



## 2018 Convention Session Abstracts

**Session 01 Friday, April 27                      Pediatric**  
**8:30 am - 10:00 am**

### **Childhood Apraxia of Speech: Evaluation and Differential Diagnosis - Part 1**

David Hammer, MA, CCC-SLP, Childhood Apraxia of Speech Association of North America

(Instructional Level: Intermediate)

This presentation will focus on evaluation considerations for childhood apraxia of speech (CAS) and how they relate to therapy decision-making. Video examples will be used to support this. A percentage of children diagnosed with CAS present a complex diagnostic profile of mixed speech sound deficits, motor planning struggles and co-occurring diagnoses that challenge treatment planning. The presentation will include case study videos of children for whom this is the case in order to facilitate learning.

**Session 02 Friday, April 27                      Medical**  
**8:30 am - 10:00 am**

### **Primary Progressive Aphasia: Research to Clinical Practice - Part 1**

Cynthia Thompson, PhD, CCC-SLP, Northwestern University

(Instructional Level: Intermediate)

Primary progressive aphasia (PPA) is a clinical dementia syndrome caused by neurodegenerative disease, which affects the language network and language function while preserving other aspects of cognitive processing at least in early stages. This presentation will be presented in two parts. In part one, language/cognitive deficit patterns and associated neuronal and white matter abnormalities seen in PPA, compared to other types of dementia and stroke-induced aphasia, will be discussed. The results of research examining language impairments manifest in three variants of PPA: agrammatic (PPA-G), semantic (PPA-S) and logopenic (PPA-L) will also be presented, with an emphasis on patterns of semantic and grammatical processing ability associated with these variants. Part two will focus on methods for differential diagnosis of PPA subtype and approaches to treatment for PPA.



## 2018 Convention Session Abstracts

**Session 03 Friday, April 27**  
**8:30 am - 10:00 am**

**School-Based**

### **Curriculum-Based Vocabulary Intervention: A Review of Practical Strategies**

Marisha McGroarty, MS, CCC-SLP, SLP Now

(Instructional Level: Introductory)

In this presentation, participants will review curriculum-based therapy and how it can facilitate meaningful and functional outcomes for students. Participants will be presented with strategies to gather relevant curriculum-based vocabulary targets and effectively use these targets in therapy. Participants will review the relevant evidence and be provided with practical demonstrations of how to implement evidence-based strategies when targeting vocabulary goals.

**Session 04 Friday, April 27**  
**8:30 am - 10:00 am**

**Multi-Interest**

### **Support Personnel-Training, Trends and Regulation**

Eileen Crowe, MPA, ASHA

(Instructional Level: Intermediate)

This presentation will examine trends in the states relating to the laws and regulations governing support personnel, their evolving role and online 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.

**Session 05 Friday, April 27**  
**10:30 am - 12:00 pm**

**Pediatric**

### **Childhood Apraxia of Speech: Evaluation and Differential Diagnosis - Part 2**

David Hammer, MA, CCC-SLP, Childhood Apraxia of Speech Association of North America

(Instructional Level: Intermediate)

This presentation will focus on evaluation considerations for childhood apraxia of speech (CAS) and how they relate to therapy decision-making. Video examples will be used to support this. A percentage of children diagnosed with CAS present a complex diagnostic profile of mixed speech sound deficits, motor planning struggles and co-occurring diagnoses that challenge treatment planning. The presentation will include case study videos of children for whom this is the case in order to facilitate learning.



## 2018 Convention Session Abstracts

**Session 06 Friday, April 27**  
**10:30 am - 12:00 pm**

**Medical**

### **Primary Progressive Aphasia: Research to Clinical Practice - Part 2**

Cynthia Thompson, PhD, CCC-SLP, Northwestern University

(Instructional Level: Intermediate)

Primary progressive aphasia (PPA) is a clinical dementia syndrome caused by neurodegenerative disease, which affects the language network and language function while preserving other aspects of cognitive processing at least in early stages. This presentation will be presented in two parts. In part one, language/cognitive deficit patterns and associated neuronal and white matter abnormalities seen in PPA, compared to other types of dementia and stroke-induced aphasia, will be discussed. The results of research examining language impairments manifest in three variants of PPA: agrammatic (PPA-G), semantic (PPA-S) and logopenic (PPA-L) will also be presented, with an emphasis on patterns of semantic and grammatical processing ability associated with these variants. Part two will focus on methods for differential diagnosis of PPA subtype and approaches to treatment for PPA.

**Session 07 Friday, April 27**  
**10:30 am - 12:00 pm**

**School-Based and SLPA**

### **Literacy-Based Therapy: One Lesson, Many Goals**

WaNani Allen, MS, CCC-SLP, Mesa Public Schools; Elizabeth Arellano, MS, Mesa Public Schools; Jenna Helser, MS, CCC-SLP, Mesa Public Schools; Carol Naramore, MA, CCC-SLP, Mesa Public Schools

(Instructional Level: Intermediate)

Arizona English Language Arts Standards encompasses listening and speaking, reading and writing. Speech-language pathology assistants play a large role in preparing students to meet these standards. Participants will be able to describe how to create and execute an English language arts literacy-based lesson targeting multiple goals.



## 2018 Convention Session Abstracts

**Session 08 Friday, April 27**  
**10:30 am - 12:00 pm**

**Multi-Interest**

### **Ways You Can Impact Student Outcomes and Success**

Jay Johnson, MEd, Arizona Department of Education

(Instructional Level: Introductory)

This presentation will address critical issues affecting student outcomes who have received speech and language special education services. Each summer, high-school aged students who received special education services and graduated, aged out or dropped out of school are contacted to participate in the Post School Outcomes (PSO) Survey. The PSO Survey chronicles engagement in post-secondary education/training or employment. The presenter will use PSO data to drive a discussion related to best practices in collaboration, IEP/transition planning and curriculum alignment while facilitating discussion about an educational atmosphere driven by high stakes outcomes. Examples of superior collaboration and action plans from local districts will be discussed.

**Session 09 Friday, April 27**  
**1:00 pm - 1:30 pm**

**Multi-Interest**

**Posters**



## 2018 Convention Session Abstracts

**Session 10 Friday, April 27**  
**1:30 pm - 3:00 pm**

**Pediatric**

### **AAC, SLPs and ABA: Building Communication With LAMP**

Lydia MacKay, MA, CCC-SLP, ACCEL; Jeremy Legaspi, Prentke Romich Company

(Instructional Level: Introductory)

Teaching language to learners with communication, social and behavioral challenges requires strong collaboration between professionals. When speech-language pathologists (SLPs) and behavior analysts misunderstand each other's approaches and role, this can lead to less effective outcomes for the individuals they serve. The area of augmentative alternative communication (AAC) provides another challenge to collaboration, as there is a wide array of communication software and low tech materials, but a much smaller understanding of how to successfully utilize software and visual supports to teach AAC. Professionals in both fields report difficulty finding common ground with respect to helping AAC users build communication and language skills. This presentation will outline several effective approaches used in Applied Behavior Analysis to teach functional communication and reduce problem behaviors. Participants will learn how the language acquisition through motor planning (LAMP) AAC technique promotes successful communication in those who use AAC. An analysis of the commonalities from both disciplines will suggest more integrated implementation methods, in order to foster better collaboration between SLPs and applied behavior analysis (ABA) providers. The components of a LAMP-based AAC approach will be demonstrated via video examples, and components of LAMP that lend themselves to an ABA-based approach will be highlighted. Implementation strategies that emphasize functional communication and independence will be reviewed. Finally, participants will receive collaborative ABA and LAMP-based tools, which can be used in classrooms, clinics or home programs to target behavioral, communication and social needs.



## 2018 Convention Session Abstracts

**Session 11 Friday, April 27**  
**1:30 pm - 3:00 pm**

**Medical**

### **Supervision: Teaching the Hidden Curriculum of Professionalism to Student Clinicians**

Maria Dixon, MA, CCC-SLP, Arizona State University

(Instructional Level: Introductory)

In clinical practicum experiences in communication sciences and disorders (CSD) programs, student clinician training mainly focuses on the acquisition of skills in assessment and intervention with a variety of disorders. The developments of professionalism skills are just as important, however. While the application of knowledge gained from academic coursework to clinical cases in a variety of settings is the major focus of clinical training and is explicitly taught, skills in professionalism are not targeted in the same way. Though skills in professionalism are not explicitly taught, student clinicians are evaluated on their development and ability to demonstrate professionalism throughout their clinical practicum. Among others, professionalism skills include verbal and written communication and interaction, organization, initiative, preparedness, responsibility and appropriate behaviors depending on context. The development of good professionalism skills is critical as behavior judged as unprofessional can supersede a clinician's knowledge and skills rendering them unsuccessful in a career. This presentation will discuss professionalism skills to develop in student clinicians in the different stages of their development towards becoming a speech and language professional (SLPA or SLP). Case studies will be used to illustrate specific issues, strategies and techniques.

**Session 12 Friday, April 27**  
**1:30 pm - 3:00 pm**

**School-Based and SLPA**

### **/r/ U for Real?**

Jennifer Buckler, MS, CCC-SLP, Northwestern University

(Instructional Level: Introductory)

The challenge of treating /r/ errors effectively is an ongoing issue for the school-based clinician. While there are several approaches to managing /r/, it is rare to have specific instruction in /r/ intervention in graduate training, so many therapists are left to problem solve the strategies on their own. Over the years, I have developed an intervention that has been highly successful and easy to implement. In this session, therapists and speech-language pathology assistants (SLPA) will be given step-by-step instructions on how to facilitate /r/. Supportive evidence will be provided that demonstrates how this strategy is effective in achieving accurate /r/ production in all contexts in conversation within a very short period of time.



## 2018 Convention Session Abstracts

**Session 13 Friday, April 27**  
**1:30 pm - 3:00 pm**

**Multi-Interest and SLPA**

### **Teaching Social Problem Solving Instead of Social Skills**

Ann Gray, MS, CCC-SLP, Gray Communication Therapy, LLC

(Instructional Level: Introductory)

The growing number of individuals being identified as having social communication difficulties has led to not only an increase in the need for qualified professionals, but also an exciting growth in the field of social cognitive therapy. While most of us can easily recognize when clients have difficulty with social skills, it is more complicated to identify the underlying cognitive processes. By examining the way our brains think about language use, think about others and think about social situations, we can get at the root of the social skill weaknesses of our students and clients. Social problem solving refers to the thinking that informs our social behavior. Turning our social skills groups into social problem solving groups can provide more appropriate interventions for individuals of all ages. However, it can be difficult to know where to start. Reviewing the milestones of social development and infusing cognitive behavioral techniques into our therapy can be an effective way to guide our practice to more meaningful outcomes.

**Session 14 Friday, April 27**  
**3:30 pm - 5:00 pm**

**Pediatric and SLPA**

### **Using Music to Facilitate Speech and Language Goals**

Katherine Varga, MS, CCC-SLP, STARS (Mesa Public Schools)

(Instructional Level: Introductory)

Targeted for students, entry-level professionals and intermediate professionals, this presentation aims to help speech therapists understand the benefits and applications of music interventions in their therapy practice. Attendees will learn from a speech-language pathologist who is also a board certified music therapist. To lay a solid foundation, the presenter will review the basic neural pathways of both language and music processing. Neural network correlations between language and music processing will be identified. Participants will review populations and disorders that are good candidates for music interventions. Easily accessible music-based techniques to assist in speech and language acquisition and remediation will be discussed. In addition, the presenter will define what differentiates music therapy from music interventions. She will share the extent of music therapy's scope of practice related to speech and language development. Tips on how to promote interdisciplinary collaboration with music therapists will be provided.



## 2018 Convention Session Abstracts

**Session 15 Friday, April 27**  
**3:30 pm - 5:00 pm**

**Medical**

### **Five Things Every SLP Should Know About Cleft Speech Disorders**

Jessica Williams, MS, CCC-SLP, St. Joseph's Hospital and Medical Center-Barrow Cleft and Craniofacial Center

(Instructional Level: Intermediate)

One study showed that nearly 50 percent of speech-language pathologists (SLPs) do not feel comfortable treating a child with a cleft (Bedwinek et al., 2010) and it is possible for SLPs who are certified as clinically competent to graduate with no experience in cleft and craniofacial populations (Vallino et al., 2008). This presentation will focus on five things every speech-language pathologist should know when assessing and treating cleft-related speech sound disorders. Velopharyngeal closure is when the velopharynx closes to create oral resonance and prevent air escaping through the nose during speech. When the velopharyngeal port does not achieve complete closure, this is referred to as velopharyngeal dysfunction (VPD) or velopharyngeal insufficiency (VPI) and is perceived as hypernasal resonance or nasal emissions. Hypernasality and nasal emissions are common in children with a history of cleft palate. While SLPs assess velopharyngeal closure and resonance, it is important for clinicians to understand that correction of VPD/I require surgical intervention. SLPs provide services to correct mis-articulations that have formed in the context of VPD/I. Although children with cleft-related speech sound disorders may present with atypical articulation errors, correction is achieved through articulation therapy. A component of providing appropriate articulation therapy is recognizing a nasal fricative and how to treat it. All assessments of cleft-related speech sound disorders should include a perceptual assessment. Finally, it is important for SLP's to understand why team care is important when working with a child with a cleft and the treating SLP's role on a child's team.

**Session 16 Friday, April 27**  
**3:30 pm - 5:00 pm**

**Pediatric and SLPA**

### **Five Mistakes to Avoid in Data Collection**

Lisa Kathman, MS, CCC-SLP; Sarah Bevier, MS, CCC-SLP

(Instructional Level: Introductory)

In this busy day and age, the importance of data can be overlooked. Speech-language pathology assistants (SLPA) cannot operate on assumptions or they will end up in due process. This presentation will help you shift from observational "I think" statements to statements grounded in concrete data, making you more confident when providing data to your supervisor for purposes of making recommendations to individualized education program (IEP) teams.



## 2018 Convention Session Abstracts

**Session 17 Friday, April 27**  
**3:30 pm - 5:00 pm**

**Multi-Interest**

### **Guidelines for SLP Best Practice in the Schools: Lessons From the Field**

Crystal Brooks, MA, CCC-SLP, COAST Member, The Clubhouse Innovative Therapy Centers;  
Rebecca Embry, MA, CCC-SLP, COAST Member, The Clubhouse Innovative Therapy Centers;  
Amy Hill, MS, CCC-SLP, COAST Member, SLPA; Mary Keeney, MS, CCC-SLP, Arizona  
Department of Education

(Instructional Level: Intermediate)

*The Speech-Language Service in Arizona Schools: Guideline for Best Practice* has been shared throughout the state with special education directors, speech-language pathologists (SLP), speech-language technicians (SLT), speech-language pathology assistants (SLPA) and district leaders to further the understanding of SLP's unique training and ability to support all students in the school setting. This document provides a wealth of information, including: delineating the education and training of SLPs/SLTs/SLPAs; special education process and law specific to speech and language services; best practice for evaluations and treatment including service delivery models as well as resources to use in assessment and treatment, including data collection. The guidelines document may be downloaded from either the Arizona Speech-Language-Hearing Association (ArSHA) or the Arizona Department of Education (ADE) Exceptional Student Services (ESS) website. This presentation will describe our outreach to date, lessons learned from the field and how to use the guidelines to advocate for yourself to avoid burn-out.

**Session 18 Friday, April 27**  
**5:00 pm - 5:30 pm**

**Multi-Interest**

### **Poster Session**

**Session 19 Saturday, April 28**  
**8:30 am - 10:00 am**

**Pediatric**

### **Childhood Apraxia of Speech: Therapy Strategies That Make a Difference - Part 1**

David Hammer, MA, CCC-SLP, Childhood Apraxia of Speech Association of North America

(Instructional Level: Intermediate)

This hands-on, practical, therapy-rich presentation will focus on strategies for therapists that facilitate verbal communication for children with apraxia of speech. A multi-sensory approach to therapy will be detailed, with a wide range of therapy ideas described that are appropriate for both individual and group treatment. Extensive videos of children in therapy will be used to highlight strategies, and suggestions will be provided for carryover outside of the therapy setting.



## 2018 Convention Session Abstracts

**Session 20 Saturday, April 28 Multi-Interest and SLPA**  
**8:30 am - 10:00 am**

### **Outside the Box Applications for SLPs: Integrating Technology in Interventions**

Sean Sweeney, MS, CCC-SLP, The Ely Center LLC/Speechtechie.com

(Instructional Level: Introductory)

Many great apps were developed specifically for speech and language interventions, but countless others can be applied creatively in our therapies in order to address speech and language intervention goals. This presentation will cover key iPad functions for clinical use, a selection of exemplar dedicated apps for speech and language therapy and models of repurposing apps for therapeutic activities, particularly open-ended apps that can be used in a wide variety of contexts. Apps related to professional development and strategies for finding apps will also be reviewed. This presentation will be primarily geared towards clinicians who work with school-aged clients; however, much of the information can be generalized to older student populations.

**Session 21 Saturday, April 28 Medical**  
**8:30 am - 10:00 am**

### **Dysphagia and Dysphonia Following Anterior Cervical Spinal Surgery**

Laura Wolford, MS, CCC-SLP, Midwestern University

(Instructional Level: Intermediate)

In recent years, anterior cervical spinal surgery has become more common, particularly in the treatment of herniated discs. Focus has shifted from posterior approaches to anterior approaches in order to avoid movement of the spinal cord and reduce discomfort following surgery. As technology has improved, the technique has become considered minimally invasive, and some procedures are performed in an outpatient setting. Despite being touted as a low-risk procedure, the risk of dysphagia and voice changes following anterior cervical spinal surgery can be high. This presentation will discuss the anatomy involved with anterior cervical spinal surgery, physiological changes following procedures, anticipated voice and swallowing changes, risk factors for persistent dysphagia and recommendations for dysphagia and voice therapy for this patient population.



## 2018 Convention Session Abstracts

**Session 22 Saturday, April 28                      Audiology**  
**8:30 am - 10:00 am**

### **Understanding Ototoxicity and Otoprotective Agents and Developments in Noise Induced Hearing Loss**

Kathleen Campbell, PhD, CCC-A, Southern Illinois University School of Medicine

(Instructional Level: Introductory)

This presentation will first provide an overview of current and future clinically relevant information on drug and noise-induced ototoxic hearing loss. The participants will be provided with an overview of ototoxins in current clinical use and affiliated patient considerations. This presentation will also discuss the various ototoxic agents, their therapeutic purposes, their side effects, additional risk factors for ototoxicity, basic information on the mechanisms of ototoxicity and patient considerations. Then options and considerations in monitoring for ototoxicity will be provided. Finally, we will provide an update of research in developing new pharmacologic otoprotective agents for noise and ototoxic-induced hearing loss.

**Session 23 Saturday, April 28                      Pediatric**  
**10:30 am - 12:00 pm**

### **Childhood Apraxia of Speech: Therapy Strategies That Make a Difference - Part 2**

David Hammer, MA, CCC-SLP, Childhood Apraxia of Speech Association of North America

(Instructional Level: Intermediate)

This hands-on, practical, therapy-rich presentation will focus on strategies for therapists that facilitate verbal communication for children with apraxia of speech. A multi-sensory approach to therapy will be detailed, with a wide range of therapy ideas described that are appropriate for both individual and group treatment. Extensive videos of children in therapy will be used to highlight strategies, and suggestions will be provided for carryover outside of the therapy setting.



## 2018 Convention Session Abstracts

**Session 24 Saturday, April 28**  
**10:30 am - 12:00 pm**

**Multi-Interest**

### **Tell Me a Story: Targeting Narrative Skills Through the Alignment of Methodology and Technology**

Sean Sweeney, MS, CCC-SLP, The Ely Center LLC/Speechtechie.com

(Instructional Level: Intermediate)

Why are stories important from a clinical perspective and how do we help our clients and students to tell stories? Narrative and expository language comprehension and expressive skills have implications for both academic and social success. This presentation will review research-based methodologies such as story grammar teaching and narrative elaboration treatment and provide recommendations of easy-to-apply interventions. Comprehension and expression of stories can be targeted through easy-to-use and engaging creation tools using e-texts, images, book creation, animation and video. Participants will leave the session with an understanding of how to incorporate best practices in narrative language interventions while applying a variety of mobile apps to make therapy fun and meaningful for students.

**Session 25 Saturday, April 28**  
**10:30 am - 12:00 pm**

**Medical**

### **Concussion Research - Knowledge Gained and Continued Questions**

Erin Unruhe, BA, Northern Arizona University; Emi Isaki, PhD, CCC-SLP, Northern Arizona University; Emily Sakievich, BA, Northern Arizona University  
(Instructional Level: Intermediate)

Research in the area of concussion/mild traumatic brain injury (mTBI) has grown extensively in the past 10 years. However, there is disagreement and uncertainty in the literature related to recovery and best practice. Researchers continue to question the amount of physical and cognitive rest required after injury, when persistent symptoms become post-concussion syndrome, if second impact syndrome truly exists, when to refer for services and what constitutes best practice in cognitive-communication therapy. This presentation will review the current literature and differing views related to concussion, recovery and rehabilitation. Finally, the presenters will discuss their on-going research investigating a community approach to early cognitive-communication screening, treatment and further referrals.



## 2018 Convention Session Abstracts

**Session 26 Saturday, April 28      Audiology**  
**10:30 am - 12:00 pm**

### **Ototoxicity and Otoprotective Agents and Developments in Noise Induced Hearing Loss - Part 2**

Kathleen Campbell, PhD, CCC-A, Southern Illinois University

(Instructional Level: Introductory)

This presentation will first provide an overview of current and future clinically relevant information on drug and noise-induced ototoxic hearing loss. The participants will be provided with an overview of ototoxins in current clinical use and affiliated patient considerations. This presentation will also discuss the various ototoxic agents, their therapeutic purposes, their side effects, additional risk factors for ototoxicity, basic information on the mechanisms of ototoxicity and patient considerations. Then options and considerations in monitoring for ototoxicity will be provided. Finally, we will provide an update of research in developing new pharmacologic otoprotective agents for noise and ototoxic-induced hearing loss.

**Session 27 Saturday, April 28      School-Based and SLPA**  
**1:30 pm - 3:00 pm**

### **Brain Talk: Metacognitive Strategies to Build Executive Functioning Skills**

Hanna Bogen Novak, MS, CCC-SLP, Bogen Speech and Language Therapy

(Instructional Level: Intermediate)

Executive functioning (EF) challenges are becoming more common and consistent for students receiving speech and language therapy. Speech-language pathologists benefit from understanding the development of EF and how to support strong EF capacities as their students learn new skills for improved communication. In order to facilitate independent initiation of supports and strategies, therapists must help clients develop metacognitive thinking skills (i.e., the ability to think about their own thinking). Metacognitive thinking abilities allow individuals to engage their executive functioning skills for social and academic success. Whether learning about the brain and impulses, building a mindfulness practice, improving emotional-regulation skills, reflecting on strategies and outcomes or taking stock of personal strengths, interests and challenges, metacognitive thinking skills can be woven into all types of therapy sessions.

Participants in this session will learn about metacognition and executive functioning as they relate to success in communication therapy. Attendees will build their toolboxes of strategies to support student's development of impulse inhibition, strategic thinking, emotional-regulation, motivation and overall self-awareness. Presented strategies will apply to a variety of ages, diagnoses and therapy contexts to demonstrate that metacognitive thinking skills benefit all clients.



## 2018 Convention Session Abstracts

**Session 28 Saturday, April 28**  
**1:30 pm - 3:00 pm**

**Multi-Interest and SLPA**

**Tech Up Your Day-To-Day: Selecting Resources to Promote Efficiency and Engagement in Your Practice**

Sean Sweeney, MS, CCC-SLP, The Ely Center LLC/Speechtechie.com

(Instructional Level: Introductory)

This presentation will provide an overview of current technologies useful to clinicians involved in private practice and other settings. We will focus on understanding the range and specifications of devices that can be easily employed for visual support and client engagement in the clinical setting, including the iPad, Chromebook and visual displays such as the Apple TV. The range of applications of Google's suite of tools will be discussed with specific examples for use in collaboration among staff members, consultation and provision of materials to clients. Participants will also leave with knowledge of apps to promote self-regulation (for clinicians and our clients), organization and planning, productivity and outreach to client and family populations.

**Session 29 Saturday, April 28**  
**1:30 pm - 3:00 pm**

**Audiology**

**Interactive Ethics for Audiologists**

Les Schmeltz, AuD, CCC-A, A.T. Still University

(Instructional Level: Intermediate)

This session will emphasize key concepts of ethical audiological practice, precepting students and reporting concerns through discussion, audience participation and polling.



## 2018 Convention Session Abstracts

**Session 30 Saturday, April 28 Pediatric**  
**1:30 pm - 3:00 pm**

### **AzEHDI Newborn and Early Childhood Standards, Requirements and Resources**

Lylis Olsen, MS, CCC-A, The EAR Foundation of Arizona

(Instructional Level: Intermediate)

Newborn Hearing Screening is well established in Arizona with more than 99 percent of babies screen by one month of age! Arizona still struggles to comply with the diagnostic phase of Early Hearing Detection and Intervention (EHDI) with more than 20 percent lost to follow up, continued late identification, lack of compliance with mandated reporting and inconsistent use of best practices. We will review the Joint Committee on infant hearing best practices for screening, identification and intervention as well as reviewing Arizona statutes and rules for referrals and reporting. Local resources will also be addressed to help meet the unique needs of your community. State and national efforts toward improvement of EHDI systems will also be covered in this presentation. There will be time for discussion and questions as well.

**Session 31 Saturday, April 28 School-Based**  
**3:30 pm - 5:00 pm**

### **Enhancing Early Intervention: Developing Family-Centered and Child-Led Therapy**

Hanna Bogen Novak, MS, CCC-SLP, Bogen Speech and Language Therapy

(Instructional Level: Introductory)

Early communication development is dependent upon a strong foundation of pre-linguistic, self-regulation and executive functioning skills. Young children receiving early intervention speech and language therapy benefit from child-led, family-centered interventions to support the development of these critical foundational communication capacities. While therapists bring an extensive expertise to the therapy relationship, parents and caregivers have their own unique expertise in their child's development. Families should be empowered to partner with the therapist in forming and delivering child-led interventions that tap into the child's motivation, honor his/her unique constellation of strengths and needs and pave the way for developmental growth in executive functioning, social communication and emotional-regulation. This strategy-driven presentation will provide tools that therapists can use to support family involvement and understanding of the intervention program, as well as empower parents and caregivers to be active members of the therapy team rather than passive bystanders.



## 2018 Convention Session Abstracts

**Session 32 Saturday, April 28**  
**3:30 pm - 5:00 pm**

**Multi-Interest and SLPA**

### **Pairing Picture Books and Apps to Contextually Address Language Objectives**

Sean Sweeney, MS, CCC-SLP, The Ely Center LLC/Speechtechie.com

(Instructional Level: Intermediate)

Using picture books in speech-language therapy is an established practice that we can combine with the recent integration of iPad apps in interventions. This presentation describes the contextual overlap between books and apps for various ages, and models the alignment of these old and new visual tools with language objectives. Participants will leave the presentation with a range of exemplars of both picture books and apps containing structures and contexts useful for speech and language therapy, a model for evaluating useful apps and resources and strategies for pairing books and apps. This presentation will also describe research-based therapeutic interventions that can be used as pre- and post-activities as well as scaffolding techniques while reviewing the context. The session will also include information about using series and sequels to deepen context of therapy activities.

**Session 33 Saturday, April 28**  
**3:30 pm - 5:00 pm**

**Multi-Interest and SLPA**

### **Autis-Memes: Guideposts for Therapy**

Kim Maryhew, MS, CCC-SLP, Small Talk Speech and Language Specialists, LLCr

(Instructional Level: Intermediate)

This presentation will provide practical intervention strategies that address play-based functional language development, visual structure techniques that support understanding and decrease behavior and consideration of autism characteristics that guide teaching and support for low to mid-functioning students.



## 2018 Convention Session Abstracts

### **Session 34 Multi-Interest 3:30 pm - 5:00 pm**

#### **What's Genetics Got to do With It?**

Maureen Kelly Galindo, MS, University of Arizona

(Instructional Level: Introductory)

This presentation will briefly cover inheritance, including recessive, dominant and x-linked patterns. The learners will be introduced to several syndromic and non-syndromic genetic conditions that affect speech and hearing. The learners will also be introduced to genetics testing as it relates to the fields of speech-language pathology and audiology. As practitioners it is important to know resources that can help with interpretation of genetic testing results. This is necessary for establishing a prognosis and assisting with developing treatment recommendations and goals. The learners will become familiar with their role on the health care team of an individual with a genetic condition.