

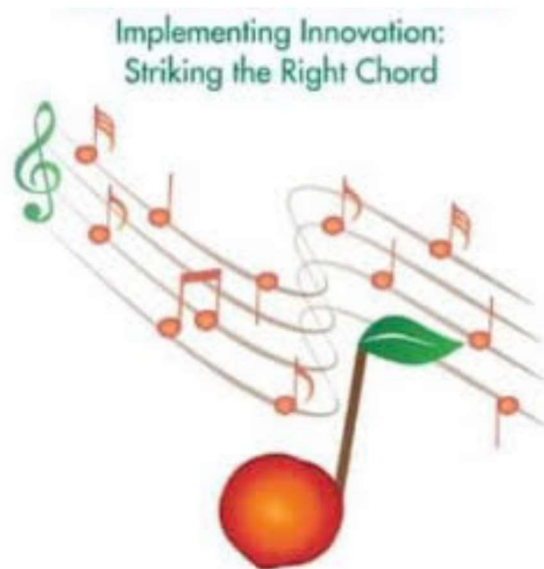


Gosh

Georgia Speech • Language • Hearing Association

**2022
CONVENTION
PROGRAM**

March 4 -5, 2022
Center for Continuing Education
Athens, GA





Thank you for joining us for the 2022 Georgia Speech-Language-Hearing Association (GSHA) Annual Convention! We are thrilled to be back together in person for professional development and camaraderie. Our theme this year is “Implementing Innovation: Striking the Right Chord”. It has never been more important in the midst of so much change and uncertainty to continue to grow, develop, and innovate with the latest research-based diagnostic and therapy interventions from a variety of speakers, who will deliver patient-centered treatment and help all of your clients achieve their goals. Professionals practicing in all fields ranging from adult to pediatric, medical to schools to private practice will find something at this year’s convention to inspire and motivate you!

Membership in GSHA and attending our Annual Convention is an excellent way to advance your clinical skills, your career, and our profession as a whole. I challenge each attendee to implement new evidence-based techniques that you learn at this year’s convention with each client that you serve. Take the resurgence of passion and skills you will gain after leaving convention to bolster your practice and improve all of your clients lives. Our strength as an organization and our strength as a profession is in our willingness to go above and beyond to help our patients reach their therapeutic potential. Please begin by viewing our digital program to check out this year's schedule and ASHA approved Continuing Education Unit (CEU) opportunities.

On Friday afternoon we are honored to have the 2021 ASHA President, A. Lynn Williams PhD, CCC-SLP presenting on What is ASHA Doing for Me as well as Dr. Eric Blicker to present a multi-part short course on COPD, FEES, And LPRD: Throat Burn. On Friday afternoon, all are welcome to attend the GSHA Foundation Celebration Luncheon where lunch will be provided to all guests. We also invite you to attend the GSHA Business Meeting on Saturday to learn about our efforts to advance our profession, our accomplishments in the past year, and formally acknowledge those whom are part of and/or have impacted our association in a positive way lending their time and talent to GSHA during our annual awards and scholarship portion of the program. I am delighted that you are choosing to further your clinical skills and network with outstanding professionals at GSHA. Should you need assistance at any time during the convention, please use the “help” tab in the Socio App and one of our committee members will be happy to assist you. Again, welcome, I am honored you chose to spend your valuable time with us!

Ashley Mohrfeld, M.Ed., CCC-SLP
2022 GSHA Convention Chair



Scan the QR code to download the app

We're so glad you're joining us for the GSHA 2022 Convention! It's time to log into the event app and set up your networking profile. If you've already downloaded and logged into the mobile app, great! Simply use the app's event search to find and download GSHA 2022 Convention.

If you've never used the app before, please use these instructions to download and join the event app from your mobile device:

- 1. Follow this link: <https://bit.ly/3hndGU4>**
- 2. Select the correct app download button for your device, and download the app**
- 3. Open the app, and enter your preferred email address, or use one of the social sign-in options.**
- 4. If you entered an email, create a password, and click Sign Up.**
- 5. Fill in your networking profile, and click Continue. Your profile information will help you connect with other people during the event!**
- 6. Now, browse for "GSHA 2022 Convention" or use the search bar to find it. Once you've found it, tap on it.**
- 7. A pop-up will appear asking for an Access Code. Enter GSHA2022 and tap SUBMIT.**

You're in! Feel free to start exploring. If you have any questions about the event app, or if you have trouble logging in, don't hesitate to reach out.

You can also join the event from your laptop or desktop computer! Here's how:

Please use these instructions to join the event app from your laptop or desktop computer. We recommend using the Google Chrome browser for the best experience.

- 1. Follow this link: <https://app.socio.events/MTQ4ODY%3D/overview>**
- 2. Enter your preferred email address, or use one of the social sign-in options.**
- 3. If you entered an email, create a password, and click Sign Up.**
- 4. Enter this Access Code: GSHA2022**
- 5. Fill in your networking profile, and click Continue. Your profile information will help you connect with other people during the event.**

You're in! Feel free to start exploring. If you have any questions about the event app, or if you have trouble logging in, don't hesitate to reach out.



ASHA CE APPROVED PROVIDER

Georgia Speech-Language-Hearing
Association

Various Levels

1.2 ASHA CEUs

At the end of Convention, please submit for ASHA CE's at

<https://forms.gle/giz4RDPRhupwLFcf9>

GSHA 2022 Convention will offer UP TO 12 hours of continuing education (1.2 CEUs). Partial credit is available for the convention if you are unable to attend every session.

Participants are required to report their attendance, list 3 learning outcomes and share their ASHA number at the end of convention in order to earn ASHA continuing education credit.

Please track your attendance throughout the convention via the Socio app and keep this information for your records.

To apply for ASHA CEUs, you must COMPLETE THE FOLLOWING FORM BY MARCH 12, 2022 at <https://forms.gle/giz4RDPRhupwLFcf9> Failure to complete the form by the due date will prevent you from earning Continuing Education Credit for this event.

GSHA will send you a copy of the form to serve as a certificate of attendance about 1-2 weeks after the due date. Please keep the program and a copy of the certificate of attendance (e.g. for verification for Georgia State Licensure). Please be patient with CE submission. It may not show up on your ASHA registry until 6-8 weeks after the event closes.

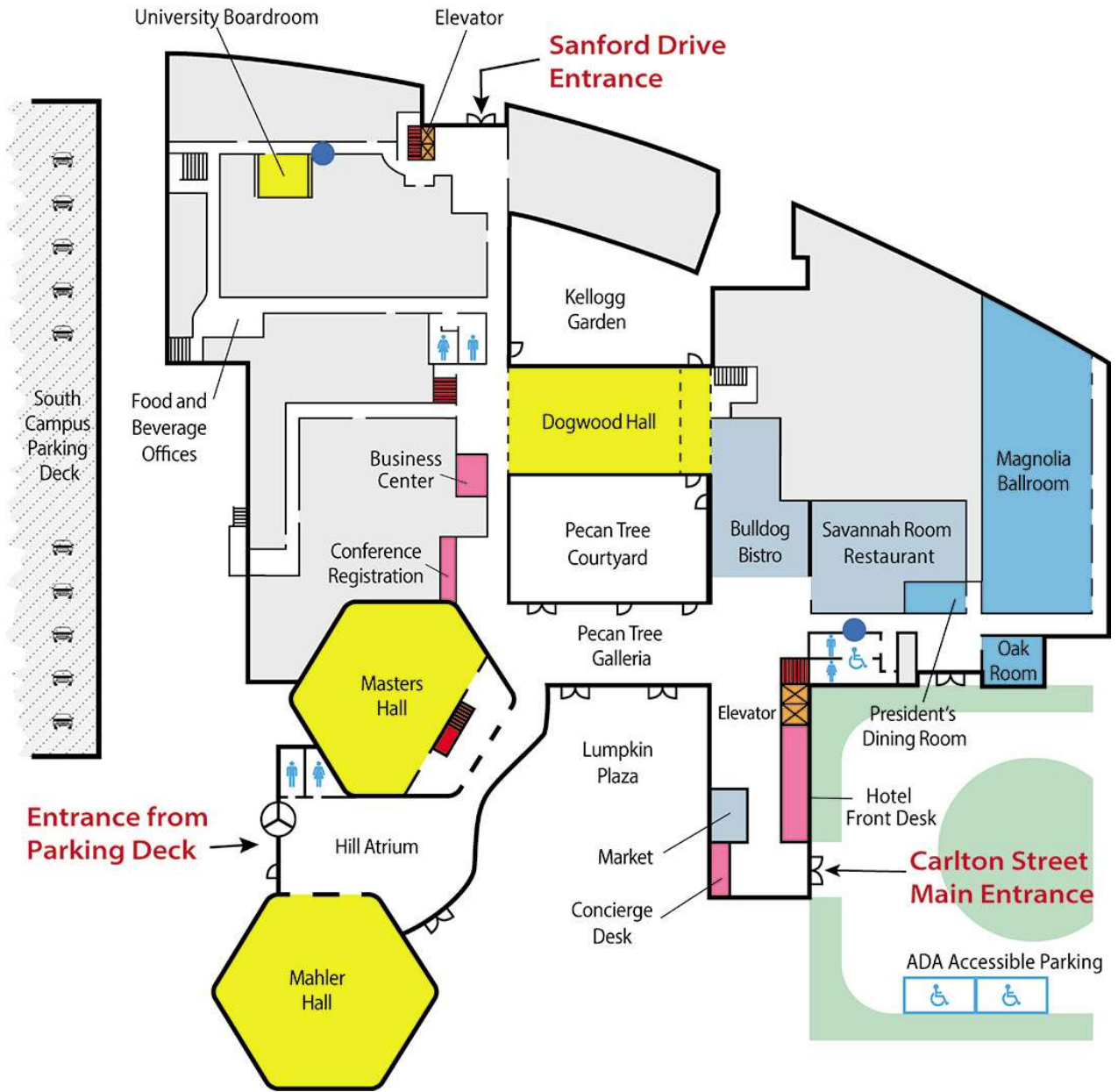
We will not accept late submissions.

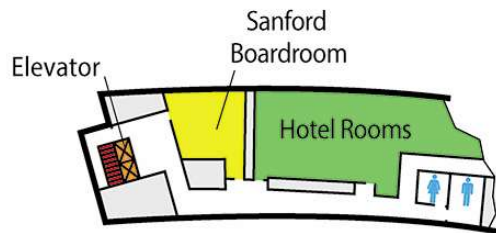
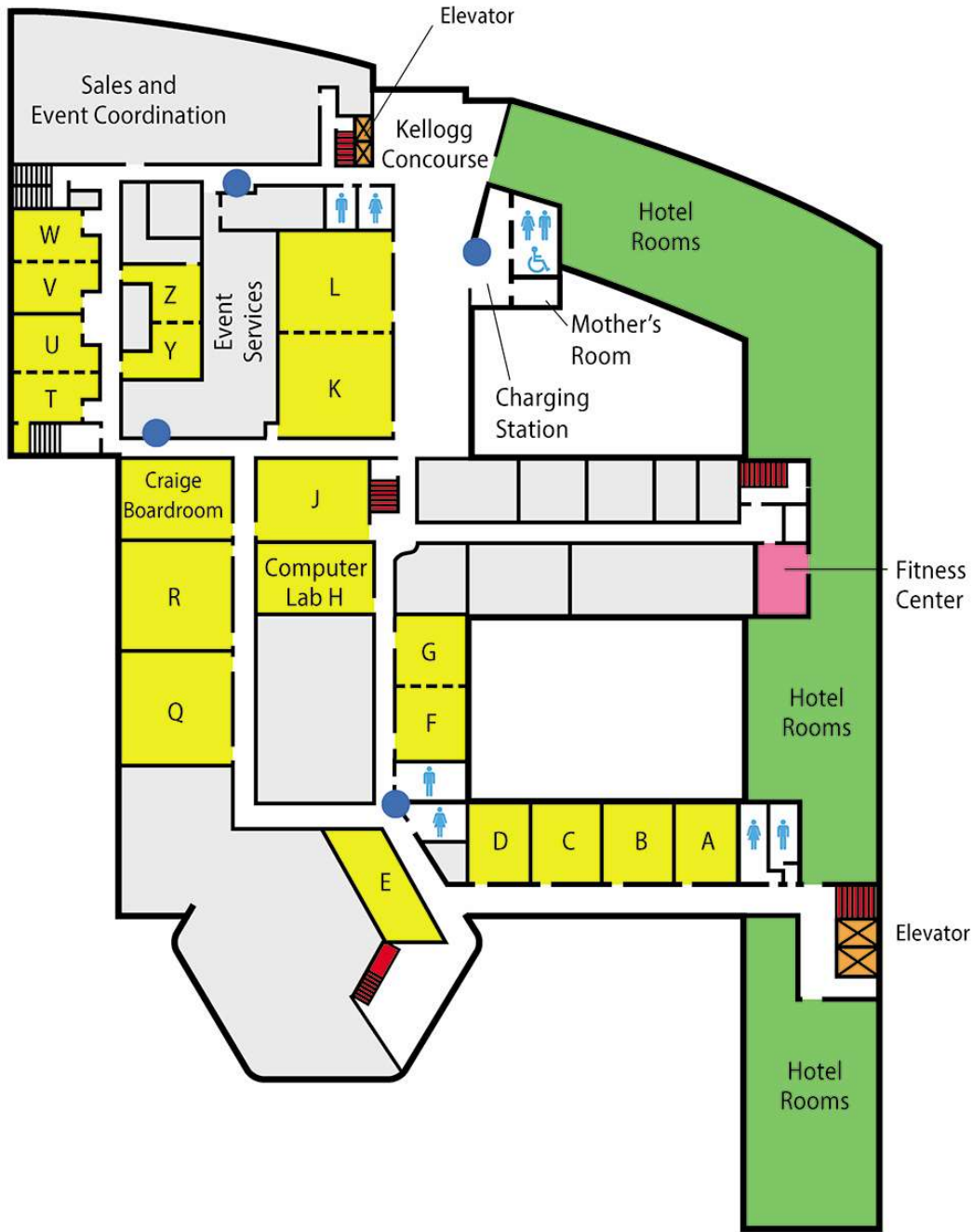
Do not submit more than once.

Please carefully check this form for accuracy. If you made an error, please contact the ASHA CE Administrator at kajonesslp@gmail.com

The online form replaces the "bubble sheet" and "stamp sheet" used in the past. Our Continuing Education Administrator will verify your attendance, convert the contact hours to CEUs, and report this information to ASHA. DO NOT contact ASHA directly to report your attendance at this convention.

Please note, if you want ASHA to maintain a record of your hours, you must pay for the annual ASHA CEU Registry.





**2022 Georgia Speech Language Hearing Association Convention
Timed Agenda, Learning Objectives and Speaker Disclosures**

Friday March 4, 7:00-8:00a

Registration Opens

Hill Atrium

Friday March 4, 8:00-10:00, 10:30 - 11:30, 15:00 – 17:00

Master’s Hall

Title: COPD, FEES, And LPRD: Throat Burn (Short Course)

Author: Eric Blicher CCC-SLP.D BCS-S

Instructional level: Intermediate

Time: 5 hours (3-part short course)

Abstract: The course was devised to explain the methodologies used in the endoscopic management of Chronic Obstructive Pulmonary Disease (COPD) patients with Laryngopharyngeal Reflux Disease (LPRD). The course provided instruction on the implementation of Flexible Endoscopic Evaluation of Swallowing (FEES) for diagnostic and therapeutic purposes when treating COPD patients with LPRD.

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

1. list at least four potential areas of surface anatomy change in the laryngopharynx secondary to LPRD.
2. list at least 3 clinical rating scales used in the management of LPRD.
3. define COPD.

Biography: Eric Blicher CCC-SLP.D BCS-S has Board Certification in Swallowing Disorders and a Clinical Doctorate Degree both attained in 2008. He was trained in FEES/FEESST at Columbia University in 2000. Dr. Blicher currently treats adult-geriatric dysphagia patients, works as an adjunct professor, and trains SLP in FEES through his own continuing education company.

Disclosures:

Financial: Eric Blicher CCC-SLP.D BCS-S was paid an honorarium for this presentation.

Non-financial: Eric Blicher CCC-SLP.D BCS-S has no known non-financial relationships.

Friday March 4, 8:00 – 10:00

Room Y/Z

Title: A Continuum of Service Delivery: Considering LRE and Curriculum to Support Students

Author: Lyndsey Zurawski, SLP.D, CCC-SLP

Instructional Level: Intermediate

Time: 2 hours

Abstract: Speech Language Pathologists play a critical role in supporting rigorous classroom instruction for students with communication disorders. Consider a continuum of service delivery models to meet the needs of students including the Least Restrictive Environment (LRE) and the curricular-demands of the classroom. This session will discuss a variety of service delivery with a focus on collaborative models in order to support language and literacy skills.

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

1. Identify a variety of service delivery models to support students with communication needs.

2. Identify strategies that will engage collaborative efforts between SLPs and school staff to support students with communication disorders.
3. Develop a plan to support students in the Least Restrictive Environment to support therapeutic practices.

Biography: Dr. Zurawski currently is employed by The School District of Palm Beach County as an SLP providing inclusive services to pre-k thru high school students, along with supervising, and working as a district diagnostician. Dr. Zurawski's focus is on providing collaborative-based inclusive services, literacy-based (curriculum-based) therapy, advocacy for students in alternative education, and reading disorders for students with speech and language disorders. Dr. Zurawski received the Rhonda Work School Clinician of the Year award in 2016 from FLASHA. She is a Past President of the Florida Association of Speech-Language Pathologists and Audiologists.

Disclosures:

Financial: Dr. Zurawski is an employee of The School District of Palm Beach County, a relationship with Reading with TLC/Lively Letters from which she receives consulting and speaking fees. She has ownership and intellectual property rights with the Inclusion Mentoring and Training Program (IMAT), Speech to the Core/Teachers Pay Teachers and Speech to the Core/ Lyndsey Zurawski, from which she receives financial compensation. Dr. Zurawski received complimentary registration and hotel.

Non-financial: Dr. Zurawski is a Past-President of the Florida Association of Speech-Language Pathologists and Audiologists (FLASHA) and the current President-Elect of CSAP. She has authored several SIG 16 Perspectives Article relating to the topics of service delivery in the schools and the use of Growth Mindset.

Friday March 4, 8:00 – 10:00

Room T/U

Non-financial: Lauren Hermann is a member of the Radiologic Society of North America. **Title:** Harmonizing in the Fluoroscopy Suite: A survey on practice preferences between radiologists and SLPs

Authors: Lauren Kathleen Hermann M.S. CCC-SLP & Maggie Donaker M.S. CCC-SLP

Instructional level: Introductory

Time: 2 hours

Abstract: The purpose of this presentation is to introduce existing standard protocols for bedside swallow evaluations and modified barium swallow studies and investigate the common barriers between radiologists and SLPs in the fluoroscopy suite. The speakers will introduce their unpublished survey research findings that allow us to get a deeper look into specific disagreements in practice preference during the MBS. This session will increase the participant's awareness of standardized protocols used for BSE and VFSS, the challenges SLPs and radiologists face interprofessional, and steps SLPs can take today to eliminate these barriers.

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

1. Understand the steps of dysphagia assessment from bedside to fluoroscopy suite
2. Identify current standardized methods used with modified barium swallow studies
3. Understand the five common barriers between radiologists and SLPs
4. Describe the future directions of VFSS and interdisciplinary relationships between the radiologist and SLP

Biography: Lauren Hermann had 8 years of experience as an SLP in the medical setting and is passionate about helping other SLPs and healthcare providers market their skills and services to others. She is the author of the book titled "But My Speech Is Fine!" and completed survey research with her team investigating the MBS practice patterns and preferences between SLPs and radiologists. She is currently helping other SLPs and healthcare business owners market and advocate for their services to help create a larger impact on the overall health of our communities.

Ms. Donaker a Medical SLP practicing since 2011. BS Ohio University Athens, Ohio and MS at Bowling Green State University Ohio. Licensed in Florida & Ohio. 6-time ASHA ACE award recipient, one of several SLPs to be accepted as a member of the Radiologic Society of North America (RSNA), member of American Society of Radiologic Technologist (ASRT), and SIG 13 member. Director of Operations for Dysphagia Outreach Project. Facilitator of Dysphagia Digest of Florida

Disclosures:

Financial: Maggie Donaker has no relevant financial disclosures

Non-financial: Maggie Donaker is a Member of the Radiologic Society of North America

Financial: Lauren Hermann has no relevant financial disclosures

Friday March 4, 8:00 – 10:00

Room J

Title: Behavior is Communication: Enhancing SLP-BCBA Collaboration

Author: Brittany Ruth Schmidt CCC-SLP, BCBA

Instructional Level: Intermediate

Time: 2 hours

Abstract: As an SLP-BCBA, I have collaborated with many professionals in both fields. Too often, with emerging communicators, the only skill targeted is the accuracy of vocal imitation, leading to slow or scattered progress. Emphasis on speech alone, without considering what the behavior of the learner is communicating, can also lead to a breakdown in the clinical partnership between the SLP and the BCBA. This presentation will detail other skill areas important to becoming an effective communicator, and actionable treatment strategies to target those areas.

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

1. Describe prelinguistic skill areas that contribute to becoming an effective communicator
2. Describe treatment strategies to promote prelinguistic skill development
3. Describe outcome and strategies to promote effective collaboration

Biography: Brittany Schmidt began her career working with autistic individuals who were deemed "too challenging" by SLPs in the area. Inspired by the work of behavior analysts who saw "challenging" behavior as communication, she went on to become one of 400 dually certified SLP-BCBAs in the world. Brittany earned her masters in Communication Sciences & Disorders from the University of Florida, and her masters in Exceptional Student Education from the University of West Florida. She is committed to presuming the potential of every learner and promoting collaborative care.

Disclosures:

Financial: Director of Speech-Language Pathology for BASS Autism

Non-financial: Guest Lecturer for University of Florida Member of FLASHA, ASHA, SPABA, FABA

Friday March 4, 8:00 – 10:00

Room V/W

Title: Developing a Leadership Toolkit for Expanding Responsibilities

Author: Pat Chute Ed.D. CCC-A & MaryEllen Nevins Ed.D.

Instructional level: Introductory Intermediate

Time: 2 hours

Abstract: Mid-career speech and hearing professionals in both medical and educational workplaces bring specialized knowledge and skills as a result of their advanced academic preparation. However, skills in leadership and effective communication are not necessarily in their wheelhouse and are foundational for personal growth and advancement. This presentation provides a broad overview of the tenets of leadership and communication styles that are necessary for leading the diverse workforce of today. It curates proven leadership and communication concepts from business to meet the unique needs of educational and health professionals especially those credentialed in speech and hearing. This intermediate level session addresses authentic leadership and communicative excellence and opens the door to further exploration and actionable steps.

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

1. Identify personal strengths and professional goals to drive authentic leadership and commit to reflection and self-care
2. Compare and contrast communication challenges in interdisciplinary and cross disciplinary conversations
3. Articulate a personal goal that identifies action for continued learning and expansion of leadership skills

Biography: Dr. Pat Chute is a licensed and certified audiologist and is the former Provost and VP of Academic Affairs at Dalton State College. Her career includes significant work in the field of cochlear implantation and education. She has presented in venues internationally as well as nationally and has published three books with her colleague Dr. Mary Ellen Nevins. Her latest collaboration with Dr. Nevins, the Propelling Careers Leadership Academy (PCLA) has provided a platform that offers leaders opportunities to explore their personal goals.

Mary Ellen Nevins EdD is a teacher of children who are D/HH. In her 40-year career, she was university faculty in education, educational consultant on an implant team, and led the design/presentation of national professional education programs. Her final position at University of Arkansas for Medical Sciences resulted in development of an Auditory Based Intervention certificate for SLPs/AuDs; she also served as Interim Department Chair. Her venture with Pat Chute, advances a passion for assisting the career journey of today's educators and health professionals.

Disclosures:

Financial: Dr. Pat Chute is a licensed and certified audiologist in Georgia. She is the founding partner of Chute & Nevins Consulting, LLC. This entity provides coursework for health and educational professionals through a tuition-based online synchronous program. For details see www.propellingcareers.org

Non-financial: Dr. Pat Chute has no non-financial disclosures.

Financial: Mary Ellen Nevins EdD is a certified teacher of children who are deaf and hard of hearing. She is the managing partner of Chute & Nevins Consulting, LLC. This entity provides

coursework for health and educational professionals through a tuition-based online synchronous program. For details see www.propellingcareers.org
Non-financial: Mary Ellen Nevins EdD has no non-financial disclosures.

Friday March 4, 10:00 – 10:30
Morning Refreshment Break with Exhibitors
Hill Atrium

Friday March 4, 10:30 - 11:30
Title: COPD, FEES, And LPRD: Throat Burn (2 of 3)
Master's Hall

Friday March 4, 10:30 - 11:30
Room J
Title: Esophageal Web - Small Membrane, Big Impact
Author: Sarah Kay Smith MCD, CCC-SLP
Instructional level: Introductory
Time: 1 hours

Abstract: Esophageal webs are common in patients and can cause a variety of symptoms and complaints. As speech pathologists, we are often the first medical professionals who screen for or identify patients who may be experiencing symptoms from esophageal webs. This gives us as clinicians a unique opportunity to provide early intervention and collaboration with other healthcare professionals to adequately address patient needs.

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

1. Describe typical esophageal anatomy and physiology.
2. Describe esophageal web anatomy.
3. Name at least one effective treatment for esophageal webs.
4. Name two clinical symptoms of esophageal webs.

Biography: Sarah Smith completed her bachelor degree at Cleveland State University before finishing her Master of Communication Disorders at University of South Carolina in 2017. Choosing to remain in the south, Sarah has found that Georgia offers young speech pathologists unique career opportunities. Sarah currently works at the Georgia Cancer Center, located at Augusta University Medical Center (formerly known as Medical College of Georgia) specializing in head and neck cancer rehabilitation.

Disclosures:

Financial: Sarah Smith has no financial disclosures.

Non-financial: Sarah Smith has no non-financial disclosures.

Friday March 4, 10:30 - 11:30
Room T/U

Title: Novel Method for Measuring the Kinematic Effects of Neuromuscular Electrical Stimulation in Swallowing Therapy
Authors: Rick McAdoo M.S. CCC-SLP & Russ Campbell, PT
Instructional Level: Intermediate
Time: 1 hour

Abstract: In this seminar, the aim is to demonstrate how frequently used clinical results in standard dysphagia care (standardized rating scales and diet upgrades) can be enhanced through quantified kinematic changes in standard clinical practice. A case study will be presented, including a past medical history, results of the initial Video Fluoroscopic Swallow Study (VFSS), the therapy plan, and the clinical outcomes gathered from the follow-up VFSS, which will include pre and post measurements of the kinematic changes, measured using the TIMS DICOMS Review Software (TDRS).

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

1. Describe the anatomy of the hyolaryngeal elevators and their importance in airway protection
2. Identify the movement of the hyoid bone in 30 frames per second videofluoroscopic movie clips
3. Relate and compare results in standardized swallowing scales (FOIS, Rosenbek Penetration/Aspiration Scale (PAS) to kinematic changes in swallowing function.

Biography: Rick McAdoo, M.S., CCC-SLP, received his BS in Speech-Language Pathology in 1989 and Master of Science in Speech-Language Pathology in 1990 from Texas Christian University. Following an externship at the VA Hospital in Dallas, Texas, he has worked primarily with the adult neurogenic population with a specialized emphasis in dysphagia. Utilizing a research approach, Rick has worked extensively in implementing dysphagia therapy techniques using neuromuscular electrical stimulation and posture as a primary focus. Russ Campbell, PT, is an award-winning therapist and received his degree from Northwestern University in 1989. Over his 30 years of clinical practice he has provided care in acute care hospitals, inpatient rehab units, skilled nursing facilities, outpatient clinics and home health arenas. Russ specializes in using modalities in conjunction with a holistic approach to foster faster outcomes to maximize the quality of life of the elderly patient. He has provided over 500 continuing education trainings to physical, occupational and speech therapists across the country.

Disclosures:

Financial: Russ has intellectual property rights, holds a patent on Ampcare ESP Technology and receives compensation for its sale. He is employed by and has ownership interests in Ampcare, LLC, and receives a salary.

Rick has intellectual property rights, holds a patent on Ampcare ESP Technology and receives compensation for its sale. He is employed by and has ownership interests in Ampcare, LLC, and receives a salary.

Non-financial: Rick has no relevant non-financial relationships to disclose.

Russ has no relevant non-financial relationships to disclose.

Friday March 4, 10:30 - 11:30

Room Y/Z

Title: Professors' perceptions and evaluations of students who do and do not stutter following oral presentations

Author: Danielle Werle PhD, CCC-SLP & Courtney Byrd PhD, CCC-SLP

Instructional level: Intermediate

Time: 1 hour

Abstract: This study examined the perceptual ratings and performance evaluations of students who do and do not stutter by professors who require presentations and the influence of behaviors related to communication competence. One hundred fifty-eight college instructors viewed one

video of four randomized conditions varying along the presence of stuttering and high/low communication competence. Participants evaluated performance and rated the student along 16 personality traits. Results revealed significant interactions between stuttering and communication competence. The video in which the student stuttered and presented with low communication competence was rated more positively than the non-stuttering counterpart video. In the presence of low communication competence behaviors, professors over-correct in the form of positive feedback bias which may have negative long-term academic consequences.

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

1. Describe the negative stuttering stereotype and its origin
2. Identify patterns of over-corrective positive bias towards students who
3. Discuss strategies for mitigation of positive feedback bias for students who stutter

Biography: Danielle Werle, PhD, CCC-SLP is an Assistant Director of Clinical Research at the Arthur M. Blank Center for Stuttering Education and Research. Her research program investigates the cognitive and linguistic contributions to developmental fluency disorders, effective communication, and the mitigation of stereotype threat for individuals who stutter. Specific research interests include how strategies for effective communication interact with how listeners perceive, evaluate, and respond to individuals who stutter.

Courtney T. Byrd is Founding Director of the Michael and Tami Lang Stuttering Institute and Professor, Associate Chair, and Graduate Advisor in Department of Communication Sciences and Disorders at The University of Texas at Austin. She is Vice President for Continuing Education of The Stuttering Foundation. She received her bachelor's degree from Louisiana State University-Shreveport, her master's degree from Texas Christian University and her Ph.D. from Vanderbilt University.

Disclosures:

Financial: Danielle Werle has no financial disclosures.

Courtney Byrd has no financial disclosures.

Non-financial: Danielle Werle has no non-financial disclosures.

Courtney Byrd is the Founding and Executive Director of the Arthur M. Blank Center for Stuttering Education and Research, the Michael and Tami Lang Stuttering Institute, the Dr. Jennifer and Emanuel Bodner Developmental Stuttering Laboratory, and the Dealey Family Foundation Stuttering Clinic.

Friday March 4, 10:30 - 11:30

Room V/W

10:30 – 11:30 AM

Room: V/W

Title: Cultural Connection: Thriving in the Field of ComDis

Author: Dominique Kennedy, MS CCC-SLP

Instructional Level: Intermediate

Time: 1 hour

Abstract: Communication is the cornerstone of strong relationships. This process of expression, relaying information, sharing thoughts, ideas and perspectives, occurs by way of verbal and nonverbal exchange and is often deeply influenced by culture. The methods of communication that are chosen and applied, function as a means to capture and reflect the culture and lived experiences of the communicator on a personal and relational level. It is at this level that communication partners can seek to openly encounter one another. A thorough understanding of

cultural considerations helps to support the clinician's ability to be effective in a chosen setting.

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

1. demonstrate the ability to evaluate strategies and methods utilized during a conversation, within personal relationships and professional settings.
2. demonstrate the ability to integrate and apply appropriate information from targeted sources to increase knowledge concerning cultural considerations.
3. demonstrate a working understanding of session content that can be applied to fortify confidence toward a more effective communicative exchange with culturally and linguistically diverse communities.

Biography: Dominique Kennedy is an experienced and licensed Speech-Language Pathologist. She is also the author of several publications. Through her private practice, she serves children and adults. She is a certified member of ASHA and has held memberships with Special Interest Groups, Fluency & Fluency Disorders and Augmentative & Alternative Communication. She has developed educational programs, professional development courses, and workshops. She lives in south metro Atlanta with her husband and their two daughters. She enjoys fine arts, music, and culture.

Disclosures:

Financial: Dominique Kennedy Author for Yves Publishing, LLC and receives royalty payments.

Non-financial: Dominique Kennedy has no non-financial disclosures.

Friday March 4, 11:30 – 13:00

Transition Time

Friday March 4, 11:45 – 12:45

GSHA Foundation Celebration Luncheon

Magnolia Ballroom

GSHA Foundation would like to invite all convention attendees to a free luncheon where you can learn more about the Foundation.

Friday March 4, 12:45-13:00

Transition Time

Friday March 4, 13:00 – 14:00

Master's Hall

Title: What's ASHA Doing for Me -- and How Can I Get in on it?

Author: A. Lynn Williams, Ph.D., CCC-SLP

Instructional Level: Introductory

Time: 1 hour

Abstract: This presentation is for GSHA members who want to be leaders, but are not sure how to get started. Strategies for successful advocacy, opportunities to lead, and ways to get involved will be discussed. An update of ASHA action items and activities will also be presented.

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

1. Describe at least 3 traits common to great leaders
2. Identify up to 3 skills acquired through ASHA's Leadership Academy

3. Identify at least 3 benefits to joining the ASHA online community

Biography: A. Lynn Williams, Ph.D., CCC-SLP is Associate Dean for Academic Affairs in the College of Clinical and Rehabilitative Health Sciences and Professor in the Department of Audiology and Speech-Language Pathology at East Tennessee State University. Dr. Williams provides oversight and curriculum development for a number of allied health professions within her college. She has a strong interest in the impact of communication disorders as examined through the International Classification of Functioning, Disability, and Health (ICF) of the World Health Organization (WHO) and advocates for the value of our professions in improving population health. Her research focuses on models of assessment and intervention of communication disorders in children, and she is interested in translational research and implementation science. As an international expert on intervention for speech sound disorders in children, her intervention and translational research has been funded through NIH. Dr. Williams has a strong track record of over 175 publications and presentations. Dr. Williams recently served as the ASHA Vice-President for Academic Affairs in Speech-Language Pathology (2016-2018) and has served as an associate editor for LSHSS and AJSLP. Dr. Williams was selected to participate in the inaugural IPEC Interprofessional Deans Leadership Program held in 2017 and is the first ASHA member to be an invited speaker for the IPEC Faculty Institute (May 2019). Dr. Williams is a Distinguished Fellow of the National Academy of Practice, an ASHA Fellow, and was an Erskine Fellow at the University of Canterbury in Christchurch, New Zealand in 2011. Dr. Williams chaired the Ad Hoc Committee on Graduate Education in SLP (2018-2020) and is the 2022 ASHA Immediate Past-President

Disclosures:

Financial: Travel expenses as an ASHA Board liaison to state association
Salary at East Tennessee State University

Non-Financial: Dr. Williams no relevant non-financial relationships to disclose.

Friday March 4, 14:00-15:00

Afternoon Refreshment Break with Exhibitors

Hill Atrium

Friday March 4, 15:00 – 17:00

Title: COPD, FEES, And LPRD: Throat Burn (3 of 3)

Master's Hall

Friday March 4, 15:00 – 17:00

Room J

Title: Fostering self-advocacy and communication excellence in children, teens, and adults who stutter

Author: Danielle Werle, Ph.D., CCC-SLP, Kia Johnson, Ph.D., CCC-SLP, and Courtney Byrd, Ph.D., CCC-SLP

Instructional Level: Intermediate

Time: 2 hours

Abstract: Sharing about stuttering with others has been proven to positively influence listener perceptions, and to improve the speaker who stutters' attitude towards their communication, as well as their ability to speak more confidently and competently. The present workshop will

provide an overview of self-disclosure research, and the translation of our findings to clinical practice such that all participants learn the necessary steps to teaching and/or using these strategies in an effective manner. Finally, this presentation will provide evidence for the combination of these strategies with targeting communication excellence to reduce the overall negative impact of stuttering on the lives of individuals who stutter.

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

1. Describe self-disclosure and its benefit to individuals who stutter.
2. Discuss how targeting communication excellence reduces the negative impact of stuttering.
3. Describe at least one strategy used to improve communication by individuals who stutter.

Biography: Danielle Werle, Ph.D., CCC-SLP is an Associate Director of Clinical Research at the Arthur M. Blank Center for Stuttering Education and Research Satellite in Atlanta, Georgia through The University of Texas at Austin. Her research program investigates the cognitive and linguistic contributions to childhood stuttering, and the mitigation of stereotype threat for individuals who stutter across the lifespan.

Kia Noelle Johnson, Ph.D., CCC-SLP is the Associate Director of the Arthur M. Blank Center for Stuttering Education and Research Satellite in Atlanta, Georgia through The University of Texas at Austin. She specializes in childhood stuttering and has a research interest in speech disfluencies of culturally and linguistically diverse children. She is Chair of the Board of Directors to NBASLH, is a member of the ASHA Board of Directors, and National Advisor to National NSSLHA.

Courtney T. Byrd is Associate Chair and Professor in the Department of Speech, Language, and Hearing Sciences and Founding Director of the Arthur M. Blank Center for Stuttering Education and Research at The University of Texas at Austin. Her research interests include speech-language contributions to childhood stuttering and best practice for children and adults who stutter.

Disclosures

Financial Disclosures: Danielle Werle: Salaried employee - University of Texas at Austin

Kia Noelle Johnson: Salaried employee - University of Texas at Austin

Courtney T. Byrd: Salaried employee - University of Texas at Austin, Vice President of Research and Continuing Education – The Stuttering Foundation

Non-financial Disclosures: Danielle Werle: No non-financial disclosures

Kia Noelle Johnson: Member - ASHA Board of Directors, Chair – NBASLH Board of Directors, National Advisor – National NSSLHA

Courtney T. Byrd: Founding & Executive Director, Arthur M. Blank Center for Stuttering Education and Research, Board Member and Faculty Partner, European Consortium of Fluency Disorders

Friday March 4, 15:00 – 17:00

Room Y/Z

Title: High-Yield Strategies to Support Student Success

Author: Lyndsey Zurawski, SLP.D, CCC-SLP

Instructional Level: Intermediate

Time: 2 hours

Abstract: Speech Language Pathologists and teachers play a critical role in supporting rigorous classroom instruction for students with communication disorders language, disorders, and literacy disorders including dyslexia. Learn why rigor is so critical to the development of

language and literacy skills, as well as high-yield strategies to assist in targeting the linguistic underpinnings of literacy to support the needs of students with language and literacy disorders. Included will be discussion of instructional strategies such as using summarizing and note taking, reinforcing effort, cooperative learning, and the use of higher-order questions and advance organizers.

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

1. Identify strategies to support UDL for students with language literacy disorders.
2. Identify what rigor is and how it applies to SLPs
3. Determine high-yield strategies that will effectively improve student success.

Biography: Dr. Zurawski currently is employed by The School District of Palm Beach County as an SLP providing inclusive services to pre-k thru high school students, along with supervising, and working as a district diagnostician. Dr. Zurawski's focus is on providing collaborative-based inclusive services, literacy-based (curriculum-based) therapy, advocacy for students in alternative education, and reading disorders for students with speech and language disorders. Dr. Zurawski received the Rhonda Work School Clinician of the Year award in 2016 from FLASHA. She is a Past President of the Florida Association of Speech-Language Pathologists and Audiologists.

Disclosures:

Financial: Dr. Zurawski is an employee of The School District of Palm Beach County, a relationship with Reading with TLC/Lively Letters from which she receives consulting and speaking fees. She has ownership and intellectual property rights with the Inclusion Mentoring and Training Program (IMAT), Speech to the Core/Teachers Pay Teachers and Speech to the Core/ Lyndsey Zurawski, from which she receives financial compensation. Dr. Zurawski received complimentary registration and hotel.

Non-financial: Dr. Zurawski is a Past-President of the Florida Association of Speech-Language Pathologists and Audiologists (FLASHA) and the current President-Elect of CSAP. She has authored several SIG 16 Perspectives Article relating to the topics of service delivery in the schools and the use of Growth Mindset.

Friday March 4, 15:00 – 17:00

Room T/U

Title: Multicultural Assessment and Intervention

Author: Katherine Marie Lamb CCC-SLP

Instructional level: Intermediate

Time: 2 hours

Abstract: This presentation will address how to provide effective evidence based practices which includes dynamic and standardized speech language assessments. It is also intended to provide differentiation between bilingual English Language Learners and bilinguals with Primary Language Impairment. RTI practices will also be addressed. This presentation will also provide recommendations for therapeutic interventions for those bilingual children with language impairments. In addition, an overview cultural and linguistic variables and cultural perceptions and beliefs about disability and other cultural communication differences will be reviewed.

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

1. Explain how cultural views on communication disability influence perceptions of impairment.
2. Describe research driven EBP within dynamic assessment of bilingual learners and limitations of standardized testing.

3. Discuss strategies in the classroom to strengthen the literacy outcomes of bilingual students.

Biography: Katherine Lamb is an Assistant Professor in Communication Sciences & Disorders at Valdosta State University. She was a Speech-Language Pathologist in an acute care hospital prior to earning her PhD from the University of South Florida. Her research includes lexical access, semantics, neurogenic stuttering, emotions as a contagion, dysphagia and aphasia. Dr. Lamb's teaching focus at VSU includes undergraduate and graduate courses in AAC, Clinical Methods, and Congenital and Multi-factorial disorders.

Disclosures:

Financial: Katherine Lamb has no financial disclosures.

Non-financial: Katherine Lamb has no non-financial disclosures.

Friday March 4, 15:00 – 17:00

Room V/W

Title: Therapist to Manager: Converting Good Clinical Skills to Good Executive Skills

Author: Amy Patton MEd, CCC-SLP, MBA

Instructional level: Introductory

Time: 2 hours

Abstract: Good Speech-Language Pathologists who excel at goal setting and communication have the basic skills needed to be a good manager. This introductory course will teach how to first identify desired outcomes and then develop and direct people to achieve those outcomes. Special emphasis will be placed on setting and communicating clear standards, understanding basic supervisory technique, setting measures to ensure standards are met, performing analysis when standards are not met, and exploring process improvement methodologies.

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

1. Describe how and why good supervision occurs daily.
2. Explain the difference between a lag and lead measure and why lead measures are important.
3. Describe at least one process improvement tool.
4. Demonstrate knowledge of the material by workshopping at least one of the areas of emphasis (goal setting, lag/lead measures, root cause analysis, use of a process improvement methodology).

Biography: Amy is an experienced Speech-Language Pathologist who has worked across the spectrum: hospital care, subacute rehab, home health, and the school system. She has also worked as a licensed Nursing Home Administrator and a licensed Assisted Living Executive Director. Amy has a Master of Science in Education in Communication Disorders from Valdosta State University and a Master of Business Administration from Augusta University. Amy is currently a Senior Speech Pathologist at Augusta University Medical Center.

Disclosures:

Financial: Ms. Patton has no relevant financial relationships to disclose.

Non-financial: Ms. Patton has no relevant non-financial relationships to disclose.

Saturday March 5, 7:00-8:00

Registration Desk Open

Hill Atrium

Saturday March 5, 8:00-10:00

Master's Hall

Title: Destination Collaboration: Practical Ideas for Collaborative Service Delivery in Schools

Author: T.J. Ragan, M.A., CCC-SLP

Instructional level: Intermediate

Time: 2 hours

Abstract: Through a variety of interactive learning activities, the presenter offers school-based speech-language pathologists strategies for supporting students through meaningful collaboration with families and colleagues. The presenter offers practical tips from her 19 years of experience, as well as lessons learned and ideas for overcoming barriers to evidence-based best practice.

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

1. Describe strategies for identifying, creating, and maintaining positive collaborative partnerships with family members and colleagues in order to support students on their caseloads.
2. Identify action steps for preparing for, engaging in, and trouble-shooting collaborative practice in schools.
3. Compare/contrast varying models of collaboration to determine which models might be the best fit for individual students, their families, and their school-based teams.

Biography: T.J. Ragan is a Clinical Associate Professor and the Director of the University of Georgia Speech & Hearing Clinic in Athens, Georgia. She is an ASHA certified speech-language pathologist with 19 years of experience in a variety of settings including early intervention, private practice, public and charter schools, language and literacy coaching, supervision, and administration.

Disclosures:

Financial: No relevant financial disclosures.

Non-financial: TJ Ragan serves on the Professional Development Committee for ASHA's Special Interest Group 1: Language Learning and Education.

Saturday March 5, 8:00-10:00

Room J

Title: Evidence- based Dysphagia Service Delivery in Medical Settings

Author: Aneesha Virani, PhD, CCC-SLP

Instructional level: Intermediate

Time: 2 hours

Abstract: The expectation and ethical need to provide evidence-based patient care is in no way a new concept to healthcare or to our field of Speech Pathology. However, the recent unfortunate global pandemic has forced us professionals to become, what can best be described as, 'innovative', in the manner in which we have adapted our service delivery. We have had to navigate through a dynamic situation, utilizing literature both research and clinical as well as anecdotal knowledge to guide our accurate care provision. Not being evidence-based has never become an available option during the pandemic; however as clinicians we have learned to provide 'optimal care' (not black and white care) in unique situations. This presentation aims to achieve the following: a) discuss evidence-based best practices in providing dysphagia services within medical settings b) elaborate the unique purposes of a clinical evaluation vs. an instrumental evaluation as well as treatment of dysphagia and c) present case examples representing the evidence-based management of patients.

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

1. Discuss evidence-based best practices in providing dysphagia services within medical settings
2. Elaborate the unique purposes of a clinical evaluation vs. an instrumental evaluation as well as treatment of dysphagia
3. Present case examples representing the evidence-based management of patients

Biography: Aneesha Virani PhD CCC SLP graduated with her PhD in Communication Sciences & Disorders from the Louisiana State University in 2012. Her interests include the diagnosis & management of voice, airway and swallowing disorders, particularly in the head neck cancer patient population. She serves as the Clinical Coordinator for Audiology and Speech Pathology at Northside Hospital, leading several programs throughout the Northside System. Aneesha serves as the Chair of ASHA's SIG 13's Coordinating Committee on Swallowing and Swallowing Disorders and is transitioning out as the Editor of the Perspectives on Swallowing and Swallowing Disorders. She also serves as a member of the American Congress of Rehabilitation Medicine's Cancer Rehabilitation Networking Group's Education and Outcomes & Research Task Forces.

Disclosures:

Financial: Salary as Clinical Coordinator of Rehabilitation Services at Northside Hospital System, Atlanta GA; ASH Foundation Researcher-Practitioner Grant awarded as Co-PI for *Examining the Effect of Implementing a Standardized Approach for the Modified Barium Swallow Study (MBSS)* / \$ 35,000 (100%) for December 2020- December 2022

Non-financial: Member of the American Speech-Language-Hearing Association, Member of ASHA's Special Interest Group on Swallowing and Swallowing Disorders (SIG 13), Member of ASHA's Special Interest Group on Voice and Voice Disorders (SIG 3), Chair of ASHA's Special Interest Group on Swallowing and Swallowing Disorders (SIG 13), Editor (Transitioning out) of ASHA's Perspectives Journal on Swallowing and Swallowing Disorders (SIG 13), Reviewer for the Journals- Perspectives of SIG 13, AJSLP and JSLHR, Review for the Journal- Archives of Physical Medicine and Rehabilitation, Member of American Congress of Rehabilitation Medicine's (ACRM) Cancer Research Networking Group's (CRNG) Education Task Force, Member of American Congress of Rehabilitation Medicine's (ACRM) Cancer Research Networking Group's (CRNG) Outcomes and Research Task Force

Saturday March 5, 8:00-10:00

Room T/U

Title: Helping our Patients Through Thick and Thin (liquids)

Author: Hillary Cooper M.A., CCC-SLP

Instructional level: Introductory

Time: 2 hours

Abstract: Thickening agents are a pervasively utilized compensatory strategy for individuals with dysphagia. A common misperception is that thickening agents are benign and are saving our patients from harm. Recent research has shown that this may not be the case. In this lecture, President & Co-founder of the Dysphagia Outreach Project Hillary Cooper takes you on a journey to learn about the evidence behind the use of thickening agents in dysphagia management, the types of thickeners currently on the market, the pros and cons of each thickening agent, and contraindications/precautions for their use. She will also provide attendees with a useful reference to help with advocacy of proper use of thickening agents in settings across the lifespan.

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

1. Identify 3 aspects of thickening which may impact quality of life.
2. Demonstrate understanding of the current scientific evidence regarding use of thickeners without instrumentation.
3. Describe 5 types of thickeners and their primary indications and contraindications for use.

Biography: Hillary Cooper is an accomplished speech-language pathologist who has worked in multiple settings including outpatient, private practice, long-term care facilities, acute care, home health, university, and mobile FEES. She is the owner of North Louisiana Swallow Solutions, SLPstuff.com, and co-owner of Evolutionary Education Solutions. She is the President & Co-founder of Dysphagia Outreach Project and current President-Elect of the Louisiana Speech-Language Hearing Association. She also teaches graduate-level dysphagia at the University of Louisiana at Monroe.

Disclosures:

Financial Disclosures: Hillary Cooper is Co-Owner, Evolutionary Education Solutions, receives salary Owner, North Louisiana Swallow Solutions, receives salary Owner, SLPstuff.com, receives salary Content Creator for Simucase, receives salary Adjunct Professor, University of Louisiana at Monroe, receives salary Content Creator, Lecturer, & Mentor for the Medical SLP Collective, receives salary

Non-Financial Disclosures: Hillary Cooper is President & Co-Founder of The Dysphagia Outreach Project President-Elect of the Louisiana Speech-Language Hearing Association (LSHA)

Saturday March 5, 8:00-10:00

Room Y/Z

Title: The Misdiagnosis of "da" Black Kid

Author: Lauren Hastings, M.S., CCC-SLP, ADHD-RSP, Lauren Prather, Ph.D(c), CCC-SLP

Instructional level: Intermediate

Time: 2 hours

Abstract: It is imperative for SLPs to apply culturally appropriate practices for children from minority cultures who have speech and language delays/disorders. This presentation focuses on increasing awareness and understanding of the characteristics of AAE. We will discuss the importance of considering these dialectal features during the evaluation and intervention process. SLPs can use this knowledge as a baseline to build rapport with AAE speaking children and families and to appropriately diagnose children who use AAE.

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

1. Identify speech/language differences of AAE
2. Explain the importance of considering AAE during the evaluation process and strategies to ensure that the assessment is valid
3. Construct a culturally sensitive report and deliver results to parents and teachers

Biography: Lauren Hastings is the Owner and Speech-Language Pathologist of Hear to Speak, LLC in Atlanta, Georgia. She has held various clinical positions in Tennessee and Georgia ranging from rehabilitation centers, school districts, and an Autism center. In 2016, Lauren began full-time work in her practice, Hear to Speak, a company based in South Fulton (Atlanta) Georgia which serves the pediatric population using a community-based model. She is certified as an ADHD Professional. She expresses her love for her profession and the African American community through her weekly podcast, Speech Tea. She enjoys co-hosting the podcast with her

colleague, Lauren Prather, discussing topics impacting minorities and breaking down special education concepts in understandable terms.

Lauren Prather, M.S., CCC-SLP, is a certified speech-language pathologist (SLP) and doctoral candidate at the University of Cincinnati (UC) in Communication Sciences and Disorders. She is a Black American citizen of the United States, a bidialectal English speaker of African American English (AAE) and General American English (GAE). Her research focuses on language and literacy for underserved populations, particularly Black language, and best assessment and intervention practices for SLPs working with the preschool population.

Disclosures:

Financial: Lauren Hastings receives a salary from my private practice Hear to Speak, LLC.

Financial: Lauren Prather is receiving scholarship funding from the University of Cincinnati.

Non-financial: Lauren Hastings is a member of ASHA, a coordinating committee member for SIG 1, and a member of NBASLH and GSHA. She is also the convention co-chair for the NBASLH and GSHA for 2022.

Non-financial: Lauren Prather is an ASHA member and NBASLH board member.

Saturday March 5, 8:00-10:00

Room V/W

Title: Mystified by Medicare? A Crash Course for Aspiring Private Practitioners

Author: L. Katherine Stewart, MS, CCC-SLP

Instructional level: Intermediate

Time: 2 hours

Abstract: Even SLPs with strong specialties and entrepreneurial skills are frequently dissuaded from privately treating adult patients due to the seemingly daunting Medicare credentialing and billing process. As a result, while pediatric patients have several options for private therapy with specialist SLPs, adult and geriatric patients generally attend outpatient therapy at large hospital clinics with high caseloads and burnt out, underpaid SLPs who are forced to be generalists. This presentation aims to provide a concise, coherent overview of Medicare credentialing, claims submission, and relevant legislature – all specifically for SLPs. Afterwards, one less thing will stand in the way of you sharing your passion and expertise with Medicare beneficiaries – on your own terms.

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

1. Explain the Mandatory Claim Submission Rule and its implications for delivery of speech-language pathology services.
2. Outline the necessary steps for a provider to apply for Medicare participation.
3. Explain Medicare documentation requirements for evaluation reports, plans of care, progress notes, and discharge summaries.
4. Briefly describe the process of Medicare claim submission.
5. Identify where to obtain detailed information regarding the topics discussed in this presentation.

Biography: L. Katherine Stewart (MS, CCC-SLP) graduated from the University of Georgia with a bachelor's degree in linguistics, and she obtained her master's degree in speech-language pathology from Rush University Medical Center in Chicago. After six years of working with adult and geriatric patients in acute care and outpatient settings, Katherine started her private practice Afferent Connections in 2021. The confusion and occasional frustration caused by her

Medicare credentialing journey inspired Katherine to provide consulting in this area to other SLPs.

Disclosures:

Financial: Katherine Stewart is the owner of Afferent Connections, an SLP private practice and consulting business that offers resources and personalized Medicare billing assistance to other private practitioners.

Non-financial: Katherine Stewart has no nonfinancial relationships to disclose.

Saturday March 5, 10:00 -10:30

Morning Refreshment Break with Exhibitors

Hill Atrium

Saturday March 5, 10:30-11:30

Poster Presentations

Pecan Tree Galleria

Poster Title: The Speech-Language Pathologist's Role in the Screening for Esophageal Dysphagia

Author: Alessandra Verdi M.S. CF-SLP, Nancy McColloch M.S. CCC-SLP

Instructional Level: Intermediate

Time: 15 minutes

Abstract: Although Gastroenterology manages esophageal dysphagia, speech pathologists (SLPs) can have a vital role in the screening of this disorder during the modified barium swallow study (MBSS). The SLP's role in documenting bolus flow through the esophagus during MBSS acts as a screening for esophageal dysphagia. This literature review explores the role of the esophageal sweep protocol during an MBSS. Case studies will illuminate patient complaints that appear to be pharyngeal, but are actually esophageal and can be misdiagnosed if esophageal sweep is not performed. SLPs who include a thorough esophageal sweep protocol in their MBSS can appropriately refer the patient to GI, improving the overall quality of care for the patient.

Learning Objectives: As a result of this poster presentation, participants will be able to:

1. Discuss the existing literature on the esophageal sweep protocol for SLPs.
2. Identify the benefits of the esophageal sweep protocol for SLPs clinical practice.
3. Describe the SLP's role in the management of esophageal dysphagia.
4. Define various assessment techniques to diagnose esophageal dysphagia.

Biography: Alessandra Verdi holds a Master of Science in Speech-Language Pathology from Massachusetts General Hospital Institute of Health Professions. She is currently completing her clinical fellowship at Emory Voice Center working with patients with voice, swallowing and upper airway disorders. Alessandra has engaged in research in ecological momentary assessment of vocal status and has current research interests in esophageal dysphagia and vocal fold tissue pathology.

Nancy McColloch has over 30 years of clinical practice experience in the evaluation and treatment of swallowing, voice and head and neck cancer concerns. She is an advocate of multidisciplinary care and has spent her career working collaboratively with Otolaryngology, Neurology, Oncology, Gastroenterology, and Radiology to enrich the patient's quality of life. To that aim, she developed the Speech Pathology program at the University Alabama at Birmingham within the Departments of Surgery and Otolaryngology where she was a key

member of the team that first proposed proactive pre-emptive dysphagia therapy for patients undergoing chemotherapy and radiation to minimize post-treatment dysphagia. She brought her expertise to Emory in 2014 where she continues to be an advocate for aggressive rehabilitation for patients with dysphagia.

Disclosures:

Financial: Alessandra Verdi has no financial disclosures.

Nancy McColloch has no financial disclosures.

Non-Financial: Alessandra Verdi has no non-financial disclosures.

Nancy McColloch has no non-financial disclosures.

Poster Title: Building Reflective Relationships: Interprofessional Education Grand Rounds

Author: T.J. Ragan M.A. CCC-SLP, Nina Santus Ph.D. CCC-SLP, Alison Morrison Au.D. CCC-SLP, Hannah Krimm Ph.D. CCC-SLP

Instructional Level: Intermediate

Time: 15 minutes

Abstract: Graduate students in speech language pathology master's programs are required to demonstrate skills in interprofessional, team-based collaborative practice. This poster will describe an educational model for involving graduate students in regular reflective relationships with professionals and students from other disciplines via interprofessional education (IPE) Grand Rounds. Authors will describe key components of IPE Grand Rounds discussions, barriers to successful implementation this IPE activity, preparation and pilot activities to support teaming, outcomes, and recommendations for future IPE modification and expansions.

Learning Objectives: As a result of this poster presentation, participants will be able to:

1. Describe the benefits of interprofessional education experiences for speech-language pathology master's students.
2. Explain components of an interprofessional education Grand Rounds learning activity.
3. Summarize two potential barriers to implementing reflective IPE experiences for graduate students, along with possible solutions to those barriers.

Biography: T.J. Ragan is a Clinical Associate Professor and the Director of the University of Georgia Speech & Hearing Clinic in Athens, Georgia. She is an ASHA certified speech-language pathologist with 19 years of experience in a variety of settings including early intervention, private practice, public and charter schools, language and literacy coaching, supervision, and administration.

Nina Santus, Ph.D., CCC-SLP, received her undergraduate and master's degree from Indiana University of Pennsylvania and received her Ph.D. from the University of Georgia. Currently she is a clinical assistant professor at the University of Georgia. Her areas of specialization include fluency disorders, voice disorders, and dysphagia. She conducts research in the areas of articulation, dysphagia, treatment efficacy, and public school best practices for treating fluency disorders. She has presented at state, national, and international conferences.

Alison Morrison, Au.D. in Audiology, is a Clinical Assistant Professor in the Department of Communication Sciences and Special Education. She is a 2012 graduate of Vanderbilt University School of Medicine and obtained a BS in Child Development; Human & Organizational Development in 2008 from Vanderbilt University. Her areas of expertise include: Pediatric Audiology, Electrophysiology, Early Hearing Detection and Intervention (EHDI), and Real Ear Measurements (REM) and Verification.

Hannah Krimm, PhD, CCC-SLP, C-SLDI is an assistant professor in the Department of Communication Sciences and Special Education at the University of Georgia. Dr. Krimm earned a bachelor's degree in Psychology from the Georgia Institute of Technology, followed by a master's degree in Speech-Language Pathology and a PhD in Hearing and Speech Sciences from Vanderbilt University. Her research investigates language and literacy acquisition and ways to improve professional preparation to serve school-age children.

Disclosures:

Financial: T.J. Ragan M.A. CCC-SLP has no financial disclosures.

Nina Santus Ph.D. CCC-SLP has no financial disclosures.

Alison Morrison Au.D. CCC-SLP has no financial disclosures.

Hannah Krimm Ph.D. CCC-SLP has no financial disclosures.

Non-Financial: T.J. Ragan M.A. CCC-SLP has no non-financial disclosures.

Nina Santus Ph.D. CCC-SLP has no non-financial disclosures.

Alison Morrison Au.D. CCC-SLP has no non-financial disclosures.

Hannah Krimm Ph.D. CCC-SLP has no non-financial disclosures.

Poster Title: Analysis of Fathers' Linguistic Input to Children Who Are Deaf or Hard of Hearing

Author: Claire Hampton, Aleah Brock M. Ed. CCC-SLP, Sandie Bass-Ringdahl Ph.D. CCC-AUD

Instructional Level: Intermediate

Time: 15 minutes

Abstract: Many factors contribute to language acquisition for children who are deaf or hard of hearing (DHH). One such factor is caregiver linguistic input, however, most research to date focuses on the linguistic input of mothers. This study presents an analysis of the facilitative language techniques (FLT) used in the natural environment by four fathers of children who are DHH. Audio samples were obtained using the Language Environment Analysis (LENA) and coded for fathers' use of ten FLT as well as mothers' use of FLT and child vocalizations. Relationships between father FLT and child vocalizations are explored.

Learning Objectives: As a result of this poster presentation, participants will be able to:

1. Identify various facilitative language techniques.
2. Examine the relationship between child vocalizations and facilitative language techniques.
3. Discuss father facilitative language techniques with children who are DHH.

Biography: Claire Hampton is a third year undergraduate student in the Communication Sciences and Disorders program at the University of Georgia. She is currently a research assistant in the Pediatric Auditory Early Speech Development Laboratory and has worked on various projects related to facilitative language techniques and Early Hearing Detection and Intervention. Claire is passionate about working with children one day as a pediatric speech-language pathologist.

Aleah S. Brock, M.Ed., CCC-SLP is a doctoral candidate in Communication Sciences and Disorders at the University of Georgia. She is also an assistant professor at the University of West Georgia, where she supervises graduate clinicians and teaches undergraduate and graduate courses in the speech language pathology program. Her research interests are focused on early language acquisition in deaf and hard of hearing children.

Sandie Bass-Ringdahl, PhD, CCC-A is an Associate Clinical Professor in the University of Georgia's Communication Sciences and Disorders program. Her research and teaching interests revolve around speech and language emergence and acquisition in pediatric populations,

including children with hearing impairment and/or developmental disabilities including autism spectrum disorders. In particular, she has conducted research on the impact of various interventions, including hearing assistance devices and behavioral interventions and how they impact these processes.

Disclosures:

Financial: Claire Hampton has no financial disclosures.

Aleah Brock M. Ed. CCC-SLP has no financial disclosures.

Sandie Bass-Ringdahl Ph.D. CCC-AUD has no financial disclosures.

Non-Financial: Claire Hampton has no non-financial disclosures.

Aleah Brock M. Ed. CCC-SLP has no non-financial disclosures.

Sandie Bass-Ringdahl Ph.D. CCC-AUD has no non-financial disclosures.

Poster Title: Resources for Optimizing Telepractice in Aphasia

Author: Elizabeth Tibus M.A. CCC-SLP, Maryanne Weatherill Ph.D. CCC-SLP, Amy D. Rodriguez Ph.D. CCC-SLP

Instructional Level: Introductory

Time: 15 minutes

Abstract: The COVID-19 pandemic has forever changed the way clinicians and researchers engage with clients and participants, forcing Speech-Language Pathologists to utilize telepractice and implement innovative methods to complete assessment and treatment. However, telepractice may not be an ideal service delivery method for all individuals we serve. For example, virtual engagement may be especially challenging for older adults and persons with aphasia (PWA). Here we discuss aphasia-friendly resources we developed to facilitate telepractice, including the Participant Technology Questionnaire (PTQ), a tool that can be used for identifying ideal candidates for telepractice in both research and clinical settings.

Learning Objectives: As a result of this poster presentation, participants will be able to:

1. Identify 5 considerations for determining candidacy for participating in virtual-format aphasia treatment or research
2. List 3 key components of the Participant Technology Questionnaire (PTQ)
3. Describe practices for optimizing aphasia research or treatment participation

Biography: Elizabeth "Liz" Tibus is a research speech-language pathologist at the Atlanta VAMC Center for Visual and Neurocognitive Rehabilitation (CVNR) in Decatur, GA. Her research interests include enhancing therapy outcomes using different aphasia treatments and investigating the use of Prism Adaptation Treatment in left brain stroke patients with aphasia and memory impairment.

Maryanne Weatherill is employed by the Atlanta VAMC Center for Visual and Neurocognitive Rehabilitation where she is a member of the Rodriguez Aphasia research team. She holds a PhD in Educational Psychology with an emphasis in Applied Cognition and Development. Her research interests include understanding the relationship between motivation and adherence to treatment recommendations for adults with cognitive-linguistic disorders, and the translation of research into practice.

Disclosures:

Financial: Elizabeth Tibus: VARR&D Merit: I01RX003093 (2021)--provides funding for research projects and VARR&D SPiRE: I21RX003474 (2021)-- provides funding for research projects

Dr. Rodriguez receives salary from Emory University

Dr. Weatherill has no financial disclosures.

Non-Financial:

Elizabeth Tibus has no non-financial disclosures.

Dr. Rodriguez has no non-financial disclosures.

Dr. Weatherill is past GSHA president

Poster Title: Evidence Based Treatment for Morphology Provided via Telepractice for a Fourth Grader: A Case Study

Author: Jaliyah Holmes B.S., T.J. Ragan M.A. CCC-SLP, Jaycie Rollins B.S.Ed.

Instructional Level: Introductory

Time: 15 minutes

Abstract: Morphology treatment is useful for increasing reading, writing, and spelling skills for children with dyslexia and language disorders. The Morphology Intervention Program (MIP, Green & Steele, 2019) targets the most common derivational suffixes in the context of 15 treatment units, each comprised of four activities. This poster will describe a case study of a fourth grader receiving morphology intervention via telepractice using the MIP. Authors will describe barriers in translating research to practice, modifications needed for this case, and functional treatment outcomes, along with recommendations for future practice and implementation.

Learning Objectives: As a result of this poster presentation, participants will be able to:

1. Describe the benefits of morphological awareness intervention for language and literacy skills.
2. Explain components of the Morphology Intervention Program.
3. Summarize one of the intervention activities included in the Morphology Intervention Program.

Biography: Jaliyah Holmes is a first year graduate student in the Communication Sciences and Disorders program at the University of Georgia.

T.J. Ragan, M.A., CCC-SLP is a Clinical Associate Professor and the Director of the University of Georgia Speech & Hearing Clinic in Athens, Georgia. She is an ASHA certified speech-language pathologist with 19 years of experience in a variety of settings including early intervention, private practice, public and charter schools, language and literacy coaching, supervision, and administration.

Jaycie Rollins is a first year graduate student in the Communication Sciences and Disorders program at the University of Georgia.

Disclosures:

Financial: Jaliyah Holmes B.S. has no financial disclosures.

Jaycie Rollins B.S.Ed. has no financial disclosures.

T.J. Ragan M.A. CCC-SLP has no financial disclosures.

Non-Financial: Jaliyah Holmes B.S. has no non-financial disclosures.

Jaycie Rollins B.S.Ed. has no non-financial disclosures.

T.J. Ragan M.A. CCC-SLP has no non-financial disclosures.

Poster Title: The Role of Employer Support for SLP Mental Health: A Pilot Study

Author: Kathryn Williams CScD CCC-SLP

Instructional Level: Introductory

Time: 15 minutes

Abstract: Mental health support from an employer is an important component in reducing symptoms of work-related burnout and attrition rates. A survey collected the qualitative insights from speech-language pathologists in a variety of settings to determine current mental health supports provided by employers and their perceived sufficiency. Speech-language pathologists also identified preferred types of mental health support from employers. Results provide preliminary information to the overall quality of mental health support provided by employers and highlight specific resources to include when supporting speech-language pathologists' well-being in the workplace setting.

Learning Objectives: As a result of this poster presentation, participants will be able to:

1. Explain the importance of mental health resources for speech-language pathologists.
2. Identify current types of employer-provided mental health support.
3. Describe the types of resources included in a satisfactory work-based mental health support plan.

Biography: Kathryn Williams, CScD, CCC-SLP, CLC, is a speech-language pathologist and stress management coach and consultant with certifications in compassion fatigue and mindfulness. She has owned a private practice in Santa Rosa, California for the past 10 years. In 2020, she received her doctorate from Rocky Mountain University of Health Professions, where she investigated the impact of stress in the medical setting due to her own experience with compassion fatigue.

Disclosures:

Financial: Kathryn Williams CScD CCC-SLP has no financial disclosures.

Non-Financial: Kathryn Williams CScD CCC-SLP has no non-financial disclosures.

Poster Title: The Advantages of Using Tele-therapy for Routines-Based Intervention

CANCELLED

Author: Tiffany Hines Ph.D. CCC-SLP, Frances Burns Ph.D.

Instructional Level: Intermediate

Time: 15 minutes

Abstract: The pandemic caused a disruption in Early Intervention (EI) services, making it unsafe for caregivers and clinicians to engage in face-to-face interactions that are typically seen when the traditional service delivery model is employed. Tele-therapy provided an opportunity to resume services and implement current best practices for service delivery in EI. It quickly evolved as a viable way to provide quality services by embedding intervention strategies into a child and family's daily routines in their natural environment. This poster session will highlight the advantages of family- caregiver guided routines-based intervention via tele-therapy for both caregivers and speech-language pathology providers.

Learning Objectives: As a result of this poster presentation, participants will be able to:

1. Identify the advantages of using tele-therapy for family-caregiver guided routines-based intervention.
2. Identify effective ways to implement family/caregiver guided routines-based intervention via tele-therapy.
3. Explain how face-to face interventions can be modified for tele-therapy.

Biography: Dr. Tiffany Hines is a Part-time Clinical Educator at Francis Marion University, a speech-language pathologist with Greenville County Schools, and a private practice owner. She is also the newly appointed Professional Development Manager of ASHA's Special Interest Group #16- School-based Issues. She holds a doctorate from Capella University. Her teaching

and research interests include service delivery via tele-therapy, school-based speech pathology issues, and evidence-based early intervention practices.

Dr. Burns is Department Chair at Francis Marion University. She holds a doctorate from the University of Massachusetts Amherst and she completed a postdoctoral research fellowship at Vanderbilt University. Her teaching and research interests center around differentiating language disorder from language difference and evidence-based Early Intervention practices.

Disclosures:

Financial: Dr. Burns is on faculty in the Department of Speech-Language Pathology at Francis Marion University.

Dr. Hines is on faculty in the Department of Speech-Language Pathology at Francis Marion University. She is also an employee of the Greenville County School District in Greenville, South Carolina. She is the owner of Trinity Pediatric Therapy Group, LLC.

Non-Financial: Dr. Burns is a collaborator for Family Guided Routines Based Intervention approach for providing early intervention services within the child and family's natural environments consistent with the legal mandates for Part C of IDEA (1997, 2004) and DEC recommended practices (DEC, 2015).

Dr. Hines has no non-financial disclosures.

Poster Title: Examining the Relationships between Motoric, Phonological Awareness, Rapid Naming, and Speech Sound Abilities of Children

Author: Mary Allison Moody B.S., Matthew Carter Ph.D. CCC-SLP, Crystal Randolph Ph.D., Laura Padgett Ed.D. CCC-SLP CCC-SLP

Instructional Level: Introductory

Time: 15 minutes

Abstract: Studies suggest that children with speech sound disorders (SSD) can present with concomitant language and/or literacy impairments. Research also supports the comorbidity of motoric deficits in children with speech and language impairments, although much of the research in this area is lacking. The current study investigated the relationship between the motoric, phonological awareness (PA), rapid naming (RAN), and speech-sound abilities of children. Various measures of each ability were obtained, and results indicated significant relationships between RAN and PA, PA and speech sound abilities, motor proficiency and speech-sound abilities, and GFTA-3 SIW and SIS. There was no significant relationship between PA and motor proficiency, RAN and motor proficiency, and RAN and speech sound abilities. The potential causation of these comorbidities and clinical implications will be discussed.

Learning Objectives: As a result of this poster presentation, participants will be able to:

1. Describe the relationship between non-speech motoric abilities, phonological awareness abilities, rapid naming abilities, and speech-sound abilities in children.
2. Describe the ramifications of the relationships among these variables in regards to the screening, assessment, and referral process.
3. Discuss the ramifications of the relationships among these variables in regards to speech and language treatment for young children.

Biography: Mary Allison graduated summa cum laude from Valdosta State University in 2020, and she is a graduate speech-language pathology student at VSU. She is a former CSD graduate research assistant and was involved with the Scottish-Rite literacy project that serves the Valdosta community. Mary Allison recently served as the Georgia Student State Officer for

National NSSLHA. After completing the VSU master's CSD program, Mary Allison plans to seek acceptance to a Ph.D. program in CSD.

Disclosures:

Financial: Mary Allison Moody B.S. has no financial disclosures.

Matthew Carter Ph.D. CCC-SLP has no financial disclosures.

Crystal Randolph Ph.D. CCC-SLP has no financial disclosures.

Laura Padgett Ed.D. CCC-SLP has no financial disclosures.

Non-Financial: Mary Allison Moody B.S. has no non-financial disclosures.

Matthew Carter Ph.D. CCC-SLP has no non-financial disclosures.

Crystal Randolph Ph.D. CCC-SLP has no non-financial disclosures.

Laura Padgett Ed.D. CCC-SLP has no non-financial disclosures.

Poster Title: Stuttering and Co-morbid Disorders

Author: Britiany Hudson M. Ed. CCC-SLP

Instructional Level: Intermediate

Time: 15 minutes

Abstract: Stuttering negatively impacts intelligibility, self-confidence, and socialization. Increasing the complexity, most children who stutter have at least one co-occurring speech, language, or non-speech–language problem (Sidavi and Fabus, 2010). The study's purpose was to determine if using Super Duper® Focus on Fluency cards, incorporating the strategies easy onset and natural pauses, decreased atypical disfluencies in two male elementary students with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). In this single subject ABA design, both participants increased fluent utterances in post-intervention phases; however, neither participant reached the target behavior of 80% fluent utterances produced over three data collections.

Learning Objectives: As a result of this poster presentation, participants will be able to:

1. Define what characterizes stuttering with at least two elements (e.g., prolongations, repetitions, etc.)
2. Identify two characteristics of Autism Spectrum Disorder that may affect stuttering treatment.
3. Identify two characteristics of Attention Deficit Hyperactivity Disorder that may affect stuttering treatment.
4. Identify the two fluency enhancing strategies used in the study.

Biography: I'm Britiany Hudson, a speech-language pathologist pursuing a clinical doctorate at Valdosta State University with a primary focus on stuttering. I simultaneously work in the public school system at the elementary level and have been doing so for over 6 years. During that time, I have worked with a multitude of students with co-morbid disorders. While stuttering is not the most prevalent communication disorder, many of my students have presented with atypical disfluencies.

Disclosures:

Financial: Britiany Hudson M. Ed. CCC-SLP has no financial disclosures.

Non-Financial: Britiany Hudson M. Ed. CCC-SLP has no non-financial disclosures.

Saturday March 5, 10:30-11:30

Room T/U

Title: FUNctional Speech: Therapeutic Activities That Your Patients Will Enjoy

Author: Joy Heather Carter CCC-SLP

Instructional level: Introductory

Time: 1 hour

Abstract: Cognitive linguistic therapy is essential, but most clinicians struggle with making functional activities that target everyday skills. Sequencing, decision making, and memory are best taught in real life contexts that the patients can apply to their everyday lives. If you are struggling with getting out of the workbooks and into the real world, this course is for you. Clinicians will leave with strategies that they can implement immediately, to improve patient outcomes and satisfaction.

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

1. List three functional contexts in which therapy can take place
2. Explain why functional treatment increase patient engagement
3. Describe 3 ways that caregivers can further the patient's treatment after discharge

Biography: Joy Carter is a speech-language pathologist who practices in acute inpatient rehabilitation. She received her undergraduate degree in biology from Howard University in Washington DC, and her Master of Science degree from Georgia State University. Joy implemented the Red Yellow Green Program for dementia management at a skilled nursing facility in Macon, Georgia. Joy is passionate about improving the lives of her patients through evidence-based, functional treatments. She is certified in the McNeil Dysphagia Therapy Program.

Disclosures:

Financial: No relevant financial disclosures.

Non-financial: Joy Carter is Vice President of Association Affairs: GSHA.

Saturday March 5, 10:30-11:30

Room V/W

Title: A Whole-Body Approach to Speech Therapy for People with Parkinson's

Author: Valeria Gary M.A., CCC-SLP, Certified Personal Trainer, Certified Health Coach

Instructional level: Intermediate

Time: 1 hour

Abstract: Parkinson's Disease (PD) affects more than 1 million people in the U.S. Speech-Language Pathologists (SLPs) play an essential role in helping people with PD improve and maintain cognitive, communication, and swallowing functions. Parkinson's Disease can also affect many functions throughout the entire body. SLPs can provide therapy in a way that may have a positive effect on the whole body. This presentation will discuss traditional speech therapy methods, incorporating movement into treatment sessions, creating therapy activities that address wellness, and adding cognitive challenges to treatment activities.

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

1. Describe ways to incorporate whole-body movements into speech therapy activities.
2. Explain how to incorporate Parkinson's-related patient education materials in speech therapy sessions (i.e., helping patients understand and implement their physician's recommendations).
3. List five cognitive tasks that may benefit people with Parkinson's.

Biography: Valeria Gary, M.A., CCC-SLP owns Southeast Parkinson's Speech Services LLC (providing maintenance speech therapy services) and Total Body Cognition LLC (specializing in helping people with Parkinson's Disease by empowering them to minimize symptoms and thrive through nutrition, physical activity, and education). Valeria holds certifications in Speech-

Language Pathology, Personal Training, Brain Health Training, Behavior Change, and Health Coaching.

Disclosures:

Financial: Valeria Gary is Owner Southeast Parkinson's Speech Services LLC and Total Body Cognition LLC, Employee Wellstar Health System, Contractor for the Medical SLP Collective, Trainer at the Center for Movement Challenges

Non-financial: Valeria Gary has the following certifications: LSVT LOUD®, SPEAK OUT!®, and Ageless Grace

Saturday March 5, 11:30-11:45

Transition Break

Saturday March 5, 11:45-12:45

Room J

Title: Schools Committee Forum "Where Is My Paddle?"

Author: Jill Barton, M.S., CCC-SLP

Instructional level: Introductory

Time: 1 hour

Abstract: As a school-based clinician, when was the last time you were refreshed on how you, in your role as a Speech Language Pathologist, fit into evaluating and servicing, while following all the rules imposed by the federal government, state of Georgia, and your local school district? This seminar will review part B and C of IDEA, Georgia DOE regulations, and how to build a caseload of students within these requirements.

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

1. Identify & Review terms associated with part B & C of IDEA
2. Identify & Review terms associated with the Georgia DOE for SI eligibility and LEA requirements.
3. Compare and discuss elements of the evaluation process to ensure proper identification of SI impaired students.

Biography: Jill Barton has been a Speech Language Pathologist for 22 years. She has had the good fortune to have lived around the Country and successfully practiced as a SLP in 6 different states. I have worked with a variety of different types of caseloads including public and private school, early intervention, and as a Clinical supervisor within a Graduate School inpatient clinic. She is constantly working to innovate the way she works with other non-SLPs to learn about this profession, be a real resource for others, and mentor young clinicians entering the profession of Speech Language Pathology.

Disclosures:

Financial: I have NO relevant financial relationship(s) to disclose.

Non-financial: I have a relevant nonfinancial relationship(s) to disclose: GSHA Schools Committee Chair, ASHA SEAL- Georgia, ASHA COA SLP member GA

Saturday March 5, 11:45-12:45

Room T/U

Title: When PALPA Meets LPAA: Finding the Perfect Balance in Aphasia Intervention

Author: L. Katherine Stewart, MS, C L. Katherine Stewart, MS, CCC-SLP

Instructional level: Intermediate

Time: 1 hour

Abstract: While patient-centered care in neurorehabilitation has proven to be a much-needed departure from generic workbooks and other outdated treatment materials, impairment-based models still play a vital role in individualized assessment and treatment of patients with aphasia. This presentation will outline a framework for performing in-depth analyses of PWAs' specific oral and written language deficits, including common pitfalls when using traditional assessment tasks, and combining these findings with information from the social history to design a meticulously targeted, individualized treatment program.

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

1. Compare and contrast impairment-based and life-participation models in assessment and treatment of aphasia.
2. Create a specific profile of strengths, weaknesses, and needs of individuals with aphasia.
3. Choose interventions that address PWAs' impairments in the context of their overall goals for care.

Biography: L. Katherine Stewart (MS, CCC-SLP) graduated from the University of Georgia with a bachelor's degree in linguistics, which led to a strong interest in the theoretical underpinnings of aphasia and other neurogenic communication disorders. She is a graduate of the speech-language pathology master's program at Rush University Medical Center in Chicago. Currently, Katherine assesses and treats adult patients in the metro Atlanta area in settings including acute care, an outpatient clinic, and her own mobile private practice.

Disclosures:

Financial: Katherine Stewart is the owner of Afferent Connections and works for Piedmont Healthcare.

Non-financial: Katherine Stewart has no other financial nor nonfinancial relationships to disclose.

Saturday March 5, 11:45-12:45

Student Forum – No Continuing Education Credits Offered

The purpose of this session is to help graduate students in their transition from school to working in the field. Guest Speaker, Mackenzie Curtis, will discuss tips for finding a job, how graduate school prepared me for work, and things she wishes she had known before she started her first job.

Room Y/Z

Saturday March 5, 11:45-12:45

Room V/W

Title: Healthcare & Private Practice Committee Forum “Healthcare & Private Practice Updates: What’s new in 2022?”

Author: Sarah Rapillard MS, CCC-SLP

Instructional Level: Intermediate

Time: 1 hour

Abstract: To ethically provide speech-language pathology and audiology services, one must possess adequate understanding of the billing and coding guidelines set forth by the Centers for Medicare & Medicaid Services (CMS). Guidelines frequently change requiring providers to update clinic and billing policies and procedures. As a profession, SLPs and AuDs are able to make a difference and take action to improve access to services and increase funding.

Participants will be presented with current relevant CMS updates as well as options for advocacy involvement at the state and national level. Participants will then discuss current barriers to providing ethical and evidence-based services in the healthcare and private practice setting. Group discussion will be facilitated for improved understanding of ways to break down these barriers to provide meaningful, evidence-based services across the lifespan.

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

1. Identify relevant Medicaid and Medicare billing and coding updates currently impacting SLPs and AuDs.
2. Identify avenues for advocacy for reimbursement and coverage for medically necessary services.
3. Discuss at least 3 identified barriers to providing ethical and evidence-based services in the healthcare and/or private practice settings

Biography: Sarah Rapillard is a private practice owner and speech-language pathologist located in Southeast Georgia. Sarah's practice, Coastal Voice & Dysphagia Diagnostics, LLC, provides on-site instrumental swallowing and voice assessments using fiberoptic endoscopic evaluation of swallowing (FEES) as well as videostroboscopy in skilled nursing facilities and ENT offices. Her practice also recently expanded to provide adult-focused, outpatient physical therapy and speech language pathology services to the local community as Coastal Plain Therapy & Wellness. She currently serves as GSHA's continuing education chair, is a member of the political action committee (PAC), and is our current StAMP representative. She has held various executive council roles in the past.

Disclosures:

Financial: No relevant financial disclosures.

Non-financial: Sarah is a member of GSHA's current executive council, PAC, and is Georgia's current StAMP representative.

Saturday March 5, 13:00-14:30

**Business Meeting, Honors/Awards, & Boxed Lunch
Master's Hall**

Saturday March 5, 14:30-15:00

**Afternoon Refreshment Break with Exhibitors
Hill Atrium**

Saturday March 5, 15:00-17:00

Master's Hall

Title: Let's Talk About Race: Engaging in antiracism work by interrogating history and examining personal blind-spots with urgency, energy, and care

Author: Sucheta Kamath, M.A., M.A., CCC-SLP, BC-ANDS

Instructional level: Intermediate

Time: 2 hours

Abstract: Against the backdrop of long-standing systemic racism and amid the upheaval of the global pandemic, the essential questions about race, equity and equality in United states has once again taken the center stage. Historically, while the field of speech-language pathology and audiology has largely been homogenous and while tasked to serve the needs of underrepresented communities, many experience discomfort around the conversation about race, diversity, and

inequality which can and does have an impact on the students, professionals, and consumers alike.

Join Sucheta Kamath and discover how an antiracist approach is an active process of gathering accurate historic information, committing to confronting present-day inequities, and shifting perspectives through bold and open dialogues in safe spaces. By examining the development of one's own racial identity and race-socialization, speech-language pathologists and audiologists can become the greatest "anti-racist ally" who champion for racial healing in their professional as well as personal work.

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

1. Explore America's historical legacy and social divisions that have created "the other," and how we inherit a racially framed worldview before we enter our profession
2. Explore the historical and contemporary stereotypes of Blacks/Latinx/Asian and other minorities and its impact on accentuating personal blind-spots
3. Discover Race, Diversity, Equity, and Inclusion (REDI) challenges and opportunities in everyday professional and personal work
4. Explore different methods of becoming an "anti-racist ally" who champions for racial healing

Biography: Sucheta Kamath, M.A., M.A., CCC-SLP, BC-ANSD is an award-winning speech-language pathologist, a TEDx speaker, and a tech-entrepreneur who has created ExQ[®]; a cloud-based innovative digital curriculum for the middle and high school students designed to directly personalize learning and build Executive Function skills through games, error analysis, and metacognitive lessons.

She is the host of the podcast Full PreFrontal[®]: Exposing the Mysteries of Executive Function; where her invited guests range from neuroscientists, researchers, educators, learning specialists, journalists, and leaders and has produced more than 200 episodes and has had close to a million listens. As a life-long learner, educator, and mentor, Sucheta has been the recipient of multiple professional awards for developing innovative training programs designed to teach mastery of Executive Function, attention, memory, higher-order cognition, social-cognition and self-regulation.

Finally, Sucheta serves on many non-profit boards and is deeply committed to racial healing and interfaith community dialogue. For the past four years, she founded and currently runs (along with her GSHA colleagues) GSHA Gives!, a free communication and Executive Function job-readiness training program for previously homeless, incarcerated, and disenfranchised men in inner-city Atlanta.

Disclosures:

Financial: GSHA Convention registration waiver for this presentation

Non-financial: Member of Georgia Speech-Language-Hearing Association

Saturday March 5, 15:00-17:00

Room J

Title: Moral Distress in dysphagia management: An investigation in clinical ethics

Author: Kara A. Jones, M.A. CCC-SLP

Instructional level: Introductory

Time: 2 hours

Abstract: Moral distress is defined as "a psychological harm arising when people are forced to make, or witness, decisions or actions that contradict their core moral values" (Sheather & Fidler, 2021). Moral distress in healthcare will be defined as compared to a moral dilemma or

ethical dilemma. This presentation will go on to discuss case studies or examples of moral distress experienced by SLPs in dysphagia management. This is including constraints from the Covid Pandemic, institutional constraints related to access to instrumental exams or adequate materials, and institutional pressure to provide inappropriate or unskilled therapy. The relationship of moral distress and burnout will be identified. Finally, strategies to cope with the psychological harm and institutional barriers will be examined.

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

1. Define Moral Distress as it relates to the field of Speech Language Pathology and dysphagia management.
2. Describe at least four institutional constraints which can cause moral distress in Speech Language Pathology and dysphagia management
3. Appraise strategies to cope with moral distress and burnout in dysphagia management.

Biography: Kara Jones, M.A. CCC-SLP is a Speech Language Pathologist who specializes in adult dysphagia. She received her Master's at SUNY University at Buffalo. Kara works in the acute care setting at Wellstar North Fulton Hospital in Roswell, GA where she completes Modified Barium Swallow Studies and Fiberoptic Endoscopic Evaluation of Swallowing (FEES). Kara is passionate about her work with patients in the Intensive Care Unit and Neurointensive Care Unit. Kara is Immediate Past President of the Georgia Speech Language Hearing Association (GSHA) and is a 4-time ACE award winner.

Disclosures

Financial: Kara is receiving complimentary registration. Kara is an employee of the Wellstar Health System.

Non-Financial: Kara is Immediate Past-President of the Georgia Speech Language Hearing Association and serves at the ASHA Continuing Education Administrator.

Saturday March 5, 15:00-17:00

Room T/U

Title: "From Research to Clinical Practice in Voice, Swallowing, and Upper Airway Disorders"

Authors: Amanda Gillespie, PhD CCC-SLP. Alessandra Verdi, SLP-CF, Brian Petty, CCC-SLP, Carissa Maira, CCC-SLP, Diana Rose Becker, CCC-SLP and Nathaniel Sundholm, CCC-SLP

Instructional level: Intermediate

Time: 2 hours

Abstract: Evidence based practice is paramount for provision of excellent patient care. The Emory Voice Center in Atlanta, Georgia, is at the forefront of clinical research to improve efficacy and efficiency in the treatment of voice, swallow, and upper airway disorders. A panel of experts will present and discuss clinical importance of the latest and greatest developments in clinical research efforts. These engaging presentations will tie directly into optimization of clinical practice. Presentations will include: chronic cough management, telemedicine, Conversation Training Therapy, Phorte, Mindfulness, Gender Affirming Voice Management, and so much more.

Clinical cases will be used to demonstrate real-life application to research-based interventions.

Learning Objectives: This presentation will empower attendees to:

1. Identify 3 ways for integration of research based clinical practice into their practice setting.
2. Improve access and interpretation of research findings related to voice, swallow, and upper airway disorders.

Biographies:

Amanda I. Gillespie, PhD, CCC-SLP is an Assistant Professor of Otolaryngology at the Emory University School of Medicine, Director of Speech Pathology and Co-Director of the Emory Voice Center. Dr. Gillespie leads a clinical research program that challenges existing voice therapy and diagnostic paradigms and reframes voice therapy as a manipulation of everyday speaking habits. Her research is funded by NIH, Voice Foundation, the Georgia Clinical Translational Science Alliance, the McCamish Parkinsons Foundation, among other sources. Alessandra Verdi, SLP-CF holds a Master of Science in Speech-Language Pathology from Massachusetts General Hospital Institute of Health Professions. She is currently completing her clinical fellowship at Emory Voice Center working with patients with voice, swallowing and upper airway disorders. Alessandra has engaged in research in ecological momentary assessment of vocal status and has current research interests in esophageal dysphagia and vocal fold tissue pathology.

Brian E. Petty, M.A., CCC-SLP holds a Bachelor of Music in voice performance from Oklahoma State University, as well as 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 over 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.

Carissa Maira, CCC-SLP came to Emory to complete her clinical fellowship in 2004 after earning a Master of Science in Speech-Language Pathology from the University of North Carolina at Chapel Hill. She returned to the Emory Voice Center in 2010 and specializes in the evaluation and treatment of voice and swallowing disorders. She frequently presents at the national and international level on the topics of treatment adherence and novel therapy approaches for muscle tension dysphonia. She has co-authored multiple book chapters as well as publications in peer-reviewed journals.

Diana Rose Becker, CCC-SLP holds a Master of Science in Speech-Language Pathology from the University of Pittsburgh, as well as dual Bachelor of Music degrees in classical vocal performance and music education from the University of Rochester's Eastman School of Music. Ms. Becker completed her clinical fellowship at the Emory Voice Center. Along with Dr. Aisha Harun, she helped establish the Emory Voice Center's first multi-disciplinary satellite clinic at Emory Decatur Hospital. Ms. Becker's clinical interests include working with the professional and singing voice, as well as educating novice voice users about how to better use their instrument. A native of New York, Ms. Becker has extensive experience as a professional singer and has performed throughout the US and internationally.

Nathaniel Sundholm, CCC-SLP originally from Brooklyn New York, has a Master of Science in Speech-Language Pathology with voice specialization from Vanderbilt University School of Medicine. He completed his clinical fellowship at the Emory Voice Center and has since remained a permanent member of the team. Clinical interests and growing expertise include singing voice rehabilitation, cough suppression, reactive airway therapy, dysphagia management, and community outreach/engagement. Nathaniel also has a rich performance background with experience in classical voice, Gospel, R&B, Musical Theatre, and CCM.

Disclosures:

Financial: Amanda Gillespie, PhD CCC-SLP has no relevant financial disclosures.

Alessandra Verdi, SLP-CF has no relevant financial disclosures.

Brian Petty, CCC-SLP has no relevant financial disclosures.
Carissa Maira, CCC-SLP has no relevant financial disclosures.
Diana Rose Becker, CCC-SLP has no relevant financial disclosures.
Nathaniel Sundholm, CCC-SLP has no relevant financial disclosures.
Non-financial: Amanda Gillespie, PhD CCC-SLP has no relevant non-financial disclosures.
Alessandra Verdi, SLP-CF has no relevant non-financial disclosures.
Brian Petty, CCC-SLP has no relevant non-financial disclosures.
Carissa Maira, CCC-SLP has no relevant non-financial disclosures.
Diana Rose Becker, CCC-SLP has no relevant non-financial disclosures.
Nathaniel Sundholm, CCC-SLP has no relevant non-financial disclosures.

Saturday March 5, 15:00-17:00

Room Y/Z

Title: What's in a Name? Developmental Language Disorder and More

Author: Debra Schober-Peterson, Ph.D., CCC-SLP, BCS-CL

Instructional level: Introductory

Time: 2 hours

Abstract: This presentation will focus on a discussion of Developmental Language Disorder, a new term in the literature to describe children with language difficulties not associated with a known etiology or condition. Resources related to this term and its diagnosis will be provided. This presentation also will discuss the array of terms used in the literature and in clinical practice as diagnoses for language concerns and will compare and contrast the terminology. Participants will be encouraged to discuss their experiences with advocacy and awareness of childhood language disorders and the benefits and concerns of adopting new terminology.

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

1. Define Developmental Language Disorder.
2. Describe the benefits and concerns of adopting the term Developmental Language Disorder.
3. Explain why the numerous array of terms for pediatric language disorders impacts awareness, diagnosis, and advocacy.

Biography: Debra Schober-Peterson, Ph.D., CCC-SLP, is a Clinical Professor at Georgia State University, where she serves as Director of Clinical Education and as Director of the University's Speech-Language-Hearing Clinic. She is a Board Recognized Specialist in Child Language and teaches courses in speech sound disorders, child language disorders and diagnostic methods. She is the author of Toddler Talk, a family centered language intervention program for young children. She is a member of several national and state groups and presents frequently at the state and national level on a variety of topics. She has been an active member of ASHA and GSHA for more than 30 years.

Disclosures:

Financial Disclosure: Debra Schober-Peterson is an employee of Georgia State University

Non-Financial Disclosure: Debra Schober-Peterson is coordinator of Supervisor Special Interest Network for GSHA; Chair, ASHA Board of Ethics; Member of ASHA's SIG 1 Professional Development Committee

Saturday March 5, 15:00-17:00

Room V/W**Title:** Improving Person-Centered Care and Adherence Through Motivational Interviewing**Author:** Valeria Gary M.A., CCC-SLP**Instructional level:** Introductory**Time:** 2 hours

Abstract: What do we do when a patient comes to us with the goal of "getting better," but they are not clear on what they want to achieve? How can we help patients improve adherence to home programs? Motivational Interviewing (MI) is a way of having a person-centered conversation that helps a patient work through ambivalence to change and gain better clarity on how they can use their strengths to reach their goals. This presentation will introduce MI and discuss ways that it can be helpful in a Speech-Language Pathologist's clinical practice. Topics include the four key skills (open-ended questions, affirmations, reflections, and summaries), communication styles, communication skills, and incorporating these concepts in the evaluation and treatment sessions.

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

1. List the four key skills for motivational interviewing.
2. Identify times during a patient's treatment course when motivational interviewing would be beneficial.
3. Describe communication styles and skills that are more likely to increase patient engagement.

Biography: Valeria Gary, M.A., CCC-SLP owns Southeast Parkinson's Speech Services LLC and Total Body Cognition LLC. Valeria holds certifications in Speech-Language Pathology, Personal Training, Brain Health Training, Behavior Change, and Health Coaching. Valeria is also employed in an outpatient neurorehabilitation clinic working with a varied patient population and has a particular interest in wellness for people living with Parkinson's Disease.

Disclosures:

Financial: Valeria Gary is Owner Southeast Parkinson's Speech Services LLC and Total Body Cognition LLC, Employee Wellstar Health System, Contractor for the Medical SLP Collective, Trainer at the Center for Movement Challenges

Non-financial: Valeria Gary has the following certifications: LSVT LOUD®, SPEAK OUT!®, and Ageless Grace

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Ampcare, LLC is an FDA-registered medical device and services company based in Fort Worth, Texas that has developed the Effective Swallowing Protocol (ESP[®]). This systematic rehabilitation approach provides speech-language pathologists with additional tools to accelerate and restore a patient's swallow function. ESP uses a specialized form of neuromuscular electrical stimulation (NMES) administered through two uniquely designed, pie-shaped electrodes. A restorative posture device provides the ideal head and neck position as well as resistive exercises during the treatment. ESP is the only technology to demonstrate (using fluoroscopy and FEES) that it can move the hyo-laryngeal complex similar to the Mendelsohn Maneuver. At the same time, it provides a resistance to the laryngeal vestibule, creating the most effective effortful swallowing exercise for your patients.



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The GA Secretary of State's office provides administrative support to the Board of Speech-Language Pathology



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