

## **GEORGIA SPEECH-LANGUAGE-HEARING ASSOCIATION**

2020 Annual Convention February 13 – 15, 2020

Evergreen Marriott Conference Resort

### **PROGRAM OUTLINE**

**FRIDAY, FEBRUARY 14, 2020**

**7:00 AM – 5:30 PM Registration Desk Open**

**8:00 AM-10:00 AM**

#### **The Limitations and Advantages in the Utility of Oropharyngeal Dysphagia Assessment Tools**

John Ashford, PhD, CCC-SLP

*Room: Laurel Amphitheater*

#### **Abstract:**

Assessment tools, including questionnaires, clinical dysphagia assessments, videofluoroscopy, and nasoendoscopy (FEES), are examined and compared for their strengths and weaknesses in the identification and analysis of oropharyngeal swallowing disorders.

#### **Objectives:**

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

1. Identify and choose appropriate dysphagia assessment instruments to meet the goals and intent of each unique assessment requirement
2. Discuss rationales for including self-reporting dysphagia questionnaires as a component in dysphagia assessments
3. Discuss and differentiate the differences and similarities of observational screening assessment tools
4. Describe and contrast the needs and circumstances for choosing the Videofluoroscopic Swallow Study and/or the Fiberoptic Endoscopic Evaluation of Swallowing when instrumentally assessing patients with suspected dysphagia

#### **Speaker Bio:**

John R. Ashford, PhD, is the Education Director and Co-Owner of SA Swallowing Services, provider of instrumental dysphagia assessment services to health care facilities, and provider of FEES training courses. He holds Bachelor's and Master's Degrees from the University of Southern Mississippi, and a PhD from Vanderbilt University. He served as a medical speech-language pathologist with the Department of Veterans Affairs for 28 years, an Associate Professor at Tennessee State University, and an adjunct Clinical Professor at the Vanderbilt University School of Medicine for 25 years. He recently served as visiting professor at Dar Al-Hekma University in Jeddah, Saudi Arabia. He served as President of the Tennessee Speech-Language-Hearing Association and is a Life-member of ASHA. He is published and has presented at the local, state, national, and international levels with special research interests in evidence-based practice and dysphagia treatments, oral care and dysphagia, analysis of FEES studies, and factors in the development of pneumonia from aspiration in patients with dysphagia.

**Disclosures:**

*Financial:* John R. Ashford is the Education Director and Co-Owner of SA Swallowing Services, provider of instrumental dysphagia assessment services and FEES training courses. For this presentation, GSHA is providing financial compensation for travel, lodging and meals.

*Non-financial:* John R. Ashford has no relevant non-financial relationships to disclose.

**8:00 AM-10:00 AM****Introduction to Language Acquisition Through Motor Planning (LAMP)**

Christine Kramlich, M.A.

*Room: Lake/Woodland*

**Abstract:**

This training will offer an introduction to the Language Acquisition Through Motor Planning (LAMP) therapy approach. The goal of the LAMP approach is to give individuals who are nonverbal or have limited verbal abilities a method of independently and spontaneously expressing themselves through the use of voice output augmentative and alternative communication (AAC). Participants will learn briefly about the key elements of the approach and how these elements influence the design of an AAC language system. Demonstrations and video examples will be used throughout the class.

**Objectives:**

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

1. Identify the language considerations used in the LAMP approach
2. List the 5 key elements of the LAMP approach
3. Name two necessary AAC language system features required by the LAMP approach

**Speaker Bio:**

Christine graduated with her B.A. in Special Education from Florida State University with a focus on visual impairment and blindness. She completed an M.A. in Special Education from Florida State University with a focus on deaf/blind education. Throughout her teaching career, Christine has been dedicated to implementing assistive technology solutions in educational programming for use throughout the school day. Additionally, she has personal experience with a family member who is a communication device user.

**Disclosures:**

*Financial:* Christine Kramlich works for PRC-Salttillo and receives a full time salary from them.

*Non-financial:* Christine Kramlich has no relevant non-financial relationships to disclose.

**8:00 AM-10:00 AM**

**Cleft Palate: The Essentials for Optimal Communication and Swallow**

Katherine Lamb, PhD, CCC-SLP

*Room: Summit*

**Abstract:**

If a client has been diagnosed with a cleft lip and or palate, there are many complications that must be addressed. There are problems in feeding from birth and beyond, hearing problems and ear infections, as well as speech and dental problems. Many of these problems may be alleviated with intervention and some may persist, despite therapy. This presentation will provide an in-depth review of the multiple aspects, including A&P, repair(s), the impact on function, and intervention.

**Objectives:**

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

1. Identify the cleft lip and palate classifications based on structure
2. Describe the various problems associated with a cleft lip and palate
3. Define vocabulary terms related to the communication and swallowing level of the client with a cleft lip or cleft palate
4. List the steps in assessment and intervention for a client with a cleft lip or cleft palate

**Speaker Bio:**

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 and emotion as a contagion in aphasia. Dr. Lamb's teaching focus at VSU includes undergraduate and graduate courses in AAC, Aphasia, Clinical Methods, Congenital and Organic disorders.

**Disclosures:**

*Financial:* Katherine Lamb is employed by Valdosta State University.

*Non-Financial:* Katherine Lamb has no relevant non-financial relationships to disclose.

**8:00 AM-10:00 AM**

**Repetitive Language in Autism Strategies for Better Communication**

Jill Barton, MS, CCC-SLP

*Room: Audubon*

**Abstract:**

This presentation will provide the participant with information regarding various training models utilized in teaching heterogeneous group therapy techniques and strategies. Participants will be given a platform for discussing ideas including how to find and develop ideas for use of theme-based lesson plans for use with a variety of age groups and disabilities and ways of increasing data collection of each participant across a standard time continuum.

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

1. Compare and discuss training models utilized at the graduate level for learning heterogeneous small group therapy techniques
2. Review free resources available to create theme-based group therapy sessions to utilize across a variety of age groups and disabilities
3. Confer vital information regarding key elements needed for increasing data collection points across a heterogeneous small group session as well as increasing the total number of data collection points across a continuum

**Speaker Bio:**

Jill Barton has spent the last 20 years working in a variety of settings across the United States including public schools, pediatric rehabilitation, higher education, and private practice. She has presented nationally, regionally, and locally on the topics of Autism, Speech Sound Development, and a variety of Private Practice & leadership topics. She is a Past President of the Georgia Speech Language Hearing Association and is currently serving on the ASHA SIG 11 Board for Supervision.

**Disclosures:**

*Financial:* Jill Barton has no relevant financial relationships to disclose.

*Non-Financial:* Jill Barton is Past President of GSHA, Co-Chair of the GSHA Continuing Education Committee, and an elected volunteer for ASHA SIG 11 Coordinating Committee Member.

**10:00 AM-10:30 AM****Morning Break with Exhibitors****10:30 AM-11:30 AM****A Model for Serving Adults With Complex Communication Needs**

Ben Satterfield, Ed.D., Deidra “DeeDee” Bunn, CCC-SLP, Gina Gelinas, CCC-SLP

*Room: Laurel Amphitheater*

**Abstract:**

Tools for Life (TFL) has been working in conjunction with the Department of Behavioral Health and Developmental Disabilities to serve Georgians with developmental disabilities who are on the waiting list for Medicaid waivers. Research was conducted on a model for service delivery of assistive technology which focused on improving performance on skills important to the individual and upon quality of life. Results of the study will be shared in the context of a series of case studies that will shed light on the challenges that these individuals and their families face. These experiences have revealed some important lessons that speak to what we do in preparation for transition. The TFL team will share their insights and lead a discussion of how this study sheds light on possible ways to better serve this population.

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

1. Describe the conditions in which many individuals with developmental disabilities find themselves once they turn 22 years old and age out of the school system
2. List 3 reasons why individuals who have complex communication needs are at risk without an effective means of communication once they reach age 22
3. Identify at least one implication from this discussion that informs what might be done in K-12 and the transition process to better serve individuals with developmental disabilities

**Speaker Bios:**

Dr. Ben Satterfield is a Research Associate at Georgia Tools for Life in the Center for Inclusive Design and Innovation at Georgia Tech. His research is focused on measuring outcomes of AT use. Ben coordinates research activities for Georgia Tools for Life at Georgia Tech and is an Assistant Professor at the University of Georgia College of Education teaching the graduate course in Augmentative and Alternative Communication in the Communication Science and Special Education Department.

DeeDee Bunn is a certified Speech-Language Pathologist who specializes in augmentative communication and assistive technology. She has over 30 years experience working as a Speech-Language Pathologist and is the augmentative communication specialist for Tools for Life/CIDI at Georgia Tech, assisting individuals with speech/language and communication difficulties in finding communication systems to help them succeed in school, work and play.

Certified as a Speech-Language Pathologist, Gina has over 30 years of experience in public education. She is a practitioner and leader with experience in preschool, elementary, middle and high school settings in special education and as a state leader in assistive technology. From implementing assistive technology in the classroom to leading the Georgia Project for Assistive Technology at the Georgia Department of Education, Gina's focus has been to expand the use of assistive technology to increase the communication of people with disabilities.

**Disclosures:**

*Financial:* Ben Satterfield is a Research Associate at Georgia Tools for Life (TFL) in the Center for Inclusive Design and Innovation at Georgia Tech; he receives a salary from TFL and his travel expenses for this conference have been compensated by TFL.

*Financial:* DeeDee Bunn is the augmentative communication specialist for Tools for Life/CIDI at Georgia Tech. She receives a salary from TFL and her travel expenses for this conference have been compensated by TFL.

*Financial:* Gina Gelinas receives a salary from TFL and her travel expenses for this conference have been compensated by TFL.

*Non-financial:* Ben Satterfield has no relevant non-financial relationships to disclose.

*Non-financial:* DeeDee Bunn has no relevant non-financial relationships to disclose.

*Non-financial:* Gina Gelinas has no relevant non-financial relationships to disclose.

**10:30 AM-11:30 AM**

**Targeted Visual Interventions to Increase Communication Exchanges in Young Children**

Carlie Dawn Sandefur, BS

*Room: Lake/Woodland*

**Abstract:**

The addition of a visual to communication exchanges has been, for decades, widely supported as a positive intervention practice. Given what is known about the support visuals can provide, additional inquiry about the individualization of visuals for student transition and instruction is continuously needed. This session describes a study of individualized visual supports for behavior change in young children, within and outside of the therapy environment. The session highlights the importance of intervention planning that involves systematic consultation with both early childhood and speech-language professionals. Finally, the session offers solutions to support positive behavior in child-initiated demands and adult-directed requests, in both preferred and nonpreferred activities.

**Objectives:**

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

1. Interact with individualized visual supports and describe how to incorporate them into their therapy routine
2. Demonstrate how to engage clients with individual visual schedules and visual boards to increase appropriate child-directed play demands
3. Explain how collaboration between early childhood and speech-language professionals can support the utilization of visual supports within and outside of the therapy environment

**Speaker Bio:**

Carlie Sandefur is a first year graduate student at the University of West Georgia seeking an M.Ed. with a major in Speech-Language Pathology. Her current area of focus includes the behavior and the extent to which visual supports impact overall productivity, motivation, and engagement of young children.

**Disclosures:**

*Financial:* Carlie Dawn Sandefur has no relevant financial relationships to disclose.

*Non-financial:* Carlie Dawn Sandefur has no relevant non-financial relationships to disclose.

**10:30 AM-11:30 AM**

**Phonology Intervention: Target Selection and Treatment Principles**

Debra Schober-Peterson, PhD, CCC-SLP

*Room: Summit*

**Abstract:**

This presentation will provide information related to intervention for young children with phonological disorders. Information related to target selection will be provided and treatment principles will be discussed including the importance of functional practice with meaningful

words. Information on strategies to foster generalization will be discussed. Audience members will be encouraged to present case studies for discussion by the group.

**Objectives:**

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

1. Explain three variables that influence target selection for children with phonological disorders
2. Describe two factors that affect the efficiency of therapy for children with phonological disorders
3. List three ideas to foster generalization for children with phonological disorders

**Speaker Bio:**

Debra Schober-Peterson, PhD, 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 has been an active member of ASHA and GSHA for more than 25 years.

**Disclosures:**

*Financial:* Debra Schober-Peterson is employed by Georgia State University.

*Non-Financial:* Debra Schober-Peterson is a member of GSHA's Executive Council and Chair of the GSHA Strategic Planning Committee.

**10:30 AM-11:30 AM**

**Being a Leader: Developing Essential Ethics, Skills, and Attitudes**

Edgar Vince Clark, MEd, CCC-SLP

*Room: Audubon*

**Abstract:**

Speech-Language Pathologists and Audiologists are clinicians first. They attend college and graduate school while receiving rigorous training that teaches them skills relevant to providing services to at-need populations. While there are opportunities for the development of leadership skills during the college and graduate school experience, many SLP/Audiologists are poorly prepared and feel unable to lead teams, rise through the ranks of a career, or pursue individual goals. This talk will focus on developing the thinking necessary for not just planning goals, but achieving goals. How prepared are you as an SLP/Aud to ask for a raise, start a private practice, be a director, or pursue a corporate career? Let's change the way you think NOW and reap the rewards while running TOWARDS the fire.

**Objectives:**

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

1. Describe 3 or more elements necessary to becoming a successful leader
2. Describe at least three attributes of "servant leadership"
3. Discuss the role of failure in achievement

**Speaker Bio:**

Edgar V. (Vince) Clark, MEd, CCC/SLP is a GSHA Past President. He was the GSHA Liaison for the 2012 ASHA convention in Atlanta, a past Clinician of the Year, recipient of the Bob Hull Leadership Award, and was the Distinguished Alumni of the Year (2013) for the Dewar College of Education and Human Services at Valdosta State University. He currently sits on the GA Board of Examiners for SLP/Audiology. In 2019, he joined Carolina-Speech Pathology & Altaravision (NDO) as their "Brand Ambassador."

**Disclosures:**

*Financial:* Edgar V. Clark has no relevant financial relationships to disclose.

*Non-financial:* Edgar V. Clark is a GSHA Past President. He currently sits on the GA Board of Examiners for SLP/Audiology.

**11:30 AM-11:45 AM****Stretch and Networking Break****11:45 AM-12:15 PM****Healthcare and Private Practice Forum**

*Room: Willow*

**11:45 AM-12:15 PM****School Forum**

*Room: Laurel Amphitheater*

**12:15 PM-12:30 PM****Transition to Luncheon****12:30 PM-2:00 PM****GSHA Membership & Business Meeting**

Lunch provided for everyone

*Room: Stone Mountain Ballroom*

**2:00 PM-2:15 PM****Stretch and Networking Break****2:15 PM-3:15 PM****Poster Presentations**

*Room: Willow*

**Are Mothers' Lexical Diversity and Infant Directed Speech related to Vocabulary in Children with ASD?**

Lama Farran, PhD CCC-SLP, Amanda Melville, undergraduate student, Sydney Carroll, undergraduate student, Daylin Deyton, undergraduate student, Madison Winstead, BS, Brittany Sloan, BS.



**Abstract:**

Research shows that infant-directed speech (IDS) and lexical diversity may facilitate positive language development in children (Fernald & Mazzie, 1991) with and without autism spectrum disorder (ASD). This study explores the association between maternal register use within IDS (Farran, Lee, Yoo, & Oller, 2016) and lexical diversity (Malvern & Richards, 2002) as mothers interacted with their children with ASD. We observed mother-child dyads in a naturalistic environment, then segmented and coded maternal and child utterances in PRAAT (Boersma & Weenink, 2018) and CLAN (MacWhinney, 2000). Preliminary results indicate that maternal register use is related to children's volubility, but not lexical diversity scores.

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

1. Compare and contrast maternal registers in interactions with children with ASD.
2. Identify maternal register use as it relates to the maternal lexical diversity.
3. Describe how maternal register use within IDS relates to child lexical diversity.

**Speaker Bios:**

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

Amanda Melville is an undergraduate senior student of Communication Sciences and Disorders at the University of West Georgia.

Sydney Carroll is an undergraduate senior student of Communication Sciences and Disorders at the University of West Georgia.

Daylin Deyton is an undergraduate senior student of Communication Sciences and Disorders at the University of West Georgia.

Madison Winstead is a graduate student of Communication Sciences and Disorders at the University of West Georgia.

Brittany Sloan is a graduate student of Communication Sciences and Disorders at the University of West Georgia.

**Disclosures:**

*Financial:* Lama Farran is conducting a research study which is funded by the Sandra Dunagan Deal Center for Early Language and Literacy. She is mentoring the students who serve as the study's research assistants.

*Financial:* Amanda Melville is a student research assistant with a study that receives funding from the Sandra Dunagan Deal Center for Early Language and Literacy.

*Financial:* Sydney Carroll is a student research assistant with a study that receives funding from the Sandra Dunagan Deal Center for Early Language and Literacy.

*Financial:* Daylin Deyton is a student research assistant with a study that receives funding from the Sandra Dunagan Deal Center for Early Language and Literacy.

*Financial:* Madison Winstead is a student research assistant with a study that receives funding from the Sandra Dunagan Deal Center for Early Language and Literacy.

*Financial:* Brittany Sloan is a student research assistant with a study that receives funding from the Sandra Dunagan Deal Center for Early Language and Literacy.

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

*Non-financial:* Amanda Melville has no relevant non-financial disclosures.

*Non-financial:* Sydney Carroll has no relevant non-financial disclosures.

*Non-financial:* Daylin Deyton has no relevant non-financial disclosures.

*Non-financial:* Madison Winstead has no relevant non-financial disclosures.

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

## **Music as a Therapeutic Resource for Children with Autism Spectrum Disorders**

Ana Gabriela Olivati, MS, Gianina Orsi Vendramini, BA, Andrea Nunes Misquiatti, PhD

### **Abstract:**

This research aimed to analyze engagement of children with Autism Spectrum Disorder using music as a therapeutic resource, comparing their performance after a session featuring music to a session without music. Five children of both genders, age 2-5 years old, with an ASD diagnosis participated. The research took place in Sao Paulo, Brazil. Two sessions of 20 minutes each were recorded: one with music and one without music. It was verified that engagement increased an average of 8.54% with music, while disengagement decreased by 4.08% during the sessions, which was statistically significant. Also, there was statistical significance in the difference between the use of more interactive functions during the musical sessions, when compared to the sessions without music. Music was an important factor that contributed to the longer engagement time and greater use of more interactive functions during sessions, compared to sessions without music. Therefore, it was possible to verify that music may be a valuable therapeutic resource in child language therapy sessions for children with autism.

### **Objectives:**

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

1. Describe the use of music as a therapeutic strategy in speech-language sessions
2. Detail the importance of music as a therapeutic resource for children with autism
3. Discuss what the recent studies tell us about the use of music in therapy with children who have autism

### **Speaker Bios:**

Ana Gabriela Olivati has an MS in Psychology of Learning and Development. BA in Speech Language Pathology - SLP- Brazilian CCC. She is a Research Assistant at LEALI (Laboratory of Studies of Child Language Disorders) - UNESP (Sao Paulo State University - Brazil).

Gianina Orsi Vendramini has a BA in Speech Language Pathology. She is a Research Assistant at LEALI (Laboratory of Studies of Child Language Disorders) - UNESP (Sao Paulo State University - Brazil).

Andrea Nunes Misquiatt has a PhD in Linguistics, and an MS in Communication Disorders. SLP-Brazilian CCC. She is an Assistant Professor in the Speech Language Pathology Department - UNESP (Sao Paulo State University). She is the coordinator of LEALI (Laboratory of Studies of Child Language Disorders).

**Disclosures:**

*Financial:* Ana Gabriela Olivati has no relevant financial disclosures.

*Financial:* Gianina Orsi Vendramini has no relevant financial disclosures.

*Financial:* Andrea Nunes Misquiatti has no relevant financial disclosures.

*Non-financial:* Ana Gabriela Olivati has no relevant non-financial disclosures.

*Non-financial:* Gianina Orsi Vendramini has no relevant non-financial disclosures.

*Non-financial:* Andrea Nunes Misquiatti has no relevant non-financial disclosures.

**The Relationship between Oral Reading and Diadochokinetic Rates**

Kristen Hinson, B.S., Makayla Clark, B.S., Matthew Carter, PhD, CCC-SLP, Crystal Randolph, PhD, CCC-SLP

**Abstract:**

Reading fluency and rapid automatized naming tasks are commonly used to assess a reader's automaticity. It is thought that those who are able to automatically access their lexicon can devote more cognitive resources toward comprehension. However, each of these tasks is heavily reliant upon the motoric task of articulation. Previous studies have demonstrated significant differences in articulatory rates among the population. Despite these differences, no studies of reading automaticity have accounted for this impact on these supposed tasks of reading. The current study examined single-word reading fluency, rapid automatized naming, and diadochokinetic rates in order to investigate this relationship.

**Objectives:**

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

1. Detail the importance of reading automaticity in young readers
2. Describe the process of evaluating automaticity in young readers
3. Adapt literacy assessment protocols based upon overt characteristics of speech

**Speaker Bios:**

Kristen Hinson is a Communication Sciences and Disorders graduate student at Valdosta State University. She graduated with her Bachelor of Science degree in May 2019. She will be graduating with her Master's degree in December 2020. After graduation, Kristen plans to pursue a career in a medical setting such as a hospital or outpatient clinic.

Makayla Clark is a Communication Sciences and Disorders graduate student at Valdosta State University. She graduated with her Bachelor of Science degree in May 2019. She will be graduating with her Master's degree in December 2020. After graduation, she plans to pursue a career in a medical setting, serving clients of all ages.

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

Crystal Randolph is an associate professor in the Department of Communication Sciences and Disorders and Special Education at Valdosta State University.

**Disclosures:**

*Financial:* Kristen Hinson has no relevant financial disclosures.

*Financial:* Makayla Clark has no relevant financial disclosures.

*Financial:* Matthew Carter is employed by Valdosta State University.

*Financial:* Crystal Randolph is employed by Valdosta State University.

*Non-financial:* Kristen Hinson has no relevant non-financial disclosures.

*Non-financial:* Makayla Clark has no relevant non-financial disclosures.

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

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

**WITHDRAWN**

**Now for Something Completely Different: A Bio/psycho/social Approach for Positive Therapy Outcomes**

Lisa Berger, MS, CCC-SLP

**Abstract:**

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

**Objectives:**

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

1. Describe what "bio-psycho-social" means and why it is increasingly important for rehabilitation therapists of all types to be familiar with this field of study
2. Discuss how having a stressed brain inhibits not only patient progress in therapy, executive function, and states of attention, but also the caregiver and healthcare provider's ability to respond to patient needs
3. Describe the 8 Principles of N.E.T. and how they interact to improve therapeutic outcomes through relieving emotional, mental and physical stress in patients and those providing care
4. Locate resources and become proactive in seeking further information and training in this technique to further assist their patients and clients in regaining optimal ADL and communicative functions, including those seen in swallowing and voice disorders
5. Perform the "F.A.S.T 2 Minute Stress Technique"

**Speaker Bio:**

Lisa offers a broad knowledge base attained through comprehensive study of life and behavioral sciences, nutrition, and alternative medicine. With 35 years of practice, teaching and academic achievement, her expertise spans Western and Eastern medical models, including speech-language pathology; bio-psychosocial science; neuro-muscular therapies and acupuncture. She has served in both allied healthcare and bodywork professions with diverse populations presenting with physical, sensory and cognitive impairments. Lisa possesses a passion for education and abiding commitment to improving the quality of life for patients, families and healthcare providers.

**Disclosures:**

*Financial:* Lisa Berger has no relevant financial disclosures.

*Non-financial:* Lisa Berger is a Certified Level 3 N.E.T. Practitioner and contributing member of The O.N.E. Research Foundation and receives no financial or non-financial compensation for this presentation or any linked information/course registrations at this time.

**Maternal Verb Usage and Its Association With Language Outcomes in Children with Autism Spectrum Disorder**

Lama Farran, PhD CCC-SLP, Amanda Melville, undergraduate student, Sydney Carroll, undergraduate student, Daylin Deyton, undergraduate student

**Abstract:**

Early maternal verb input is associated with better language outcomes in typically developing children (Hadley, Rispoli, & Hsu, 2016). However, this topic has not been widely researched in children with autism spectrum disorder (ASD). This study examines the relationship between verb input of mothers and their children's verb usage and vocabulary complexity (Malvern & Richards, 2002). We transcribed mother-child interactions in CLAN (MacWhinney, 2000) to compute verbs per utterance and D scores (measure of lexical diversity; Lai & Schwanenugel, 2016). Results indicate that higher maternal verb usage is positively related to higher child verb output and lexical diversity.

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

1. Examine the association between maternal verb input and grammatical outcomes in children with ASD
2. Explore the relationship between maternal verb usage and child lexical diversity in children with ASD
3. Discuss the important role of early maternal language input in improved child language outcomes

**Speaker Bios:**

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

Amanda Melville is an undergraduate senior student of Communication Sciences and Disorders at the University of West Georgia.

Sydney Carroll is an undergraduate senior student of Communication Sciences and Disorders at the University of West Georgia.

Daylin Deyton is an undergraduate senior student of Communication Sciences and Disorders at the University of West Georgia.

**Disclosures:**

*Financial:* Lama Farran is conducting a research study which is funded by the Sandra Dunagan Deal Center for Early Language and Literacy. She is mentoring the students who serve as the study's research assistants.

*Financial:* Amanda Melville is a student research assistant with a study that receives funding from the Sandra Dunagan Deal Center for Early Language and Literacy.

*Financial:* Sydney Carroll is a student research assistant with a study that receives funding from the Sandra Dunagan Deal Center for Early Language and Literacy.

*Financial:* Daylin Deyton is a student research assistant with a study that receives funding from the Sandra Dunagan Deal Center for Early Language and Literacy.

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

*Non-financial:* Amanda Melville has no relevant non-financial disclosures.

*Non-financial:* Sydney Carroll has no relevant non-financial disclosures.

*Non-financial:* Daylin Deyton has no relevant non-financial disclosures.

**Modified Bolus Placement as a Therapeutic Tool in the Treatment of Pediatric Feeding Disorders: Analysis from a Retrospective Chart Review**

Michele Cole Clark, MEd, CCC-SLP, Alexandra Bruce, BA, Berhane De Barros, BS

**Abstract:**

An emerging area of inquiry focuses on therapeutic techniques that address food refusal possibly associated with oral-motor dysfunction. This retrospective observational study involved patients admitted for the treatment of chronic food refusal and moderate to severe oral-motor deficits in which the children received treatment involving a modified bolus placement. Treatment gains coincided with a threefold increase in grams consumed per meal, thus supporting potential therapeutic benefit of a modified bolus placement on the tongue as a means to improve mealtime performance in children with pediatric feeding disorders, when included as an adjunct to more traditional approaches.

**Objectives:**

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

1. Identify characteristics of the feeding client who might best benefit from an alternative bolus placement versus a traditional bolus placement (upright spoon) for nutritive oral intake
2. Discuss two benefits of using an alternative bolus placements when moderate to severe oral phase feeding skills negatively impact consistent oral intake

3. Identify two oral motor feeding skill difficulties that tend to negatively impact total caloric intake and can be impacted with the use of an alternative bolus placement

**Speaker Bios:**

Michele Cole Clark received her MEd in Speech Pathology from the University of Georgia. As a member of the Children's Healthcare of Atlanta Multidisciplinary Feeding Program since 2009, she currently serves as the Rehabilitation Clinical Supervisor for Feeding Skill at the Children's Center for Advanced Pediatrics and Marcus Autism Center Feeding Program. She has presented and trained speech pathologists across the state of Georgia, regionally and nationally regarding feeding skill development and pediatric feeding disorders.

Alexandra Bruce is a Feeding Specialist at The Center for Advanced Pediatrics. She has extensive experience with alternate placements and bite presentations. She has worked in different outpatient feeding clinics at Children's Healthcare of Atlanta: Center for Advanced Pediatrics in the Multidisciplinary Feeding Program since 2016. She graduated from Georgia State University with an Honors Degree in Psychology focusing on pediatrics in the summer of 2016.

Berhane De Barros completed her Bachelor of Science degree at Georgia State University with a major in psychology in 2017. She has experience targeting improving the livelihood of children, and adults, with impaired developmental and physical complications. She is a Feeding Specialist at the Children's Healthcare of Atlanta: Center for Advanced Pediatrics in the Multidisciplinary Feeding Program where she assists clinical staff in the implementation of treatment protocols and monitors treatment and intervention procedures.

**Disclosures:**

*Financial:* Michele Cole Clark is employed by Children's Healthcare of Atlanta, Children's Feeding Program.

*Financial:* Alexandra Bruce is employed by Children's Healthcare of Atlanta, Children's Feeding Program.

*Financial:* Berhane De Barros is employed by Children's Healthcare of Atlanta, Children's Feeding Program.

*Non-financial:* Michele Cole Clark has no relevant non-financial disclosures.

*Non-financial:* Alexandra Bruce has no relevant non-financial disclosures.

*Non-financial:* Berhane De Barros has no relevant non-financial disclosures.

**3:15 PM-3:45 PM**

**Afternoon Break with Exhibitors**

**3:45 PM-5:45 PM**

**Understanding the Oropharyngeal Swallowing Biomechanics and Their Use in Determining Dysphagia Intervention**

John Ashford, PhD, CCC-SLP

*Room: Laurel Amphitheater*

**Abstract:**

This presentation will examine anatomical, neurological, and biomechanical factors resulting in observed consequences of disordered swallowing, and how to analyze, plan and implement more effective therapeutic interventions.

**Objectives:**

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

1. Identify the muscles, their actions and innervation necessary for oropharyngeal deglutition
2. Describe and discuss specific biomechanical actions required for safe and efficient deglutition, and how these actions, when impaired, result in dysphagia
3. Plan more effective intervention strategies to improve swallowing safety and efficiency

**Speaker Bio:**

John R. Ashford, PhD, is the Education Director and Co-Owner of SA Swallowing Services, provider of instrumental dysphagia assessment services to health care facilities, and FEES training courses. He holds Bachelor and Master's Degrees from the University of Southern Mississippi, and a PhD from Vanderbilt University. He served as a medical speech-language pathologist with the Department of Veterans Affairs for 28 years, and Associate Professor at Tennessee State University and adjunct clinical professor at the Vanderbilt University School of Medicine for 25 years. He recently served as visiting professor at Dar Al-Hekma University in Jeddah, Saudi Arabia. He served as President of the Tennessee Speech-Language-Hearing Association and is a life member of ASHA. He is published and has presented at the local, state, national, and international levels with special research interests in evidence-based practice and dysphagia treatments, oral care and dysphagia, analysis of FEES studies, and factors in the development of pneumonia from aspiration in patients with dysphagia.

**Disclosures:**

*Financial:* John R. Ashford is the Education Director and Co-Owner of SA Swallowing Services, provider of instrumental dysphagia assessment services and FEES training courses. For this presentation, GSHA is providing financial compensation for travel, lodging and meals.

*Non-financial:* John R. Ashford has no relevant non-financial relationships to disclose.



**3:45 PM-5:45 PM**

**PASS: SLP Praxis Seminar**

LaToya Roberts, CCC-SLP

*Room: Lake/Woodland*

**Abstract:**

Passing the Praxis Examination in speech-language pathology can be a difficult task. A passing score of 162 is a requirement for the purpose of the ASHA Certificate of Clinical Competence. Current research calls to action the need to refocus efforts on improving the success rate for all test takers. This presentation will provide current information on the examination, address barriers to success that have been identified over the years, provide strategies, and present practice test questions.

**Objectives:**

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

1. Demonstrate a clear understanding of the praxis requirements for the purpose of the Certificate of Clinical Competence
2. Utilize study strategies, think critically and appropriately answer hypothetical test questions for successfully passing the Praxis examination
3. Identify characteristics of disorders in the areas of speech, language, voice, cognition, and swallowing

**Speaker Bio:**

LaToya Roberts is an ASHA certified Speech-Language Pathologist with an extensive work history in subacute rehabilitation, short term care, long term care, schools, and private practice. She has over 9 years of experience providing skilled interventions to medically complex patients with a variety of comorbidities. LaToya is currently teaching two-day "Pass the Praxis" seminars at universities to graduate-level students. LaToya has a profound interest in clinical supervision models and improving the student-supervisor clinical relationship.

**Disclosures:**

*Financial:* LaToya Roberts has no relevant financial relationships to disclose.

*Non-financial:* LaToya Roberts is currently teaching two-day "Pass the Praxis" seminars at universities to graduate-level students, for which she is not compensated.

**3:45 PM-5:45 PM**

**Alexia: Theoretical Perspectives, Diagnosis, and Treatment**

Brett McCardel, MS, CCC-SLP

*Room: Summit*

**Abstract:**

Alexia is an acquired impairment of reading that can manifest in a variety of reading challenges, ranging anywhere from identifying single letters to reading text-length passages. In this presentation, clinicians will be introduced to a variety of psycholinguistic models of reading that they may find useful when assessing and treating patients with alexia. Assessment tools and

treatment techniques will be provided for reading impairments at the single-word level, sentence-level, and paragraph-level. Examples of how treatment techniques can be incorporated into a Life Participation Approach to Aphasia will be discussed, and considerations for a variety of assistive technology and tools for home exercise programs will also be provided.

**Objectives:**

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

1. Describe how impairments to specific components of the Dual Route Cascaded model of reading may affect reading abilities
2. Identify at least 2 assessments for reading at each the single word-level, sentence-level, and paragraph-level
3. Identify at least 2 treatment techniques for reading at each the single word-level, sentence-level, and paragraph-level
4. Describe how treatment techniques may be applied using a Life Participation Approach to Aphasia
5. Identify at least 2 assistive technology tools that may be used by people with alexia
6. Identify at least 2 programs that may be used as part of a home exercise program by people with alexia

**Speaker Bio:**

Brett McCardel, MS, CCC-SLP, is the owner and founder of Archways - Aphasia Rehabilitation Services, a private practice based in Seattle, WA that specializes in providing speech and language services to people with aphasia. He has worked with people with aphasia across the continuum of care and across a variety of service-delivery models (including telehealth and intensive aphasia programs). He is passionate about aphasia advocacy and promoting a Life Participation Approach to Aphasia.

**Disclosures:**

*Financial:* Brett McCardel is the owner and founder of Archways - Aphasia Rehabilitation Services, a private practice that specializes in providing speech and language services to people with aphasia.

*Non-financial:* Brett McCardel has no relevant non-financial relationships to disclose.

**3:45 PM-5:45 PM**

**Championing for the Misunderstood Child: Metacognitive and Emotional Regulation Strategies for School-Aged Children**

Sucheta Kamath, MS, CCC-SLP

*Room: Audubon*

**Abstract:**

Everyday life requires children to handle rejections, cope with disappointments, and work out glitches without losing their composure. Maintaining emotional balance in the context of vexing life events is the job of the brain's executive function (EF). However, many children on SLPs' caseloads often struggle with self-regulation. In this presentation, Sucheta will discuss the M-E-T-A (Mindful Examination of Thinking and Awareness) approach to promote

process-specific insights while helping develop 7 components of EF skills. By teaching children how their brain works, helping them understand their personal strengths/weaknesses, having them effectively self-assess and reflect on strategy-use, the participants will see the versatility of metacognitive process and how it accelerates children's social, emotional, and academic development.

**Objectives:**

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

1. Identify the nature of executive function and the role of emotions in self-regulation as it relates to the daily adaptive processes for school-aged children
2. Learn about the M-E-T-A (Mindful Examination of Thinking and Awareness) framework and how to apply it to the development of self-regulation
3. Help clinicians develop a metacognitive toolbox to promote the development of 7 key components of executive function in multiple contexts and beyond the classroom

**Speaker Bio:**

Sucheta Kamath is an SLP, a TEDx speaker, and an ed-tech entrepreneur. She is highly specialized in cognitive retraining for patients with acquired brain injuries and is a recipient of multiple professional achievement awards. She owns a Private Practice *Cerebral Matters*, and also hosts a Podcast *Full PreFrontal: Exposing the Mysteries of Executive Function*. Sucheta serves her community in many roles including the Past-President of GSHA and a founding member/treasurer of the GSHFoundation.

**Disclosures:**

*Financial:* Sucheta Kamath is the Founder & Creator of ExQ, LLC (continuing relationship), Patent holder of M-E-T-A process (continuing relationship).

*Non-financial:* Sucheta Kamath is a member of GSHA (continuing relationship), Treasurer of GSHFoundation (continuing relationship), GSHA Gives! Task Chair & Volunteer (continuing relationship).

**5:45 PM-6:15 PM**

**Student Forum**

*Room: Lake/Woodland*

**6:15 PM-7:00 PM**

**GSMA Honors**

*Room: Salon A/B/C*