



2019 Convention Session Abstracts

FRIDAY

8:30 am - 10:00 am

Session 1

AAC for Complete Beginners

Anne Page, MS, CCC-SLP, Beautiful Speech Life

AAC can be challenging. This session will provide a basic understanding of augmentative alternative communication (AAC) with a user friendly approach. Common AAC myths and mistakes will be examined. The importance of core vocabulary (a small set of words that can be used across many settings), fringe vocabulary and aided language stimulation (using AAC to teach AAC) will be discussed and explored at length. Guidelines to develop engaging strategies for therapy will also be provided. After completing this session participants will have a better understanding of how to move forward with high and low tech AAC in the pediatric and school setting.

Learner Outcomes:

- List three benefits of using core vocabulary.
- List three common AAC myths.
- List an example of high tech AAC and low tech AAC.

Instructional Level: Introductory | **Track:** Pediatric/SLPA

8:30 am - 10:00 am

Session 2

Chasing the Swallow: Best Practices for EI Dysphagia

Michelle Dawson, MS, CCC-SLP, HeartWood Speech Therapy, LLC

Did undergrad and graduate school prepare you for the wide, wild world of early intervention and pediatric dysphagia? Me neither! Come join Michelle Dawson, MS CCC-SLP, host of First Bite: Fed, Fun, Functional PodCast, in a dynamic 90 minute session where participants will obtain practical strategies for treating infants and toddlers who are diagnosed with pediatric dysphagia and feeding aversions.

Strategies discussed will embrace interprofessional practice, evidence-based research, as well as, emphasis on socio-economic statuses friendly tools and ideas.

- Describe three reflexes vital for PO intake.
- Describe three potential professionals that could be consulted/collaborated with for Pt care.
- Describe three guidelines/documents that outline roles and responsibilities for early intervention/home health practitioners.
- Describe 3 EBP strategies/resources for treatment for a medically complex pediatric patient.

Instructional Level: Intermediate | **Track:** Medical

8:30 AM - 10:00 AM

Session 3

The ABCs of Telepractice: What You Need to Know

Tracy Sippl, MS, CCC-SLP, Pediatric Communication Therapy

The purpose of this session is to examine what you need to know in order to successfully provide teletherapy whether as an independent contractor or a private practitioner. Considerations such as: equipment, Internet speed, licensure, HIPAA/FERPA compliance, materials and resources play a large role in providing that positive, professional and first impression.

Learner Outcomes:

- List the equipment needed to effectively provide teletherapy services from home.
- Summarize three precautions necessary to meet HIPAA standards while providing teletherapy services.
- Describe how to locate the teletherapy licensure required for each state.
- Formulate three questions to ask a Teletherapy company when applying for an employment opportunity.
- List three reasons how teletherapy can benefit the onsite speech-language pathologist.

Instructional Level: Intermediate | **Track:** Multi-Interest

8:30 am - 10:00 am

Session 4

They Qualified...Now What?

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

This session will help you to design and monitor effective treatment plans for your students by quickly identifying communication strengths and needs profile and then creating SMART goals based on this information. In addition, participants will learn how to efficiently monitor progress on annual IEP goals by using criterion referenced tests and rubrics.

Learner Outcomes:

- Identify how to collect and analyze communication strengths and needs profile to develop a meaningful IEP.
- List SMART goals that align to identified communication needs.
- Apply criterion referenced tests and rubrics for efficiency and consistency in progress monitoring.

Instructional Level: Introductory | **Track:** School Based

10:30 am - 12:00 pm

Session 5

Demystifying AAC

Brandi Wentland, MA, CCC-SLP, We Speak AAC, Therapy One, Out and About, Stepping Stones Pediatric Therapy

This session will provide an overview of augmentative alternative communication (AAC) with an emphasis on AAC applications on the iPad, video modeling and resources for working with children with autism spectrum disorder (ASD). This is an interactive session that will assist you in learning how to integrate AAC into everyday routines and activities. Learn how to become familiar with AAC applications available on the iPad, what makes up a robust AAC device and how to determine the right icon size and array of buttons per page for each child. Explore light tech and high-tech options available for AAC. Gain new implementation strategies utilizing Aided Language Stimulation (ALgS) in activities of daily living. Participate in breakout sessions to participate implementation in functional activities. View video modeling examples and practice making your own.

Learner Outcomes:

- Test AAC applications available on the iPad.
- Identify what makes up a robust AAC device and how to determine the right icon size and array of buttons per page for each child.
- Experiment with viewing video modeling examples and practice making your own.
- Apply motivating implementation strategies, functional activities and aided language stimulation (ALgS) in activities of daily living.

Instructional Level: Intermediate | **Track:** Pediatric/SLPA

10:30 am - 12:00 pm

Session 6

El Best Practices for the Medically Fragile and Complex Child

Michelle Dawson, MS, CCC-SLP, HeartWood Speech Therapy, LLC

Do you struggle working with the more complex children on your early intervention (EI) caseload? Are you left scratching your head as to where you should hold your ST sessions? Confused over what specialist to refer them to when you see new s/s presenting? Stressed about what vocabulary to work on? Much less, how do you make your session fun? (Let's be honest, that's what the little ones want out of us). Then join Michelle Dawson, MS CCC-SLP, Host of First Bite: Fed, Fun, Functional PodCast, for a 90 min lecture that addresses these common problems we face on a day to day basis.

Learner Outcomes:

- Identify three agencies and two guidelines respectively for EI SLPs.
- Identify and describe two aspects of interprofessional practice.
- Identify and describe three options for expressive language treatment.

Instructional Level: Intermediate | **Track:** Medical

10:30 am - 12:00 pm

Session 7

Speech Pathology and Behavior Analysts: Perspectives, Theories and Tips to Increase Communication in Children With ASD

Teresa Cardon, PhD, CCC-SLP, BCBA-D, Teresa Cardon LLC

Speech-language pathologists (SLP) and behavior analysts (BA) provide treatment for individuals with autism spectrum disorder (ASD). Little is known about the similarities and/or differences between the two disciplines with regard to their theoretical perspectives and how they relate to intervention. Results from a survey distributed to SLPs and BAs will be discussed. Differences in theoretical perspectives and intervention strategies are evident between the disciplines and provide an insight into the different intervention models. The need for inter-professional education along with tips for working across disciplines will be highlighted. Finally, practical strategies that can be implemented by SLPs to support communication for young children with ASD will be identified.

Learner Outcomes:

- Identify theories of language development from the perspective of both speech-language pathologists and behavior analysts.
- Describe the needs for interprofessional education between the two disciplines.
- Identify strategies to support communication development in young children with autism spectrum disorder.

Instructional Level: Intermediate | **Track:** Multi-Interest

10:30 am - 12:00 pm

Session 8

Training Communication Partners in the Classroom: A Realistic Look

Erin Herling, MS, CCC-SLP, Marana Unified School District; Jane Lindley, BS, Saltillo Corporation

After identifying that conventional methods for teaching school teams in the practices of aided language input (e.g., in-person presentations, webinars, etc.) were not enough, we set out to try something new and, thus, a collaborative effort was born! This session will review the reality of training communication partners in the practice of aided language input while in the classroom during a regular school day. In this collaborative project, communication partner training focused on the use of core vocabulary during daily routines like calendar, shared reading and centers. We will outline our preparation time and methodology, including the implementation materials we used, facilitating further discussion of how this might be implemented in other classrooms. We will share our insight into the essential characteristics of people learning how to be an effective communication partner and analyze what worked, what did not work and what we will do better in the future! Be prepared to transport yourself into the classroom through video demonstration. Come ready with your own implementation trials and tribulations to share!

Learner Outcomes:

- Identify three essential characteristics of people learning how to be an effective communication partner.
- Detect two strategies for effective communication partner training.
- List two online resources available for implementation materials.

Instructional Level: Introductory | **Track:** School Based

12:30 pm – 1:30 pm

Poster Sessions

See pages 20-29 for abstracts.

1:30 pm - 3:00 pm

Session 9

Down Syndrome and Pediatric Dysphagia

Michelle Dawson, MS, CCC-SLP, HeartWood Speech Therapy, LLC

When intervening in the dynamic world of early intervention with an infant, toddler or young child who has down syndrome, a clinician needs to assess not just their language, but also be prepared to diagnosis and treat their feeding and swallowing disorders as well. This can be a daunting task! The treating speech-language-pathologist needs to be aware of some common anatomical considerations that can impede their little ones progress towards being successful speaker, eater and drinker. Come

join Michelle Dawson, MS CCC-SLP, host of the popular "First Bite: Fed, Fun, Functional" PodCast, for this dynamic 90 mins. This session will explain some of the signs and symptoms of frequently occurring etiologies, what professional colleagues they should reach out to for assistance, and offer best practice interventions that are based in policy and practices that do NOT require chewy-tubes or a bag of toys! Further interventions provided are socioeconomic friendly and based in the child's natural environment! Please bring latex free gloves, a snack, and a beverage hint hint hint be prepared to laugh and play while learning!

Learner Outcomes:

- Describe 3 common anatomical/structural considerations that can negatively impact feeding and swallowing.
- Describe 3 common concomitant diagnoses/disorders that can negatively impact feeding and swallowing.
- Describe 3 professionals that should be referred to when a patient/child present with certain signs and symptoms.

Instructional Level: Intermediate | **Track:** Pediatric/SLPA

1:30 pm - 3:00 pm

Session 10

Fun and Functional Ways to Work on Critical Thinking Skills With School-Aged Students

Hallie Sherman, MS, CCC-SLP, Speech Time Fun, Inc.

This session is designed to ensure therapists will be able to walk away with a variety of ways to work on critical thinking skills in their speech and language therapy rooms. New and veteran SLPs will benefit from this session. The hands on experience will allow session attendees to prepare some of the ideas presented so they can use them the very next day.

Learner Outcomes:

- Identify resources available to work on inferencing.
- Describe how to facilitate a speech and language session addressing inferencing.
- Explain how language difficulties can impact ability to infer.

Instructional Level: Introductory | **Track:** School Based

1:30 pm - 3:00 pm

Session 11

Speech-Language Therapy: An Insider's Perspective

Katherine Mahosky, EdD, CCC-SLP, Northern Arizona University; Matthew Wangeman, MS, Northern Arizona University

The September 2018 *ASHA Leader*, First Person/Last Page article featured a SLP from Arizona talking about her experience with Guillain Barre syndrome and how, during her hospitalization, she felt she

didn't have a voice to participate in her own care. She literally couldn't use her voice due to being on a ventilator, but her point was that she still understood what was happening around her and she needed to be part of her care plan. This important point is the focus of this session. This session will examine how a seasoned SLP learned from her colleague's experience with speech and language intervention while growing up, and how it has reframed her thinking about providing speech-language services to individuals with significant disabilities and communication needs. In 2009, Katherine Mahosky and Matthew Wangeman became co-teachers in the first ever class in Disability Studies at Northern Arizona University. Nine years later, their teaching journey continues and the Minor in Disability Studies at NAU is thriving. Wangeman is a man with a significant disability, who is non-verbal and uses a low-tech communication board to teach his students and to communicate with others. Mahosky is a licensed, certified speech-language pathologist who came into teaching Disability Studies primarily informed by a rehabilitation perspective. Wangeman's experience with speech therapy will be explored and examined through a disability studies lens to inform the audience about the critical importance of listening to our most vulnerable clients' voices and truly practicing client-centered/student-centered/patient centered care.

Learner Outcomes:

- Describe how a disability studies lens can inform and strengthen the clinician-client relationship in speech-language therapy.
- Identify intervention with individuals with significant disabilities and severe communication disabilities from one of expert-client to partner-client.
- List three ways to change your practice with individuals with significant disabilities to enhance their voice and choice in therapy and decision making.

Instructional Level: Intermediate | **Track:** Multi-Interest

1:30 pm - 3:00 pm

Session 12

Voice and Communication Across the Gender Spectrum

Laura Wolford, PhD, CCC-SLP, Midwestern University

Voice care for transgender and nonbinary individuals is a growing area of the speech-language pathology field. Gender expression is tied to the full spectrum of communication, including voice and resonance, linguistic choices, prosody and nonverbal communication. The way a person communicates is highly linked to others' perception of their gender identity and their own feeling of alignment between the inner self and the self they express. Therefore, helping an individual align their communication patterns with their gender identity can help them find increased confidence and overall quality of life. This session will address the communication and biopsychosocial needs of transgender and gender non-conforming individuals. It will cover topics including assessment and goal-setting, the role of voice and resonance and the way language and nonverbal communication impact gender presentation. The clinician-client relationship will also be discussed. We will also address ways that SLPs can increase

gender-spectrum inclusivity in their own practice and help to foster a community that demonstrates respect and support to individuals along the gender spectrum.

Learner Outcomes:

- Determine ways to encourage transgender and nonbinary inclusivity in their own practice.
- Identify vocal characteristics that listeners judge as more "masculine" or "feminine".
- Describe ways to help clients align their voice and resonance with gender identity.
- Describe ways that linguistic, prosodic and nonverbal choices impact gender presentation.

Instructional Level: Intermediate | **Track:** Medical

3:30 pm - 5:00 pm

Session 13

Speech-Language Clinicians Value AAC in the Community!

Deanna Wagner, MS, CCC-SLP, TherapyOne, Northern Arizona University, and SWHD Easter Seals; Brandi Wentland, MA, CCC-SLP, TherapyOne, Northern Arizona University, and SWHD Easter Seals; Jeremy Legaspi, MS, CCC-SLP, Prentke Romich Company, Jane Lindley, BS, Saltillo Corporation

Why should you invite a speech-language specialist to participate in your AAC in the community event? Because we know how to have fun while embracing, teaching and practicing AAC skills. This session will present ways a specialist can add value to out-ings with those who use (or could benefit from) AAC. Learn how you can print your own AAC flip books to promote a more inclusive environment. We are inviting every-body who has ever used or supported somebody with AAC during a community event to share stories with us. Not only do we know how to make learning language fun, we even know how to make keeping data fun! This session will present ideas for describing and improving AAC competencies: linguistic, social, strategic and operational. We will share re-sources for designing activities that promote practice without testing. Learn how we can easily keep track of progress using checklists, post-it notes, or using more robust data collection tools like Realize Language and CoughDrop. If you have a suggestion for documenting progress, please come ready to share!

Learner Outcomes:

- Give at least two reasons why it is important to have fun when building AAC skills, and know how/where to find fun activities on-line.
- Share at least three tips for data collection outside of the typical classroom environment.
- Describe resources for printing AAC supports, including robust communication systems that do not require charging and are both waterproof and tear-proof.

Instructional Level: Introductory | **Track:** Pediatric/SLPA

3:30 pm - 5:00 pm

Session 14

Ten Common Elements in Successful Therapeutic Approaches to Apraxia

Barbara Dabul, PhD, CCC-SLP, ANCDs, Private Practice

Deriving from more than 50 years of experience as a student of, and expert in, apraxia, the speaker will outline ten elements found to be present in therapies that succeed with apraxic clients from small children to older adults. After experiencing the struggle of apraxia via hands-on exercises, participants will be invited to share and illustrate treatments known to contain these elements.

Learner Outcomes:

- Demonstrate understanding of the neuromotor struggle experienced by apraxic clients.
- List at least three of the ten common elements introduced and describe therapy methods including these elements.
- Identify the cues most likely and least likely to be successful in aiding people with apraxia of speech to communicate.
- Describe limb apraxia and oral apraxia and their relationship to apraxia of speech.

Instructional Level: Introductory | **Track:** Medical

3:30 pm - 5:00 pm

Session 15

The Business of Telepractice

Melissa Jakubowitz, MA, CCC-SLP, BCS-CL, eLiveNow

As telepractice continues to grow, more clinicians are considering telepractice. Whether it is contracting independently, or adding it as a service to your private practice, it is important to understand how telepractice works, similarities and differences compared to in-person services and how to market it, successfully. This session will explore how to develop telepractice skills, technology and components needed to provide high-quality services along with how to market those services in a competitive marketplace. In addition, this session will explore what clinicians need to know before diving into telepractice, how to obtain the training that will assist them in being a highly qualified, ethical service provider and how to market to school districts. Also included will be an exploration of how to determine appropriate hourly rates for both clinicians and school districts. Gaining an understanding of questions need to be asked, determining whether telepractice is a good fit for both clinician and school and understanding the market, will lead to greater comfort when making the leap into telepractice. It will assist in providing high quality, ethical services that meet the needs of clients in difficult to serve areas and those with specialized needs.

Learner Outcomes:

- List three necessary components for high quality telepractice services.
- Describe three similarities/differences between telepractice and in-person services.
- Explain one marketing technique to acquire school district clients or private clients.

Instructional Level: Intermediate | **Track:** Multi-Interest

3:30 pm - 5:00 pm

Session 16

Use What You Have Make and Take: Practical Uses for Common Objects to Target All Areas of Communication

Hallie Sherman, MS, CCC-SLP, Speech Time Fun, Inc.

This session is designed to ensure therapists will be able to walk away with a variety of ways to use common objects to target a wide variety of communication skills, whether in the school, private practice or clinic setting. New and veteran SLPs will benefit from this session.

Learner Outcomes:

- Identify common objects that can be used in therapy.
- Describe how common objects can be used.
- Explain how to target multiple IEP goals using common objects.

Instructional Level: Introductory | **Track:** School Based

5:30- pm -7:00 pm

Praxis Bowl

Louis Dachtyl, MA, CCC/SLP; Sarah Dachtyl, PhD, CCC/SLP, CBIS

University teams comprised of top-notch students compete in a quiz bowl format to see which team can answer the most Praxis practice questions correctly! This session is designed for students preparing to take the Praxis examination, as well as professionals who want to refresh their basic knowledge skills while learning in a fun, interactive and competitive environment.

Learner Outcomes:

At the end of this presentation, participants will identify the nature of and interventions for speech, language, hearing, swallowing and communication disorders including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates.

Instructional Level: Intermediate

SATURDAY

8:30 am - 10:00 am

Session 17

Fun and Functional Ways to Work on Critical Thinking Skills With School-Aged Students

Hallie Sherman, MS, CCC-SLP, Speech Time Fun, Inc.

This session is designed to ensure therapists will be able to walk away with a variety of ways to work on critical thinking skills in their speech and language therapy rooms. New and veteran SLPs will benefit from this session. The hands on experience will allow attendees to prepare some of the ideas presented so they can use them the very next day.

Learner Outcomes:

- Identify resources available to work on inferencing.
- Describe how to facilitate a speech and language session addressing inferencing.
- Explain how language difficulties can impact ability to infer.

Instructional Level: Introductory | **Track:** School Based

8:30 am - 10:00 pm

Session 18

Mild Traumatic Brain Injury: Current Research and Best Practice

Karen Gallagher, PhD, CCC-SLP, Arizona State University

Researchers and clinicians have increased their focus on assessing and treating acute and chronic symptoms associated with mild traumatic brain injury (mTBI), or concussion. As many as 3.8 million people in the United States are reported to sustain sports-related mTBI each year with approximately half of them going unreported. The total numbers of individuals with mTBI are even higher when combined with those resulting from motor vehicle accidents, falls, military service and domestic violence. Current understanding of the trajectory and timeline for mTBI recovery is evolving and now recognizes individual differences and a greater prevalence of long-term cognitive consequences of mTBI. Despite being considered "mild," these brain injuries can have an ongoing impact on the development of skills important for learning and academic success in children and return to work in adults. Across the lifespan, unremitting mTBI symptoms can significantly impact quality of life. This session provides an overview of the neurophysiology of mTBI, severity classification criteria and acute and chronic symptoms. Current research and best practice in assessment and treatment of acute and chronic mTBI symptoms will be presented along with challenges and future directions for research and practice. Relevant resources will be reviewed.

Learner Outcomes:

- Describe the neurophysiologic impact of mTBI.
- Describe common acute and chronic symptoms associated with mTBI.
- Identify appropriate measures and treatment targets for acute and chronic mTBI symptoms.

- Show resources to support therapy and strategy implementation for individuals with mTBI.

Instructional Level: Intermediate | **Track:** Medical

8:30 am - 10:00 am

Session 19

Tips and Tricks for Maintaining Your Prek-5 Caseload

Felice Clark, MS, CCC-SLP, Twin Rivers Unified School District

Overwhelmed and lacking creativity as a school-based SLP? This session will provide the school-based SLP with quick and easy tips and tricks to help navigate the seemingly impossible task of progress monitoring, data collection, RtI and caseload management in schools. Our can improve overall therapy practice using EBP, theme based therapy and utilization of therapy resources to help the busy SLP feel confident managing his/her caseload.

Learner Outcomes:

- Develop streamlined progress monitoring, data collection and use of rubrics to determine client's level of progress.
- Integrate evidence based practices in therapy sessions and know where to access therapy materials and tools to help with planning therapy.
- Demonstrate tips for streamlining the speech referral process and information to help SLPs make confident clinical decisions for students.

Instructional Level: Introductory | **Track:** Pediatric/SLPA

8:30 am - 10:00 am

Session 20

WHAT! Wireless Hearing Assistive Technology Demystified.

Ingrid McBride, AuD, CCC-A, Arizona State University

The use of wireless hearing assistive technology (HAT) plays an important role in providing greater accessibility for individuals with hearing loss. However, matching the technology to the needs of the user can be challenging and requires that the hearing healthcare professional has a good understanding of the technology and the available options including knowledge of the transmission frequency or wireless technology used (Bluetooth, 2.4 GHz, 900 MHz, NFMI-based systems, etc.), how the wireless technology is implemented by each manufacturer; e.g. need for a gateway device, interface with other technologies, etc. and the pros and cons of different wireless technologies (e.g. interference, range of transmission, transmission delay, etc.). This presentation will focus on the details of wireless technology, its benefits and limitations, applications to the hearing industry and currently available ancillary communication devices designed to improve telecommunication, reception of media and face-to-face communication. Solutions for accommodations in the home and workplace for hearing aid and cochlear implant users will be covered.

Learner Outcomes:

- Describe the difference between current wireless hearing assistive technologies.
- Discuss how these technologies are implemented by different manufacturers.
- List the advantages and disadvantages of different wireless hearing assistive technologies.

Instructional Level: Intermediate | **Track:** Audiology

10:30 am - 12:00 pm

Session 21

How to Feel Confident Doing Push-In Services

Felice Clark, MS, CCC-SLP, Twin Rivers Unified School District

Many school districts are wanting speech-language pathologists (SLPs) to provide services to students using a "push-in" service delivery model. For the busy SLP, it can feel overwhelming on how to plan therapy and work with staff with this type of model. This session will break down the different types of collaborative service delivery models, so that SLPs can determine the best model for their students. SLPs will be given practical ideas for how to plan "push-in" lessons as well as solutions to roadblocks SLPs may face when working with team members and students with a collaborative model.

Learner Outcomes:

- Identify the different types of collaborative service delivery models to use for serving students.
- Plan and organize a "push-in" lesson.
- Explain evidence based practices for behavior management techniques to use in a session.
- List at least three ways he/she can effectively collaborate and communicate with teachers and staff when implementing a collaborative service model.

Instructional Level: Introductory | **Track:** Pediatric/SLPA

10:30 am - 12:00 pm

Session 22

Pediatric Audiology Update

Alison Grimes, AuD, FAAA, ABA, University of California, Los Angeles Health

Audiologic diagnosis and treatment of the infant or young child with hearing loss is an important subspecialty within the scope of practice. Specific considerations accompany these activities, and protocols for infants and children differ significantly from those used with older children or adults. The infant who fails newborn hearing screening comes to the audiologist for the first time with a high probability of actually having normal hearing, however, it is known that 1/10 infants who fail newborn screening do have permanent hearing loss. Thus, every infant must be evaluated using evidence-based, infant-specific protocols in order to quickly and accurately confirm hearing status. Further, the fitting of hearing aid amplification for infants is specialized, and quite different from the protocols used to fit adults. Hearing

aids must be physically and acoustically fitted using specific protocols designed for the hearing and listening/learning needs of infants who are learning language. Considerations for cochlear implantation for infants also differ from those used for adults. Referral to early intervention is the responsibility of the audiologist; while each state has its own specific steps, best practices include immediate referral to EI (within days of diagnosis of permanent hearing loss). Finally, the fraught discussions regarding communication (auditory/oral, ASL, both) are handled, initially, by the audiologist, and it is important that the audiologist be cognizant of her/his role in parent education and counseling. This session will focus on an overview of the above considerations.

Learner Outcomes:

- List the major risk factors for congenital or early-onset hearing loss.
- Identify the general options and considerations for amplification for infants with hearing loss of various types.
- Show critical similarities and differences in language-learning options.
- Identify criteria for cochlear implantation in infants.

Instructional Level: Introductory | **Track:** Audiology

10:30 am - 12:00 pm

Session 23

The Art of Swallowing Therapy

Carolyn Abraham, MS, CCC-SLP, CLT, Dignity Health

Mitigating the consequences of dysphagia can be challenging. We need to navigate the comorbidities and additional sequelae while being cognizant of social and cultural ramifications. Dysphagia impacts quality of life in many ways, including its impacts on family. The art of swallowing therapy encompasses the underlying etiology, while balancing the risks and patient desires. To advance or improve an impaired swallow requires skills, knowledge and confidence. We must implement techniques and technologies based on supportive evidence. This session will discuss the physiology and complexity of swallowing, and ways to best facilitate functional improvement. It will include a review of current best practices. Discussion will include use of both modified barium swallow studies and fiberoptic endoscopic evaluation of swallowing as identifiers for decision-making and as barometers for progress. This session will also review complex dysphagia cases in an Outpatient setting and decision making processes that lead to successful outcomes.

Learner Outcomes:

- Identify the basics of exercise physiology in its application to dysphagia management.
- Summarize how cross-systems function (e.g. respiration and swallowing) and its impact on swallowing.
- Show a framework for current best practices in making functional gains for patients with dysphagia.
- Identify complex dysphagia cases and decision-making that lead to outcomes.

Instructional Level: Intermediate | **Track:** Medical

10:30 am - 12:00 pm

Session 24

Use What You Have Make and Take: Practical Uses for Common Objects to Target All Areas of Communication

Hallie Sherman, MS, CCC-SLP, Speech Time Fun, Inc.

This session is designed to ensure therapists will be able to walk away with a variety of ways to use common objects to target a wide variety of communication skills, whether in the school, private practice or clinic setting. New and veteran SLPs will benefit from this session.

Learner Outcomes:

- Identify common objects that can be used in therapy.
- Describe how common objects can be used.
- Explain how to target multiple IEP goals using common objects.

Instructional Level: Introductory | **Track:** School Based

1:30 pm - 3:00 pm

Session 25

Dyslexia: What SLPs Need to Know

Heather Caska, MS, CCC-SLP, Way to Grow Pediatric Therapy and Dyslexia Center

This presentation will provide an overview of the core features of dyslexia and the roles of SLPs in identification and intervention. Further, the presenter will provide a description of the assessment techniques and tools to identify individuals with dyslexia, as well as discuss evidence-based intervention techniques and approaches for the management of dyslexia. Finally, the presenter will also discuss the principles and key elements of structured literacy intervention.

Learner Outcomes:

- Describe the core features of dyslexia.
- Identify the roles of the speech-language pathologists in identification and intervention.
- Describe assessment techniques and tools to identify individuals with dyslexia.
- Describe evidence-based intervention techniques and approaches to manage dyslexia.

Instructional Level: Introductory | **Track:** Pediatric/SLPA

1:30 pm - 3:00 pm

Session 26

Tips and Tricks for Maintaining Your Prek-5 Caseload

Felice Clark, MS, CCC-SLP, Twin Rivers Unified School District

Overwhelmed and lacking creativity as a school-based SLP? This session will provide the school-based SLP with quick and easy tips and tricks to help navigate the seemingly impossible task of progress monitoring, data collection, Rtl and caseload management in schools. Our session can improve overall therapy practice using EBP, theme based therapy and utilization of therapy resources to help the busy SLP feel confident managing his/her caseload.

Learner Outcomes:

- Develop streamlined progress monitoring, data collection, and use of rubrics to determine client's level of progress.
- Integrate evidence based practices in therapy sessions and know where to access therapy materials and tools to help with planning therapy.
- Demonstrate tips for streamlining the speech referral process and information to help SLPs make confident clinical decisions for students.

Instructional Level: Introductory | **Track:** Pediatric/SLPA

1:30 pm - 3:00 pm

Session 27

Videostroboscopy: Why Instrumentals Shape Our Treatment

Kristie Knickerbocker, MS, CCC-SLP, a tempo Voice Center, LLC

Videostroboscopy examinations are the most widely available and beneficial exams at this time in voice rehabilitation. They change diagnoses 50 percent of the time after a routine ENT examination. Help further your knowledge of what this examination is and how it can benefit your practice as an SLP.

Learner Outcomes:

- Describe what videostroboscopy is.
- Integrate what to look for during an examination.
- Apply terminology related to description of abnormalities.

Instructional Level: Intermediate | **Track:** Medical

1:30 pm - 3:00 pm

Session 28

What's all This Noise About Hidden Hearing Loss?

Dennis Van Vliet, AuD, The Bloom Hearing Specialists Network

The current discussion started with the work of Kujawa and Lieberman in 2009. However for decades, audiologists have been struggling with identifying the source of problems for individuals with normal hearing or minimal hearing loss who also experience marked difficulty understanding speech in noise.

The severity of the difficulty is typically well beyond that which may be explained by the pure tone thresholds. Today, the research is beginning to suggest site of lesion test procedures to give us a better understanding of where the auditory system is breaking down. This presentation will review the current and foundational literature on the topic, and will offer suggestions for treatment plans to consider.

Learner Outcomes:

- Demonstrate awareness of different diagnostic methods currently under investigation as possible indicators of synaptopathy.
- Describe the role of the central gain hypothesis in hyperacusis.
- Describe options for developing treatment plans for individuals experiencing symptoms that may be categorized as “Hidden Hearing Loss.”

Instructional Level: Intermediate | **Track:** Audiology

3:30 pm - 5:00 pm

Session 29

Acoustic & Aerodynamic Analysis: Low Cost is Available

Kristie Knickerbocker, MS, CCC-SLP, a tempo Voice Center, LLC

To better serve our patients, it is important to have both qualitative and quantitative data. In voice rehabilitation, quantitative data can sometimes be difficult to obtain without expensive equipment. Options will be provided for obtaining low cost acoustic measures and aerodynamic measures to better track progress.

Learner Outcomes:

- Describe components of a quantitative acoustic analysis.
- Describe components of a quantitative aerodynamic analysis.
- Apply options available for voice evaluations.

Instructional Level: Intermediate | **Track:** Medical

3:30 pm – 5:00 pm

Session 30

Audiologists’ Survival Guide/Audiology Professional Issues

Dennis Van Vliet, AuD, The Bloom Hearing Specialists Network; Alison Grimes, AuD, FAAA, University of California Los Angeles Health

Today’s audiologists may be experiencing some angst because of the variety of real and perceived threats such as third party administrator hearing aid sales, over the counter hearing aids, manufacturer

direct-to-consumer sales, income inequality and general gloom and doom as expressed on audiology forums. This presentation will provide a brighter view of the coming decade, and how we can grow and prosper with the changes. The second half of this session touch on professional issues and ethics for audiologists are unique and important in the professional practice. Audiology is a profession, and in some cases is also a business. The intersection of these two domains is important to manage in patient-care. Licensure, certification, ethics, scope of practice and professional standards/practices will be discussed. Topic areas include 1. Audiology practices that is unique to providing care for infants and young children and their families; 2. Discussion of issues relating to hearing aid sales/dispensing; and 3. Advertising, advocacy, and relationships with other stakeholders.

Learner Outcomes:

- List at least three disruptive changes facing audiology in the next decade.
- List at least three adaptation strategies to address the disruption in the practice model from OTC and similar dispensing schemes.
- Describe at least three healthcare trends involving hearing care that will undergo an expected “shift” in the next decade.
- Identify 2 special considerations in hearing aid fitting for infants.
- Describe one ethics dilemma in the sale of hearing aids.
- Describe the overlap between business and profession.

Instructional Level: Introductory | **Track:** Audiology

3:30 pm - 5:00 pm

Session 31

How To Feel Confident Doing Push-In Services

Felice Clark, MS, CCC-SLP, Twin Rivers Unified School District

Many school districts are wanting speech pathologists to provide services to students using a "push-in" service delivery model. For the busy SLP, it can feel overwhelming on how to plan therapy and work with staff with this type of model. This session will break down the different types of collaborative service delivery models, so that SLPs can determine the best model for their students. SLPs will be given practical ideas for how to plan "push-in" lessons as well as solutions to roadblocks SLPs may face when working with team members and students with a collaborative model.

Learner Outcomes:

- Identify the different types of collaborative service delivery models to use for serving students.
- Plan and organize a "push-in" lesson.
- Explain evidence based practices for behavior management techniques to use in a session.
- List at least three ways he/she can effectively collaborate and communicate with teachers and staff when implementing a collaborative service model.

Instructional Level: Introductory | **Track:** Pediatric/SLPA

3:30 pm - 5:00 pm

Session 32

The Arc of Supervision and Mentorship

Janet Hawley, ClinScD, CCC-SLP, University of Arizona; Kathleen Cazzato, MA, CCC-SLP, University of Arizona; Jennifer Casteix, MS, CCC-SLP, University of Arizona; Cassandra Faux, MS, CCC-SLP; University of Arizona; Mark DeRuiter, PhD, CCC-A/SLP, MBA, University of Arizona

Join an interactive session designed to help you overcome barriers to providing quality clinical education to budding professionals in Communication Sciences and Disorders. Novice and veteran supervisors and mentors are welcome. During direct instruction and breakout sessions, common barriers in student and other professional supervision will be discussed with a focus on practical, problem-solving applications for a range of settings with a variety of individuals. This session will also address the professional growth of the supervising clinician from supervisor to mentor.

Learner Outcomes:

- List three of ASHA's supervision and clinical education requirements for students and professionals in communication disorders.
- Identify and discuss potential barriers to successful clinical supervision and mentorship for students and professionals in communication disorders.
- Identify and discuss solutions and practices that foster successful clinical supervision and mentorship in communication disorders.
- Describe the arc of supervision to mentorship as related to communication disorders.

Instructional Level: Intermediate | **Track:** Multi-Interest

2019 Convention Poster Abstracts

12:30 pm - 1:30 pm

Poster 1

A Scoring Method to Capture Response to Treatment for Naming Impairment in Aphasia

Meaghan Lucas; Noelle Van Linden; Pelagie Beeson, PhD, CCC-SLP; Kindle Rising, MS, CCC-SLP, from The University of Arizona

One of the most common characteristics of aphasia is difficulty naming (anomia). As with healthy adults, an individual may have information about the meaning of the word or a sense of the initial letter or sound, and this may help to cue recall of the word. The Lexical Retrieval Cascade treatment developed at the University of Arizona is an approach that promotes the use of self-cueing strategies to support word retrieval. Self-cueing strategies can help individuals with aphasia retrieve the correct word or provide enough meaningful information for a listener to understand the idea, even when the actual word is not recalled. Most standardized naming tests do not provide a means to characterize such responses in a consistent manner. For this study, we developed a scoring rubric to quantify the meaningful information conveyed when the desired word was not retrieved. To do so, we examined responses on a standardized picture naming test, the Boston Naming Test (BNT), from 12 individuals with aphasia before and after lexical retrieval cascade treatment. The responses were initially scored based on the individual's ability to name the item spontaneously or through self-cueing strategies. When items were unnamed, we generated a Meaningful Information Score (MIS) giving credit for specific, general or vague information as a means to quantify the communication value of the response. While the Boston Naming Test remained challenging, we found that a combined score for correct responses and meaningful information captured improvement in overall communication success.

Learner Outcomes:

- Discuss the importance of meaningful information in communication with individuals with aphasia
- Describe the scoring metric used to analyze meaningful information for unnamed items
- Explain the importance of a consistent scoring method for responses to standardized naming tests
- State the purpose of our analysis on the Boston Naming Test as it relates to general communication

Instructional Level: Intermediate | **Track:** Medical

12:30 pm - 1:30 pm

Poster 2

Bolus size, Multiple Swallows, and Ultrasound Evaluation of Oral-Stage Swallow

Amanda Pennington, Select One, Arizona State University, College of Health Solutions, Juliet Weinhold, PhD, CCC-SLP, Arizona State University, College of Health Solutions

In a study that used ultrasound to examine swallowing behavior before and after orofacial myofunctional (OM) exercises, a subset of participants was identified who required multiple swallows to clear a single bolus (Weinhold & McKay, 2017). Presence of multiple swallows in this study was positively correlated with OM disorder, suggesting that multiple swallows might be a potential screening marker for OMD. Since bolus size was not controlled in the study, reviewers questioned whether multiple swallows might have been a consequence of larger bolus size. The current study replicated Weinhold & McKay (2017) in two ways; Study A utilized a consistent 5ml bolus and Study B utilized a predetermined average sip size for each participant. Utilizing both a controlled bolus of 5ml, and a participant-specific bolus size failed to eliminate multiple swallows. Linear regression found no significant relationship between size of bolus and number of swallows for either study; therefore, the hypothesis that the size of the unmeasured boluses in Weinhold & McKay caused differences in number of swallows was rejected. The suggestion that multiple swallows are indicative of OMD was strengthened, prompting further investigation into the relationship between number of swallows per bolus and OMD. Pertinence of this finding relative to the oral stages of the swallow will be addressed, as well as implications of oral stage dysfunction in general.

Learner Outcomes:

- Define orofacial myofunctional disorder
- Explain why bolus size was ruled out as a cause of multiple swallows in this study
- Identify three possible causes of multiple swallows per bolus

Instructional Level: Introductory | **Track:** Multi-Interest

12:30 pm - 1:30 pm

Poster 3

Concussion Knowledge in Parents: Evidence From State Surveys

Kristen Ackley, MS, The University of Arizona; Jessica Brown, PhD, CCC-SLP, The University of Arizona

In 2013, there were approximately 640,000 TBI-related emergency department visits, 18,000 TBI-related hospitalizations and 1,500 TBI-related deaths among children 14 years of age and younger (Taylor, Bell, Breiding, & Xu, 2017). The number of children who experience concussion and do not report to an emergency department is unknown. According to an Entertainment and Sports Programming Networks poll, parents now cite concussion as the injury they most worry about in children playing youth sports (The Aspen Institute, 2015). As a result, we aimed to directly compare parents' concussion knowledge accuracy to subjective rankings of concussion education and knowledge. We surveyed 313 adults who were recruited at a State Fair Research Tent using Qualtrics survey software. We queried participants regarding: personal demographics, subjective concussion knowledge, subjective ratings on previous concussion education quality, and factual concussion knowledge. Concussion knowledge questions included the definition of concussion, concussion symptoms, concussion incidence and prevalence, concussion law information and available educational and healthcare services post-concussion. We conducted chi-squared analyses to examine relationships among dependent variables. Preliminary results indicate that while most parents (i.e., 55%) state they have received above average or average amounts of information regarding concussion, most parents (i.e., 94%) also state that it is extremely important or very important to receive more information about concussion. There was not a clear majority of parents who selected one response when answering multiple-choice questions. These results provide us with important information regarding future directions in parental education and current knowledge of concussion.

Learner Outcomes:

- Describe the variables present in this data and their interactions in this data
- Discuss future directions for this research and next steps for educating parents about concussion
- Integrate an understanding of the relationship between subjective perceptions of knowledge and objective knowledge into clinical knowledge and practice

Instructional Level: Intermediate | **Track:** Medical

12:30 pm - 1:30 pm

Poster 4

Determining Predictors of Acquisition for /r/ Using Acoustic Signal Processing

Rachel Hom, Arizona State University, Juliet Weinhold, PhD, CCC-SLP, Arizona State University

This longitudinal study aimed to determine whether significant differences existed between the baseline inaccurate signals of the /r/ phoneme for children that eventually acquire or do not acquire /r/. Seventeen participant's ages five-eight who had not acquired /r/ in any of its allophonic contexts were recorded approximately every three months from the age of recruitment until they either acquired /r/ in conversation (80 percent accuracy) or turned eight years old. The recorded audio files were trimmed and scored using Praat, and signal processing was used to compare initial and final recordings of three

allophonic variations of /r/ (vocalic, prevocalic, postvocalic) for each participant. Differences were described using Mel-log Spectral plots. Significant differences aligned with findings reported by Weinhold & Becvar (2015). For each age group, initial recordings of participants that eventually acquired /r/ were compared to those of participants that did not acquire /r/. Significant differences in mel-log spectral plots will be discussed, and the implications of baseline differences will be highlighted, specifically with respect to the feasibility of identifying predictive markers for acquisition/non-acquisition of the difficult /r/ phoneme.

Learner Outcomes:

- Identify different patterns for three allophones of /r/ using mel-log spectral plots
- Identify accurate and inaccurate signals for /r/ using mel-log spectral plots
- Describe the rationale for using signal processing to evaluate baseline acoustic features of inaccurate /r/

Instructional Level: Intermediate | **Track:** Multi-Interest

12:30 pm - 1:30 pm

Poster 5

Effects of Exposure to Synthetic Speech by People With Aphasia

Madeline Wollersheim, BA; Jessica Brown, PhD, CCC-SLP; Kathleen Cazzato, MA, CCC-SLP, from University of Arizona

For individuals with aphasia, reading challenges inhibit quality of life and daily task completion. Technological supports (e.g., text-to-speech (TTS)) offer methods to compensate for reading challenges by providing content through multiple modalities (i.e., visual and auditory inputs). Although potentially beneficial, research suggests that individuals with aphasia comprehend speech output from TTS with varying degrees of success. At this time, it is unclear whether repeated exposure increases comprehension of this auditory information. The purpose of this project is to evaluate the effect of repeated exposure on comprehension of various computer-generated speech forms by people with aphasia. Participants include adults between 18 and 85 years of age with a clinical aphasia diagnosis. Participants are exposed to computer generated speech daily over a two-week period. Each day, participants listen to 30 simple, active sentence and provide a yes/no response regarding the feasibility of each sentence. Participants then complete two follow-up sessions one week and four weeks after experimental completion to evaluate maintenance effects and generalization of comprehension to novel stimuli. Data collection and analysis will be complete by April, 2019. This poster will highlight a subset of the participants for in-depth exploration of cases. We anticipate that repeated exposures to computer generated speech will result in significantly increased comprehension accuracy. This will be demonstrated in two ways, increasing accuracy across two-week trial period and consistent accuracy demonstrated across maintenance and generalization tasks. We anticipate providing evidence to support the utility of TTS in clinical settings for individuals with reading deficits following aphasia.

Learner Outcomes:

- Identify options for computer generated speech output utilized in text to speech platforms
- Derive clinical interpretations from case study data
- Explain the effects of repeated exposure on comprehension of synthetic speech for people with aphasia

Instructional Level: Introductory | **Track:** Multi-Interest

12:30 pm - 1:30 pm

Poster 6

Efficacy of Executive Function Training for Young People (age 18-26) in Recovery From Opioid Use Disorder

Barbara Jacoboski, Self; Susie Bartolome Peterson; Peter Johnson, PhD, CCC-SLP

A review of the literature supports the theory that individuals with opioid use disorder (OUD) frequently exhibit impaired skills in executive function (EF) which negatively impact treatment retention and efficacy. EF is a higher-level cognitive process that requires interconnected communication throughout the entire brain to function properly. Current research suggests metacognitive strategy instruction and skill generalization may be effective approaches to cognitive rehabilitation in the OUD population. The purpose of this study was to investigate the effect of a multifaceted EF training program for young people in recovery from OUD. Additionally, it is the investigator's hypothesis that improved EF skills will decrease levels of depression anxiety, and stress, which have been associated with limited EF skills (Werchan & Amso, 2017). Four young adults (ages 18-26) in recovery from OUD were recruited from sober living homes. An A-B single case research design was used to determine if a metacognitive approach to EF skill development with an emphasis on generalization of skills would positively impact performance on measures of executive function and thereby decrease levels of depression, anxiety and stress. The participants completed 30-minute sessions of alternating EF remediation and skill generalization activities using RehaCom®, a computer-based cognitive rehabilitation program, that took place over 12 consecutive days. Visual analysis of the data revealed overall improved performance in EF skills as well as decreased levels of depression, stress and anxiety. Participants indicated the program was helpful and useful in their recovery.

Learner Outcomes:

- Describe how impaired executive function skills can negatively impact an individual's recovery from substance use disorders
- Name at least three ways executive function development can be delayed or interrupted

- Describe how an SLP can be an important asset in the fight against opioid abuse

Instructional Level: Introductory | **Track:** Multi-Interest

12:30 pm - 1:30 pm

Poster 7

Implicit Improvement of Spelling Through Talker Variability

Mary Alt, PhD, CCC-SLP, University of Arizona; Noelle Van Linden, University of Arizona

The purpose of this study is to examine the effects of talker variability and auditory bombardment on the spelling of academic vocabulary. Phonological awareness is strongly linked to a person's ability to spell words. Our hypothesis is that implicitly strengthening phonological awareness will improve spelling. Based on past research, high talker variability is beneficial for spoken nonword learning in preschoolers, we also hypothesize that people will show greater improvements on spelling words trained with high talker variability compared to those trained with high talker consistency. College-aged adults took a spelling test that consisted of 30 scientific words with varying orthographic transparencies. If they produced 10 or more non-plausible spellings, the words they spelled incorrectly were run through a program that randomly placed half of these words in a high talker variability condition (10 unique talkers, presented one time each) and half in a high talker consistency condition (one talker, presented 10 times each). The words were presented using auditory bombardment, with each being produced 10 times in a randomized order, accompanied by a single image of each word. Immediately after treatment, participants were asked to spell the words that they had heard and then to identify the correct spelling on a 6-option multiple-choice test. To date, all participants have shown improvements in plausible spellings in both conditions. This suggests that listening to words can potentially implicitly improve phonological awareness, and thus spelling. More data are needed to determine if one condition provides stronger results than the other.

Learner Outcomes:

- Express how an individual's phonological awareness can be implicitly improved through listening to words
- Describe how to improve a person's ability to spell without teaching them the rules of spelling
- Recognize that listening to words can help people with spelling

Instructional Level: Intermediate | **Track:** Multi-Interest

12:30 pm - 1:30 pm

Poster 8

Linguistic Impact of AAC Layouts for Adults With Brain Injury

Paige Anderson, BA, University of Arizona; Courtney Boyd, BS, University of Arizona; Jessica Brown, PhD, CCC-SLP; University of Arizona; Amber Thiessen, PhD, CCC-SLP, University of Houston

The majority of available alternative and augmentative communication (AAC) systems utilize grid layouts presenting single images or text within each grid location. However, research is emerging to suggest that the use of contextually-rich images in the form of visual scenes, rather than grids, may be advantageous for the communication of adults with acquired neurological deficits. The purpose of this study was to examine the differences in the personal narratives of adults with acquired brain injuries when viewing two AAC layouts (i.e., grids versus scenes). This study included six participants with aphasia or traumatic brain injury. For this poster, we will highlight two case studies -- one individual with traumatic brain injury (P1) and one with aphasia (P2). An analysis of the linguistic output of P1 indicated the overall quantity of words increased from 137 words to 247 words with scenes. Likewise, the proportion of content words increased with scenes (i.e., average 47 to 127)...Results from P2 indicated an increase in quantity of words (i.e., 49.5 to 90.5) when viewing scenes compared to grids; however, the proportion of content words (i.e., 34 to 35) was noticeably lower with scenes. Furthermore, P2 demonstrated increased gesture use (i.e., 8) and increased time to express the personal narrative (i.e., 54.5 seconds) when scenes were present as compared to grids. Overall, results from these case studies suggest that the relevancy and length of personal narratives improved when viewing visual scenes compared to grids.

Learner Outcomes:

- Identify various layout options for AAC displays
- Discuss differences in linguistic output
- Provide interpretations in AAC decision making

Instructional Level: Introductory | Track: Multi-Interest

12:30 pm - 1:30 pm

Poster 9

Non-Native English Speaking University Students' Access to Accent Modification Services

Michelle Thomas, MS, CCC-SLP; Brittany Butters, BA; Steven Pratt, BA; Judith King, PhD, CCC-SLP, from Northern Arizona University Department of Communication Sciences & Disorders

English has become a universal language and to be able to speak it fluently is a requirement for many, if not most, jobs in the United States. According to the 2015 U.S. Census Bureau, over 60 million people speak a language other than English at home and 42% of this population do not speak English proficiently. This ability, or lack thereof, to speak English competently can cause a ripple effect into the personal and professional lives of many. This is especially true in regard to how accents are perceived in American culture. People with maximally perceived accents might face hardships, such as difficulty being understood, negative stereotypes, or even lower employability ratings (Carlson & McHenry, 2006). How can these challenges be addressed? Speech-language pathologists provide elective services called accent modification, which can be sought out by those who wish to change or modify their speech patterns (ASHA, n.d.). However, the awareness of these services is not considered common knowledge. The purpose of this project is to identify current barriers that prevent potential candidates from accessing accent modification services and to offer recommendations for enhanced collaborative service delivery to the Program in Intensive English (PIE).

Learner Outcomes:

- Determine whether non-native English-speaking (NNES) students are aware of Northern Arizona University's accent modification services
- Identify ways NNES students find out about campus services designed to help them speak English more proficiently
- List suggestions NNES students have to heighten awareness of NAU's accent modification services

Instructional Level: Introductory | **Track:** Multi-Interest

12:30 pm - 1:30 pm

Poster 10

Picture Description Analyses of Bilingual Korean-English Speakers

Faith Park, BS; Emi Isaki, PhD, CCC-SLP, from Northern Arizona University

Aphasia is a language disorder characterized by difficulty with word retrieval and varying levels of difficulty with fluency, auditory comprehension and repetition. Currently, standardized assessments for bilingual aphasia are not prevalent in this field. Therefore, more data needs to be collected regarding communication disorders within bilingual populations. Two groups of subjects (younger and older adults) participated in this study. The purpose of this study was to explore how individuals who are bilingual in Korean and English and identify with the Korean culture perform on a picture description task. The task was designed to detect possible differences in expressive language when subjects were given a stimulus targeting standard American English versus one that is more culturally relevant.

Learner Outcomes:

- Become familiar with common linguistic features related to Korean
- Understand the needs and differences of bilingual speakers
- Describe generational differences within bilingual Korean-English speakers
- Explain the importance of using culturally relevant stimuli during assessment

Instructional Level: Intermediate | **Track:** Multi-Interest

12:30 pm - 1:30 pm

Poster 11

Safe Feeding and Swallowing Protocols in Schools: Practical Implications

Cynthia Fangman Farrell; Morgan Aldridge, BS; Kendall Davis; Ashley Effler, BA; Meagan Rushforth, from Northern Arizona University

The purpose of this study is to evaluate the effectiveness of three feeding and swallowing protocols: The Oral-Motor and Feeding Evaluation (Arvedson, 2000), the Interdisciplinary Observation Form (Homer, 2014), and the Pre-Feeding Developmental Checklist (Evans Morris & Dunn-Klein, 1987) for diagnostic purposes in the schools. Methods involve the observation of children during snack and meal times in their natural school settings, in the Flagstaff Unified School District (FUSD). Results will identify strengths and weaknesses of each protocol and potential components that could be utilized in developing a more comprehensive protocol. This research will identify what evaluation components are necessary for a school-based, comprehensive protocol, including pertinent training for individuals on the feeding team. This research will also serve as a recommendation to school-based SLPs who wish to establish safe feeding and swallowing procedures within their own school system. This research is warranted given that speech-language pathologists (SLPs) have both a legal and ethical obligation to serve individuals, including school-aged children, who display signs and symptoms of feeding and swallowing disorders.

Learner Outcomes:

- Evaluate strengths and weaknesses of three different feeding and swallowing protocols with regard to the school-based setting
- Identify level of training needed to implement feeding protocols in the schools
- Identify how to initiate safe feeding and swallowing procedures in the schools

Instructional Level: Introductory | Track: Multi-Interest

12:30 pm - 1:30 pm

Poster 11

Speech Outcomes in Babies With Classic Galactosemia Pilot Research Findings

Inbal Donenfeld-Peled; Lauren Levanovic; Emilie Bonkrud; Beate Peter, PhD, CCC-SLP, from Arizona State University

Classic Galactosemia (CG) is a recessive metabolic disease resulting in the inability to digest galactose. Despite early detection and strict diet management, infants with CG have a known risk for speech and language disorders. Although this risk is known, no preventive treatment approaches have been developed. The Babble Boot Camp is an experimental intervention for infants with CG that is designed to stimulate early vocalization and babble. Participants are eight treated infants and one untreated control infant, all ages 2-24 month with CG. Each month, families that participate in the study receive a LENA recording device, which they use to record the child's vocalization, environment, turn-taking, and more, for an entire day. Later, the devices are sent back to the Babble Boot Camp lab at Arizona State University for processing. For each child and month, the recordings are transcribed phonetically and analyzed for two measures of articulatory complexity: Mean Babbling Level (MBL), which addresses babble, and Syllable Structure Level (SSL), which addresses meaningful speech. Of the four oldest (24m) treatment infants, two had expressive vocabularies within normal limits. The initial results are consistent with increased MBL and SSL and beneficial effect on vocabulary for the treatment cohort compared to

the control infant. While these results are encouraging, an appropriately powered clinical trial is necessary to validate these findings.

Learner Outcomes:

- Describe the effect of classic galactosemia on speech development
- Describe the innovative aspect of the intervention model
- Interpret the results in light of the preliminary nature of the study

Instructional Level: Introductory | **Track:** Select One

12:30 pm - 1:30 pm

Poster 13

Surprising Number of Multiple Concussions Among the General Population

Tatum Reedy, BS; Emi Isaki, PhD, CCC-SLP, from Northern Arizona University

Research exploring concussions/mild traumatic brain injury (mTBI) often includes both athletic and military populations. However, this study investigates the topic of multiple concussions/mTBI and future implications of Chronic Traumatic Encephalopathy (CTE) in the general population. This poster explores causes of concussion/mTBI in the athletic and military populations through a literature review and CTE which is currently said to be caused by multiple or repetitive head injuries. Twenty participants were randomly selected from a larger study. This study investigates how many concussions does the general population report on average?, and What are the most persistent symptoms that the general population reports at four-weeks post injury?

Learner Outcomes:

- Describe common causes of concussions/mTBI within the general population
- Identify persistent symptoms of concussions/mTBI reported by the general population
- Consider the implications of Chronic Traumatic Encephalopathy (CTE) in the general public

Instructional Level: Intermediate | **Track:** Medical