Rachel	<i>A Comparison and Analysis of Workload Models Using a Simulated Caseload</i>	Frank Bender
1:30-2:00	Murch, Lily	<i>The Functional Relation Between Telepractice Session Duration and Therapeutic Outcomes for Children with Speech Sound Disorder</i>	Frank Bender
2:00-2:30	Rapp, Rachel	<i>Vocal Control: A Retrospective Look at Treatment for Initiating Voice With Selective Mutism</i>	Evelyn Klein
DAY 2 (Fri 5/21)	Student	Title of Presentation	EBP Mentor
9:00-9:30	Lindsey, Mikayla	<i>Standardized Measures Used to Assess Communication in Latinx Children EI/ECSE: Current Practices and Future Recommendations</i>	Lauren Cycyk
9:30-10:00	Carino, Isabella	<i>Maternal Interaction Quality to Bilingual Spanish-English Young Children With or Without Language Delay</i>	Lauren Cycyk
10:00-10:30	Brown, Amanda	<i>Recommendations for Ensuring Equitable Admissions and Recruitment Processes in Master's Level Speech-Language Pathology Departments in Oregon</i>	Lauren Cycyk
10:30-11:00	Kuehl, Caitlin	<i>Preliminary Effects of Caregiver-Implemented Intervention on Expressive and Social Communication in Spanish-English Bilingual Children with Autism</i>	Emily Quinn
11:00-11:30	Kourafas, Zella	<i>An Advocacy Video for Latino Families</i>	Lillian Duran
11:30-12:00	Zuel, Brandon	<i>Examining the Efficacy of the Accessible Literacy Learning Program in Developing Literacy Skills for a Young Adult with Complex Communication Needs</i>	Jeanine Brush
12:00-12:30	<b>BREAK</b>		
12:30-1:00	Smith, Madeline	<i>Tracking Speech-Language Pathologists' Development of Clinical Self-Efficacy in the Context of Fluency Disorders</i>	Jessica Fanning
1:00-1:30	Powell, V. Brooke	<i>Development of a Voice Screener for Use with People Who Stutter</i>	Jessica Fanning
1:30-2:00	Wilson, Rebecca	<i>Telepractice as a service delivery model in the young child population</i>	Emily Adler Mosqueda
2:00-2:30	Enns, Emily	<i>The changes that occur in bilingual children, from kindergarten to second grade, in terms of referencing behavior and language sophistication.</i>	Audrey Lucero