



## Convention Timeline including: Learning Objectives and Speaker disclosures

### Day 1 (March 1, 2024):

7:00am - 8:30am

Registration Opens/Presidential Breakfast Opens

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8:00am - 9:00am

Business Meeting (Not For CEUs)

Master's Hall

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9:00am - 10am

Master's Hall

Introductory

Title: Advocacy For SLPs And AuDs: The When, How And Why To Be Heard As A Professional

**INVITED SPEAKERS** ► Nicole Hines, MS, CCC-SLP, Kara Jones, M.A. CCC-SLP, Sonya Floyd, M.Ed, CCC-SLP

This course provides the fundamentals for grassroots advocacy for Speech-Language Pathologists and Audiologists. The role of the state and national professional organization along with the roles of the providers and patients as advocates will be described. As leaders within Georgia Speech, Language and Hearing Association (GSHA), we will be sharing our personal experience with how to put advocacy into practice for the future of our profession and the benefit of our patients, clients or students.

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

1. Define advocacy and describe the different types of advocacy.
2. Summarize how to effectively advocate for their profession at the local and national level.
3. Describe the steps involved in becoming a leader in a state Speech Language Hearing association

**Financial Disclosures:** Nicole is the owner of Swallowology Mobile Diagnostics, LLC and Sonya is the owner of Analyze This, LLC.

**Non-financial Disclosures:** Nicole is the current President of GSHA. Kara is GSHA's ASHA Continuing Education Administrator and GSHA's Vice President of Professional Practice. Sonya is GSHA's Continuing Education Chair.

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**10:00am - 10:30am**  
**Pecan Tree Galleria**  
**Break**

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**10:30am - 12:30pm**  
**Master's Hall**  
**Intermediate**

**Title: Social Pragmatic Communication Assessment And Goal Development That Avoids Due Process**

**INVITED SPEAKER ► Tim Kowalski MA, CCC-SLP**

This presentation will discuss social-pragmatic communication assessment and show how in many instances, the information obtained from commercially available instruments is often misinterpreted at eligibility meetings. It will discuss how goals must be written based on functionality and not on "feel good" outcomes that fail to provide guidance on how one will determine when or if the goal has been achieved. Learn how to ensure that your assessments are accurate and your goals are realistic, measurable, and achievable.

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

1. List reasons why social-pragmatic evaluations are often lacking accuracy.
2. List common pitfalls in goal development
3. Produce measurable functional social-pragmatic communication goals.

**Financial Disclosures:** Timothy Kowalski is the President of Professional Communication Services, Inc. He receives royalties as a published author. Timothy Kowalski receives a speaking honorarium from GSHA.

**Non-financial Disclosures:** Timothy Kowalski a member of the American Speech-Language-Hearing Association and the Florida Association for Speech-Language Pathologists and Audiologists.

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**10:30am - 11:30am**  
**Meeting Room D**  
**Introductory**

**Title: Risk Reduction In Mild Cognitive Impairment: Rehabilitation And Wellness Services**

**Presenter: Valeria Gary M.A., CCC-SLP**

Mild Cognitive Impairment may increase the risk of dementia, but there are ways that individuals can reduce their risk. Learn how SLPs can use the current evidence about lifestyle factors to create care plans for skilled services or adopt a wellness model of services for this population.

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

1. Describe the difference between MCI and dementia.
2. List 5 lifestyle modifications that can reduce an individual's risk of progressing to dementia.
3. Write two SLP-related goals, supporting lifestyle modifications for people with MCI.

Financial Disclosures: Ownership - Parkinson's Speech Services LLC and Welcome Consulting Company LLC Employee - Wellstar Health System and Medical SLP Collective

Non-financial Disclosures: None

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11:30am - 12:30pm

Meeting Room D

Introductory

**Title:** Evidence and Application of Posture-Based Intervention for Medical SLPs

**Presenters:** Valeria Gary M.A., CCC-SLP, Lena Ebron DPT, Casey O'Dell DPT, OCS

Numerous studies have shown how posture impacts speech, voice, and swallowing. Unfortunately, Speech-Language Pathologists often do not receive hands-on training on addressing posture. Join this interactive collaboration between an SLP and Physical Therapist. We discuss why SLPs should include posture in their plans and demonstrate how to optimize patients' posture.

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

1. Describe the relationship between posture, phonation, and swallowing.
2. List three ways to cue patients to improve their posture.
3. Describe how to use posture supports for the seated and bed-bound patient.

Valeria Gary M.A., CCC-SLP

Financial Disclosures: Ownership - Parkinson's Speech Services LLC and Welcome Consulting Company LLC, Employee - Wellstar Health System and Medical SLP Collective

Non-financial Disclosures: None

Lena Ebron DPT

Financial Disclosures: Ownership - PEP Physical Therapy Employee: Wellstar Health System

Non-financial Disclosures: None

Casey O'Dell DPT, OCS

Financial Disclosures: Wellstar Hospital Supervisor of Rehabilitation Services

Non-financial Disclosures: None

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10:30am - 12:30pm

Meeting Room E

Intermediate

**Title:** An Analysis Of The Features Of Words; It's All About Semantics

**Presenter:** Katherine Lamb, PhD, CCC-SLP

Autism (ASD) is a neurodevelopmental disorder characterized by social impairments, language & communication difficulty, and repetitive/restrictive behaviors. In this course we will take a closer look at the characteristics true to the diagnosis and outline the specifics to achieving success not only in the assessment process, but also in planning for intervention(s).

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

1. Define ASD characteristics.
2. List and explain various EBP assessment and intervention strategies for ASD.
3. Outline functional and practical application of intervention strategies for clients diagnosed with ASD

Financial Disclosures: None

Non-financial Disclosures: None

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10:30am - 11:30am

Meeting Room F/G

Introductory

**Title:** From Research to Reality: Practical Approaches in Aphasia Therapy

**Presenters:** Ariella Sara Kaplan M.Ed., CCC-SLP, Lorelei Benham M.Ed., CCC-SLP

Explore the practical application of aphasia research & how to implement effective treatment when research-based programs (i.e., ICAPs) are not accessible. Lorelei and Ariella will share their case study results and insights, empowering clinicians to effectively integrate research into their own settings. Discover how to make research practical and enhance outcomes for clients with aphasia.

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

1. Understand the process of implementing aphasia therapy in a private practice and extending it to community-based environments.
2. Discover practical strategies for integrating evidence-based research and interventions into clinical practice, fostering improved outcomes for clients with aphasia.
3. Explore the customization of therapy for individual clients using the Life Participation Approach to Aphasia (LPAA) and the Aphasia Framework (AFROM) model, and gain practical strategies for implementing these approaches in diverse settings.

Financial Disclosures: Both presenters are co-owners of a private practice, Atlanta Speech & Wellness

Non-financial Disclosures: None

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11:30am - 12:30pm

Meeting Room F/G

Introductory

**HEALTHCARE FORUM ► Navigating Challenges and Successes in Healthcare & Private Practice: A Collaborative Discussion**

**Presenter:** Ariella Sara Kaplan M.Ed., CCC-SLP

Join us for an interactive and collaborative forum where speech-language pathologists (SLPs) in healthcare and private practice can openly discuss their experiences, challenges, and achievements from the past year. This session will provide a platform for SLPs to voice their concerns and share insights while fostering a supportive professional network of clinicians.

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

1. Engage in a collaborative discussion to voice challenges and successes faced by SLPs in healthcare and private practice settings.
2. Contribute to a shared list of concerns to inform the Healthcare & Private Practice Committee's efforts in supporting members.
3. Recognize the value of a supportive network in addressing common industry challenges and fostering professional growth.

Financial Disclosures: Co-owner of an Atlanta based private practice.

Non-financial Disclosures: None

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10:30am-12:30pm

Meeting Room T/U

Leadership and Mentoring Academy

**Not Open To All Attendees**

\*\*\*This session is INVITE ONLY\*\*\*

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12:30pm-1:45pm

Magnolia Ballroom

GSHA Awards Lunch and Membership Meeting with the Strategic Planning Committee

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1:45pm - 2:45pm

Master's Hall

Intermediate

**Title: A Cup Half-Full-Approach To Cultivate Success In The Outpatient Voice And Swallowing Clinic Part 1 (Master Class)**

**INVITED SPEAKER ► Kelly Caldwell MS., CCC-SLP**

The way a clinician defines success will dictate the approaches utilized to change the situation. Various perspectives on what success means will be discussed in order for attendees to find the opportunities to fill up the half-full cup. To overcome challenges, this masterclass will focus on implementation science mixed with a dose of reality, including a hands-on workshop on voice and swallowing assessment and treatment. Attendees will have an opportunity to engage with materials and protocols that they can consider incorporating in their own clinical practice. Additionally, considerations on how to “fill the cup” will be discussed on topics ranging from determination of disorder, discharge criteria, insurance coverage policies, and documentation requirements.

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

1. Examine three types of objective findings in the evaluation and treatment of voice and swallowing disorders.
2. Demonstrate considerations for implementing three voice and swallowing treatment approaches.
3. Synthesize information presented on opportunities to form next steps in clinical practice with a “use it on Monday” approach.

**Financial Disclosures:** Honorarium covering travel for the GSHA conference; Salary from AnMed Health; Paid contributor/mentor for the Med SLP Collective

**Non-financial Disclosures:** Board member of SC Speech-Language-Hearing Association, ASHA SIG 13

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1:45pm - 2:45pm

Meeting Room D

Intermediate

**Title:** Ethical Decision-Making: What You Need to Know In 2024

**INVITED SPEAKER** ► Theresa Rogers MA, CCC-SLP, BCS-CL, EdS (LD)

The topic of ethics is a pervasive and sometimes challenging one, applicable to all professionals, practice settings, and types of clients. Recent revisions to the ASHA Code of Ethics will be highlighted, and a decision-making model will be delineated. Scenarios depicting potential ethical violations and dilemmas will be analyzed and deliberated by participants.

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

1. Identify key concepts, principles, and strategies pertaining to ethics and ethical Decision-making
2. Discuss a model for ethical decision-making
3. Analyze scenarios that depict ethical dilemmas

**Financial Disclosures:** Honorarium in the form of a hotel room night from GSHA

**Non-financial Disclosures:** Former member and chair of ASHA's Board of Ethics, member of the Code of Ethics Revision Subcommittee, former Louisiana licensure board member

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1:45pm - 2:45pm

Meeting Room E

Introductory

**Title:** Don't Worry, Be 'App-y': Apps As Tools For Therapy Carryover

**Presenter:** Ainsley Vergara, M.Ed., CCC-SLP

We are constantly surrounded by promises of “quick xes” for everything; these flashy advertisements create within caregivers a desire for magic solutions to communication disorders. While skilled intervention remains vital, technology may also play a role in improving communication. Come discuss the intersection of caregiver involvement and tablet/phone applications!

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

1. Describe reasons therapists may recommend applications for home use.
2. Describe the potential limitations of incorporating technology as a tool in speech-language therapy carryover.
3. List practical strategies for caregivers to optimize the use of educational apps in a home environment.

Financial Disclosures: None

Non-financial Disclosures: Employee of the University of Georgia. Highlighted applications in this presentation have been received as a promotion through partnerships with app developers.

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1:45pm - 2:45pm  
Meeting Room F/G  
Introductory

**Title:** How To SLP While Drowning: Boosting Productivity And Battling Burnout In A Helping Profession

**Presenter:** Terry Jean Morgan Ragan, M.A., CCC-SLP

In this session, a seasoned SLP ties research to practice for those interested in increasing productivity while avoiding burnout. This multimedia presentation includes recommendations from the literature as well as common sense strategies for making those recommendations work in the real world.

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

1. Describe 2 key findings from ASHA's most recent work-life survey.
2. List 3 strategies for increasing work productivity and/or reducing burnout.
3. Summarize 2 possible barriers to implementing evidence based strategies for productivity and work/life balance, as well as possible solutions to those barriers.

Financial Disclosures: None

Non-Financial Disclosures: None

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1:45pm - 2:45pm  
Meeting Room T/U  
Leadership and Mentoring Academy  
**Not Open To All Attendees**  
\*\*\*This session is INVITE ONLY\*\*\*

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2:45pm - 3:00pm  
Pecan Galleria  
Transition Time/Break with Exhibitors

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3:00pm - 5:00pm  
Master's Hall  
Intermediate

**Title: A Cup Half-Full-Approach To Cultivate Success In The Outpatient Voice And Swallowing Clinic Part 2 (Master Class)**

**INVITED SPEAKER ► Kelly Caldwell MS., CCC-SLP**

The way a clinician defines success will dictate the approaches utilized to change the situation. Various perspectives on what success means will be discussed in order for attendees to find the opportunities to fill up the half-full cup. To overcome challenges, this masterclass will focus on implementation science mixed with a dose of reality, including a hands-on workshop on voice and swallowing assessment and treatment. Attendees will have an opportunity to engage with materials and protocols that they can consider incorporating in their own clinical practice. Additionally, considerations on how to “fill the cup” will be discussed on topics ranging from determination of disorder, discharge criteria, insurance coverage policies, and documentation requirements.

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

1. Examine three types of objective findings in the evaluation and treatment of voice and swallowing disorders.
2. Demonstrate considerations for implementing three voice and swallowing treatment approaches.
3. Synthesize information presented on opportunities to form next steps in clinical practice with a “use it on Monday” approach.

**Financial Disclosures:** Honorarium covering travel for the GSHA conference; Salary from AnMed Health; Paid contributor/mentor for the Med SLP Collective

**Non-financial Disclosures:** Board member of SC Speech-Language-Hearing Association, ASHA SIG 13

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**3:00pm - 5:00pm**

**Meeting Room D**

**Intermediate**

**Title: Strategies And Interventions For Your Client With ASD**

**Presenter: Katherine Lamb PhD CCC/SLP**

Autism (ASD) is a neurodevelopmental disorder characterized by social impairments, language & communication difficulty, and repetitive/restrictive behaviors. In this course we will take a closer look at the characteristics true to the diagnosis and outline the specifics to achieving success not only in the assessment process, but also in planning for intervention(s).

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

1. Define ASD characteristics
2. List and explain various EBP assessment and intervention strategies for ASD
3. Outline functional and practical application of intervention strategies for clients diagnosed with ASD

**Financial Disclosures:** None

**Non-financial Disclosures:** None

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3:00pm - 5:00pm  
Meeting Room E  
Intermediate

**Title:** Telepractice: Is It Here To Stay

**Presenter:** Melissa Jakubowitz M.A., CCC-SLP, BCS-CL, ASHA Fellow

Districts adopted teletherapy during the pandemic to provide their students with speech-language services. We will explore the systems that need to be in place to empower providers to successfully provide services. We will take a dive into how online skills can supplement and enhance traditional in-person services.

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

1. Learn three techniques to ensure teletherapy and online services remain relevant, evidence-based, and equivalent to those provided in person.
2. Explore ways to monitor compliance when providing Special Education services online. Learn three new ways to enhance your daily in-person session using video conferencing tools.
3. Learn three new ways to enhance your daily in-person session using video conferencing tools.

**Financial Disclosures:** Owner and founder of eLiveNow.

**Non-financial Disclosures:** Member of ASHA SIG 18

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3:00pm - 5:00pm  
Meeting Room F/G  
Intermediate

**Title:** Two Professionals, One Goal for Students with Written Language Disorders

**Presenters:** Alison Webster M.S., CCC-SLP, CALT-QI, Anna Curtis M.Ed., CALT, LDT

The roles and responsibilities of a speech-language pathologist (SLP) and dyslexia therapist (DT)/certified academic language therapist (CALT) often overlap. How do these two professions work together to benefit students? Why would an SLP want the CALT certification? All of these questions and more will be answered in this presentation.

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

1. Define written language disorders.
2. Compare the roles and responsibilities of SLPs and DTs/CALTs.
3. Identify ways SLPs and DTs/CALTs can work together to help students with written language disorders.

**Financial Disclosures:** The presenters are employed by DuBard School for Language Disorders; course development and presentations are included in salaried duties.

**Non-financial Disclosures:** None

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3:00pm - 4:00pm  
Meeting Room T/U  
Intermediate

**Title:** Speech Therapy for Students with Autism: Communication Instead of Compliance

**Presenter:** Jessica Watson Bond M. Ed., CCC-SLP

This session is an overview of research-based practice regarding speech-language therapy service provision to autistic students. It will include examples of speech therapy activities that incorporate the client's preferred interests to improve participation and communication rather than activities that teach forced compliance.

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

1. Explain evidenced-based approaches Enhanced Milieu Teaching, Aided Language Stimulation, and Core Vocabulary Approach.
2. List potential treatment objectives for autistic students that are reflective of participation rather than compliance.
3. Describe how to plan and implement speech-language therapy sessions that encourage participation for students with limited interests.

Financial Disclosures: None

Non-financial Disclosures: Member of ASHA and GSHA

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4:00pm - 5:00pm  
Meeting Room T/U  
Introductory

STUDENT FORUM ► "Panel Discussion: Persons At Various Stages Of Their Academic Careers"  
(Not for CEUs) Caroline Ott and Kay Gregory

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5:00pm - 7:00pm  
Pecan Tree Galleria

Poster's Available For CEU Viewing (1.5 CEUs)

**END DAY 1**

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**Day 2 (March 2, 2024):**

7:00am - 8:00am  
Welcome! Registration Opens for Day 2 at 7:00am

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8:30am - 1030am  
Master's Hall  
Intermediate

**Title:** Evidence Based Intervention For Social-Pragmatic Communication Deficits

**Presenter:** Tim Kowalski MA, CCC-SLP

This seminar will help you understand pragmatics, the social component of language and acquire practical skills for effective intervention. Attendees will be able to understand the importance of social pragmatic communication and the theories involved in pragmatic understanding. Participants will be able to identify why students with social-pragmatic deficits act the way they do. It will discuss intervention techniques for deficits in social-interaction, social-communication, and social-emotional regulation.

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

1. Define social-pragmatic communication
2. Define contributing factors causing deficits in social-pragmatic communication
3. List evidence-based intervention techniques for social-pragmatic communication

**Financial Disclosures:** President of Professional Communication Services, Inc. He receives royalties as a published author. Timothy Kowalski receives a speaking honorarium from GSHA.  
**Non-financial Disclosures:** A member of the American Speech-Language-Hearing Association and the Florida Association for Speech-Language Pathologists and Audiologists.

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8:30am - 10:30am  
Meeting Room C  
Intermediate

**Title:** Novel Method for Measuring the Kinematic Effects of Neuromuscular Electrical Stimulation in Swallowing Therapy

**Presenter:** Russ Campbell, LPT - President, CEO, Ampcare, LLC

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 process of kinematic measurement will be presented, including results of an initial Video Fluoroscopic Swallow Study (VFSS), a possible therapy plan, and the clinical outcomes gathered from the follow-up VFSS. This will include pre- and post- measurements of the kinematic changes, measured using the TIMS DICOMS Review Software (TDRS).

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. Describe how NMES can facilitate wrist extension; demonstrate this process on the wrist
3. Describe how NMES can facilitate hyoid bone elevation; demonstrate this process on the submental musculature
4. Identify the movement of the hyoid bone in 30 frames per second video fluoroscopic movie clips
5. Relate and compare results in standardized swallowing scales (FOIS, Rosenbek Penetration/Aspiration Scale (PAS) to kinematic changes in swallowing function.

**Financial Disclosures:** President of Ampcare LLC  
**Non-financial Disclosures:** None

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8:30am - 10:30am  
Meeting Room D  
Intermediate

**Title: The Dismissal Process: How Everybody can Leave Happy**

**INVITED SPEAKER ► Jill Barton, M.S., CCC-SLP**

The school-based Speech Language Pathologist works hard with each student to achieve success. But what now? How do you know when it is time to dismiss a student from services? Will the family resist this action? This presentation will explore the Georgia Department of Education guidelines for dismissal, what avenues are available to the SLP surrounding dismissal, and discuss case studies based on the information presented.

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

1. Participants will examine the ASHA Caseload / Workload Model.
2. Participants will explore illustrations of each model.
3. Participants will review advocacy avenues to implement the desired performance model.

Financial Disclosures: Employee of Atlanta Public Schools and my private practice. I will not be receiving any financial support from any of the products/services that will be discussed in this presentation.

Non-financial Disclosures: ASHA Committee of Ambassadors SLP member GA (Retire January 2024), ASHA State Education Advocacy Leaders (SEAL) member, GA ASHA Council of Academic Accreditation – Site Visitor (June 2023) GSHA Political Action Committee Chair

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8:30am - 10:30am  
Meeting Room E  
Intermediate

**Title: HNOC Survivorship: An Ever-Growing Dysphagic Population**

**INVITED SPEAKER ► Tamatha Rutherford MCD,CCC/SLP**

Management of Head, Neck and Oral Cancer (HNOC) population can be daunting to even the most seasoned clinician. Improvements in medical management of these cancers have resulted in better survival rates, however, the medical modalities can often cause long term complications to an ever-changing swallowing mechanism. A better understanding, of the impact of medical management on survivors of Head, Neck and oral cancer, assessment tools to develop a patient specific plan of care and intervention strategies that can be provided to assist the patient to accept a “new normal swallow”.

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

1. Clinicians will be able to identify standardized assessment tools utilized for head, neck, and oral cancer (HNOC).
2. Clinician will be able to define evidence-based prophylactic exercise during medical treatment with CRT to maximize outcomes for the head, neck, and oral cancer (HNOC) population.
3. Clinician will be able to describe changes that may occur from Medical management that

will impact return to a regular diet and implement strategies that will enhance acceptance of the “new normal swallow”.

**Financial Disclosures:** Owner of Swallowing Specialist of Central Georgia, LLC

**Non-financial Disclosures:** None

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8:30am - 10:30am

Meeting Room F/G

Intermediate

**Title:** Cue Based Feeding In The NICU

**INVITED SPEAKERS** ► Mandi Hutter MEd, CCC-SLP and Kristina Kishimoto MEd, CCC-SLP

The age of viability for an infant is now 22 wks. Medical teams are now saving babies earlier than ever before. As a result, these miracle infant’s neurodevelopment is occurring in an unnatural environment and these babies will endure procedures some adults will never experience. It’s not surprising that they often need support from medical teams, including the speech pathologist, to help habilitate their feeding and language development. This seminar will discuss what it is like to be a medical speech-language pathologist in the Neonatal Intensive Care Unit (NICU):

1. What goals are targeted in assessment and treatment?
2. How are these goals addressed?
3. Who is involved in the treatment team?
4. What training is needed if interested in working in this population?

All these questions and more will be addressed! Come meet some of the bravest, fiercest, and tiniest patients we have the privilege of working with!

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

1. Identify the overt/covert signs of airway invasion in neonates
2. Identify at least 3 hunger cues indicating an infant is ready to eat.
3. Identify at least 3 stress signals an infant communicates during a feeding and know at least one Response.

**Financial Disclosures:** Both presenters are receiving honorarium from GSHA for their presentation.

**Non-financial Disclosures:** None

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8:30am - 10:30am

Room V/W

Intermediate

**Title:** Level Up Morphology In The Middle

**INVITED SPEAKER** ► Dr. Jackie Jones Brown EdD., CCC-SLP and Dr. Benjamin Washington, EdD

This presentation will examine one online morphology intervention and its impact on language improvement for middle school students identified as performing low on grade level language assignments and state level standardized assessments.

## Learning Outcomes

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

1. Clearly state how morphology impacts phonology and semantics.
2. Explain how Morphological Awareness Intervention is beneficial to improving literacy in Middle school students.
3. Describe strategies in the provision of on-line morphology-based intervention.

Financial Disclosures: None

Non-financial Disclosures: None

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10:30am - 11:00am

Pecan Tree Galleria

Break w/ Exhibitors & Refreshments.

View Posters for an additional .5 CEUs.

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11:00am - 12:00pm

Master's Hall

Intermediate

**Title: Evidence Based Intervention For Social-Pragmatic Communication Deficits Part 2**

**INVITED SPEAKER** ► Tim Kowalski MA, CCC-SLP

This seminar will help you understand pragmatics, the social component of language and acquire practical skills for effective intervention. Attendees will be able to understand the importance of social pragmatic communication and the theories involved in pragmatic understanding. Participants will be able to identify why students with social-pragmatic deficits act the way they do. It will discuss intervention techniques for deficits in social-interaction, social-communication, and social-emotional regulation.

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

1. Define social-pragmatic communication
2. Define contributing factors causing deficits in social-pragmatic communication
3. List evidence-based intervention techniques for social-pragmatic communication

Financial Disclosures: President of Professional Communication Services, Inc. He receives royalties as a published author. Timothy Kowalski receives a speaking honorarium from GSHA.

Non-financial Disclosures: A member of the American Speech-Language-Hearing Association and the Florida Association for Speech-Language Pathologists and Audiologists.

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11:00am - 12:00pm

Meeting Room C

Intermediate

**Title: NMES in Pediatrics: A Case Study Using the Ampcare ESP Protocol**

**Presenters: Whitney Acree M.S., CCC.-SLP and Jennifer Wenkel M.Ed., CCC-SLP**

Speech-Language Pathologists conducted an original, ongoing, longitudinal case study on a 9 year old female with a unique medical history including, but not limited to, oropharyngeal dysphagia. Ampcare's ESP protocol was utilized in conjunction with targeted exercises and PO trials. Results of this case study impact the future implications of NMES use within the pediatric dysphagia population.

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

1. Describe AmpCare ESP's purpose and function
2. Define Ampcare's influence in relation to aspiration/penetration within pediatric dysphagia population
3. Determine Ampcare ESP's effectiveness on potential pediatric patients with oropharyngeal phase dysphagia

Financial Disclosures: None

Non-financial Disclosures: None

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11:00am - 12:00pm

Meeting Room D

Intermediate

Title: AI for SLPs: Understanding and Using AI in Clinical Practice

Presenter: Carolyn Long MCD CCC-SLP

This program will provide SLPs with a basic understanding of AI and Natural Language Processing models. It will discuss how these applications are already being used in common programs that students access, as well as implications for students with language disorders.

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

1. Explain AI and related terminology as it relates to speech language pathology.
2. Evaluate products for AI use and data collection models.
3. Apply ethical considerations to existing products in education and speech language pathology

Financial Disclosures: Employee of Social Optics Inc.

Non-financial Disclosures: None

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11:00am - 12:00pm

Meeting Room E

Intermediate

Title: A Taste of Rehab: Exploring a Medical Practicum Model for Graduate Students

Presenter: Katie Walden M.S., CCC-SLP

Universities are tasked with preparing students to work in diverse medical settings. This course will explore a model of graduate dysphagia practicum externship, in a hospital setting. Attendees will learn strategies for partnering with medical settings, developing therapeutic dining group and building supervisory skills unique to this clinical environment.

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

1. List 2 differences between hospital based dysphagia practicum and a medical externship in graduate education.
2. Describe ways to develop a Therapeutic Dining Group experience in graduate dysphagia education.
3. Describe the roles and expectations of the Clinical Supervisor during practicum in a medical setting.

Financial Disclosures: None

Non-financial Disclosures: None

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11:00am - 12:00pm

Meeting Room F/G

Intermediate

**Title:** Thalamus For Your Thoughts: Cognitive-Linguistic Effects Of Thalamic Strokes

**Presenter:** L Katherine Stewart MS, CCC-SLP

As the brain's main relay center, the thalamus is indubitably vital in transmission of sensory and motor signals. However, its effects upon language and cognition are less understood, leading to difficulty in multidisciplinary rehabilitation for patients recovering from thalamic lesions. Three speech pathology case studies, and their commonalities and implications, will be discussed.

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

1. Briefly explain the three thalamic tracts and their functions.
2. Describe sensorimotor functions traditionally associated with each thalamic nucleus, as well as possible cognitive-linguistic deficits resulting from damage thereof.
3. Discuss considerations for assessment and rehabilitation of thalamic cognitive-linguistic deficits.

Financial Disclosures: None

Non-financial Disclosures: None

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11:00am - 12:00pm

Meeting Room V/W

Introductory

**Title:** SLPs and Teachers Collaborative Goal Writing: Case Examples With Successful Outcomes

**Presenters:** Wyndi Capeci MS., CCC-SLP, Meagan Avitable MS, Elizabeth Pozen B. S.

Let's explore how to include curriculum, teacher perspectives, and EBP in goal writing. This collaborative approach can improve student outcomes, decrease generalization time, and improve IPE/IPP. We will take a "goal walk" with a teacher and SLP through different examples from each professional's perspective and explore the benefits of rethinking goal writing to include the classroom teacher.

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

1. Identify at least 3 areas of collaboration within the general curriculum for goal writing
2. Change traditional goal approaches to include collaborative goals with classroom teachers
3. Develop at least 2 language goals that include curriculum needs

**Financial Disclosures:** Wyndi Capeci is a Salaried employee of Jacksonville University. Megan Aitable is owner and director of Time to Talk IEPs

**Non-Financial Disclosures:** None

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12:00pm - 12:15pm

Pecan Galleria

Exhibit Hall Open

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12:15pm - 1:30pm

Magnolia Ballroom

**GSHFoundation Luncheon and Awards**

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1:30pm - 1:45pm

Pecan Galleria

Transition Time. Exhibit Hall Open

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1:45pm-3:45pm

Master's Hall

Intermediate

**Title: Using FEES As A Primary Instrumental Across The Continuum Of Healthcare Settings**

**INVITED SPEAKER ► Theresa Richard M.A. CCC-SLP, BCS-S**

It is now commonly recognized that FEES and MBSS are both gold standard exams. It is also commonly accepted that these two exams are best when they are complementary to each other. That is occurring in conjunction to firmly diagnose and describe the dysphagic patient. However, in real world situations, logistics and financial concerns often limit access to both exams and the SLP is the precarious situation of picking one over the other. While the authors of this presentation are in agreement that MBSS and FEES are of equal value (both gold standard exams), we also recognize that logistically FEES is often the easier exam to begin with and can then be extrapolated upon to select further testing.

1. Identify Participants will be able to identify three clinical benefits for FEES as a primary instrumental
2. Participants will be able to identify three non-clinical benefits for FEES as a primary instrumental
3. Participants will be able to discuss three instances when a transition to another test is appropriate when utilizing FEES as a primary dysphagia diagnostic method

**Financial Disclosures:** Theresa Richard is the owner of MedSLP Ed, the creator of Swallow Your Pride podcast and the creator of the Medical SLP Collective. Theresa Richard is receiving compensation for presenting at GSHA in the form of a room stay.

**Non-financial Disclosures:** None

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**1:45pm-3:45pm**  
**Meeting Room C**  
**Intermediate**

**Title: Unraveling The Complexity Of Reading: Serving Children With Literacy Deficits**

**Presenter: Taylor Grantham, M. Ed., CCC-SLP**

The complexity of reading will be unraveled as we discuss the framework of Scarborough's reading rope from a therapeutic lens. Attendees will be provided with a breakdown of the components of successful reading and practical ways to foster literacy development and target specific subskills of reading.

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

1. Explain the components of reading as individual units and parts of a system.
2. Demonstrate understanding of subskills of reading within the realm of assessment and treatment.
3. Apply treatment approaches to target deficit areas of the reading rope.

**Financial Disclosures:** None

**Non-financial Disclosures:** None

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**1:45pm-3:45pm**  
**Meeting Room D**  
**Introductory**

**Title: Self Identity And Social Communication: Using Current Research To Inform Interventions**

**Presenter: Carolyn Long, MCD CCC-SLP**

The complexity of reading will be unraveled as we discuss the framework of Scarborough's reading rope from a therapeutic lens. Attendees will be provided with a breakdown of the components of successful reading and practical ways to foster literacy development and target specific subskills of reading.

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

1. Explain the components of reading as individual units and parts of a system.
2. Demonstrate understanding of subskills of reading within the realm of assessment and treatment.
3. Apply treatment approaches to target deficit areas of the reading rope.

**Financial Disclosures:** None

**Non-financial Disclosures:** None

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1:45pm-3:45pm  
Meeting Room E  
Intermediate

**Title:** Working Smarter, Not Harder: The caseload vs the workload debate

**INVITED SPEAKER** ► Jill Barton, M.S., CCC-SLP

Help me! I have over 50 students on my caseload roster! How am I going to service these many students and have time to complete all my other duties? In this session, the school-based Speech Language Pathologist will learn about the ASHA Caseload / Workload model including the advantages and disadvantages of each model. Illustrations of each model will be examined. Finally, advocacy avenues will be discussed to help participants determine which model of service delivery works better in their situation.

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

1. Participants will examine the ASHA Caseload / Workload Model.
2. Participants will explore illustrations of each model.
3. Participants will review advocacy avenues to implement the desired performance model.

**Financial Disclosures:** Employee of Atlanta Public Schools and my private practice. I will not be receiving any financial support from any of the products/services that will be discussed in this presentation.

**Non-financial Disclosures:** ASHA Committee of Ambassadors SLP member GA (Retire January 2024), ASHA State Education Advocacy Leaders (SEAL) member, GA ASHA Council of Academic Accreditation – Site Visitor (June 2023) GSHA Political Action Committee Chair

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1:45pm-2:45pm  
Meeting Room F/G  
Introductory

**SCHOOLS FORUM** ► A Conversation Centered Around the Collaborative Work Environment

**Presenter:** Dominique Kennedy, MS, CCC-SLP

This presentation describes how effective collaboration and outreach contribute to professional success for school-based professionals who support students with disabilities. When school-based professionals capitalize on cross-disciplinary learning opportunities they are better positioned to support the needs of the students they serve. This presentation will highlight formal and informal models of collaboration and outreach for school-based service providers.

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

1. Discuss the benefits of collaboration and outreach for school-based professionals
2. Promote practices toward collaborative work environments
3. Examine a model of the collaborative work environment that prepares students with disabilities for professional success

**Financial Disclosures:** Published author who receives royalties from the sale of her books. Owner

of a trade/service mark for printed publications and educational services roles of ownership, teaching, and speaking

Non-financial Disclosures: None

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1:45pm-3:45pm

Meeting Room V/W

Intermediate

**Title: I Have An Evaluation For A NICU Graduate - NOW WHAT?**

**INVITED SPEAKER ► Mandi Hutter MEd,CCC-SLP and Kristina Kishimoto MEd, CCC-SLP**

Pediatric Speech Pathologists are challenged daily to address complex feeding and swallowing deficits in even more complex medical patients. The goal is to help these patients progress to become happy, healthy, safe, and confident eaters. How do we get them there? How do we take an infant that has recently spent months in a Neonatal Intensive Care Unit and help bridge the gap from hospital to home? How do we support families in helping to care for these infants? Follow up therapy is crucial for these infants and their families to help them achieve their best possible outcomes. Join us in problem solving through different case studies of some of the toughest kiddos you'll ever meet!

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

1. Identify at least 3 key components to assess during evaluation.
2. Discuss different treatment goals for this population.
3. Explore strategies to address the range of feeding/swallowing deficits in an outpatient/home health setting.

Financial Disclosures: Both presenters are receiving honorarium from GSHA for their presentation.

Non-financial Disclosures: None

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3:45pm-4:00pm

Pecan Galleria

Transition Time, Exhibit Hall Open

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4:00pm-5:00pm

Master's Hall

Intermediate

**Title: Advocacy Medical SLPs: Strategies for Funding, Advocacy, and Efficient Practice**

**INVITED SPEAKER ► Theresa Richard M.A. CCC-SLP, BCS-S**

The proposed presentation aims to equip medical Speech-Language Pathologists (SLPs) by providing them with creative and comprehensive strategies to successfully navigate the complex landscape of funding, advocacy, and productivity in healthcare settings. It is designed to address the critical need for SLPs to acquire skills in funding acquisition, effective communication with key decision-makers, and efficient management of their workload and resources using already existing models and systems in today's healthcare landscape.

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

1. Describe strategies for obtaining funding, advocacy, and productivity
2. Discuss different approaches for funding strategies depending on setting
3. Review advocacy avenues to implement depending on the funding sources

**Financial Disclosures:** Theresa Richard is the owner of MedSLP Ed, the creator of Swallow Your Pride podcast and the creator of the Medical SLP Collective. Theresa Richard is receiving compensation for presenting at GSHA in the form of a room stay.

**Non-financial Disclosures:** None

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4:00pm-5:00pm  
Meeting Room C  
Intermediate

**Title:** A Framework For Managing Contentious IEP Meetings

**Presenter:** Marian Lowther MS., CCC-SLP and Nicole Shaffer MS, CCC-SLP

With School SLPs attending large numbers of meetings, the odds of differences of opinions are bound to happen. When these variations become voiced, conflicts may arise and feel like an impasse is looming. There is a framework, verbiage and methods that will be discussed that SLPs can use to diffuse heightened emotional states and promote the student-centered focus and educational needs.

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

1. Explain ways to educate IEP members on educationally relevant services provided by schools.
2. Describe the need for IEP meeting rules to prevent disrespectful behavior from IEP team members.
3. Explain steps to help defuse and resolve challenging meetings and refocus on the student's needs.

**Financial Disclosures:** Ms Lowther receives a salary from University of South Florida. Ms Shaffer receives a salary from Pinellas County Schools

**Non-financial Disclosures:** Ms Lowther Member of FLASHA, ASHA and ASHA-Pac Supporter. FLASHA President. ASHA Grasstop Envoy. ASHA STARs representative for Florida. Ms Shaffer is a member of FLASHA, ASHA and ASHA-Pac Supporter. FLASHA Vice-President for Communications. ASHA Grasstop Envoy.

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4:00pm-5:00PM  
Meeting Room D  
Introductory

**Title:** Beyond Idioms: Identify Affirming Pragmatic Treatment for Adolescents

**Presenter:** Cecillia Ciaccia MS CCC-SLP, Elizabeth Pozen B. S.

Presentation surveys efficacy of common pragmatic treatments utilizing current evidence, outlines clinician self-reflection, includes therapy activities and take-home resources meant to

empower adolescent learners and families. Seminar assists clinicians in facilitating pragmatic personal agency in adolescents thereby helping these learners to thrive within future adulthood communication contexts.

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

1. Analyze efficacy of common pragmatic treatment activities and methods for adolescents with verbal communication profiles.
2. Identify and utilize treatment activities designed to empower adolescents through facilitating development of individually relevant pragmatic skills.
3. Collect a repertoire of guidelines and resources for therapy activities, learner self-advocacy, and caregiver education.

**Financial Disclosures:** Employees at Atlanta Pediatric Therapy/Applied Pediatrics

**Non-financial Disclosures:** Ms Ciaccia is GSHA Public Relations Committee Chair

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4:00pm-5:00pm  
Meeting Room E  
Intermediate

**Title:** When Explanations Fall Apart: Discourse-level Intervention For Students With DLD

**Presenter:** Bonnie Singer Ph.D., CCC-SLP

Students with developmental language disorders have difficulty with expository discourse. Spoken explanations are particularly challenging due to their linguistic complexity. This presentation explores the systems and language elements required to formulate a spoken explanation. Guiding intervention principles are offered for children with DLD who struggle to produce coherent spoken explanations.

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

1. Identify the systems and language elements that must be recruited to explain.
2. Define the language characteristics of spoken and written explanations.
3. Design intervention for students with DLD who struggle to formulate coherent spoken explanations.

**Financial Disclosures:** Dr. Singer is co-author of some intervention methods that may be mentioned but are not the primary focus of this presentation.

**Non-financial Disclosures:** None

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4:00pm-5:00pm  
Meeting Room F/G  
Intermediate

**Title:** Using The Basics In Speech-Language Sessions To Improve Caregiver-Child Interaction

**Presenter:** Aleah S. Brock Ph.D. CCC-CLP, Aliyah Raines B.S.Ed , Krista Ozment

This pilot investigation aimed to explore the impact of The Basics—a set of research-based caregiving principles designed to support children's development by promoting caregiver-child interaction.

Caregivers participated in coaching sessions focused on The Basics, and their linguistic input was analyzed to explore the impact of the program. Early analysis reveals that some caregivers exhibited an increase in responsive FLT's and/or a decrease in directives across the first few sessions. The presentation will include full results of the analysis and a discussion of clinical implications and future directions.

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

1. Name the five Basics principles.
2. Discuss the importance of caregiver responsiveness for child language development.
3. Apply a caregiver coaching model to early language intervention.

**Financial Disclosures:** The work was funded by a collective impact grant from The Sandra Dugan Deal Center for Early Language and Literacy. Ms Raines and Ms Ozment were funded by a Student Research Assistant Program grant through the University of West Georgia.

**Non-financial Disclosures:** None

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## CONVENTION CONCLUDES

Schedule is subject to change - Last Updated 02/5/2024

**\*EARN UP TO .6 CEUs at Pre Convention (2/29/24) and 1.4 CEUs at Convention (3/1-3/2/24)\***

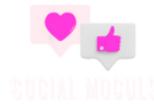
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