

Virtual Convention Presentations

SOUND EVIDENCE: ASSESSMENT AND TREATMENT OF SSD IN CHILDREN: PART 1 ANALYSIS AND TARGET SELECTION

A. Lynn Williams, PhD, CCC-SLP, BCS-CL

Speech sound disorders (SSD) are quite diverse and range in both severity and type of disorder. Given the complexity of SSD, an analysis will have clinical implications for selecting the most appropriate intervention targets and intervention approach. Therefore, a key outcome of an analysis of the test data and speech samples is to identify predominant error patterns, make a differential diagnosis, determine appropriate treatment targets, and design an efficacious intervention plan.

SOUND EVIDENCE: ASSESSMENT AND TREATMENT OF SSD IN CHILDREN: PART 2 CONTRASTIVE PHONOLOGICAL INTERVENTIONS

A. Lynn Williams, PhD, CCC-SLP, BCS-CL

This session will provide a deeper understanding of the key features that distinguish the phonological contrastive approaches, which will guide clinicians in selecting the most appropriate approach for a given child. The Phonological Intervention Taxonomy will be used to describe the key elements of each contrastive approach.

SOUND EVIDENCE: ASSESSMENT AND TREATMENT OF SSD IN CHILDREN: PART 3 CLINICAL DECISION-MAKING AND IMPLEMENTATION

A. Lynn Williams, PhD, CCC-SLP, BCS-CL

This session builds on participants' understanding of contrastive phonological approaches for children with speech sound disorders. A clinical decision-making model will be discussed to guide clinicians' implementation of contrastive interventions. The value of checklists to ensure acceptable fidelity of intervention implementation will be addressed.

ALSDE UPDATES

Stephanie Frucci Bear, Ed.S., CCC-SLP

Learn about the most current information regarding compliance and any changes at the State and Federal levels that will affect your practice as a school-based speech-language pathologist. We will also discuss recent case law and guidance applicable to school-based speech-language pathologists.

BECOMING A CULTURALLY-RESPONSIVE SERVICE-PROVIDER AND PROFESSIONAL

Kia Noelle Johnson, PhD, CCC-SLP

Clinicians must be culturally-responsive care when working with individuals who are culturally diverse in both clinical settings and professional engagement with colleagues. Becoming culturally responsive requires an evolving sense of understanding and acceptance of diversity, equity, and inclusion as well as their importance to clinical and professional interactions. This session will provide attendees with foundational knowledge of the continuum towards cultural humility and how this impacts service-delivery and professional interactions. Actionable solutions will be discussed to enhance one's own cultural responsiveness in clinical settings and professional interactions.

PREPARING THE FUTURE OF OUR PROFESSION THROUGH CLINICAL EDUCATION

*Mary H. Bryan, M.Ed. CCC-SLP
G. Delaine Stricklin, M.S. CCC-SLP
Sara Shirley, M.S., CCC-SLP
Kayce Hinton M.S., CCC-SLP
Jennifer Baggett M.S., CCC-SLP
Amanda Mennen, M.S., CCC-SLP
JoAnne Payne, Au.D., CCC-A
Candace Cook, M.S., CCC-SLP*

This session will discuss ways in which Clinical Educators can foster confidence in the future of our profession. Information will be provided on how to meet students where they are through collaborative learning, how to embrace a mentor mentality, and how to set students up for success by proactively providing structured and scaffolded support.

APPLYING ETHICAL STANDARDS IN EVERYDAY PRACTICE: ABESPA UPDATE FOR AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY

*Lawrence F. Molt, PhD CCC-SLP, CCC-A, FASHA, FAAA
Christopher D. Howell, Assistant Attorney General, Office of the Alabama Attorney General*

This session centering on ethical practices presents the annual report of the Alabama Board of Examiners for Speech Pathology and Audiology followed by a discussion of recent changes in ethical standards and policies across various agencies/boards/associations, examples of ethical challenges in everyday practices, and an interactive opportunity for the audience to review ethical situations and discuss best practices in dealing with the situations.

WHAT SHOULD I DO?: THE IMPORTANCE OF PARENT EDUCATION IN EARLY INTERVENTION

Lauren Hastings M.S., CCC-SLP

Parent education is a significant part of the early intervention process. Research has proven that the earlier parental involvement begins in the education process, the greater likelihood of higher student achievement (Cotton & Wikkelund, 2004). Parent education in early intervention empowers parents, strengthens parent-child relationships, extends the impact of the intervention, promotes collaboration, and builds a supportive network. It is a vital component of early intervention programs, supporting optimal child development and family well-being. This session will examine the utilization of family-focused services and strategies to increase parental education during the early intervention years.

THE IMPORTANCE OF ACCEPTANCE WITH STUTTERING

Shauna Ashley, MAT, MS, ASDCS, CCC-SLP

Attendees will learn the psychosocial implications of stuttering and how acceptance can positively affect outcomes for people who stutter.

FACILITATING LITERACY DEVELOPMENT FOR BEGINNING COMMUNICATORS WHO USE AAC PART 1

Pamela A Hart PhD, CCC-SLP

This session is the first part of a two-part discussion of evidence-based strategies to support language and literacy development for beginning communicators who use AAC. Literacy skills significantly expand the communication opportunities for those who use AAC. Literacy skill development, however, is not innate and may be impacted by many external and internal factors. This session will present an evidence-based integrated approach to evaluation of early language and literacy skills for young children who use AAC. Identification of potential barriers to achievement of successful outcomes will be explored along with strategies to decrease barriers. Recent research findings and opportunities to apply this information to case study evaluation scenarios will be included.

FACILITATING LITERACY DEVELOPMENT FOR BEGINNING COMMUNICATORS WHO USE AAC PART 2

Pamela A. Hart PhD, CCC-SLP

This session is the second part of a two-part discussion of evidence-based strategies to support language and literacy development for beginning communicators who use AAC. Researchers have consistently found that individuals with complex communication needs are able to develop literacy skills when explicit, systematic literacy instruction is implemented. Researchers have also found stronger overall communication outcomes for those who use AAC when content and strategies are personalized. In this session, a personalized approach to intervention that simultaneously supports language and literacy development within the context of daily routines and regular interactions will be presented. Specific strategies shown to have a positive impact on language and literacy will be shared. Opportunities to apply information to case scenarios will be included.

IMPLEMENTING THE IDDSI FRAMEWORK IN PEDIATRIC FEEDING & SWALLOWING

Morgan Valle Leonard M.S., CCC-SLP

The development of the IDDSI framework created a standard language to describe food textures and thickness for use for patients with swallowing difficulties. This framework has been implemented hospital wide at Children's of Alabama. This session will introduce and describe the IDDSI framework for pediatric patients. Typical feeding milestones and how they relate to IDDSI will also be described, as well as the oral motor skills indicated for patients at each level. IDDSI testing procedures for various liquids and foods (baby food purees, puffs, soft and bite sized foods) will be demonstrated.

PRACTICAL STRATEGIES FOR IMPROVING LANGUAGE PROCESSING SKILLS: FROM DISORDER TO ORDER

*Ashley Hood, M.A., CCC-SLP
Margaret Holladay, M.C.D, CCC-SLP*

Language processing disorders can be a complex diagnosis to make as it affects many different areas of receptive and expressive language. This presentation is designed to focus on specific areas of strengths and difficulties to identify within an evaluation. The ultimate goal of this information is to provide treating speech-language pathologists in a variety of clinical settings with practical strategies and activities to address identified areas of difficulty affecting overall language processing.

TALKING WITH A TRACH

Robert B Johnson, M.S., RRT

This course provides an overview of how to provide strengths-based, neurodiversity-affirming services to Autistic children. The strategies and goals addressed in this course are not focused on establishing compliance or fixing deficits identified on standardized tests, but rather on supporting regulation, connection, and communication to help Autistic children learn, grow, and thrive as their authentic selves.

“NOT SAFE TO EAT!” GOAL-CONCORDANT EATING & DRINKING AT END-OF-LIFE

Michael D. Barnett, MD, M.S., FACP, FAAP, FAAHPM

Exploration of the role of the SLP in palliative and end-of-life care with particular focus on complex conversations around dysphagia & end-of-life ethics

COMPONENTS OF SUCCESSFUL DYSPHAGIA INTERVENTION FOR THE SLP IN THE SKILLED NURSING FACILITY (SNF) SETTING

*Jasmine E. Young, DrPH, CCC-SLP
Sushannah White, M.S., CCC-SLP
Leigh Hester, M.Ed., CCC-SLP
Misty McAdams Sloan, M.S., CCC-SLP
Erin Edwards, M.S., CCC-SLP-Endoscopist
Gena S. Dismuke, M.S., CCC-SLP*

Session Description: During this presentation, the panel of speakers will discuss experiences related to dysphagia rehabilitation in the skilled nursing facility setting including evaluation tools, treatment considerations and specific exercises applicable in adult dysphagia rehabilitation, case studies, and strategies to promote functional outcomes in this diverse patient population. When patients are discharged from the hospital setting to a different level of care, patients are often transferred to a SNF setting for short-term rehab or long-term care to manage deficits related to acute or chronic illness resulting in dysphagia. The role of the speech-language pathologist in this interdisciplinary setting is important to facilitate functional outcomes related to rehabilitation and management of swallowing deficits. The learner will identify approaches to promote improved patient outcomes.

TREATING HEARING LOSS IN ADULTS: A CONTINUUM OF CARE

Ellison Uzzell, Au.D.

This 1-hour course will provide an overview of cochlear implants and hybrid technology focusing on referral criteria, candidacy, and effective counseling for candidates. Information will also be provided on current technology and trends in implantable hearing solutions as well as how to utilize the features within the Cycle software.

ASSESSMENT AND TREATMENT OF DYSPHAGIA IN PARKINSON'S DISEASE

Michele Dacy-Nichols, M.A., CCC-SLP

This session will provide an update on the current recommendations for screening, assessment, and treatment of dysphagia in persons with Parkinson's disease. It will also cover the characteristics of swallowing physiology for persons with Parkinson's disease as seen on instrumental swallowing evaluations. Treatments for swallowing function in this population will then be discussed along with what is known about the effectiveness of each treatment. Information about the functional impact of dysphagia on this population will also be discussed, with special focus on how dysphagia may impact the nutritional status of persons with Parkinson's disease.

EYE GAZE 101 DISCUSSION: CHALLENGES & OPPORTUNITIES, PRE-SCREENING & EVALUATION

James Brinton, M.A., CCC-SLP

When asked how eye gaze AAC systems work, very few people can explain the process of infrared light shining on the eye to collect visual data. Understanding these basic factors—how an eye tracker interacts with the human eyeball to predict a communicator's gaze point—can greatly increase clinicians' critical thinking skills during an AAC evaluation. Participants will learn how to determine whether or not eye gaze is an option for patients, as well as common challenges and factors for success. Eye images and evaluation screens from the Eyegaze Edge® SGD will be shown to enhance the discussion.

EVIDENCED BASED AND PERSON-CENTERED TREATMENT METHODS FOR ACQUIRED APRAXIA OF SPEECH

Jordan S. Lins, M.S., CCC-SLP

This session will focus on identification and description of evidenced based treatment methods for apraxia of speech in persons with acquired neurogenic communication disorders and how to utilize a person-centered approach to therapy with identified treatment methods.

LIFE-CHANGING TECHNOLOGY: BRAINHEARING EVIDENCE AND ITS APPLICATION

Amanda K. Greenwell, Au.D.

Oticon's long history of research-based hearing solutions has resulted in the development of technology designed to support the brain's natural ability to process sound. In this course we will look at the evidence supporting Oticon's hearing solutions, and how this information can be utilized to discuss benefits of Oticon technology and be used in unique approaches to treat patients with more difficult hearing losses.

EVIDENCE-BASED PRACTICE AND SCREENING SOLUTIONS FOR ADULT AUDITORY PROCESSING DEFICITS

Aurora Juliet Weaver, PhD, Au.D.

Review of the GRADE system for writing recommendations specific to auditory processing deficits. The focus will be on the current practices for screening auditory skills in the adult population. Time will be spent discussing referrals, including how low-gain amplification could be incorporated using evidence-based practice and the GRADE system for clinical care.

IS MY ANXIETY MAKING MY DIZZINESS WORSE? THE ROLE OF ANXIETY & STRESS IN VESTIBULAR/BALANCE DIAGNOSIS & MANAGEMENT

*Ashley Flagge, Au.D., PhD
Alexandria Greene, B.S.*

This 90-minute session will explore the relationship that anxiety and stress play in both subjective and objective measures of vestibular and balance function. The relationship between anxiety, panic disorder, PPPD, and other vestibular and balance disorders will be discussed. Additionally, the influence of anxiety on diagnostic findings will be addressed, and strategies for best managing anxiety and stress in patients with vestibular and balance disorders will also be explored.

MENTAL AND SOCIAL WELL-BEING IN CHILDREN WHO USE COCHLEAR IMPLANTS

Andrea D. Warner-Czyz, PhD, CCC-A

Children and adolescents who are deaf and hard of hearing can attain remarkable communication benefits with the use of auditory technology such as cochlear implants. However, the presence of adequate speech production, language, and speech perception skills does not guarantee high ratings of quality of life. For example, pediatric cochlear implant users exhibit higher levels of fatigue and depressive symptoms, and experience higher frequency of peer problems such as lower friendship quality and peer victimization compared to hearing age-mates. Poorer mental and social well-being in children and adolescents who use cochlear implants demands attention because unresolved difficulties increase the risk of immediate and lasting harm to mental, psychological, and physical health. This session will discuss recent research on the prevalence of mental health issues (e.g., anxiety, depression) and social relationship difficulties (e.g., quantity and quality of peer interactions) in children and adolescents with hearing loss using cochlear implants. Moreover, this talk suggests ways for clinicians, parents – as well as children and adolescents with cochlear implants themselves – to address broader aspects of communication and quality of life. Collaborative efforts can support minimization of mental and social health problems to promote more positive quality of life in pediatric cochlear implant users.

STOP, COLLABORATE AND LISTEN: ESSENTIAL PRACTICES FOR IMPROVING OUTCOMES FOR THE D/HH CHILD ON YOUR CASELOAD

*Candace Scarce, M.S. CCC-SLP, LSLs Cert. AVEd
Kristen DeLauney, Au.D.
Laura Kitchen, M.S., Ed*

This presentation is applicable for speech-language pathologists and audiologists who serve children who are d/Deaf or hard-of-hearing, have significant developmental delays and/or complex needs. As SLPs, Audiologists, therapists and teachers, we often find ourselves trying to do it all. What could we achieve if we just stop, take the time to collaborate and listen to what each discipline has to offer? One team found that they are stronger together. This team of professionals will present on how consistent and open communication, shared planning, progress monitoring and mutual respect for each discipline has proven successful. They will define the roles and responsibilities of the team members and how to use each team members' unique strengths to develop and implement a plan for accelerated progress. Presenters will focus on the specific needs and effective outcomes management of D/HH learners to allow them to achieve catch-up growth. This includes the importance of knowing what the child can hear, close monitoring of personal hearing assistive technology, appropriate assessment and how to develop and implement plans for accelerated progress. An interactive case study approach will be utilized to assist participants with creating a plan and putting it in action.

SYMPATHY AND EMPATHY--LET'S SIT ON THE OTHER SIDE OF THE TABLE

Haylyn Potter Kracalik, M.S., CCC-SLP

This course could be easily categorized under the Pediatric, Adult, Complex Communication, or Professional Track. The session will first offer a firm foundation to compare and contrast sympathy vs. empathy. Important real-life, practical examples will allow for knowledge to be quickly transferred from the conference room to the clinical setting. Practitioners will be able to clearly identify the circumstances when sympathy and empathy are warranted so that achievement of client-clinician rapport can be made. They will navigate to the important truth that both sympathy and empathy are critical success factors for therapists to develop and utilize in everyday practice. The course will educate on questionnaires to administer, followed by sound strategies to implement that will challenge listeners to truly begin feeling and connecting to their patients and caregivers during therapy, not just "talking" at patients and caregivers. The course will furthermore emphasize the importance of individuality, diversity, and cultural differences along with how practitioners must never allow ourselves to completely categorize those that we are entrusted to serve. Viewing our patients as individuals will help elicit trust and rapport which in turn, will result in more successful clinical outcomes as well as patient satisfaction.

CONVERSATIONS SHINE WITH SKY LUMITY

Nicole King, Au.D., CCC-A

Conversations shine with Lumity technology, designed with SmartSpeech Technology to all patients of all ages and degrees of hearing loss to live a life without limitations. Join this session as we review our portfolio of solutions for children from birth through young adulthood.

THE ROLE OF THE SLP AS PART OF THE INTERDISCIPLINARY TEAM IN SKILLED NURSING FACILITIES.

*Ashleigh Pristas, M.S., CCC-SLP, PNAP
Candace Bennett, M.S., CCC-SLP*

As part of an interdisciplinary team, SLPs are also responsible for providing staff education, training, and in-services in addition to, direct patient care. During this presentation, the learner will be able to describe the scope and type of services SLPs provide in a skilled nursing facility. The learner will examine the importance of speech language services in skilled nursing facilities as it relates to the residents that we serve and also the education that we provide to the interdisciplinary team. The learner will identify strategies to support improved collaborative care.

MITIGATING FLUENCY CONFORMITY BY TRANSFORMING STUTTERING TREATMENT WITH EVIDENCE-BASED CARE

*Kia Noelle Johnson, PhD, CCC-SLP
Caitlin Franchini, M.S., CCC-SLP*

Contrary to the widespread notion that that effective communication requires fluency, the Blank Center's CARE (Communication, Advocacy, Resiliency, and Education) Model™ rests on the evidence-based understanding that when children, teens, and adults (1) learn communication is not defined or limited by fluency, (2) learn to share about their stuttering meaningfully, (3) develop the resiliency needed to navigate adversity, and (4) are knowledgeable about stuttering, they are empowered to Draam. Speak. Live.®. This lecture series will demonstrate the rationale for, and application of each component of this distinct model to treatment.

EVERYTHING YOU WANTED TO KNOW ABOUT AAC IN SCHOOL

*Sara Stewart, M.S., CCC-SLP
Taylor Ann Korson M.Ed*

Come learn about AAC in the School setting from a school based Special Education Teacher and SLP. We will discuss options to get AAC devices, AAC data collection and IEP goals, parent/teacher buy-in, and using AAC in daily activities. We will discuss how to make AAC fun and meaningful in the classroom!