

GEORGIA SPEECH-LANGUAGE-HEARING ASSOCIATION

2019 Annual Convention

February 14 – 16, 2019

UGA Hotel & Conference Center

PROGRAM OUTLINE

FRIDAY, FEBRUARY 15, 2019

7:00 AM – 5:30 PM

Registration Desk Open

8:00 AM - 9:00 AM

Evaluating the Whole School Age Student: Putting the Pieces Together Through Collaboration

Speaker: Jill Barton, MS, CCC-SLP

Room: L

Abstract:

This presentation was developed for the Georgia School Psychologist Association as part of Interdisciplinary School Services collaboration topic. After discussing the US Department of Education's guidelines for evaluation and eligibility of Speech Services, the participants will review 3 case studies and discuss eligibility for services based on USDoE guidelines.

Objectives:

As a result of this course, participants will be able to:

1. Review and apply the USDoE's guidelines defining school-based SLP clinician Scope of Practice regarding evaluation and eligibility of Special Education services
2. Compare and contrast 3 case studies, first based on SI only evaluation information then with the addition of psycho-educational evaluation information
3. Confer vital information regarding key elements needed for a successful outcome of a collaborative Special Education team

Speaker Bio:

Mrs. Barton has spent the last 19 years working in a variety of settings across the United States including: public schools, pediatric rehabilitation, higher education, and private practice. She has presented nationally, regionally, and locally on the topics of Autism, Speech Sound Development, and a variety of Private Practice & leadership topics. She is a past President of the Georgia Speech-Language-Hearing Association and is currently serving on the ASHA SIG 11 Board for Supervision.

Disclosures:

Financial: Jill Barton has no relevant financial disclosures.

Non-financial: Jill Barton has no relevant non-financial disclosures.

8:00 AM - 9:00 AM

Wait, Did You See That?! - Interesting and Unexpected Findings During Endoscopic Evaluation of Swallowing (FEES)

Speakers: Nicole Lorenz, MS, CCC-SLP; Hong "Liz" Nguyen, MA, CCC-SLP

Room: Masters Hall

Abstract:

Objective swallowing assessments not only allow us to determine physiological deficits and create a specific plan of care for our dysphagia patients, often times we are surprised by additional findings. In this presentation we will be sharing unexpected findings during endoscopic swallow studies (FEES), including anatomical variations, laryngeal pathologies, and additional suspected medical diagnoses. Participants are encouraged to provide feedback and brainstorm through possible treatment plans with discussion focused on follow-up care, diet recommendations, and potential referrals.

Objectives:

As a result of this course, participants will be able to:

1. Identify when and which objective swallow assessment is suited for their dysphagia patients
2. Understand the importance of instrumentation for assessment swallowing
3. Identify typical and atypical pharyngeal anatomy and laryngeal pathologies

Speaker Bios:

Nicole A. Hines, MS, CCC-SLP currently works with the Integra Rehabilitation as an SLP Endoscopist providing FEES to patients in skilled nursing facilities throughout northern Georgia. Ms. Hines has previously presented at the GSHA convention in 2016, 2017 and 2018 as well as the Louisiana Convention in 2018. She is a recent recipient of the ASHA ACE award and has applied for board certification of swallowing. Ms. Hines is also a member of ASHA SIG-13 and Dysphagia Research Society.

Liz Nguyen, MA, CCC-SLP has extensive experience with adult dysphagia in acute and inpatient rehab settings and her professional interests include trach/vent and palliative care. She is a member of ASHA SIG-13 and is currently the lead SLP for her hospital's Stroke Team in New Orleans. Liz is the owner and Clinical Director of Dysphagia in Motion, a mobile FEES company providing endoscopic swallow studies to nursing homes and hospitals throughout South Louisiana.

Disclosures:

Financial: Hong "Liz" Nguyen is the owner of Dysphagia in Motion based out of New Orleans, LA.

Financial: Nicole Hines has no relevant financial disclosures.

Non-financial: Hong "Liz" has no relevant non-financial disclosures.

Non-financial: Nicole Hines has no relevant non-financial disclosures.

8:00 AM - 9:00 AM

Expanding the Knowledge and Contribution of SLPs in the Assessment of Autism Spectrum Disorders

Speaker: Twyla Perryman, PhD, CCC-SLP

Room: K

Abstract:

The ASHA practice portal states that speech-language pathologists (SLPs) have a collaborative role in the diagnosis of Autism Spectrum Disorders as key members of multidisciplinary teams. In some cases, SLPs trained in the clinical diagnostic criteria and assessment for ASD have been administering ASD specific screeners and assessments as part of diagnostic teams or as independent professionals, when an appropriate collaborative team is not available. In both situations, it is important that Speech Pathologists are aware of ASD specific assessments and DSM-5 diagnostic criteria. This presentation will review the latter with a goal of increasing ease of communication among professionals and facilitating early diagnosis.

Objectives:

As a result of this course, participants will be able to:

1. Explain ASD diagnostic criteria as outlined the DSM-5
2. Identify common ASD specific screeners and assessments
3. Discuss the SLP's role as a multidisciplinary team member in identifying and diagnosing ASD

Speaker Bio:

Twyla Perryman, PhD, CCC-SLP, is an Assistant Professor of Communication Sciences and Disorders at the University of West Georgia. Her primary research interests include early diagnosis and intervention services for young children with developmental disabilities, including Autism Spectrum Disorders. Some of the courses she teaches include language acquisition, language disorders, counseling in communication disorders, and current trends in communication disorders.

Disclosures:

Financial: Dr. Twyla Perryman is employed by the University of West Georgia.

Non-financial: Dr. Twyla Perryman has no relevant non-financial disclosures.

9:00 AM – 9:15 AM

15 Minute Break

9:15 AM – 10:15 AM

Building Towards a Career in Medical Speech-Language Pathology

Speaker: Aneesha Virani, PhD, CCC-SLP

Room: Mahler Hall

Abstract:

Various personal, professional and logistic factors can make successful employment in medical settings after graduation quite challenging. Students, who envision practicing in medical settings post-graduation, must optimize time during graduate school to establish a portfolio that is conducive to this intent. This presentation discusses the components of the path to establishing such a career. It highlights the following: leveraging expert professional development resources provided by our professional organization through graduate school, obtaining access and exposure to typical job duties in medical settings, optimizing the medical externship placement, applying to open positions with the right application materials and interviewing, as well as getting involved in advocating for professional issues.

Objectives:

As a result of this course, participants will be able to:

1. Navigate through the ASHA website to access invaluable professional development content
2. Optimize the externship placement experience to communicate interest and qualification to transition into permanent employment
3. Create application materials conducive to employment in medical settings
4. Learn how to get involved with ASHA to advocate for professional issues

Speaker Bio:

Aneesha Virani, PhD, CCC-SLP, obtained her PhD degree in the area of Communication Sciences and Disorders from Louisiana State University in 2012 and has been practicing as a Speech-Language Pathologist for 12 years. Her research focused on the management of dysphagia in patients with head and neck cancers. She joined Northside Hospital in 2012, where she currently serves as the Clinical Coordinator of Rehabilitation Services for Audiology and Speech-Language Pathology for the system and directs clinical services focusing on swallowing, speech, communication, voice, and airway disorders, among other responsibilities. She has established the Head and Neck Cancer Program at Northside Hospital and directs program development in the areas of Audiology and Speech Language Pathology. Aneesha serves on the American Speech-Language and Hearing Association's Coordinating Committee as the Editor for the Perspectives on Swallowing & Swallowing Disorders and is actively involved in many professional development and advocacy issues. She speaks at state, national and international conferences.

Disclosures:

Financial: Aneesha Virani receives salary for full time employment at Northside Hospital, as Clinical Coordinator of Rehabilitation Services-Atlanta, Cherokee, and Forsyth (Inpatient and Outpatient) since August 2012.

Non-financial: Aneesha Virani is a volunteer on ASHA's SIG 13's Coordinating Committee's Perspectives as the Editor for the Perspectives on Swallowing and Swallowing Disorders.

9:15 AM-10:15 AM

Speech Trek: The Next Generation!

Speaker: Ben Satterfield, EdD

Room: L

Abstract:

What is ahead for the field from the perspective of technology and AAC?

Technology is rapidly changing the landscape around us. There is a proliferation of consumer devices that can and do influence how we communicate. New innovations in access and speech technology are announced with greater frequency. This session will address several important questions: How will these developments affect our field? Which of these developments are most promising as tools or in therapies? How can professional development help the field take advantage of these innovations? How do we prepare the "next generation" of Speech-Language Pathologists in light of these developments?

Objectives:

As a result of this course, participants will be able to:

1. Identify 3 trends in the current environment that will impact the practice of Speech Pathology and drive future developments
2. Describe three innovations that are currently in the field that will allow the field to serve individuals we have heretofore struggled to serve
3. Identify 3 innovations on the horizon to watch which could affect my practice
4. Identify 3 changes to my practice as a result of these trends and innovations that I will begin to work on following this conference

Speaker Bio:

Ben Satterfield, Ed.D. is an Assistive Technology Consultant for the Center for Assistive Technology Excellence, a network partner with Georgia Tools for Life at the Georgia Tech. He also teaches the Master's Level Course in AAC at the University of Georgia. Ben is an instructional designer who participated in the design of several early communication software titles for young children and children with disabilities. He has served as co-chair of the Research Committee of the Assistive Technology Industry Association (ATIA) and is an Associate Editor for the Journal, Assistive Technology Outcomes and Benefits. Ben does product-related research with manufacturers and publishers in the AT industry and is engaged in research projects at Tools for Life.

Disclosures:

Financial: Ben Satterfield has no relevant financial disclosures.

Non-financial: Ben Satterfield has no relevant non-financial disclosures.

9:15 AM – 10:15 AM

Closing the Word Gap in Preschool

Speaker: Karen Noll, MA, CCC-SLP

Room: K

Abstract:

Children growing up in low socioeconomic households have been shown to develop smaller vocabularies than their more advantaged peers. This is called the Word Gap. Since smaller vocabularies are a strong predictor of poor academic achievement, closing the Word Gap in preschool is advantageous. Valdosta State University has been implementing vocabulary intervention at the local Head Start program for five years with good success. This presentation will provide the rationale and framework for the language group program as well as specific vocabulary intervention strategies and their implementation. Preliminary data on program effectiveness will be also be presented.

Objectives:

As a result of this course, participants will be able to:

1. Provide a rationale for vocabulary intervention with preschool-age children
2. Identify receptive and expressive vocabulary prompts
3. Identify tier 2 vocabulary words in a text

Speaker Bio:

Karen R. Noll is a graduate of University of Kansas where she completed her master's degree focusing on child language. She is a clinical educator at Valdosta State University, where she is also a candidate in the doctoral program in Speech-language pathology.

Disclosures:

Financial: Karen Noll was awarded a scholarship from the Center for Faculty Scholarship at Valdosta State University to attend and present at this conference.

Non-Financial: Karen Noll has no relevant non-financial disclosures.

9:15 AM – 10:15 AM

Compelling Case Studies & Research: PROMPT in Action

Speaker: Gayle Emery Merrefield, Med, CCC-SLP

Room: F/G

Abstract:

Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) is a philosophy, approach, system and technique that helps clients reach their full potential. This presentation will describe the multi-dimensional philosophy and application principles. Interactive case studies will highlight how PROMPT is applied in assessment and treatment. In addition, current and past PROMPT evidence-based research will be reviewed. Case studies and research will emphasize how PROMPT helps SLPs meet the individual needs of each client and facilitates optimal functional communication outcomes.

Objectives:

As a result of this course, participants will be able to:

1. Identify movement patterns and treatment priorities as they apply to the System Analysis Observation (SAO) and Motor Speech Hierarchy (MSH)

2. List and explain levels of PROMPT, mass/distributed practice, reciprocal turn-taking and repetitive predictable play routines
3. Describe what PROMPT assessment and treatment look like
4. Understand how evidence-based PROMPT research is linked to clinical practice

Speaker Bio:

Gayle is a speech-language pathologist who owns a private practice in New York City. As a certified and licensed SLP, Gayle has been privileged to develop her skills in a variety of work settings: public school, special needs preschool, early intervention, neurodevelopment pediatrician's office, and private practice. Her clinical interests have focused on children with motor speech disorders, language delays and social pragmatic difficulties. Gayle began her formal study of Prompts for Restructuring Oral-Muscular Phonetic Targets (PROMPT) in 2001, and she became an instructor for the PROMPT Institute in 2005. In addition to teaching PROMPT courses, Gayle's professional activities currently focus on case consultations and supporting clinicians as they develop their PROMPT skills, thereby providing improved outcomes for clients. Gayle is excited to be returning to Athens, where she earned her M.Ed. in Speech-Language Pathology.

Disclosures:

Financial: Gayle E. Merrefield is an independent contractor of the PROMPT Institute and receives compensation for teaching PROMPT workshops.

Non-financial: Gayle E. Merrefield has no relevant non-financial disclosures.

Products or Services: This presentation will discuss the use of PROMPT as a treatment technique for motor speech disorders.

9:15 AM – 10:15 AM

Assessment of Secretions with Trans-nasal Endoscopy or Don't Request a Modified Barium Swallow Study When Only a Flexible Endoscopic Examination of Swallowing Will Do!

Speaker: Edgar Vince Clark, MEd, CCC-SLP

Room: Masters Hall

Abstract:

The Modified Barium Swallow Study and the Flexible Endoscopic Examination of Swallowing are often viewed as interchangeable examinations. In many cases they are equal in value. However, for certain swallowing dysfunctions and certain populations one is preferred over the other. This one-hour course will look at the patient with secretion management issues and the resulting complications that overproduction or inability to manage secretions can cause for that individual when attempting to restore swallowing function. Intermediate Level.

Objectives:

As a result of this course, participants will be able to:

1. Identify the different types of secretion observable with FEES
2. Explain our role as the swallowing expert in the interdisciplinary team managing secretions
3. Identify the interdisciplinary team members potentially associated with patients requiring secretions management

Speaker Bio:

Edgar V. (Vince) Clark, M. Ed., CCC/SLP is a Past President of the Georgia Speech-Language Hearing Association (GSHA). He has served in various GA association offices and on several boards at the state level. He was the GSHA to ASHA Liaison for the 2012 ASHA convention in Atlanta, GA, a past Georgia Clinician of the Year, a recipient of the Bob Hull Leadership Award and in 2013 was the Alumni of the Year for the Dewar College of Education and Human Services at Valdosta State University, the first speech-language pathologist to receive this honor. He has been proudly employed with Integra Rehabilitation since 1999, is currently the Director of Dysphagia Diagnostics with that organization, and is a recent appointee to the Georgia State Board of Examiners for Speech-Language Pathology and Audiology. He is currently on a mission to make sure that every patient who needs a visualization of swallowing for diagnostic purposes gets one.

Disclosures:

Financial: Edgar Vince Clark receives salary from Integra Rehabilitation as the Director of Dysphagia Diagnostics. He is a member of the Georgia State Board of Examiners for Speech-Language Pathology and Audiology, compensation received for this role.

Non-financial: Edgar Vince Clark is a past-president of GSHA, no compensation received for this role.

10:15 AM – 10:45 AM

Morning Break with Exhibitors

10:45 AM – 11:45 AM

Roles and Responsibilities of Novice Speech-Language Pathologists In the Management of Patients with Head and Neck Cancers

Speaker: Aneesha Virani, PhD, CCC-SLP

Room: Mahler Hall

Abstract:

Managing speech and swallowing impairments in patients with head and neck cancers is a highly specialized skill-set. It is important that clinicians providing this service acquire the knowledge, skills and competence to treat this specialized patient population. There can be challenges with obtaining such a level of competence and maintaining such a level of expertise, particularly if the clinician is not engaged in treating this patient population on a part time or full time basis. This presentation discusses the role of the SLP in utilizing evidence based resources, mentorship, networking and collaboration in order to treat this patient population effectively and efficiently.

Objectives:

As a result of this course, participants will be able to:

1. Obtain an overview of the fundamentals of assessment and treatment of speech and swallowing impairments in patients with head and neck cancers
2. Utilize evidence-based resources to understand current consensus in the treatment of patients with head and neck cancers
3. Network and collaborate with physicians, expert clinicians as well as administration to establish and execute a sound treatment plan of care

Speaker Bio:

Aneesha Virani, PhD, CCC-SLP, obtained her PhD degree in the area of Communication Sciences and Disorders from Louisiana State University in 2012 and has been practicing as a Speech-Language Pathologist for 12 years. Her research focused on the management of dysphagia in patients with head and neck cancers. She joined Northside Hospital in 2012, where she currently serves as the Clinical Coordinator of Rehabilitation Services for Audiology and Speech-Language Pathology for the system and directs clinical services focusing on swallowing, speech, communication, voice, and airway disorders, among other responsibilities. She has established the Head and Neck Cancer Program at Northside Hospital and directs program development in the areas of Audiology and Speech Language Pathology. Aneesha serves on the American Speech-Language and Hearing Association's SIG 13's Coordinating Committee as the Editor for the Perspectives on Swallowing & Swallowing Disorders and is actively involved in many professional development and advocacy issues. She speaks at state, national and international conferences.

Disclosures:

Financial: Aneesha Virani receives salary for full time employment at Northside Hospital, as clinical coordinator of Rehabilitation Services- Atlanta, Cherokee, and Forsyth (Inpatient and Outpatient) since August 2012.

Non-financial: Aneesha Virani volunteers on ASHA SIG-13's Coordinating Committee as the Editor for the Perspectives on Swallowing and Swallowing Disorders.

10:45 AM – 11:45 AM

Utilizing Music and Movement Techniques to Develop Social Communication Skills

Speaker: Erica Bland, MS, CCC-SLP

Room: L

Abstract:

This presentation will identify and define multimodal aspects of learning with an emphasis on using music and movement as influential teaching tools to target social communication skills. We will discuss the areas of the brain activated by music and movement activities, the skill development related to those areas, and provide specific treatment activities to target social communication skills including reading non-verbal cues, utilizing emotional language, and self-regulation strategies. Participants will improve knowledge and confidence by increasing their understanding of dementia and appropriate evaluations, learn about staging, documentation, goal writing, and implementing evidence-based interventions for successful outcomes. This presentation is effective and thorough, offers functional and practical information, and helps clinicians shift their perception of dementia to create successful outcomes. The format for this presentation includes case studies with accompanying video of real patients working with therapists, providing a comprehensive overview of each patient.

Objectives:

As a result of this course, participants will be able to:

1. Define the benefits of multimodal learning in the development of social communication skills
2. Identify key aspects of the brain associated with skill areas activated during music and language activities
3. Identify practical music and movement activities to support a range of social communication concepts and skills

Speaker Bio:

Erica Bland is an SLP who has been in the field for 10 years, working in a range of settings (both private practice and in schools) with a focus on social pragmatic therapy, social thinking, floor time, parent training and emotional and self-regulation.

Disclosures:

Financial: Erica Bland the producer of a music CD and accompanying activity workbook that she will be presenting activities from that encourage teaching social communication skills.

Non-financial: Erica Bland has no relevant non-financial disclosures.

Products or Services: This presentation will be utilizing activities and songs to teach treatment techniques from CD: The Friend Ship: Songs to encourage social communication and emotional regulation in young children.

10:45 AM – 11:45 AM

Now for Something Completely Different!: A Biopsychosocial Therapy Tool for the SLP & AUD

Speaker: Lisa Berger, MS, SLP/AUD, Lvl.3 NET, NMT III

Room: K

Abstract:

Communication and swallowing deficits can be emotionally based, with stress factors playing into dysfunction in ways we never dreamed prior to today's ability to look inside the brain. Cutting edge research is proving the physical and emotional brain are an integrated system in which respective functions are inextricably entwined. Every emotional event is a physical event and every physical event is an emotional event. Neuro-Emotional Technique is a biopsychosocial model-based tool whose time has come for use by SLPs! This paper will discuss the basis of N.E.T.'s effectiveness, peer reviewed FMRI studies and research on populations presenting with diverse disease processes. Includes demonstration and call for research participants.

Objectives:

As a result of this course, participants will be able to:

1. Understand basic underlying principles of biopsychosocial medicine and the Neuro-emotional Technique structure
2. Discuss current peer reviewed research (FMRI studies and blood sampling)
3. Learn the interplay of stimulus generalization and subconscious stress response in communication disorders
4. Have resources for further education and training in N.E.T
5. Have the opportunity to volunteer for proposed research study

Speaker Bio:

As a SLP and NMT, Lisa offers a wide base of knowledge attained through comprehensive study of Life / Behavioral sciences, Nutrition, and Complementary Healthcare over 32 years of practice, teaching and academic achievement. Expertise spans Western and Eastern Medicine models including Speech Pathology, Bio-psychosocial Medicine, Neuromuscular therapies and Acupuncture. She's served in Allied Health and Bodywork professions with diverse populations presenting with physical, developmental, psychiatric and cognitive disabilities. She has a passion for education to improve quality of life for Patients and Caregivers.

Disclosures:

Financial: Lisa Berger has no relevant financial disclosures.

Non-financial: Lisa Berger has no relevant non-financial disclosures.

Products or Services: This presentation will provide information for further training/education in the technique, for which Lisa receives no compensation other than the satisfaction of sharing this technique (which has been used by other healthcare professionals for 30 years) with her profession.

10:45 AM – 11:45 AM

Polypharmacy, Repeat Hospital Admissions and Reflux Dysphagia

Speakers: Jeanna Winchester, PhD; Carol Winchester, MS, CCC-SLP

Room: F/G

Abstract:

The consequences of dysphagia can be severe: dehydration, malnutrition, aspiration, choking, pneumonia and death. This presentation will discuss the risks of dysphagia in patients utilizing more than 2 medications at one time, resulting in GERD. Reflux Dysphagia is the inability to keep a bolus down after it is swallowed or fed through a G-tube. Polypharmacy-related risks of Reflux Dysphagia and the increased risk of repeat hospital admissions will be discussed. Further, this presentation will highlight how the functional management of the Five Systems of Dysphagia are critical to reducing the likelihood for repeat hospital admissions through the management of risks.

Objectives:

As a result of this course, participants will be able to:

1. List the risk factors for Reflux Dysphagia
2. Document dysphagia risks in patients taking medications for pain management and/or neuropsychiatric disturbances
3. Document the symptoms of dysphagia for each of the five individual systems
4. Demonstrate the possible strategies for managing dysphagia risk in patients taking 2 or more GI and/or Reflux medications concurrently

Speaker Bios:

Jeanna Winchester PhD SLP-A obtained her Bachelor's degree in 2003 from St. Mary's Notre Dame and her PhD. in Complex Systems and Brain Sciences from Florida Atlantic University in 2009. Dr. Winchester completed her Postdoctoral Fellowship at the University of California, Irvine at the Institute for Memory Impairments & Neurological Disorders, which is a federally funded Alzheimer's Disease Research Center, in 2012. Dr. Winchester is a Clinical Cognitive Neuroscientist, a Professor in Medical Sciences, a published Author, and nationally recognized lecturer. She is the Director of Research and Education and Director of Healthcare Administration for DMS LLC.

Carol Ghiglieri Winchester graduated from St Mary's Notre Dame in 1977 with a degree in Communications. Receiving her Master's in Speech and Hearing Sciences from Bradley University in 1979, Ms. Winchester has specialized in Dysphagia Management for the past 26 years. Researching and developing the Bedside Endoscopic Swallowing Test (BEST), the predecessor of DMS, specifically for the Long-Term Care setting, Ms. Winchester has performed more than 10,000 dysphagia evaluations utilizing endoscopic swallowing tests. Ms. Winchester is currently employed by DMS, LLC as its President.

Disclosures:

Financial: Carol G. Winchester, MS SLP CCC is the founder of Dysphagia Management Systems, LLC. Carol Winchester is compensated for presenting this course by Dysphagia Management Systems, LLC.

Financial: Dr. Jeanna Winchester is compensated for presenting this course by Dysphagia Management Systems, LLC.

Non-financial: Carol Winchester is on the Board of Directors for DMS and receives no compensation as a member of the Board.

Non-financial: Dr. Jeanna Winchester has no relevant nonfinancial relationships to disclose.

Products or Services: This presentation will discuss the Fiberoptic Endoscopic Evaluation of Swallowing in the treatment of dysphagia.

10:45 AM – 11:45 AM

AAC Message Management

Speaker: Katherine Lamb, PhD

Room: Q

Abstract:

What is the purpose of Augmentative and Alternative Communication (AAC) for our clients? Of course, it is to communicate, participate, learn language, improve social roles, and express person needs, etc. However, there exists a significant gap between this purpose and the individual process of choosing content for a client's AAC. Message management of our client's AAC is crucial because it should be based on their lexicon but it is typically the facilitators that provide the lexicon for our client. This presentation will address the process of choosing the content for an AAC system that addresses the specific needs of the client.

Objectives:

As a result of this course, participants will be able to:

1. Identify the types of messages available on various AAC systems
2. Describe the message type most likely based on the person's capability
3. List the steps in the selection process
4. Define vocabulary terms related to the communication level of the client
5. Determine specific vocabulary needs based on the client's lexicon

Speaker Bio:

Katherine Lamb is an Assistant Professor in Communication Sciences & Disorders at Valdosta State University. She was a Speech-Language Pathologist in acute care hospital prior to earning her PhD from the University of South Florida. Her research includes lexical access, semantics, neuromotor and emotion as a contagion in aphasia. Dr. Lamb's teaching focus at VSU includes undergraduate and graduate courses in Traumatic Brain Injury, Aphasia, Clinical Processes, Congenital and Organic disorders.

Disclosures:

Financial: Katherine Lamb is a salaried employee of the University of Georgia; Valdosta State University.

Non-financial: Katherine Lamb is on the Board of Directors for Sertoma Kids, Sarasota Florida.

11:45 AM – 1:20 PM

GSHA Awards, Membership, and Business Meeting Lunch

1:30 PM – 2:30 PM

Why Won't These Nurses Follow My Recommendations??! Learning to Educate and Inservice Our Colleagues for Seamless Multi-Disciplinary Care

Speaker: Theresa Richard, MA, CCC-SLP, BCS-S

Room: Mahler Hall

Abstract:

According to Colodny, 2001, the major reason for RN's noncompliance with the SLP's recommendations was lack of knowledge, and the CNA's noncompliance was a disagreement with the recommendations. So who's job is it to educate them? OURS! If you're confused why the nurse tells every patient to tuck their chin or the doctor puts everyone with a cough on thickened liquids, let's relay the memo and reasoning why these compensatory strategies are not one size fits all.

Objectives:

As a result of this course, participants will be able to:

1. List 5 dysphagia myths in your facility that you can inservice your colleagues on
2. Describe how to create a pre-inservice survey about dysphagia care in your facility
3. Determine how to hold an inservice in your facility to share the results of your survey and dispel the dysphagia myths

Speaker Bio:

Theresa Richard, M.A., CCC-SLP, BCS-S is a Board Certified Specialist in Swallowing and Swallowing Disorders, and owner and founder of Mobile Dysphagia Diagnostics, which provides mobile swallow studies in several facilities in NY and PA. She has been a visiting guest lecturer at several universities on the topic of FEES as well as a clinical instructor for the hands-on application and interpretation of the FEES as part of an ASHA approved CEU course. She has also peer reviewed several CEU courses for various providers. Theresa provides resources for assessing and treating dysphagia for fellow SLPs at mobyledysphagiadiagnostics.com/blog and has a weekly podcast on iTunes called "Swallow Your Pride." She is also the creator of the Medical SLP Solution which provides resources and support to medical SLPs.

Disclosures:

Financial: Theresa Richard is the owner of Mobile Dysphagia Diagnostics, the creator of Swallow Your Pride podcast and the creator of Medical SLP Solution. Theresa Richard is receiving compensation for presenting at GSHA 2019 including a speaker's fee as well as transportation.

Non-financial: Theresa Richard is on the PR/Social Media and also the Education committee for the American Board of Swallowing and Swallowing Disorders.

1:30 PM – 2:30 PM

A Place at the Table: The Role of the Speech-Language Pathologist on the ALS Team

Speakers: Paula Klingman-Palk, MEd, CCC-SLP, BCS-S; Jenna Decker, BS, Ed

Room: L

Abstract:

ALS, or amyotrophic lateral sclerosis, is a degenerative motor neuron disease that has devastating consequences for communication and swallowing. What is our role in treating patients who will predictably decline? There is emerging evidence to support the benefit of our

role in treating ALS. This presentation will describe the ALS Team and how the Speech-Language Pathologist interfaces with the team. Discussion will include what we can do to ensure that these patients and their families are supported on this difficult journey.

Objectives:

As a result of this course, participants will be able to:

1. Define bulbar presentation of ALS
2. State best practices in providing therapy to this population
3. Provide ALS team members and roles
4. Develop treatment goals for patients with motor neuron disease

Speaker Bios:

Paula Klingman-Palk is a practicing Speech-Language Pathologist with over 30 years of experience. Her experience spans a broad spectrum of settings. She has presented both locally and nationally on topics in neurorehabilitation. She currently works at Emory Rehabilitation Hospital and on the Comprehensive In-Patient Rehabilitation Unit at Children's Healthcare of Atlanta. She serves as the Speech-Language Pathologist, specializing in speech and swallowing, at The Emory ALS Center.

Jenna Decker is a second-year graduate student in Communication Sciences and Disorders at Georgia State University. She earned an undergraduate degree from the University of Georgia. She has a personal interest in the treatment of individuals with neurogenic disorders and hopes to be working with this population after graduation.

Disclosures:

Financial: Paula Klingman-Palk's salary is paid by the Emory ALS Clinic and Emory Healthcare.

Financial: Jenna Decker has no relevant financial disclosures.

Non-financial: Paula Klingman-Palk has no relevant non-financial disclosures.

Non-financial: Jenna Decker has no relevant non-financial disclosures.

Products or Services: Services provided by Emory ALS Clinic.

1:30 PM – 2:30 PM

Maximizing Caregiver Engagement in Auditory-Verbal Therapy for Spanish-Speaking Families

Speakers: Sarah Radlinski, MS, CCC-SLP, LSLC Cert. AVT

Room: K

Abstract:

Increasing research evidence indicates that children with hearing loss can learn multiple spoken languages. Moreover, learning the language of the home does not impede acquisition of the majority language but rather, can accelerate it. Encouraging development of the home language also facilitates family involvement and maintains the family-child bond. Especially for very young children with hearing loss, caregivers are largely responsible for the growth and development of a child's auditory, speech, and language skills. With a rising number of children with hearing loss in the US being identified from Spanish-speaking homes, there is an ever increasing need to provide effective intervention that maximizes the engagement of Spanish-speaking caregivers to facilitate optimal carryover in the home. It is necessary that clinicians further develop their knowledge regarding how to provide intervention to children with hearing loss who speak Spanish and how to adjust goals, activities, and resources to be culturally and linguistically relevant for families. It is vital for clinicians to recognize differences in Spanish versus English language development, including variations in word usage that are regional/dialect dependent. Resources on speech and language milestones cannot be simply translated from English into Spanish as syntax, morphology, and speech sounds differ significantly between the two languages. Clinicians working with Spanish-speaking children need to be able to cite differences between Spanish and English and know how to access appropriate resources to track Spanish speech and language development. Furthermore, intervention is most effective when the goals and therapy activities are natural and authentic for families. It is critical to target culturally and linguistically relevant themes and holidays, as well as songs, books, vocabulary, and sound-object associations. These factors are all necessary considerations as a part of a comprehensive bilingual therapy program for children with hearing loss from Spanish-speaking homes.

Objectives:

As a result of this course, participants will be able to:

1. List reasons why it is critical to provide intervention that is culturally and linguistically relevant for Spanish-speaking families of children with hearing loss

2. Describe how therapy goals and activities can be adjusted across different aspects of Auditory-Verbal therapy in order to most effectively provide intervention to Spanish-speaking families

Speaker Bio:

Sarah Radlinski is a certified Auditory-Verbal Therapist and speech-language pathologist. She earned her Master's degree in Speech-Language Pathology, with a specialization in pediatric hearing loss, from Vanderbilt University. Since then Sarah has served as the bilingual therapist at the Auditory-Verbal Center in Atlanta, Georgia. Sarah is proficient in Spanish and works with Spanish-speaking children and families in their native language; she has worked with families from over 10 different Spanish-speaking countries. Sarah has a passion for improving services and outcomes for this population and utilizes her experiences to teach others how to provide intervention that is culturally and linguistically relevant.

Disclosures:

Financial: Sarah Radlinski has no relevant financial disclosures.

Non-financial: Sarah Radlinski has no relevant non-financial disclosures.

1:30 PM – 2:30 PM

The Importance of an Effective Case History in the Evaluation of English Language Learners

Speakers: Jackie Rodriguez, MS, CCC-SLP; Sandra Wagner, MEd

Room: Q

Abstract:

Conducting a bilingual speech and language evaluation can be a complex and difficult process for both monolingual and bilingual speech-language pathologists. It is extremely difficult to develop standardized speech and language evaluations for English language learners that reflect the numerous variations in dialect, socioeconomic status, and manner of second language acquisition. As a result, a thorough case history is crucial to making a differential diagnosis of communication disorder versus second language acquisition. This presentation will outline the components of an effective case history, interpretation of responses, and implications for diagnosis and treatment.

Objectives:

As a result of this course, participants will be able to:

1. Understand the components of an effective case history for a bilingual evaluation
2. Understand how to interpret parent/teacher responses and determine implications for diagnosis

Speaker Bios:

Jackie Rodriguez received her Master of Science in Communication Sciences & Disorders from Georgia State University. She has worked as a bilingual speech-language pathologist and diagnostician for the Gwinnett County Public School System for three years. She is passionate about assessment of English language learners and speakers of non-mainstream dialects of English. She is a sequential bilingual speaker of English and Spanish.

Sandra Wagner has been with Gwinnett County Public Schools for 22 years and has been the Lead Bilingual SLP/Diagnostician for the past 13 years. She is a native of Colombia and a sequential bilingual.

Disclosures:

Financial: Jackie Rodriguez is an employee of Gwinnett County Public Schools. She did not receive compensation for this presentation.

Financial: Sandra Wagner is an employee of Gwinnett County Public Schools. She did not receive compensation for this presentation

Non-financial: Jackie Rodriguez has no relevant non-financial disclosures.

Non-financial: Sandra Wagner has no relevant non-financial disclosures.

1:30 PM – 2:30 PM

Using Music to Enhance Interaction and Imitation

Speaker: Rachel Arntson

Room: Masters Hall

Abstract:

"Where words fail, music speaks." Hans Christian Andersen certainly had the right idea when sharing those profound words. In this session, learn how music can facilitate goals of interaction and imitation with young children, especially infants, toddlers, and preschoolers. We'll review current research on the topic and explore techniques for writing songs and lyrics to support these specific

goals. Consider music in intervention and home programming and come for immediately usable songs and suggestions. Let's sing, learn, and have fun.

Objectives:

As a result of this course, participants will be able to:

1. Describe at least three research studies related to the use of music and learning
2. List 3-5 components of a verbally enticing song for young children with limited verbal skills and impaired interaction
3. List and use 5-10 songs that emphasize gross motor imitation, verbal imitation skills, and social interaction

Speaker Bio:

Rachel Arntson has been a Speech-Language Pathologist in the Minneapolis, Minnesota area since 1980 with an expertise in early intervention. Rachel is an experienced speaker and the owner and creator of all Talk It Rock It products including 9 critically acclaimed CDs and DVDs, the WE CAN TALK parent training book, and the Blast Off Board Sound Sequencing Set. Her passion for music and fun is reflected in both her products and presentations. For more information, please visit www.Talkitrockit.com.

Disclosures:

Financial: Rachel Arntson is owner and creator of all Talk It Rock It products (formerly known as Kids' Express Train) and receives compensation for products sold including music CDs. She has been creating products for enhancing speech and language skills for the past 15 years. Rachel Arntson is receiving compensation for speaking at GSHA 2019 including a speaker fee, reimbursement of travel expenses, and a complementary exhibitor table.

Non-financial: Rachel Arntson has no relevant non-financial relationships.

Products and Services: Although this seminar is intended to teach others about the power of music and how to develop your own songs, materials such as free lyrics, pictures, and examples of Rachel Arntson's music will be used to demonstrate specific techniques. The information presented in this seminar can be used without the need to purchase any products from Talk It Rock It.

2:30 PM – 3:00 PM

Afternoon Break with Exhibitors

3:00 PM – 4:00 PM

Using Low Tech to Prepare a Child for Use of a High Tech Communication Device

Speaker: Mickey Rosner

Room: F/G

Abstract:

Starting from the beginning with a child who needs but has never used alternative communication can be difficult. How do you know you are introducing the right strategies? Each skill you teach should be buildable so that you are building towards the goal of moving them on to a formal communication device. Doing that can be quite daunting. How do you know where to begin and what to do? This session is designed to teach specific strategies on how to begin and how to move forward any type of individual who is low verbal or nonverbal. We will discuss three main types of children including children with dual sensory impairments, children who have significant movement challenges, and children who are cognitively low. Each type of child will be discussed from the point of where and how to start and how to develop skills so that they are ready to move onto a formal device with success. While there is no prerequisite to learning to use a device there are specific skills a child requires to be successful on a device. Development of skills for each of the three main groups presented will be presented. The attendees will walk more confident in their ability to assess a child who is nonverbal or low verbal and how to move their language forward using buildable skills.

Objectives:

As a result of this course, participants will be able to:

1. Identify 3 types of low tech options for children who are nonverbal or low verbal
2. Demonstrate interpretation of eye gaze to make picture choices in children
3. Determine validity of choice making
4. Choose language for activity specific play communication boards
5. Teach partner-assisted scanning to a child

Speaker Bio:

Mickey Rosner graduated from University of Missouri with a degree from department of health sciences in speech and language pathology in 1983, and from University of Georgia with a Master's in Education in speech and language pathology in 1985. Mickey has

worked at Children's Healthcare of Atlanta since 1987 and was the second speech therapist hired at Egleston Children's Hospital. She helped to start STAGES (the assistive technology program at Egleston Children's Hospital in 1992). Over the course of 31 years Mickey has worked primarily as an assistive technology specialist doing evaluations and treatments. In 1997 she taught the graduate program in augmentative communication at University of Georgia. Mickey is an ATP certified from RESNA. She is one of three Touch Chat trainers here in Georgia. Mickey currently works part time as part of the assistive technology team at Children's Healthcare of Atlanta. At CHOA, Mickey interfaces with their inpatient population as well as help to run their outpatient satellite program. She also works part time at the Center for Rare Neurological Disorders where she is able to evaluate and consult on children from all over the world. Most importantly Mickey is a wife and mother of 4 wonderful children.

Disclosures:

Financial: Mickey Rosner has no relevant financial disclosures.

Non-financial: Mickey Rosner is an official touch chat trainer, but does not receive compensation.

3:00 PM – 4:00 PM

Working Memory Puzzle: Demystifying the Brain's Etch-a-Sketch

Speakers: Sucheta Kamath CCC-SLP

Room: L

Abstract:

Working Memory is absolutely essential to cognition and its role in learning and thinking is unequivocally crucial. Simple daily tasks including tracking what's being said, following a murder-mystery plot, cooking with a recipe, or even practicing violin relies on working memory activation. Research links stronger working memory with finer reading comprehension skills, superior work performance, better grades, and in general, higher standardized test scores.

In this session Sucheta will provide a framework to understand the nature and scope of working memory and the central executive and its relationship to listening, reading, communication, and writing. This presentation will define and discuss components of working memory and explain how most neurodevelopmental disorders and acquired neurological conditions are marked by impaired working memory and how essential it is to build scaffolding techniques to support learning and rehabilitation while minimizing the impact of working memory deficits. Finally, Sucheta will provide hands-on working memory training activities that directly augment patient care for every practicing speech-language pathologist.

Objectives:

As a result of this course, participants will be able to:

1. Identify the nature and components of working memory and its relationship to long-term memory
2. Describe signs and symptoms of working memory deficits in various developmental and acquired neurological disorders
3. Implement executive function intervention including effective approaches and goal-specific activities to enhance working memory function
4. Incorporate scaffolding learning experiences in clinical setting to promote successful self-awareness and self-regulation to manage working memory deficits

Speaker Bio:

Sucheta Kamath is a speech-language pathologist, TEDx speaker, and an entrepreneur whose new software ExQ™ just launched in the Ed-Tech space. Cerebral Matters™ is her well-established Private Practice in Atlanta where she evaluates and treats Executive Dysfunction in individuals with various developmental and acquired neurological disorders. She is highly specialized in retraining the brain and is a recipient of multiple professional achievement awards for developing many distinct, creative, and process-specific training programs designed to target mastery of Executive Function, attention, memory, higher-order cognition, and self-regulation. Sucheta is host of the podcast Full PreFrontal®: Exposing the Mysteries of Executive Function; which is a wonderfully curated resource for professionals, educators, students, and parents. Sucheta is the Past-President of GSHA (2017-2018), founding member/treasurer of the Georgia Speech-Language-Hearing Foundation (2016-current), member of the medical advisory board of the Brain Aneurysm Foundation (BAF), and an Executive Committee member of the International Dyslexia Association- GA (2015-2018). Learn more about Sucheta's work at www.cerebralmatters.com.

Disclosures:

Financial: Sucheta Kamath is the Founder/Creator of ExQ. She does benefit financially from the sale of these products.

Non-financial: Sucheta Kamath is the Immediate Past-President of GSHA. She does not receive compensation.

3:00 PM – 4:00 PM

Assessment of Fluency Disorders and Intervention

Speaker: Katherine Lamb, PhD

Room: K

Abstract:

Disorders of fluency are not just simply a lack of fluency; it's a lot more specific than that! We must consider other speech patterns that qualify as dysfluent. This presentation will be dedicated to the nature of disfluency and dysfluency, but we are also going to break down the nature of disfluencies and many other factors in order to arrive at an understanding of the nature of the fluency. With a clear understanding of the (suspected) cause(s) of the disorders of fluency, we can explore those interventions that will assist us to make positive changes on our clients' communication skills.

Objectives:

As a result of this course, participants will be able to:

1. Compare & contrast disfluency and dysfluency
2. Identify speech patterns that qualify as a dysfluency
3. Describe the nature of dysfluencies
4. Outline interventions for dysfluency
5. Differentiate optimal intervention techniques based on the nature of dysfluency

Speaker Bio:

Katherine Lamb is an Assistant Professor in Communication Sciences & Disorders at Valdosta State University. She was a Speech-Language Pathologist in acute care hospital prior to earning her PhD from the University of South Florida. Her research includes lexical access, semantics, neuromotor and emotion as a contagion in aphasia. Dr. Lamb's teaching focus at VSU includes undergraduate and graduate courses in Traumatic Brain Injury, Aphasia, Clinical Processes, Congenital and Organic disorders.

Disclosures:

Financial: Katherine Lamb is a salaried employee of the University of Georgia; Valdosta State University.

Non-financial: Katherine Lamb is on the Board of Directors for Sertoma Kids, Sarasota Florida.

3:00 PM – 4:00 PM

Transitioning Planning for Students with Autism Spectrum Disorders: Indications for the Georgia-Based SLP

Speaker: Twyla Perryman, PhD, CCC-SLP

Room: Q

Abstract:

Speech-language pathologists (SLPs) have multiple responsibilities as service providers for students with Autism Spectrum Disorders (ASD), including helping to prepare these students for the next phase in their lives. In a longitudinal study of young adults with ASD, only 32.3% ever enrolled in a 2-year community college, 15.4% in a 4-year college, and 21.0% in a vocational, business, or technical school (Cameto, 2004). Given the statistics of post-secondary experiences for individuals with ASD, it is critical that preparation for future community participation and life fulfillment began as early as possible. This session discusses transition planning to building applicable skills for post-secondary employment and education and highlights some resources in Georgia for SLPs to consider.

Objectives:

As a result of this course, participants will be able to:

1. Discuss literature examining best practices for transitioning planning for individuals with ASD
2. Describe some example transition planning assessments and goals/activities aimed at increasing student success in post-secondary setting
3. Identify local resources for families and students with ASD in the transition planning process

Speaker Bio:

Twyla Perryman, PhD, CCC-SLP, is an Assistant Professor of Communication Sciences and Disorders at the University of West Georgia. Her primary research interests include early diagnosis and intervention services for young children with developmental disabilities, including Autism Spectrum Disorders. Some of the courses she teaches include language acquisition, language disorders, counseling in communication disorders, and current trends in communication disorders.

Disclosures:

Financial: Dr. Twyla Perryman is employed by the University of West Georgia.

Non-financial: Dr. Twyla Perryman has no relevant non-financial disclosures.

3:00 PM – 4:00 PM

Therapeutic Implications in the Emergence of Gestures, Eye Contact & Verbalizations

Speaker: Rachel Arntson

Room: Masters Hall

Abstract:

This seminar will review the development of gestures, eye contact, and verbalization in infants and toddlers. The importance of these skills is well documented and must be an area of expertise for speech-language pathologists working with young children. These skills will be demonstrated through, up to 26 videos of routines such as diaper changing, daily chores, dressing, book reading, song time, meal time, and play time. Strategies for developing these skills and coaching parents will be also discussed. For those working with older children, this session has value in determining the non-verbal skills that children need to be more functional communicators.

Objectives:

As a result of this course, participants will be able to:

1. Learn to recognize ten gestures that emerge before the age of two
2. Observe how eye contact combined with gestures can create successful communication without the need for words
3. Determine at least five strategies to use when coaching caregivers with children at a pre-word level

Speaker Bio:

Rachel Arntson has been a Speech-Language Pathologist in the Minneapolis, Minnesota area since 1980 with an expertise in early intervention. Rachel is an experienced speaker and the owner and creator of all Talk It Rock It products including 9 critically acclaimed CDs and DVDs, the WE CAN TALK parent training book, and the Blast Off Board Sound Sequencing Set. Her passion for music and fun is reflected in both her products and presentations. For more information, please visit www.Talkitrockit.com.

Disclosures:

Financial: Rachel Arntson is owner and creator of all Talk It Rock It products (formerly known as Kids' Express Train) and receives compensation for products sold including music CDs. She has been creating products for enhancing speech and language skills for the past 15 years. Rachel Arntson is receiving compensation for speaking at GSHA 2019 including a speaker fee, reimbursement of travel expenses, and a complementary exhibitor table.

Non-financial: Rachel Arntson has no relevant non-financial relationships.

Products and Services: Although this seminar is intended to teach others about the power of music and how to develop your own songs, materials such as free lyrics, pictures, and examples of Rachel Arntson's music will be used to demonstrate specific techniques. The information presented in this seminar can be used without the need to purchase any products from Talk It Rock It.

4: 00 PM – 4:15 PM

****15 Minute Break****

4:15 PM – 5:15 PM

Teaching Children to Use an Augmentative Communication Device

Speaker: Mickey Rosner

Room: F/G

Abstract:

I have been an augmentative communication specialist for 30 years. I have always said getting the device is the easiest part. The real challenge becomes learning to use it and then teaching language on the device. While there is no magic to doing this there are some very specific helpful tricks to engage children and reduce equipment abandonment. During this presentation we will discuss many different strategies that have been helpful including vocabulary and image selection, customization, aided language stimulation, and how to use various tools inherent to the technology to engage the child.

Objectives:

As a result of this course, participants will be able to:

1. Identify when and how to use style features of the device to enhance reception and use
2. Name 3 strategies to customize devices for the unique needs of the child
3. Define motor planning and how it plays a part in use of a device
4. List 3 out of the box strategies to engage the child in language production

Speaker Bio:

Mickey Rosner graduated from University of Missouri with a degree from department of health sciences in speech and language pathology in 1983, and from University of Georgia with a Master's in Education in speech and language pathology in 1985. Mickey has worked at Children's Healthcare of Atlanta since 1987 and was the second speech therapist hired at Egleston Children's Hospital. She helped to start STAGES (the assistive technology program at Egleston Children's Hospital in 1992). Over the course of 31 years Mickey has worked primarily as an assistive technology specialist doing evaluations and treatments. In 1997 she taught the graduate program in augmentative communication at University of Georgia. Mickey is an ATP certified from RESNA. She is one of three Touch Chat trainers here in Georgia. Mickey currently works part time as part of the assistive technology team at Children's Healthcare of Atlanta. At CHOA, Mickey interfaces with their inpatient population as well as help to run their outpatient satellite program. She also works part time at the Center for Rare Neurological Disorders where she is able to evaluate and consult on children from all over the world. Most importantly Mickey is a wife and mother of 4 wonderful children.

Disclosures:

Financial: Mickey Rosner has no relevant financial disclosures.

Non-financial: Mickey Rosner is an official touch chat trainer, but does not receive compensation.

4:15 PM – 5:15 PM

Return to Learn after Concussion: Emerging Science for Educational Settings

Speaker: Katy O'Brien, PhD, CCC-SLP

Room: Q

Abstract:

This presentation will describe the current literature around return to learn after concussion in both high school and postsecondary settings. Topics will cover basics about biomechanics of concussion, common academic effects, models of care, the role of the speech language pathologist, academic adjustments, and the shift to active recovery following concussion. Also covered will be current research findings from a qualitative study of college students' experiences, detailing wide variation in paths of care and the challenge of relying on students to understand the effects of concussion and advocate for their learning needs.

Objectives:

As a result of this course, participants will be able to:

1. Describe common effects of concussion and how these may manifest in academic settings
2. Name three resources for return to learn academic adjustments
3. Explain team members who may be involved in the care of a student with concussion
4. Describe how to develop person-centered goals appropriate to the management of concussion symptoms in academic settings

Speaker Bio:

Katy H. O'Brien, PhD, CCC-SLP, is an Assistant Professor at the University of Georgia. She has clinical experience in adult acute care and inpatient rehabilitation. Her research addresses cognitive rehabilitation, including return to learn following traumatic brain injury and concussion in secondary and post-secondary settings, and how individuals with brain injury think about and plan for the future.

Disclosures:

Financial: Katy O'Brien is an Assistant Professor at UGA, with a research lab in this area.

Non-financial: Katy O'Brien is the secretary and Board Member for the Brain Injury Association of Georgia.

4:15 PM – 5:15 PM

Volunteering Our Skills Abroad: Considerations and Perspectives from Asia to Central America

Speakers: Jacqueline Yokley, MEd, CCC-SLP; Angela LaGambina, MA, CCC-SLP

Room: L

Abstract:

There are many exciting opportunities to volunteer our skills as SLP's abroad to serve those in developing countries, specifically with patients who have craniofacial disorders. This presentation will provide the perspectives of two clinicians who participated in very different types of volunteering experiences in different hemispheres. It will include demonstrations of functional and effective treatment strategies that can be readily implemented at home and abroad.

Objectives:

As a result of this course, participants will be able to:

1. Understand the organizational considerations of volunteering their professional skills abroad
2. Apply easy and effective treatment ideas using low or no cost materials
3. Implement strategies to successfully educate and empower parents, staff, and local healthcare providers to continue the work initiated during the trip and have a lasting impact on the patients and community

Speaker Bios:

Jacqueline Yokley grew up in the Washington D.C. area and attended the University of Georgia where she received both her Bachelor of Science and her Masters in Speech-Language Pathology. Her experience includes working with patients of all ages in pediatric and adult medical settings as well as in private practice. Jacqueline enjoys treating feeding and swallowing disorders across the lifespan and is trained in S.O.S, The Sensory Motor Approach to Feeding, P.R.O.M.P.T., and Oral Placement Therapy. She is also passionate about early intervention, working with patients with complex airways, childhood apraxia of speech, and mentoring new clinicians! Jacqueline has been on the Executive Council of the Georgia Speech Language Hearing Association for the past 4 years and is currently serving GSHA as Healthcare and Private Practice Committee Chair. She is a recipient of the Jack Bess Memorial Award for her volunteer contributions during her role as Convention Chair 2016. She recently volunteered in Bali working with children with cleft palate and other craniofacial anomalies. Jacqueline resides in Buckhead and can be found traveling, practicing yoga, contributing to her healthy cooking instagram @veganslovethis, and volunteering in the community through the Junior League of Atlanta.

Angela LaGambia attended the University of Florida where she received both her Bachelor of Science in Communication Sciences and Disorders and her Masters of Arts in Speech-Language Pathology. She has always had a passion for children and served on various trips overseas that ultimately led her to devote her life to serving children in this unique role as a speech language pathologist. Angela's professional experience includes evaluating and treating both pediatrics and adults in educational, outpatient, and medical settings. Upon moving to Atlanta she interned with Dr. John Riski at Children's Healthcare of Atlanta Scottish Rite with a focus on cleft palate and resonance disorders! Angela has experience working with children from birth to adults with a large variety of disorders and syndromes. She values a team approach and enjoys empowering parents on how to carryover therapeutic intervention in the home to lead to greater success for the child. Angela finds joy in creating a fun and welcoming environment where she implements evidenced based practice. Her recent training includes Introduction to PROMPT technique and Bridging PROMPT Technique to Intervention. In her free time, she loves cooking, being outdoors, finding new hidden gems in Atlanta, and using her skills abroad on medical mission trips!

Disclosures:

Financial: Jacqueline Yokley is employed by In Harmony Pediatric Therapy, PediaSpeech Services, and Shepherd Center as a Speech-Language Pathologist and receives compensation from those organizations.

Financial: Angela LaGambia is employed by Cobblestone Therapy Group as a Speech-Language Pathologist and receives compensation.

Non-financial: Jacqueline Yokley is a member of the Georgia Speech-Language-Hearing Association's executive council. She receives no compensation for this role.

Non-financial: Angela LaGambia has no relevant non-financial disclosures.

4:15 PM – 5:15 PM

Battling Burnout: Practical Tips for Achieving Work Life Balance in a Helping Profession

Speaker: Terry Jean M. Ragan, MA, CCC-SLP

Room: K

Abstract:

In this session, a seasoned SLP ties research to practice for those interested in avoiding burnout and creating better work-life balance. This multimedia presentation includes recommendations from the literature as well as common sense strategies for making those recommendations work in the real world. Through a variety of learning activities including brief lecture-style presentation of information, photos and video clips, interactive discussion, and opportunities for peer-to-peer collaboration, the presenter offers practical tips, ideas for avoiding road-blocks, and small action-steps that clinicians can put into practice immediately in a variety of clinical settings.

Objectives:

As a result of this course, participants will be able to:

1. Describe 2 key findings from ASHA's most recent work-life survey
2. Explain two factors that are related to job dissatisfaction
3. List 3 strategies for increasing job satisfaction and reducing burnout

Speaker Bio:

T.J. Ragan is a speech-language pathologist and educational consultant in Macon, GA. She has 16 years of experience as a pediatric SLP and has worked in a variety of settings including early intervention, public and charter schools, private practice, university supervision, telepractice, and as a language/literacy coach for teachers. She volunteers with ASHA's SIG 1, Language Learning and Education, serving as Professional Development Manager.

Disclosures:

Financial: T.J. Ragan has no relevant financial relationships.

Non-financial: T.J. Ragan is the Professional Development Manager: ASHA Special Interest Group 1 – Language Learning and Education. Mrs. Ragan receives no compensation as a member of the ASHA SIG 1 Coordinating Committee.

4:15 PM – 5:15 PM

Demystifying the Professional Voice User

Speaker: Brian E. Petty, MA, CCC-SLP

Room: Masters Hall

Abstract:

Professional voice users, and professional singers in particular, can pose challenges for speech-language pathologists when they present for treatment for voice and upper airway disorders. However, these patients can benefit from behavioral treatment whether the SLP is a singer themselves or not. This presentation will focus on the specific needs of various types of professional voice users, what they have in common with other voice patients, and how the SLP should approach treatment for this fascinating but sometimes misunderstood population.

Objectives:

As a result of this course, participants will be able to:

1. Define the term "professional voice user"
2. Identify appropriate therapeutic goals for treating a professional voice user
3. Justify using videostroboscopic images to create a physiologic treatment goal
4. Show how a non-singing SLP can help a patient who is a singer
5. Describe how the SLP, the physician, and the rehabilitative voice professionals work together during a professional voice user's treatment course

Speaker Bio:

Brian E. Petty, M.A., CCC-SLP holds a Bachelor of Music in voice performance from Oklahoma State University, as well as dual Master of Arts degrees in vocal pedagogy and in speech and hearing science, both from The Ohio State University. He is in clinical practice at the Emory Voice Center in Atlanta, and has specialized in disorders of the professional and singing voice for 20 years. He is a past coordinator for Special Interest Group 3, Voice and Voice Disorders, for the American Speech, Language, and Hearing Association, and is a frequent national lecturer on the clinical management of voice and upper airway disorders.

Disclosures:

Financial: Brian Petty has a research grant, The Voice Foundation.

Non-financial: Brian Petty has no relevant non-financial disclosures.

5:15 PM – 5:30 PM

****15 Minute Break****

5:30 PM – 6:30 PM

Poster Sessions

Room: Mahler Hall

Mandatory Swallow Screen and Aspiration Pneumonia Outcomes

Speaker: Kathryn Harris MS, CCC-SLP

Abstract: Mandatory swallow screen for all admitted patients with exclusion of mother baby, NICU, and nursery. Early identification of at risk population and prevention of hospital acquired aspiration pneumonia. Swallow screen is located in nursing assessment and is a quick click box in the EPIC EMR. The swallow screen education includes E-learning module for all nursing units, tableau monthly dashboard to track compliance with swallow screen.

Objectives:

1. List three benefits of an inpatient swallow screen
2. Interpret the pneumonia dashboard in relationship to the swallow screen
3. Analyze the swallow screen to determine pass or fail

Speaker Bio: Piedmont Fayette hospital employee for 15 years. Speech Language Pathology supervisor for 10 out of the 15 years. Primary focus is acute care setting.

Disclosures:

Financial: Kathryn Harris has no relevant financial disclosures.

Non-financial: Kathryn Harris has no relevant non-financial disclosures.

Improvement of Speech Recognition in Noise with Auditory Training

Speaker: Nyesha Climpson; Stacie Ochoa; & Jessica Sullivan PhD

Abstract: School-aged children commonly face difficult listening environments that exceed recommended ASHA and ANSI classroom acoustic guidelines. The purpose of this study is to determine if auditory training in interrupted noise will improve speech understanding in adverse listening conditions. The participants (N=8), ages 6-17, were pediatric hearing aid users. The participants were randomly assigned to a control or auditory training interrupted (ATI) group for a total of 7 hours of intervention. The ATI consisted of speech recognition task in which children had to identify key elements in the sentence. The control task was a memory game with no linguistic stimuli. The children were evaluated pre, post, and late post training. Children who trained in interrupted noise improved of speech recognition score. In addition, there was a generalization of those improvements to untrained noise (e.g. classroom noise, & multitasker babble). This clinical implications of this study indicate that auditory training in interrupted noise may lead to functional improvement in speech recognition abilities for children with hearing loss.

Objectives:

1. Discuss the benefits of auditory training in interrupted noise
2. Explain the cognitive factors related to speech recognition in noise
3. Identify key elements of auditory training

Speaker Bio:

Nyesha Climpson is an undergraduate senior at the University of West Georgia.

Stacie Ochoa is an undergraduate senior at the University Of West Georgia.

Dr. Jessica Sullivan is an assistant professor in the program of communication sciences at the University of West Georgia. Her areas of interest include aural (re)habilitation, speech perception in noise. Currently, she is interested in the relationship between working memory and speech perception. She received her B.A in 1996 from Louisiana State University and Masters in Deaf Education from Lamar University in 2000. She received her PhD in Communication Sciences at the University of Texas at Dallas in 2010. Dr. Sullivan has received numerous awards, honors, and grants including a F31 from the NIH /NIDCD.

Disclosures:

Financial: Nyesha Climpson has no relevant financial disclosures.

Financial: Stacie Ochoa has no relevant financial disclosures.

Financial: Dr. Jessica Sullivan has no relevant financial disclosures.

Non-financial: Nyesha Climpson has no relevant non-financial disclosures.

Non-financial: Stacie Ochoa has no relevant non-financial disclosures.

Non-financial: Dr. Jessica Sullivan has no relevant non-financial disclosures.

The Functional Communication Training Approach in an Adult Angelman Syndrome Patient: Case Study

Speaker: Megan Landers BS; Dan Chamblee BS; Maryanne Weatherill PhD, CCC-SLP

Abstract: This case study presentation discusses how the functional communication training (FCT) approach was used to train socially acceptable and effective communicative methods while replacing less appropriate behaviors. It specifically, discusses progress made using the FCT approach with a clinical case involving a non-verbal adult patient with Angelman Syndrome using an AAC device. A synopsis of the existing literature and how the approach was used for this case in authentic communication settings is included in the presentation.

Objectives:

1. Discuss evidence regarding the functional communication training approach from the literature
2. Identify steps in application of functional communication training approach
3. Explain how to incorporate authentic communication opportunities to promote communicative effectiveness

Speaker Bio:

Megan Landers is a graduate student in the department of Communication Sciences and Professional Counseling at the University of West Georgia. Her clinical interests include medical and adult speech-language pathology practice, fluency disorders, and autism spectrum disorders.

Dan Chamblee is a graduate student in the department of Communication Sciences and Professional Counseling at the University of West Georgia. His clinical interests include medical and adult speech-language pathology practice, neurocognitive disorders, acquired brain injuries, augmentative and alternative communication, and fluency.

Maryanne Weatherill is an Assistant Professor at the University of West Georgia. She has been a speech-language pathologist in the medical setting for 26 years and provides clinical services at Emory Healthcare in Atlanta, GA. Her research interests include psychological factors in adult rehabilitation, patient motivation, and engagement in clinical, home, and community settings.

Disclosures:

Financial: The presenters have no proprietary interest in any product, instrument, device, service, or material discussed. Ms. Megan Landers is employed as a graduate assistant for the University of West Georgia. Mr. Dan Chamblee has no relevant financial disclosures. Dr. Maryanne Weatherill is employed by the University of West Georgia, and Emory Healthcare.

Non-financial: Ms. Megan Landers is the Student Affairs Committee Chair for the Georgia Speech-Language Hearing Association. Mr. Dan Chamblee has no relevant non-financial disclosures. Dr. Maryanne Weatherill is a past president of the Georgia Speech-Language Hearing Association and is currently a member of the GSHA Finance Committee.

Exploring the Graduate Curriculum and Speech-Language Pathology Supervisors' Perceptions of Graduate Students' Readiness for Dysphagia Practice

Speaker: Kaitlyn Bouchillon; Arielle Wesselmann; Maryanne Weatherill PhD, CCC-SLP

Abstract: This presentation discusses how the educational curriculum outlined by the American Speech-Language-Hearing Association (ASHA) meets the needs for preparing future clinicians for dysphagia management. It discusses the gap in the available research examining how speech-language pathologist (SLP) clinicians who function as clinical supervisors perceive the adequacy of the ASHA curriculum and effectiveness of academic preparation. Through a survey, SLPs practicing in the medical settings rate their perceptions of how well academic programs prepare student clinicians to practice in dysphagia internships; and to what degree the current ASHA recommendations adequately address clinical training necessary to prepare student clinicians.

Objectives:

1. Identify the current ASHA recommendations for clinical preparedness in dysphagia education
2. Identify areas of need for further education in dysphagia management
3. Identify perceived clinical readiness of student interns to participate in dysphagia management

Speaker Bio:

Kaitlyn Bouchillon is an undergraduate student in the department of Communication Sciences and Professional Counseling at the University of West Georgia. Her clinical interests include pediatric dysphagia with the career goal to become board certified in pediatric dysphagia.

Arielle Wesselmann is an undergraduate student in the department of Communication Sciences and Professional Counseling at the University of West Georgia. Her primary interest includes practice in the medical settings.

Maryanne Weatherill is an Assistant Professor at the University of West Georgia. She has been a speech-language pathologist in the medical setting for 26 years and provides clinical services at Emory Healthcare in Atlanta, GA. Her research interests include adult rehabilitation, patient motivation, and engagement in clinical, home, and community settings.

Disclosures:

Financial: Kaitlin Bouchillon has no relevant financial disclosures.

Financial: Arielle Wesselman has no relevant financial disclosures.

Financial: Maryanne Weatherill is employed by the University of West Georgia, and Emory Healthcare.

Non-financial: Kaitlin Bouchillon has no relevant non-financial disclosures.

Non-financial: Arielle Wesselman has no relevant non-financial disclosures.

Non-financial: Dr. Maryanne Weatherill is a past president of the Georgia Speech-Language Hearing Association and is currently a member of the GSHA Finance Committee.

The Effects of Core Exercises on Cluttering

Speaker: Stephanie Stewart BS

Abstract: Core exercises were examined to determine their effects on cluttering. Individuals with Parkinson's disease and dementia benefit greatly from preforming exercise as therapy. This is due to the effects that exercise has on increasing blood flow the brain. For this study, a participant who cluttered performed a set of core exercises at the beginning of his therapy session. At the end of each session, the participant read a passage of five to six sentences. Each time the participant cluttered, data was recorded. Baseline data was recorded before implementing the exercises to compare the results post intervention. The results showed a difference in the amount of times a clutter occurred pre and post intervention, indicating that core exercises have an effect on decreasing cluttering.

Objectives:

1. Detail the symptoms of cluttering
2. Associate the effects of exercise on similar diseases and disorders to cluttering such as Parkinson's disease, dementia, and stuttering
3. Develop a treatment protocol to improve the fluency of individuals who clutter

Speaker Bio:

Stephanie Stewart, a 4th semester graduate student at Valdosta State University, will graduate in July of 2019. She resides in Cordele, Georgia and plans to pursue her career near this area. Stephanie's clinical interests include dysphagia and language therapy with adults. She will initially be seeking a job at an outpatient rehab setting.

Disclosures:

Financial: Stephanie Stewart has no relevant financial disclosures.

Non-financial: Stephanie Stewart has no relevant non-financial disclosures.

Prior Knowledge and Experiences of Beginning CSD Students

Speaker: Kevante Drew; Jairus-Joaquin Matthews PhD, CCC-SLP; Twyla Perryman PhD, CCC-SLP

Abstract: Students enter into the field communication sciences and disorders (CSD) for a variety of reasons. Studies show that the most important factors include previous exposure to the profession from a family member who had a communication disorder; exposure from a friend, mentor, or teacher; and the desire to work in a helping profession. Little is known about the prior knowledge that they have before they begin their studies in CSD. The purpose of this study is to understand the knowledge and experiences of beginning CSD majors in an undergraduate program. The research questions guiding this study are: 1.) What knowledge do beginning CSD undergraduate students have about the profession? 2.) What are the experiences of CSD students that have interested them in the profession? Results of this study demonstrate the need to provide further professional knowledge in the undergraduate curriculum while simultaneously building upon the prior knowledge of beginning CSD students.

Objectives:

1. Appraise the prior knowledge of beginning CSD students

2. Will categorize the types of experiences that lead prospective students to the CSD profession
3. Interpret how the research findings could inform undergraduate curriculum development and instruction
4. Will develop a plan for the recruitment of prospective CSD students

Speaker Bio:

Kevante Drew is a senior in the undergraduate Communication Sciences and Disorders program at the University of West Georgia. He has served as the University of West Georgia's NSSLHA President for the 2018-2019 academic year. After graduation, he plans to pursue a master's degree in speech-language pathology. He is interested in working with adult clients in a medical setting. He is also interested in fluency disorders and neurogenic disorders.

Jairus-Joaquin Matthews is an assistant professor in Communication Sciences and Disorders at the University of West Georgia. His research interests are in how students negotiate their racialized and gendered identities, and how this affects clinical service delivery. He teaches courses in assessment in communication disorders, counseling in communication disorders, voice disorders, and diversity in communication disorders.

Twyla Perryman, PhD, is an Assistant Professor of Communication Sciences and Disorders at the University of West Georgia. Her primary research interests include early diagnosis and intervention services for young children with developmental disabilities, including Autism Spectrum Disorders (ASD). She holds a Certificate of Clinical Competence and has received an ACE award for continuing education from ASHA. She has published and presented on Early Diagnosis and Intervention in ASD. Her clinical experience includes schools, early intervention, inpatient rehabilitation, and acute care services in medical settings.

Disclosures:

Financial: Kevante Drew has no relevant financial disclosures.

Financial: Jairus-Joaquin Matthews has no relevant financial disclosures.

Financial: Dr. Twyla Perryman is employed by the University of West Georgia.

Non-financial: Kevante Drew has no relevant non-financial disclosures.

Non-financial: Jairus-Joaquin Matthews has no relevant non-financial disclosures.

Non-financial: Twyla Perryman has no relevant non-financial disclosures.

Research Review on the Use of Complementary and Alternative Medicines for Adults with Acquired Communication Disorders

Speaker: Noelle Baldwin MS; Jacqueline Laures-Gore PhD, CCC-SLP

Abstract: While research on complementary and alternative medicines for adults has been conducted in various disciplines, the investigation on the use of alternative practices such as guided meditation, yoga, hypnosis, and acupuncture in the remediation of communication impairments in adults with acquired communication disorders is limited. This poster presentation aims to review the research that has been conducted to date and provide further insight into the effectiveness of alternative techniques and whether they might supplement the therapeutic intervention strategies employed by speech-language pathologists.

Objectives:

1. Identify different forms of alternative and complementary medicine
2. Relate the research that has been conducted on alternative and complementary medicine to the field of speech-language pathology
3. Discuss the research that has been conducted on alternative and complementary medicine and acquired communication disorders in adults

Speaker Bio:

Noelle Baldwin is a graduate student in the Department of Communication Sciences and Disorders at Georgia State University. Her research and clinical interests include the interface of complementary and alternative practices with speech-language pathology. Ms. Baldwin enjoys a solid yoga practice and uses meditation to manage the stresses of being full-time graduate student and mother to an active toddler.

Dr. Jacqueline Laures-Gore is an Associate Professor of Communication Sciences and Disorders at Georgia State University. Her research interests include aphasia, stress, integrative health, and depression. Dr. Laures-Gore directs the Aphasia and Motor Speech Disorders Research Lab at Georgia State University.

Disclosures:

Financial: Noelle Baldwin has no relevant financial disclosures.

Financial: Dr. Jacqueline Laures-Gore has no relevant financial disclosures.

Non-financial: Noelle Baldwin has no relevant non-financial disclosures.

Non-financial: Dr. Jacqueline Laures-Gore has no relevant non-financial disclosures.

Impact of Vocabulary Knowledge and Decoding Skills on Reading Comprehension in Individuals with Down Syndrome

Speaker: Alyssa Roundtree BS Ed; Matt Carter PhD, CCC-SLP; Lorena Cole MEd, CCC-SLP

Abstract: This study aimed to investigate the reading comprehension abilities of an individual with Down syndrome, and to investigate how these abilities were associated with decoding accuracy and vocabulary knowledge. During the study, the Test of Word Reading Efficiency – Second Edition (TOWRE-2), Peabody Picture Vocabulary Test – Fourth Edition (PPVT-IV), and the Gray Oral Reading Tests – Fifth Edition (GORT-5) were administered to an individual with Down syndrome age 11 years and 11 months. The results from the tests were compared, and it was found that vocabulary knowledge was associated with comprehension skills while decoding accuracy was indifferent.

Objectives:

1. Describe both decoding and vocabulary knowledge
2. Detail reading comprehension profiles in those with Down syndrome
3. Understand the relative contributions between decoding and vocabulary knowledge on reading comprehension in individuals with Down syndrome
4. Construct appropriate reading treatment plans for those with Down syndrome

Speaker Bio:

Alyssa Roundtree is a second semester graduate student at Valdosta State University, and graduates in May of 2020. In relation to clinical setting, she plans on working with children, and is interested in a hospital setting. She loves volunteering with individuals with special needs, so any aspect of clinical practice involving those individuals also interests her.

Matthew Carter is an associate professor at Valdosta State University.

Lorena Cole is an assistant professor at Valdosta State University and the director of the Valdosta State University Speech and Hearing Clinic.

Disclosures:

Financial: Alyssa Roundtree has no relevant financial disclosures.

Financial: Matthew Carter has no relevant financial disclosures.

Financial: Lorena Cole has no relevant financial disclosures.

Non-financial: Alyssa Roundtree has no relevant non-financial disclosures.

Non-financial: Matthew Carter has no relevant non-financial disclosures.

Non-financial: Lorena Cole has no relevant non-financial disclosures.

The Relationship Between Breastfeeding and Articulation Disorders

Speaker: Hannah Knight BS

Abstract: Any motoric impairment in motor planning, processing, and/or execution is classified as an articulation disorder. Sucking during breastfeeding promotes the correct development of speech organs and increases mobility, strength, and posture, along with the development of the correct articulation of a speech sound. The purpose of this study was to determine if there is a relationship between breastfeeding and an articulation disorder. Because past research has shown that breastfeeding encourages the development of all oral structures and the correct articulation of a speech sound, the author hypothesized that breastfeeding may result in a decrease in the occurrence of an articulation disorder

Objectives:

1. Explain the process of articulation of a speech sound
2. Explain the relationship between breastfeeding and speech production
3. Describe the potential association between breastfeeding and articulation disorders
4. Discuss the assessment and treatment of speech sound disorders

Speaker Bio: Hannah Knight is a Communication Sciences and Disorders graduate student at Valdosta State University. She graduated with her Bachelor of Science in May 2018. She will be graduating with her master's degree in December 2019. Hannah enjoys spending time with her family and her cat Pip. She has always been interested in discovering the relationship between breastfeeding and speech disorders. She hopes to work with stroke patients, along with patients with right hemisphere damage and traumatic brain injury.

Disclosures:

Financial: Hannah Knight has no relevant financial disclosures.

Non-financial: Hannah Knight has no relevant non-financial disclosures.

The Prevalence of Self-Reported Voicing Concerns Among South Georgia Preachers

Speaker: Shakela Primrose BS; Crystal Randolph PhD, CCC-SLP

Abstract: Various occupations, such as teaching and preaching, rely on an individual's voice to function clearly and audibly. Individuals have been studied using acoustic and perceptual assessments to discover the incidence of voice disorders and the contributing occupational risk factors. The current study investigated the prevalence of self-reported vocal complaints of preachers. Results indicate the need for SLPs to provide education to this population about risk factors for voice disorders and proper vocal care as preventative measures.

Objectives:

1. List three risk factors of voice problems associated with the clergy profession
2. Describe why pastors from different denominations differ in levels of risk for self-reported vocal complaints
3. Explain why preventative education for clergymen in South Georgia could be beneficial

Speaker Bio:

Shakela Primrose is a current graduate student studying Communication Disorders at Valdosta State University, where she also received bachelor's degrees in Communication Sciences and Disorders and Early Childhood and Special Education. She looks forward to using her education and training to equip others with the tools needed to be successful.

Crystal C. Randolph is the recipient of a PhD from Louisiana State University but currently serves as an assistant professor at Valdosta State University in the Department of Communication Sciences and Disorders. Dr. Randolph has 12 years of experience as an SLP, mostly in preschool settings. Her interests include language and literacy interventions and pedagogical effectiveness in higher education settings.

Disclosures:

Financial: Shakela Primrose has no relevant financial disclosures.

Financial: Crystal C. Randolph has no relevant financial disclosures.

Non-financial: Shakela Primrose has no relevant non-financial disclosures.

Non-financial: Crystal C. Randolph has no relevant non-financial disclosures.

Concussion, Learning, Academics, and Student Success: A Survey Study of High School Return to Learn Experiences

Speaker: Rebecca Posey BS; Katy O'Brien PhD, CCC-SLP

Abstract: Concussion in young student-athletes has generated awareness around safe return to play. However, students may face academic challenges as they return to the classroom post-concussion. In this survey study, students were asked about their Return to Learn experiences including use of academic adjustments, interactions with various professionals, and persistence of academic consequences. Results indicate that many students do have difficulty when they return to school and in some cases, that those problems persist for many months. Students report receiving academic accommodations, but of a limited variety. Implications for SLPs are discussed.

Objectives:

1. Describe how concussion symptoms manifest in academic settings
2. Discuss accommodations commonly used post-concussion in secondary settings
3. Explain current Return to Learn practices
4. Describe barriers to SLP involvement on the Return to Learn team

Speaker Bio:

Rebecca Posey, BSEd, is a Master's student in Communication Sciences and Disorders at the University of Georgia. Rebecca serves as a graduate research assistant in the area of cognitive communication rehabilitation. Her research interests include cognitive communication disorders and acquired brain injury.

Katy H. O'Brien, PhD, CCC-SLP, is an Assistant Professor at the University of Georgia. She has clinical experience in adult acute care and inpatient rehabilitation. Her research addresses cognitive rehabilitation, including how individuals with brain injury think about and plan for the future.

Disclosures:

Financial: Rebecca Posey has no relevant financial disclosures.

Financial: Katy H. O'Brien has no relevant financial disclosures.

Non-financial: Rebecca Posey has no relevant non-financial disclosures.

Non-financial: Katy H. O'Brien has no relevant non-financial disclosures.

Lexical Diversity and Infant-Directed Speech (IDS) in Vocal Interactions between Mothers and their Young Children with Autism Spectrum Disorder (ASD)

Speaker: Lama Farran PhD, CCC-SLP; Brittany Sloan BA; & Kathryn Brewer

Abstract: Infant-Directed Speech (IDS) is associated with positive language outcomes in children with and without autism spectrum disorder (ASD). This study examines the relationship between maternal register use within IDS (Farran, Lee, Yoo, & Oller, 2016), lexical diversity (Malvern & Richards, 2002), and child language level in naturalistic interactions between mothers and their children with ASD. Using audio recordings, we segmented maternal utterances and coded them in PRAAT (Boersma & Weenink, 2018) using D as a measure of lexical diversity (Lai & Schwanenflugel, 2016). Implications of our findings for research and practice will be underscored.

Objectives:

1. Examine the quantity and quality of vocalizations of mothers and their children with ASD
2. Explore lexical diversity of maternal utterances as it relates to register use within IDS
3. Learn about the importance of maternal semantic and vocal input in social-emotional development and its association with language outcomes in children with ASD

Speaker Bio:

Lama K. Farran, Ph.D., CCC-SLP, is an associate professor of Communication Sciences and Disorders at the University of West Georgia.

Brittany Sloan, B.A., is an undergraduate student of Communication Sciences and Disorders at the University of West Georgia.

Kathryn Brewer is an undergraduate student of Communication Sciences and Disorders at the University of West Georgia.

Disclosures:

Financial: Lama K. Farran has no relevant financial disclosures.

Financial: Brittany Sloan has no relevant financial disclosures.

Financial: Kathryn Brewer has no relevant financial disclosures.

Non-financial: Lama K. Farran has no relevant non-financial disclosures.

Non-financial: Brittany Sloan has no relevant non-financial disclosures.

Non-financial: Kathryn Brewer has no relevant non-financial disclosures.

Effects of Vocal Training on Auditory Versus Visual Learning Styles

Speaker: Autumn Hughes BS; Matthew Carter PhD, CCC-SLP

Abstract: This study investigates whether vocal training has an influence on auditory versus visual information processing abilities. The participants, grouped by vocal training experience, were administered the Auditory Modality and Visual Modality subtests of the Test of Information Processing Skills. Results suggest the presence of vocal training negatively affects the learning of both visually and auditorily presented information. Implications of these results may be useful for music educators, clinicians when evaluating singers, and for singers when learning new music.

Objectives:

1. Describe working memory and its effect on learning

2. Identify neurological differences between those who sing and those who do not
3. Discuss vocal training effects the processing of information in different modalities

Speaker Bio:

Autumn Hughes is a current communication sciences and disorders Master's student at Valdosta State University. She is originally from Buford, GA. She works as a graduate assistant for the university. She has special interest in vocal training.

Dr. Carter is a professor for the Communication Sciences and Disorders program at Valdosta State University.

Disclosures:

Financial: Autumn Hughes has no relevant financial disclosures.

Financial: Matthew Carter has no relevant financial disclosures.

Non-financial: Autumn Hughes has no relevant non-financial disclosures.

Non-financial: Matthew Carter has no relevant non-financial disclosures.

Speech Language Pathologists Comfortability with Treating Esophageal Dysphagia

Speaker: Cora Sanders BS; Matthew Carter PhD, CCC-SLP

Abstract: Dysphagia affects many people in our communities and is a symptom of another diagnosis. The various types of dysphagia require specific treatments and intervention strategies. Speech language pathologists treat dysphagia, but how comfortable are they with esophageal dysphagia? This study looks at the comfort levels speech language pathologists experience when treating esophageal dysphagia. A short survey was distributed to qualified speech language pathologists to gather information on their opinion of thier own knowledge, comfort, and training levels. The results showed various levels of comfort and experience with treating esophageal dysphagia.

Objectives:

1. Discriminate between the different types of dysphagia
2. Describe the level of comfort that SLPs have when assessing their own knowledge about esophageal dysphagia
3. Recognize the limitations SLPs have when treating esophageal dysphagia

Speaker Bio:

Cora Monique Sanders is an intermediate level graduate student from Valdosta State University. Prior to beginning graduate studies, she practiced as a Speech Language Pathology Assistant in Tallahassee, FL. During her 3 years of SLPA experience she enjoyed working with pre-school aged children and language acquisition. However, in her first semester she enjoyed her dysphagia class so much that she chose to do research on esophageal dysphagia.

Matt Carter is an associate professor in the Department of Communication Sciences and Disorders at Valdosta State University.

Disclosures:

Financial: Cora Sanders has no relevant financial disclosures.

Financial: Matthew Carter has no relevant financial disclosures.

Non-financial: Cora Sanders has no relevant non-financial disclosures.

Non-financial: Matthew Carter has no relevant financial disclosures.

6:30 PM – 8:00 PM

GSHFoundation Presidential Reception