

# 2024 SHAA CONVENTION



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February  
8-9

# Convention Schedule Overview

## *Wednesday, February 7th*

**Exhibitor and Attendee Registration .....6:30pm**

## *Thursday, February 8th*

**Registration.....7:00am-12:00pm**  
**Complimentary Breakfast.....7:00am-8:00am**  
**Instructional Sessions..... 8:00am-9:30am**  
**Break snacks.....9:30am-9:45am**  
**Instructional Sessions.....9:45am-11:15am**  
**Association Lunch with CE.....11:15am-12:45pm**  
**University Track sessions.....1:00pm-2:00pm**  
**Break snacks.....2:00pm-2:30pm**  
**Instructional Sessions.....2:30pm-4:00pm**  
**Break with Exhibitors.....4:00pm-5:00pm**  
**Quest for the Cup.....5:00pm-6:00pm**

## *Friday, February 9th*

**Registration.....7:00am-3:30pm**  
**Complimentary Breakfast.....7:00am-8:00am**  
**Instructional Sessions.....8:00am-10:00am**  
**Break snacks.....10:00am-10:20am**  
**Instructional Sessions.....10:20am-12:20pm**  
**Lunch Transition.....12:20pm-12:30pm**  
**Lunch Break.....12:30pm-1:30pm**  
**Committee lunch.....12:30pm-1:30pm**  
**Instructional Sessions.....1:30pm-3:30pm**

# SHAA 2024 Convention: Schedule of Sessions

## Thursday, February 8th

Time	Riverchase A	Riverchase B	Wynfrey A/B	Wynfrey C	Wynfrey D/E	Yorkshire	WyndSOR 1	WyndSOR 2	Ivorys	
7:00-8:00	<b>Breakfast</b>									
8:00-9:30	★ Facilitating Literacy Development for Beginning Communicators who use AAC Part 1	★ Autism Strategies and Neurodiversity Affirming Practices Part 1	It's All About the Dash	★ Everything you wanted to know about AAC in School	★ Creating a Culture of Equity and Access: Culturally Responsive Speech and Language Services for Young Learners with Complex Communication Needs (Part 1)	★ ENT and Audiology Partnership at COA	Understanding Psychiatric Diagnoses	Aspiration Pneumonia: How can we help? Part 1	<b>Registration</b>	
9:30-9:45	<b>Break</b>									
9:45-11:15	★ Facilitating Literacy Development for Beginning Communicators who use AAC Part 2	★ Autism Strategies and Neurodiversity Affirming Practices Part 2	Closed to Prepare for lunch		★ Creating a Culture of Equity and Access: Culturally Responsive Speech and Language Services for Young Learners with Complex Communication Needs (Part 2)	★ Public Health Perspectives on Hearing Loss and Cognitive Decline	Documentation in Health Care for Speech-Language Pathologists	Aspiration Pneumonia: How can we help? Part 2		
11:15-12:45	★ You've Almost Earned Your Degree! What's Next? Preparing for Your Future as an SLP!		<b>Association Luncheon Wynfrey ABC (30 min CE Time Well Spent: Sound Management of 4000 Weeks as SLPs and Audiologists)</b>							
1:00-2:00 University Research Presentations	Encouraging skilled word reading and spelling development in children with speech sound disorder	★ Measurement of Interprofessional Practice Skills of SLP Graduate Students	Closed from lunch		★ Exploring Infant Vocal Development: Early Intervention and Early Markers for Neurodevelopmental Disorders	Evidence-Based Practice and Screening Solutions for Adult Auditory Processing Deficits	★ Attitudes and Biases Among Speech-Language Professionals Who Serve African American English-Speakers...Clinical, Educational, and Societal Impacts	Collaborative Goal Writing with Person with Aphasia		
2:00-2:30	<b>Break snacks</b>									<b>Student Poster Presentations</b>
2:30-4:00	Implementing the IDDSI Framework in Pediatric Feeding & Swallowing	Nuts and Bolts of Apraxia Therapy	★ Applying Ethical Standards in Everyday Practice: ABESPA Update for Audiology and Speech-Language Pathology	Practical Strategies for Improving Language Processing Skills: From Disorder to Order	★ Improving Early Detection of Autism with an Eye Toward Infancy	IS MY ANXIETY MAKING MY DIZZINESS WORSE? THE ROLE OF ANXIETY & STRESS IN VESTIBULAR/BALANCE DIAGNOSIS & MANAGEMENT	Demystifying Voice Therapy	★ Talking with a Trach		
4:00-5:00	<b>Break with exhibitors</b>									<b>Student Poster Presentations</b>
5:00-6:00	<b>Student awards, scholarships, and honors Quest for the Cup Wynfrey AB(60 minutes CE)</b>									

Professional	University	DEI
Pediatric	Adult	Ethics
Complex Communication	Student	Supervision
Audiology	★ Indicates multiple tracks represented	

# SHAA 2024 Convention: Schedule of Sessions

## Friday, February 9th

Time	Riverchase A/B	Wynfrey A/B	Wynfrey C	Wynfrey D/E	Yorkshire	WyndSOR 1	WyndSOR 2
7:00-8:00	<b>Breakfast</b>						
8:00-10:00	Sound Evidence: Assessment and Treatment of SSD in Children: Part 1 Analysis and Target Selection	★ Co-Treating Hits the SPOT	★ ALSDE Updates	"Not Safe to Eat!" Goal-Concordant Eating & Drinking at End-of-Life	Understanding Congenital Cytomegalovirus to Connect the dots, Create a shared mental model, and Collaborate interprofessionally	★ Stop, Collaborate and Listen: Essential Practices for Improving Outcomes for the D/HH child on your caseload	★ Mitigating Fluency Conformity by Transforming Stuttering Treatment with Evidence-based CARE
10:00-10:20	<b>Break Snacks</b>						
10:20-12:20	Sound Evidence: Assessment and Treatment of SSD in Children: Part 2 Contrastive Phonological Interventions	★ Autism Navigator Early Social Interaction Model: Coaching Families of Young Children in their Everyday Activities	★ Becoming a Culturally-Responsive Service-Provider and Professional	Components of Successful Dysphagia Intervention for the SLP in the Skilled Nursing Facility (SNF) Setting	Ototoxicity Monitoring and Long-term Follow-up for the Pediatric Oncology Patient	★ Integrating Effective Autism Practices into Community Early Intervention Settings	The Importance of Acceptance with Stuttering ★ What should I do?: The importance of parent education in early intervention
12:20-12:30	<b>Lunch Transition</b>						
12:30-1:30	Connecting Passion to Practice: Specialization in the Field of Speech-Language Pathology	<b>Lunch Break / Committee Meetings</b>			ABR vs ASSR: Which should be used?		
1:30-3:30	Sound Evidence: Assessment and Treatment of SSD in Children: Part 3 Clinical Decision-Making and Implementation	Magical Morphemes ★ Let's Talk About TEXT, Baby!	★ Preparing the Future of our Profession through Clinical Education	Dysphagia in the Head & Neck Cancer Population: A Case-Based Approach Assessment and Treatment of Dysphagia in Parkinson's Disease	Mental and social well-being in children who use cochlear implants	Eye Gaze 101 Discussion: Challenges & Opportunities, Pre-screening & Evaluation Evidenced Based and Person-Centered Treatment Methods for Acquired Apraxia of Speech	★ Language Matters: Building Connections with the Words We Choose

Professional	University	DEI
Pediatric	Adult	Ethics
Complex Communication	Student	Supervision
Audiology	★ Indicates multiple tracks represented	





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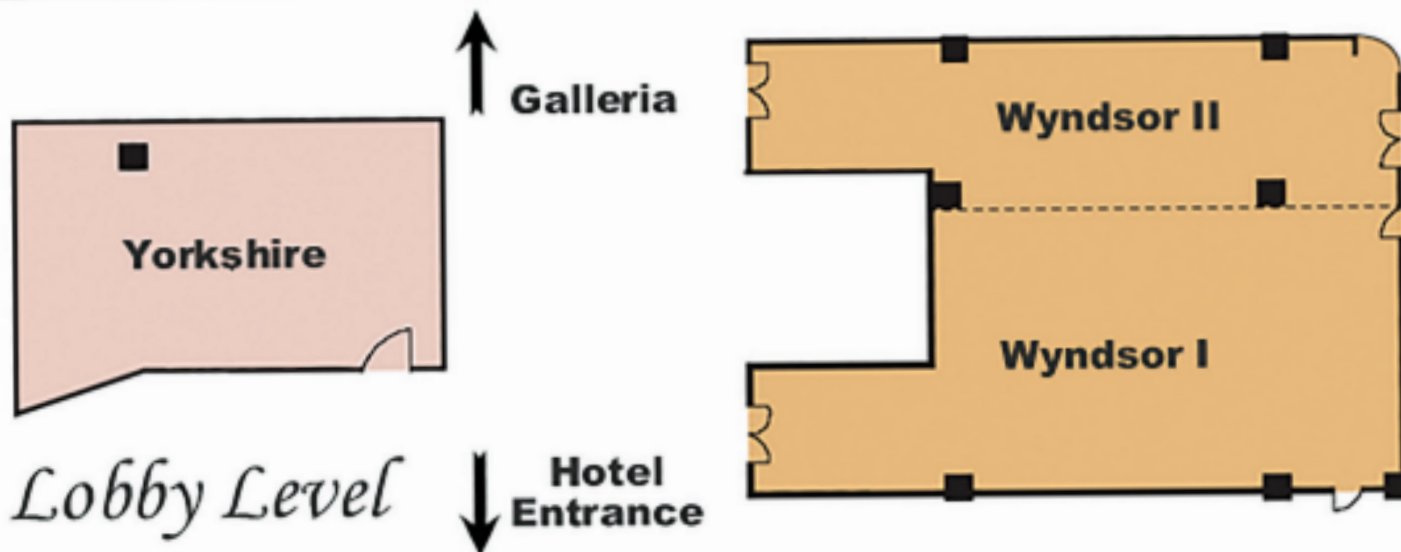
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# HOTEL MAP





# AAC & REHAB



## AUGMENTATIVE & ALTERNATIVE COMMUNICATION SUPPLIER



### OUR HISTORY

Cook AAC & Rehab originated from Cook Medical Supply located in Mississippi. For over 25 years the Cooks have been supplying patients with medical equipment. Cook AAC & Rehab has been in the AAC industry for over 3 years working with SLP's, Physicians, School Districts, and more. Allowing us to provide AAC to all of MS and AL.



### OUR VISION

Cook AAC & Rehab believes that Communication is a right. Everyone deserves the ability to be able to communicate their basic needs and more. The vision is to be able to provide this ability to as many people as possible.



### OUR MISSION

Here at Cook ACC & Rehab we strive everyday to support patients and families that are in need. We believe that every person deserves the ability to communicate and rehabilitate. Over 25 years ago the Cooks started this business to help. Our impact has grown greatly over the years. We are here to help those who cannot help themselves.

(205) 265-1903

## ABOUT US

Located in Jasper Alabama, Cook AAC & Rehab serves all of the state. We provide AAC to those who need a voice. We offer two AAC devices, The Nuvo and The Inspire. The Nuvo being a touched based system and The Inspire being an eye gaze system. Our application Grid has become widely popular allowing AAC communication to be specifically customized to every patient; whether that being a basic level or a high functioning level.

## WHY CHOOSE US?

Here at Cook AAC & Rehab we strive to do our best. We have Customer Service and Rehabilitation Specialists on hand ready to help any patient that comes to us. Our turn around time is very important to us. Our goal is to support those that do not have the full ability to communicate, as fast as possible. We will do everything in our power to get our device to our patient. We bill all insurances and deal with all Physicians. Approval and paperwork is our specialty. We stress so you don't have to.



### Applications

- GRID
- PROLOQUO2GO
- SPEAKFORYOURSELF
- AAVAZ



### Advocacy

We are here to advocate for the patient! Billing, Paperwork, Approval, and more.



### Our Team

Our team consists of trained Rehabilitation Specialists, Customer Service Specialists, Technicians, and more.



# You Talk. We Re-Voice For You.

Speech-to-Speech (STS) service allows people with a speech disability to make and receive phone calls. The STS operators are specially trained to understand speech patterns to ensure you are understood.

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[alabamarelay.com/speech-to-speech](http://alabamarelay.com/speech-to-speech)

For more information or to request training, workshop, or presentations, contact:

- [alabamarelay.com/outreach-request](http://alabamarelay.com/outreach-request)
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**ASHA CE**  
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### Speech and Hearing Association of Alabama

General sessions offered for 5.65 ASHA CEU, Various levels  
Ethics session offered for .15 ASHA CEU, Intermediate level  
Supervision session offered for .30 ASHA CEU, Intermediate level  
DEI session offered for .80 ASHA CEU, Intermediate level



ALABAMA BOARD OF EXAMINERS FOR  
**SPEECH-LANGUAGE  
PATHOLOGY & AUDIOLOGY**

ABESPA has approved this activity for 66.0 CEH (Content Area I) and 3.0 CEH (Content Area II).

**AMERICAN  
ACADEMY OF  
AUDIOLOGY**

Continuing Education  
in Audiology

TM

SHAA has been approved by the American Academy of Audiology to offer Academy CEUs for this activity. The in-person program is worth a maximum of 1.25 CEUs. The on-demand program is worth a maximum of 1.8 CEUs. Academy approval of this continuing education activity is based on course content only and does not imply endorsement of course content, specific products, or clinical procedure, or adherence of the event to the Academy's Code of Ethics. Any views that are presented are those of the presenter/CE Provider and not necessarily of the American Academy of Audiology.

# Important CE Reporting Information:

**\*\*Complete by Wednesday, February 23, 2024\*\***

1. On February 12, 2024, you will receive an email with a link to the 2024 SHAA Convention Survey and electronic CE Reporting form. The reporting period will remain open from February 12-23, 2024 at midnight.
2. Complete the “2024 SHAA Convention Survey and CE Reporting.”
3. When you click “Submit,” you will be taken to the forms to report your CE time and request that your hours be sent to the AAA CE Registry and/or ASHA CE Registry. If you want your CE time reported to ASHA and AAA, you will need to submit both the ASHA and AAA electronic reporting forms.
4. You will need to indicate which sessions you attended LIVE and which you attended Virtually. You may not gain CE credit for attending the same session twice. It will be helpful for you to have your Attendance Grid in hand when completing your electronic CE reporting.
5. You will have one opportunity to submit a CE Reporting form. Please do not submit your CE Reporting form until you have completed all live and virtual sessions that you plan to participate in.
6. If your CE time is not reported by February 23, 2024 at midnight, SHAA will not be able to assist you in reporting your participation to ASHA or AAA.
7. Once you submit your survey/CE reporting form(s), a CE Certificate will be generated for your record and will be emailed to you. The certificate is generated through JotForm so be sure to check your spam box.

**If a participant misses the reporting deadline set by SHAA, the participant will need to submit an appeal so that the CEU’s appear on their ASHA CE Registry. The process for submitting an ASHA appeal is detailed below:**

- Submit an appeal to ASHA using this link: ASHA Participant Appeal Form (<https://www.asha.org/Form/Participant-Appeal/>)
- If you have questions about this process, you should contact ASHA directly at [ashaprofdev@asha.org](mailto:ashaprofdev@asha.org) or call 301-296-8591.
- The ASHA CE Frequently Asked Questions may also help to answer any questions you may have about reporting your CEU’s.  
<https://www.asha.org/CE/faqs/Continuing-Education-Frequently-Asked-Questions/>

## **NOTES RE: ABESPA REQUIREMENTS:**

- ABESPA Continuing Education Rules may be found here: <http://www.abespa.alabama.gov/conted.aspx>
- ABESPA requires 12 hours of continuing education each year. Up to 120 minutes of Content Area II is allowed to count toward Alabama licensure renewal. Content I is content which improves the professional competency of the licensee in the area of licensure (general practice content, DEI content, ethics content). Content II is content which must be related to the professional competency of Speech-Language Pathology and/or Audiology (clinical supervision).
- Content II Sessions are indicated next to appropriate sessions on your Attendance Grid. Remember, when you report to ABESPA for license renewal you will need to list your CONTENT II minutes separately. Your Attendance Grid will serve as your record for CONTENT I vs. CONTENT II sessions attended.

## **NOTES RE: ASHA REQUIREMENTS:**

- ASHA requires one hour of ethics training per three-year interval. ABESPA recommends, but does not require, ethics training.
- ASHA requires every CCC-SLP who supervises or intends to supervise any graduate student or clinical fellow to accrue two hours of supervision/clinical instruction training once in his or her career.
- Beginning with certificate holders in the January 1, 2023–December 31, 2025, certification maintenance interval, ASHA requires two hours of professional development in cultural competency, cultural humility, culturally responsive practice, or diversity, equity, and inclusion (DEI).

## **NOTES RE: AAA REQUIREMENTS:**

- Sessions approved by AAA are indicated next to appropriate sessions.
- If you would like your CE time reported to AAA, you will need to complete the AAA electronic CE Reporting form. This is separate from the ASHA CE Reporting form.

## **GENERAL NOTES:**

- Student track sessions may be attended by all, but are not available for CE credit.
- CE Time must be reported by February 23, 2024, at Midnight using the electronic reporting information detailed above.
- The only way to receive an attendance certificate and have your CE time reported to ASHA/AAA is to complete the electronic reporting process detailed above.

# Sessions

Thursday, February 8th

8:00-9:30

## FACILITATING LITERACY DEVELOPMENT FOR BEGINNING COMMUNICATORS WHO USE AAC PART 1

*Pamela A. Hart, PhD, CCC-SLP*

**Riverchase A**

**The participants will be able to:**

- Describe the benefits of considering literacy development of beginning communicators as they gain linguistic competence.
- Summarize recent research findings related to effective language and literacy evaluation strategies for beginning communicators who use AAC.
- Describe barriers and solutions to challenges that may be experienced during the evaluation phase of this integrated literacy approach.

*Pediatric/CC Track*

8:00-9:30

## AUTISM STRATEGIES AND NEURODIVERSITY AFFIRMING PRACTICES PART 1

*Cari Ebert, M.S., CCC-SLP*

**Riverchase B**

**The participants will be able to:**

- Summarize strategies for providing strengths-based, neurodiversity affirming services to Autistic children.
- Explain the racial and gender disparities in getting an autism diagnosis and in receiving autism services.
- Describe the differences in how Autistic children play.

*Pediatric/CC Track*

8:00-9:30

## IT'S ALL ABOUT THE DASH

*Tamara D. Harrison, M.S., CCC, SLP*  
*Margaret L. Johnson SLP. D, CCC*

**Wynfrey A/B**

**The participants will be able to:**

- Identify leadership traits.
- List qualities of an effective leader.
- Develop a personal plan for leadership in the dash.

*Professional Track*

8:00-9:30

## EVERYTHING YOU WANTED TO KNOW ABOUT AAC IN SCHOOL

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

**Wynfrey C**

**The participants will be able to:**

- Identify three different ways to obtain an AAC device.
- Write an AAC IEP goal.
- Integrate AAC strategies into classroom activities.

*CC/Pediatric Track*

8:00-9:30

## ENT AND AUDIOLOGY PARTNERSHIP AT COA

*Philip Rosen, M.D.*  
*Hannah Widner, Au.D., CCC-A*

**Yorkshire**

**The participants will be able to:**

- Describe how audiology screens, assesses and refers patients in need of ENT intervention.
- List how ENT depends on audiology for assistance in medical and surgical decision making.
- Outline possible interventions ENT at COA can offer patients who are assessed by audiology.

*Audiology track*



# Sessions

## Thursday, February 8th

8:00-9:30

**CREATING A CULTURE OF EQUITY AND ACCESS:  
CULTURALLY RESPONSIVE SPEECH AND LANGUAGE  
SERVICES FOR YOUNG LEARNERS WITH COMPLEX  
COMMUNICATION NEEDS (PART 1)**

*Beth Poss, M.A., CCC/SLP*  
*Tonya L. Williams-Walker, M.A., CCC-SLP*  
*Alisa Bell, M.A., CCC-SLP*

**Wynfrey D/E**

**The participants will be able to:**

- Describe three components of culturally responsive pedagogy in the context of Universal Design for Learning.
- Identify at least 4 instructional strategies that support culturally responsive speech and language services.
- Identify at least 5 culturally relevant resources or tools for use in the provision of culturally responsive speech and language services.

*CC/Pediatric Track*

**\*Participants should bring a laptop or tablet with them for hands-on activities\***

8:00-9:30

**UNDERSTANDING PSYCHIATRIC DIAGNOSES**

*Timothy P Kowalski, M.A., CCC-SLP, ASDCS*

**WyndSOR 1**

**The participants will be able to:**

- List common psychiatric issues SLPs may encounter during their professional career.
- Describe symptoms requiring referrals for appropriate management.
- Describe how SLPs can provide a positive impact on the mental health.

*Professional Track*

8:00-9:30

**ASPIRATION PNEUMONIA: HOW CAN WE HELP? PART 1**

*George Barnes, M.S., CCC-SLP, BCS-S*

**WyndSOR 2**

**The participants will be able to:**

- List the different types of pneumonia and explain its pathophysiology.
- Describe how we can best assess aspiration pneumonia risk.
- Summarize how the lungs protect themselves against aspiration and infection.

*Adult Track*

9:45-11:15

**FACILITATING LITERACY DEVELOPMENT FOR  
BEGINNING COMMUNICATORS WHO USE AAC PART 2**

*Pamela A. Hart, PhD, CCC-SLP*

**Riverchase A**

**The participants will be able to:**

- Describe the importance of personalized interventions in AAC.
- Describe the key components of effective literacy interventions for beginning communicators who use AAC.
- Describe how daily routines and interactions can be used to support simultaneous development of language and literacy skills for beginning communicators who use AAC.

*Pediatric/ CC Track*

9:45-11:15

**AUTISM STRATEGIES AND NEURODIVERSITY  
AFFIRMING PRACTICES PART 2**

*Cari Ebert, M.S., CCC-SLP*

**Wynfrey D/E**

**The participants will be able to:**

- Describe the differences in how Autistic children interact with others.
- Describe the differences in how Autistic children learn.
- Describe the differences in how Autistic children communicate, and acquire language.

*Pediatric/ CC Track*

# Sessions

Thursday, February 8th

9:45-11:15

## CREATING A CULTURE OF EQUITY AND ACCESS: CULTURALLY RESPONSIVE SPEECH AND LANGUAGE SERVICES FOR YOUNG LEARNERS WITH COMPLEX COMMUNICATION NEEDS (PART 2)

*Beth Poss, M.A., CCC-SLP*

*Tonya L. Williams-Walker, M.A., CCC-SLP*

*Alisa Bell, M.A., CCC-SLP*

**Wynfrey D/E**

**The participants will be able to:**

- Examine one current practice they engage in and make adjustments to that to make it more accessible to their diverse learners.
- Create 2 therapy or learning materials that are accessible and culturally responsive.
- Identify 3 resources to find Universally Designed for Learning strategies or resources that they can use in their work with young children.

*CC/Pediatric Track*

**\*Participants should bring a laptop or tablet with them for hands-on activities\***

9:45-11:15

## PUBLIC HEALTH PERSPECTIVES ON HEARING LOSS AND COGNITIVE DECLINE

*Nicholas S. Reed, Au.D., PhD*

**Yorkshire**

**The participants will be able to:**

- Describe the plausibility of a causal association between hearing loss and cognitive decline among older adults.
- Identify bias within the current literature on the association of hearing loss with cognitive decline and dementia among older adults.
- Describe the impact of treating hearing loss on cognitive decline over a 3-year period based on recent trial results.

*Audiology Track*

9:45-11:15

## DOCUMENTATION IN HEALTH CARE FOR SPEECH- LANGUAGE PATHOLOGISTS

*Daniel Phillips, EdD, CCC-SLP*

*Sallie Barham, M.S., CCC-SLP*

**WyndSOR 1**

**The participants will be able to:**

- List the components of medical necessity.
- Assess if a goal or treatment note is skilled or unskilled.
- Write a skilled goal or treatment note.

*Professional Track*

9:45-11:15

## ASPIRATION PNEUMONIA: HOW CAN WE HELP? PART 2

*George Barnes, M.S., CCC-SLP, BCS-S*

**WyndSOR 2**

**The participants will be able to:**

- Summarize how our interventions may (or may not) reduce risk.
- Identify the interventions that have the biggest bang for your buck.
- Identify the most important risk factors and describe how to manage them.

*Adult Track*

# Sessions

Thursday, February 8th

11:45-12:15

**TIME WELL SPENT: SOUND MANAGEMENT OF 4000 WEEKS AS SLPS AND AUDIOLOGISTS**

*A. Lynn Williams, Ph.D., CCC-SLP, BCS-CL*

**Wynfrey ABC**

**The participants will be able to:**

- Describe the concept of "4000 weeks" and its relevance to the professional lives of speech-language pathologists and audiologists.
- Recognize best practices for setting and achieving career and personal goals while ensuring a meaningful and fulfilling life within the 4000-week timeframe.
- Discover the importance of self-care, stress management, and maintaining a healthy work-life balance to sustain a long and rewarding career.

*Professional track*

***The Association Luncheon will be from 11:15-12:45***

***\*\*Professional honors will be awarded during the luncheon and student awards presented during the Quest for the Cup\*\****

11:15-12:45

**YOU'VE ALMOST EARNED YOUR DEGREE! WHAT'S NEXT? PREPARING FOR YOUR FUTURE AS AN SLP!**

*Mary Ray-Allen, M.Ed., CCC-SLP*

**Riverchase A/B**

*Student Track*

*\*No CE offered for attending this session\**

**The participants will be able to:**

- Identify character traits future employers are looking for.
- Create an organized job search for identifying future employers.
- Discover how to market themselves, land an interview, and evaluate employment offers.

1:00-2:00

**ENCOURAGING SKILLED WORD READING AND SPELLING DEVELOPMENT IN CHILDREN WITH SPEECH SOUND DISORDER**

*Anna M. Ehrhorn, Ph.D., CCC-SLP | Auburn University*

**Riverchase A**

**The participants will be able to:**

- Define theoretical components that contribute to word reading and spelling development in children.
- List the underlying component that significantly contributes to word reading and spelling development in children with speech sound disorder.
- Identify the components that can be strengthened in children with speech sound disorder to promote skilled word reading and spelling.

*University Track/Pediatric*

1:00-2:00

**MEASUREMENT OF INTERPROFESSIONAL PRACTICE SKILLS OF SLP GRADUATE STUDENTS**

*Kelly Jackson, M.S., CCC-SLP | Samford University*

**Riverchase B**

**The participants will be able to:**

- Learners will describe interprofessional collaborative practice and interprofessional practice core competencies.
- Learners will explain the Modified McMaster/Ottawa Scale for measuring interprofessional practice skills.
- Learners will discuss the use of the Modified McMaster/Ottawa Scale and the Interprofessional Collaborative Competencies Attainment Survey to compare student perceptions of skill and observational ratings of skill.

*University Track/Supervision*



# Sessions

Thursday, February 8th

1:00-2:00

## EXPLORING INFANT VOCAL DEVELOPMENT: EARLY INTERVENTION AND EARLY MARKERS FOR NEURODEVELOPMENTAL DISORDERS

*Hyunjoo Yoo, PhD | University of Alabama*

**Wynfrey DE**

*University Track/CC/Pediatric*

### The participants will be able to:

- The participant will be able to describe the essence of infant vocal development.
- The participant will be able to apply the content to early intervention.
- The participant will be able to assess the developmental level of infant vocal development.

1:00-2:00

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

*Aurora Juliet Weaver, PhD, Au.D. | Auburn University*

**Yorkshire**

*University Track/Audiology*

### The participants will be able to:

- Define Graded recommendations for Auditory referrals.
- Write Graded recommendations with reference to evidence for auditory processing deficits.
- Compare and contrast the efficacy of screening protocols for Auditory processing deficits.

1:00-2:00

## ATTITUDES AND BIASES AMONG SPEECH-LANGUAGE PROFESSIONALS WHO SERVE AFRICAN AMERICAN ENGLISH-SPEAKERS: A DISCUSSION AND REVIEW OF CLINICAL, EDUCATIONAL, AND SOCIETAL IMPACTS

*Erica V. Middleton, PhD, CCC-SLP | University of Montevallo*

**WyndSOR 1**

*University Track/DEI*

### The participants will be able to:

- Identify at least 1 feature of AAE in each of the five parameters of language.
- Describe the social, emotional, and educational impacts that result from over- and under-identification of communication disorders among diverse populations.
- Define and provide at least 1 example of an implicit bias in the context of speech-language assessment and/or evaluation.

1:00-2:00

## COLLABORATIVE GOAL WRITING WITH PERSON WITH APHASIA

*Kimberly G. Smith, PhD, CCC-SLP | South Alabama*

**WyndSOR 2**

*University Track/Adult*

### The participants will be able to:

- Describe the challenges of collaborative goal setting.
- Summarize the FOURC model.
- Apply the FOURC model to case examples.

# Sessions

Thursday, February 8th

2:00-2:30

## USING COMPUTERIZED LANGUAGE ANALYSIS TO EXAMINE LINGUISTIC COMPLEXITY & VOCABULARY DIVERSITY

*Katie Wallace, Katelyn Gilson, and Meghan Stinnette*

**Ivorys**

Poster Presentation  
available to view during  
break

**The participants will be able to:**

- List the major findings of the study and why they are clinically relevant.
- Describe methods used in this study (i.e., how linguistic complexity and vocabulary diversity were used and calculated).
- Explain how the computerized assessment software used in this study can be used in clinical practice.

2:00-2:30

## ASSESSMENT OF PHONOLOGICAL ABILITIES IN THE SPONTANEOUS SPEECH OF YOUNG CHILDREN WHO STUTTER

*Meghan Stinnette, Katelyn Gilson, Katie Wallace*

**Ivorys**

Poster Presentation  
available to view during  
break

**The participants will be able to:**

- Explain why phonological abilities in spontaneously produced speech might be different than traditional measures (i.e., KLPA).
- Discuss the findings of the research study and how they relate to theories of stuttering.
- Explain how to calculate phonological mean length of utterance (PMLU) and proportion of whole-word proximity (PWP).

2:00-2:30

## ASSESSMENT OF STUTTERING SEVERITY USING WEIGHTED SLD

*Katelyn Gilson, Katie Wallace, Meghan Stinnette*

**Ivorys**

Poster Presentation  
available to view during  
break

**The participants will be able to:**

- Discuss how CLAN can be used in clinical practice or research.
- Discuss why children who stutter might produce more disfluencies with parents or the clinician.
- Explain how weighted SLD is different than traditional measures of stuttering severity (i.e., percentage of syllables stuttered).

2:00-2:30

## BEYOND VOICE DISORDERS: A RAPID REVIEW OF THE USE OF BOTULINUM TOXIN INJECTIONS IN SPEECH DISORDERS

*Haleigh Deskins, Kaitlin Hennessey, Kelly Jackson*

**Ivorys**

Poster Presentation  
available to view during  
break

**The participants will be able to:**

- List 3 applications for Botox use for non-voice applications in speech disorders.
- Discuss the evidence surrounding the efficacy of Botox use for non-voice applications for patients with speech disorders.
- Explain the advantages and limitations of Botox use for non-voice applications during therapy for speech disorders.

# Sessions

Thursday, February 8th

2:00-2:30

## THE IMPACT OF DYSPHAGIA ON QUALITY OF LIFE: A BRIEF OVERVIEW

*Caroline Kizer, Faith Dyas, Elisabeth Seethaler, Carol Koch, EdD, CCC-SLP*

**Ivorys**

Poster Presentation  
available to view during break

### The participants will be able to:

- Identify factors of dysphagia that impact quality of life.
- Discuss modifications that reduce the impact of dysphagia on quality of life.
- Discuss how different medical conditions impact quality of life for patients with dysphagia.

2:00-2:30

## RHYTHM DETECTION AND TIMING IN ADULTS WHO STUTTER AND THOSE WITH ADHD

*Hope Hartley*

**Ivorys**

Poster Presentation  
available to view during break

### The participants will be able to:

- Summarize the main findings of the study and how differences in rhythm perception might indicate a timing deficit in people who stutter.
- Describe the methods used in the study and how they have been applied to other areas of research.
- Discuss how a timing-related deficit could have implications on the treatment of stuttering.

2:00-2:30

## PATIENT, CAREGIVER, AND SLP PERSPECTIVES ON THE EFFECTIVENESS OF APHASIA TREATMENT: A MULTIPLE CASE STUDY

*Sarah McCurry*

**Ivorys**

Poster Presentation  
available to view during  
break

### The participants will be able to:

- Develop further understanding of the perspectives of effectiveness of aphasia treatment from the perspectives of the patient's caregiver, patient's graduate speech clinician, and the patient with aphasia.
- Develop an understanding of the client's perspectives of experiences during aphasia therapy that affect quality of life and daily living.
- Develop an understanding of changes that could be implemented in aphasia speech therapy to increase performance and accuracy in targeted objectives.

2:00-2:30

## CO-OCCURENCE OF SPEECH/LANGUAGE DISORDERS AND READING/WRITING DISORDERS

*Laura Promer, Erin Carland, Anna Rose Honea, Addie Kelley, Hannah Lauderdale, Audrey Vickers*

**Ivorys**

Poster Presentation  
available to view during  
break

### The participants will be able to:

- Describe the incidence of co-occurring speech/language and reading/writing disorders identified via private practice evaluations.
- Identify characteristics of the speech/language deficits observed when a co-occurring reading/writing disorder was also diagnosed.
- Discuss potential retention differences between students diagnosed with both reading/writing and speech/language disorders compared to students only diagnosed with reading/writing disorders.

2:30-4:00

## IMPLEMENTING THE IDDSI FRAMEWORK IN PEDIATRIC FEEDING & SWALLOWING

*Morgan Valle Leonard M.S., CCC-SLP*

**Riverchase A**

*Pediatric Track*

### The participants will be able to:

- Learners will describe the IDDSI Framework for Pediatrics.
- Learners will relate the IDDSI Framework to developmental milestones of feeding.
- Learners will list IDDSI testing procedures and considerations when implementing IDDSI in a pediatric population.



# Sessions

Thursday, February 8th

2:30-4:00

## NUTS AND BOLTS OF APRAXIA THERAPY

*Cari Ebert, M.S., CCC-SLP*

**Riverchase B**

### The participants will be able to:

- Contrast speech therapy approaches for treating childhood apraxia of speech, phonological disorder, and articulation disorder.
- Summarize the principles of motor learning and how to apply them in motor-based speech therapy sessions.
- Describe 5 therapy activities for supporting repetitive speech practice without doing drill work.

*Pediatric Track*

2:30-4:00

## 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*

**Wynfrey A/B**

### The participants will be able to:

- Describe the current status of ABESPA relative to rules, policies and procedures, and outcomes for October 2022-September 2023.
- List ethical standards faced by practitioners in various types of practice settings.
- Discuss best practices for dealing with a variety of ethical situations and dilemmas.

*Professional Track/Ethics*

2:30-4:00

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

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

**Wynfrey C**

### The participants will be able to:

- Define language processing and identify the characteristic of a language processing disorder.
- Apply information from formal and informal methods of evaluation to diagnose a language processing disorder.
- Develop 3 measurable short term goals to improve language processing skills.

*Pediatric Track*

2:30-4:00

## IMPROVING EARLY DETECTION OF AUTISM AND WITH AN EYE TOWARDS INFANCY

*Amy M Wetherby, PhD, CCC-SLP  
Patricia Armstrong, MSW  
Joy Moore, M.S., CCC-SLP  
Renee Daly Holland, M.S., CCC-SLP*

**Wynfrey D/E**

### The participants will be able to:

- Identify limitations of current screening tools in primary care settings for autism and communication delays.
- List the 16 early signs of autism in the two DSM-5 diagnostic domains that distinguish ASD in toddlers and are evident before ASD is usually diagnosed.
- Describe how you can use Baby Navigator mobile technology for surveillance & screening and to share information about the early signs of autism with families.

*CC/Pediatric Track*

# Sessions

Thursday, February 8th

2:30-4:00

## 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.*

**Yorkshire**

*Audiology Track*

**The participants will be able to:**

- Discuss the relationship between anxiety and vestibular/balance disorders.
- Identify the impact of anxiety on diagnostic assessment.
- Identify strategies for managing anxiety in patients with vestibular/balance disorders.

2:30-4:00

## DEMYSTIFYING VOICE THERAPY

*Sarah Hoch, CCC-SLP*  
*Jacob Wright, MM, M.A., CF-SLP*  
*Edie R Hapner, PhD, CCC-SLP*

**WyndSOR 1**

*Adult Track*

**The participants will be able to:**

- Interpret information from voice evaluation to decision making in voice therapy.
- Distinguish voice therapy methods by physiological goals and expected outcome.
- Outline treatment decisions for people with cough and upper airway disorders.

2:30-4:00

## TALKING WITH A TRACH

*Robert B Johnson, M.S., RRT*

**WyndSOR 2**

*Adult Track*

**The participants will be able to:**

- Compare the basic function of a few different talking trachs on the market.
- Identify the Pros and Cons of each device.
- Differentiate when/how to pick one device over another, and when to move up or down to different device.

4:00-5:00

**Exhibit Hall**

*All Tracks*

No CE offered for attending  
this networking event\*



# Sessions

Thursday, February 8th

4:00-5:00

## USING COMPUTERIZED LANGUAGE ANALYSIS TO EXAMINE LINGUISTIC COMPLEXITY & VOCABULARY DIVERSITY

*Katie Wallace, Katelyn Gilson, and Meghan Stinnette*

**Ivorys**

Poster Presentation  
available to view during  
break.

**The participants will be able to:**

- List the major findings of the study and why they are clinically relevant.
- Describe methods used in this study (i.e., how linguistic complexity and vocabulary diversity were used and calculated).
- Explain how the computerized assessment software used in this study can be used in clinical practice.

4:00-5:00

## ASSESSMENT OF PHONOLOGICAL ABILITIES IN THE SPONTANEOUS SPEECH OF YOUNG CHILDREN WHO STUTTER

*Meghan Stinnette, Katelyn Gilson, Katie Wallace*

**Ivorys**

Poster Presentation  
available to view during  
break.

**The participants will be able to:**

- Explain why phonological abilities in spontaneously produced speech might be different than traditional measures (i.e., KLPA).
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# Sessions

## Thursday, February 8th

4:00-5:00

**Ivorys**

Poster Presentation  
available to view during break.

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*Caroline Kizer, Faith Dyas, Elisabeth Seethaler, Carol Koc*

**The participants will be able to:**

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Poster Presentation  
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*Hope Hartley*

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Poster Presentation  
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4:00-5:00

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### PATIENT, CAREGIVER, AND SLP PERSPECTIVES ON THE EFFECTIVENESS OF APHASIA TREATMENT: A MULTIPLE CASE STUDY

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- Develop an understanding of changes that could be implemented in aphasia speech therapy to increase performance and accuracy in targeted objectives.

5:00-6:00

\*\*Student scholarships and awards  
will be handed out at the beginning of  
Quest for the Cup\*\*

**Wynfrey A/B**

All Tracks

### SHAA QUEST FOR THE CUP

*University of Alabama, Auburn University,  
Samford University, University of South Alabama,  
University of Montevallo, Faulkner University, Alabama A&M*

**The participants will be able to:**

- Discuss contemporary issues in speech and language assessment.
- Discuss contemporary issues in speech and language intervention.
- Discuss contemporary issues in professionalism and ethics.

# Sessions

Friday, February 9th

8:00-10:00

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

*A. Lynn Williams, Ph.D., CCC-SLP, BCS-CL*

**Riverchase A/B**

*Pediatric Track*

### The participants will be able to:

- Complete phonological analyses of disordered speech using an error analysis (PVM analysis) and a systemic analysis (SPACS).
- Compare the descriptive and explanatory power of two phonological analyses of one child's speech.
- Compare and contrast three different target selection approaches for children with SSD.

8:00-10:00

## CO-TREATING HITS THE SPOT

*Kandis Chatman, M.S., CCC-SLP*

*Julie Smith, OTR/L*

**Wynfrey A/B**

*CC/Pediatric Track*

### The participants will be able to:

- Define sensory integration terms and activities.
- Discuss why co-treating is beneficial between Speech-Language Pathologists and Occupational Therapists.
- List examples of SPOT lessons and tell the "why" behind the lesson.

8:00-10:00

## ALSDE UPDATES

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

**Wynfrey C**

*Professional Track/Pediatric*

### The participants will be able to:

- Identify updates in forms, processes, and/or procedures used in the special education process in the public schools.
- Discuss new federal and/or legal guidance pertaining to school-based speech-language pathology.
- Recall of best practices in determining eligibility, writing IEPs, and conducting meetings with families of students with disabilities.

8:00-10:00

## "NOT SAFE TO EAT!" GOAL-CONCORDANT EATING & DRINKING AT END-OF-LIFE

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

**Wynfrey D/E**

*Adult Track*

### The participants will be able to:

- Explain how goals of care fit into the continuum of medical decision-making.
- Interpret the emotional impact of feeding concerns on patients and caregivers and devise and plan to address the impact.
- Outline ethical standards for withholding or withdrawing oral intake and/or artificial hydration & nutrition.

# Sessions

Friday, February 9th

8:00-10:00

**UNDERSTANDING CONGENITAL CYTOMEGALOVIRUS TO CONNECT THE DOTS, CREATE A SHARED MENTAL MODEL, AND COLLABORATE INTERPROFESSIONALLY**

*Angela Shoup, PhD*

**Yorkshire**

*Audiology Track*

**The participants will be able to:**

- Discuss the pathogenesis of cCMV.
- Discuss cCMV screening models and current legislation.
- Describe treatment options for cCMV.

8:00-10:00

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

*Candace Scearce, M.S. CCC-SLP, LSLs Cert. AVEd*

*Kristen DeLauney, Au.D.*

*Laura Kitchen, M.S., Ed*

**WyndSOR 1**

*CC/Pediatric Track*

**The participants will be able to:**

- Explain effective management, planning, and programming to promote accelerated progress for D/HH learners.
- Discuss the roles and responsibilities of team members and effective ways to collaborate with members of the team.
- Create a plan for catch-up growth by calculating current rate of progress and making predictions of what outcomes will look like over time, thus determining what it will take to close those gaps.

8:00-10:00

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

*Kia Noelle Johnson, PhD, CCC-SLP*

*Caitlin Franchini, MS, CCC-SLP*

**WyndSOR 2**

*Pediatric Track*

**The participants will be able to:**

- Define the components of the CARE (Communication; Advocacy; Resiliency; Education) Model.
- Formulate goals for implementing the CARE Model.
- Outline a plan to employ strategies for assessing each component of the CARE Model.

10:20-12:20

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

*A. Lynn Williams, Ph.D., CCC-SLP, BCS-CL*

**Riverchase A/B**

*Pediatric Track*

**The participants will be able to:**

- Analyze the distinguishing features of the different contrastive approaches according to the four domains of the Phonological Intervention Taxonomy.
- Make a list of the key features of the different contrastive phonological intervention approaches.
- Demonstrate each of the contrastive approaches in role-play with a nearby attendee.



# Sessions

Friday, February 9th

10:20-12:20

## AUTISM NAVIGATOR EARLY SOCIAL INTERACTION MODEL: COACHING FAMILIES OF YOUNG CHILDREN IN THEIR EVERYDAY ACTIVITIES

*Amy M Wetherby, PhD, CCC-SLP*  
*Patricia Armstrong, MSW*  
*Joy Moore, M.S., CCC-SLP*  
*Renee Daly Holland, M.S., CCC-SLP*

**Wynfrey A/B**

*CC/Pediatric Track*

### The participants will be able to:

- Identify the 8 components of the lens of active engagement for meaningful outcomes of young children with ASD.
- List 13 evidence-based intervention strategies and supports for parents organized into three layers to promote active engagement in natural environments for young children with ASD.
- Describe strategies used in the ESI collaborative coaching model to promote caregiver independence and shared decision making with families.

10:20-12:20

## BECOMING A CULTURALLY-RESPONSIVE SERVICE-PROVIDER AND PROFESSIONAL

*Kia Noelle Johnson, PhD, CCC-SLP*

**Wynfrey C**

*Professional Track/DEI*

### The participants will be able to:

- Explain the difference between cultural competence and cultural humility.
- Describe the difference between equity and equality.
- Describe ways to implement culturally responsive practices that can be applied in clinical settings and professional interactions.

10:20-12:20

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

*Jasmine E. Young, Dr PH, 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*

**Wynfrey D/E**

*Adult Track*

### The participants will be able to:

- List dysphagia evaluation tools applicable for adults in the SNF setting.
- Describe evidence-based dysphagia treatment interventions applicable for adults in the SNF setting.
- Identify strategies to support successful dysphagia rehabilitation and management in the SNF setting.

10:20-12:20

## OTOTOXICITY MONITORING AND LONG-TERM FOLLOW-UP FOR THE PEDIATRIC ONCOLOGY PATIENT

*Johnnie K. Bass, AuD, PhD, CCC-A*

**Yorkshire**

*Audiology Track*

### The participants will be able to:

- Describe the effects of platinum chemotherapy and cranial radiation therapy.
- Describe an ototoxicity monitoring protocol and common challenges to monitoring ototoxicity.
- Describe late effects and long-term follow-up in childhood cancer survivors.

# Sessions

Friday, February 9th

10:20-12:20

## INTEGRATING EFFECTIVE AUTISM PRACTICES INTO COMMUNITY EARLY INTERVENTION SETTINGS

*Amanda Marable, M.Ed., CCC-SLP, Developmental Specialist*  
*Blaklie H. Blevins, M.S., CCC-SLP*  
*Pamela Ramsey, M.C.D., CCC-SLP*

### WyndSOR 1

CC/Pediatric Track

#### The participants will be able to:

- Identify and explain the core characteristics of autism in toddlers.
- Illustrate characteristics of autism in toddlers and discuss the information in conversations with caregivers.
- Integrate their knowledge of autism characteristics and synthesize it with the evidence-based interventions taught during this course to be able to compose appropriate interventions.

10:20-11:20

## THE IMPORTANCE OF ACCEPTANCE WITH STUTTERING

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

### WyndSOR 2

Pediatric Track

#### The participants will be able to:

- Identify psychosocial implications of stuttering.
- Outline the positive affect of acceptance on stuttering.
- Design a plan to integrate of acceptance into your therapeutic model.

11:20-12:20

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

*Lauren Hastings M.S., CCC-SLP*

### WyndSOR 2

Pediatric Track

#### The participants will be able to:

- Compare parent involvement vs family focused services.
- Identify ways to increase parents' understanding their child's exceptionalities.
- List strategies to promote a strong school-home partnership.

12:30-1:30

## CONNECTING PASSION TO PRACTICE: SPECIALIZATION IN THE FIELD OF SPEECH-LANGUAGE PATHOLOGY

*Kameron C. Carden, Ph.D. CCC/SLP, LSLs Cert. AVEd*

### Riverchase A/B

*Student Track*  
*\*No CE offered for attending this session\**

#### The participants will be able to:

- Contrast scope of practice and scope of competence as they relate to speech-language pathology.
- Describe the path and principles of listening and spoken language (LSL), an approach to language development and mode of communication for individuals who are Deaf/Hard of Hearing.
- Collaborate to identify unique opportunities for exposure to specializations during their graduate programs that align with individual interests and passions.

12:30-1:30

Committee Meetings

AAC

Dorset

DEI

Cornwall

Convention Planning

Governmental Affairs

Essex

Hampshire

Private Practice

School Affairs

Devon

Avon

# Sessions

## Friday, February 9th

12:30-1:30

*Lunch-n-learn sponsored  
by Viviosonic*

**Winston's Foyer**

*Audiology Track*

**ABR VS ASSR: WHICH SHOULD BE USED?**

*Angela J Bottley, CTDP*

**The participants will be able to:**

- Distinguish the differences between ABR and ASSR.
- Be able to identify the pros and cons of each procedure in various clinical settings.
- Describe the technical considerations of ABR and ASSR.

1:30-3:30

**Riverchase A/B**

*Pediatric Track*

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

*A. Lynn Williams, Ph.D., CCC-SLP, BCS-CL*

**The participants will be able to:**

- Use a clinical decision-making model to select the contrastive approach that is suited for particular characteristics of a phonological SSD.
- Describe the child, clinician, and intervention characteristics that comprise the clinical decision-making model.
- Determine two strategies to use to evaluate the fidelity of implementation of contrastive phonological intervention approaches.

1:30-2:30

**Wynfrey A/B**

*CC Track*

**MAGICAL MORPHEMES**

*Melissa Pouncey, M.S., CCC-SLP*

**The participants will be able to:**

- Define morphology and morpheme.
- Explain how children learn morphemes.
- Identify 3 resources for planning language intervention that target morphemes for our AAC Learners.

2:30-3:30

**Wynfrey A/B**

*CC/Adult Track*

**LET'S TALK ABOUT TEXT, BABY!**

*Elizabeth Stewart, PhD, ATP  
Tiffani Powell, M.S., CCC-SLP  
Hank Poore*

**The participants will be able to:**

- Describe three barriers for AAC users to direct message through their communication device.
- Identify three options for Tobii Dynavox users to direct message directly through their device.
- Discuss at least three ways that practitioners can promote the use of direct messaging for social inclusion.

1:30-3:30

**WyndSOR 2**

*Professional Track/DEI*

**LANGUAGE MATTERS: BUILDING CONNECTIONS WITH THE WORDS WE CHOOSE**

*Megan-Brette Hamiton, PhD, CCC-SLP*

**The participants will be able to:**

- Identify 3 ways that cultural-linguistic factors influence communication interactions.
- Explain how language can be used to build connections with their clients/patients/students.
- Describe how context matters when using inclusive language.



# Sessions

## Friday, February 9th

1:30-3:30

### 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*

**Wynfrey C**

*Professional Track/Supervision*

#### The participants will be able to:

- Reflect on aspects of Clinical Education that foster student growth through mentorship.
- Identify strategies that maximize student engagement and develop critical thinking skills.
- Outline ways to use feedback to build student confidence.

1:30-2:30

### DYSPHAGIA IN THE HEAD & NECK CANCER POPULATION: A CASE-BASED APPROACH

*Caitlin Stone, MCD, CCC-SLP*  
*Duane Trahan, M.S., CCC-SLP*  
*Jacob Wright, MM, MA, CF-SLP*

**Wynfrey D/E**

*Adult Track*

#### The participants will be able to:

- Discuss common treatments for head and neck cancer and the impact on dysphagia and dysphagia management.
- Outline treatment plans for various head and neck cancer patients once presented with case history information including instrumental assessment videos and images.
- Describe the role and responsibilities of the SLP in dysphagia management for the head and neck cancer population as well as other team members.

2:30-3:30

### ASSESSMENT AND TREATMENT OF DYSPHAGIA IN PARKINSON'S DISEASE

*Michele Dacy-Nichols, MA, CCC-SLP*

**Wynfrey D/E**

*Adult Track*

#### The participants will be able to:

- Summarize current recommendations for screening and assessment of swallowing function in persons with Parkinson's disease.
- Describe characteristics of oropharyngeal swallowing physiology for persons with Parkinson's disease.
- Discuss the effectiveness of treatments for dysphagia in persons with Parkinson's disease.

1:30-3:30

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

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

**Yorkshire**

*Audiology Track*

#### The participants will be able to:

- Recognize similarities and differences in mental health by auditory status (i.e., typical hearing versus cochlear implant users)
- Describe positive and negative patterns of peer interactions in adolescents who are deaf and hard of hearing versus hearing peers.
- Evaluate the need for additional services or support for adolescents who are deaf and hard of hearing with poorer mental and/or social well-being.

# Sessions

## Friday, February 9th

1:30-2:30

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

*James Brinton, MA, CCC-SLP*

**WyndSOR 1**

*Adult Track*

**The participants will be able to:**

- Explain how an eye tracking system interacts with the human eye for AAC access.
- Demonstrate a quick test to pre-screen an individual for eye gaze use.
- List three physiological issues that can impact eye gaze use and how they can be overcome.

2:30-3:30

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

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

**WyndSOR 1**

*Adult Track*

**The participants will be able to:**

- Identify evidenced based treatment methods for acquired apraxia of speech.
- Describe identified evidenced based treatments for acquired apraxia of speech.
- Apply identified treatments for acquired apraxia of speech within a clinical setting utilizing a person-centered approach.



**ASHA CE  
APPROVED PROVIDER**

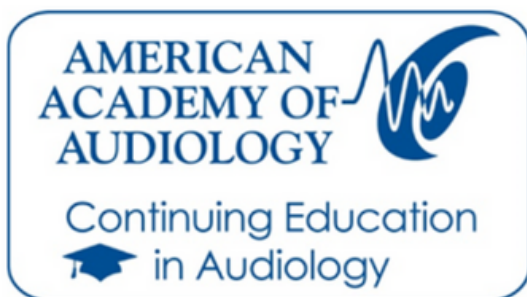


**ALABAMA BOARD OF EXAMINERS FOR  
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### Speech and Hearing Association of Alabama

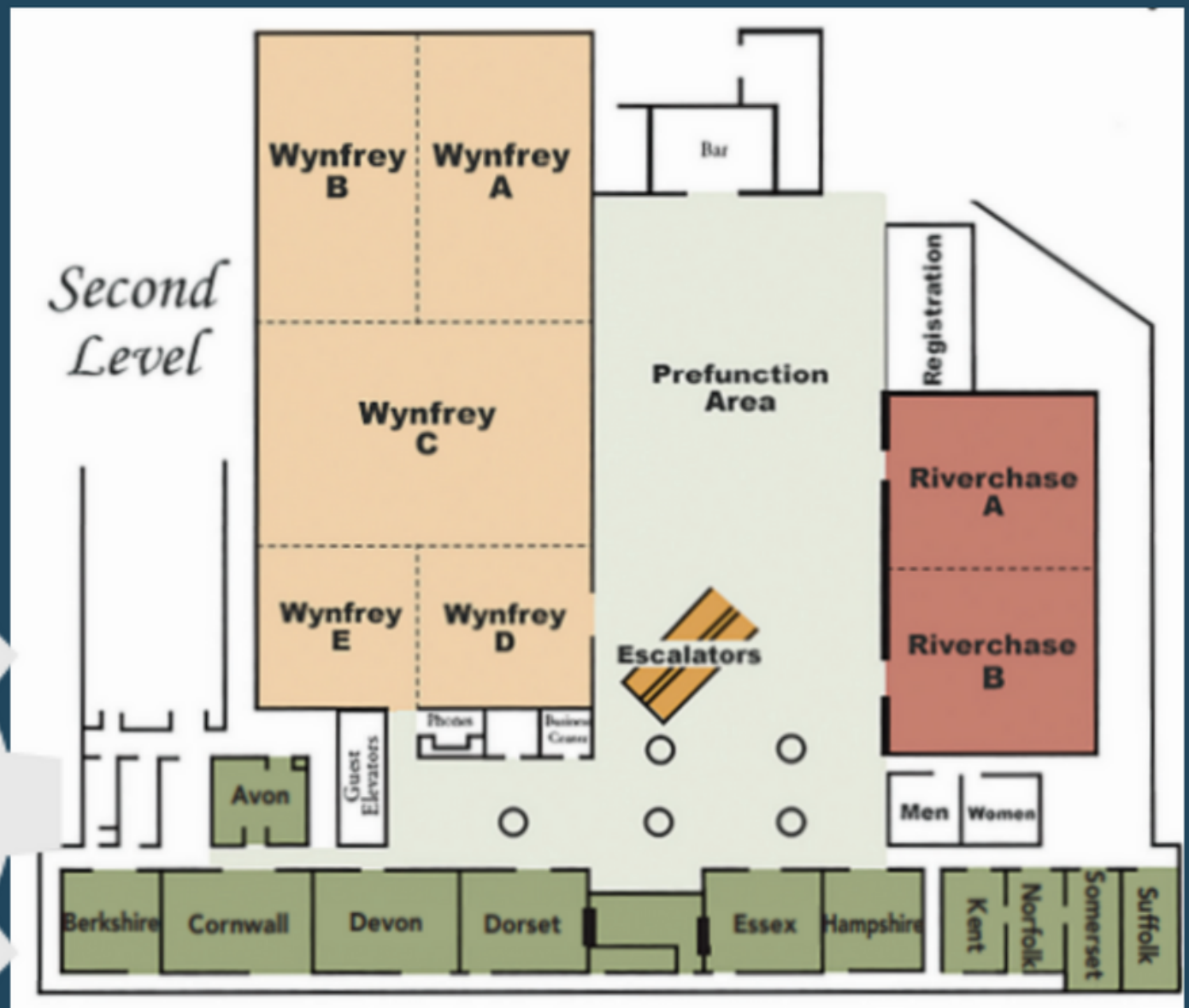
General sessions offered for 5.65 ASHA CEU, Various levels  
Ethics session offered for .15 ASHA CEU, Intermediate level  
Supervision session offered for .30 ASHA CEU, Intermediate level  
DEI session offered for .80 ASHA CEU, Intermediate level

ABESPA has approved this activity for 66.0 CEH (Content Area I) and 3.0 CEH (Content Area II).



TM

SHAA has been approved by the American Academy of Audiology to offer Academy CEUs for this activity. The in-person program is worth a maximum of 1.25 CEUs. The on-demand program is worth a maximum of 1.8 CEUs. Academy approval of this continuing education activity is based on course content only and does not imply endorsement of course content, specific products, or clinical procedure, or adherence of the event to the Academy's Code of Ethics. Any views that are presented are those of the presenter/CE Provider and not necessarily of the American Academy of Audiology.



## Committee Luncheon Locations

School Affairs: Avon

Convention Planning: Essex

Governmental Affairs: Hampshire

DEI: Cornwall

AAC: Dorset

Private Practice: Devon



# 2024 Exhibitors

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