

It Starts with Us



**GSHA 2019 ANNUAL CONVENTION
FEBRUARY 14 – 16, 2019
UGA HOTEL & CONFERENCE CENTER
ATHENS, GEORGIA**

CONVENTION PROGRAM

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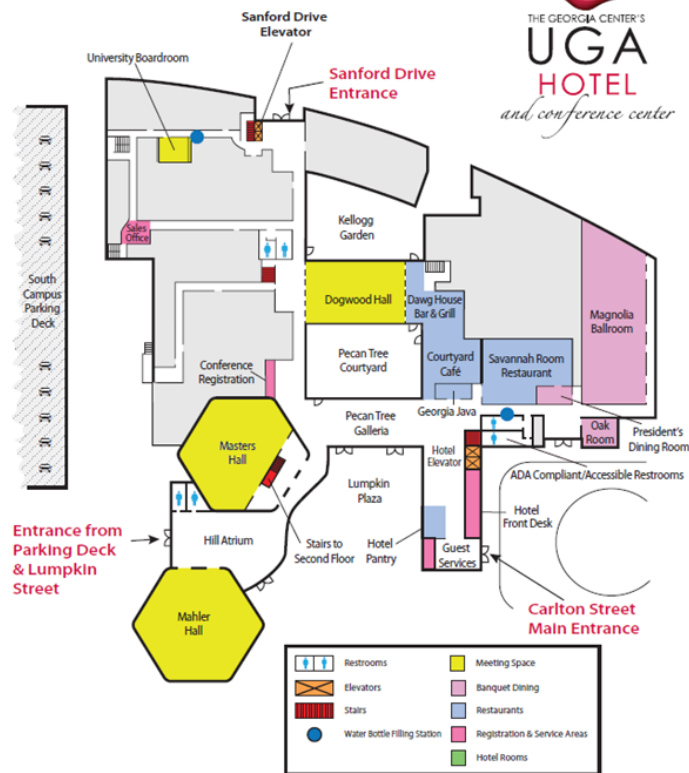
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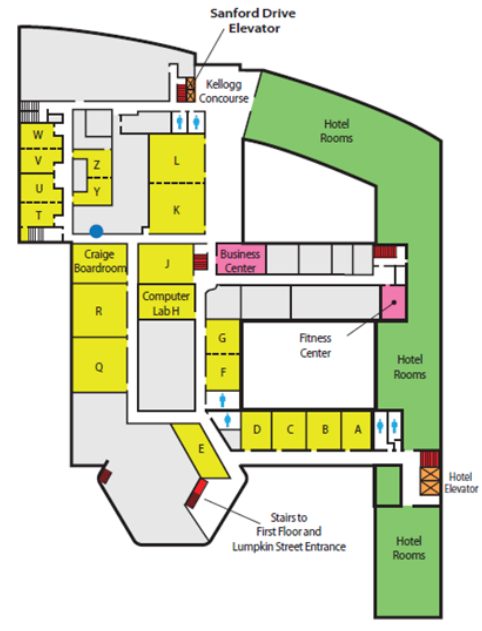
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-Welcome-

Welcome to the 2019 Georgia Speech-Language-Hearing Association's annual convention! Our theme this year is "It Starts with Us," and our lineup of dynamic speakers and events embodies the spirit of that theme. Our convention emphasizes the importance of inter-professional relationship, and their ability to enhance the outcomes for our patients and their families. The impact of our field truly starts with us! Over the next three days, I hope you will be actively learning and networking. The relationships you form within professional organizations have the ability to change your life as well as the lives of your patients. Make it count this weekend!

I cannot stress the importance of your membership in the Georgia Speech-Language-Hearing Association enough. Without our wonderful members, we would be unable to make as big of an impact as we do each year. I challenge you to network with executive council members, attend forums, and find out what your state organization is actively doing for you year-round. What you find may surprise you!

We are so excited to kick off our convention on Thursday afternoon with our pre-convention program. On Friday, we hope you will join us at our annual business meeting where a delicious lunch will be provided, and you can find out more about what GSHA is doing for you. After courses are completed on Friday, our GSHFoundation Presidential Reception will take place, and we cannot wait to see you all there! At lunch on Saturday, consider attending the Praxis Bowl. This is a dynamic quiz bowl, and we know you will have some fun! Remember to use your Guidebook App throughout our event to check out the schedule and Continuing Education Unit (CEU) opportunities. We have been working hard to maximize the amount of CEUs you can earn this year!

I am so happy that you chose GSHA, and that you are here. If you need anything at all during your time in Athens, please find me, another council member, or a registration desk volunteer. We are excited to be here, as we all add new tools to our therapy toolbox and new relationships to our network because we all know that "It Starts with Us!"

Sarah Rapillard, MS, CCC-SLP
Speech-Language Pathologist
2019 GSHA Convention Chair



**GEORGIA SPEECH-LANGUAGE-HEARING ASSOCIATION
PROGRAM OUTLINE**

THURSDAY, FEBRUARY 14, 2019

11:30 AM – 6:00 PM

Registration Desk Open

12:00 PM – 2:30 PM

Pre-Convention Part I

Caregiver Coaching in Early Communication Intervention

Speaker: Jennifer A. Brown, PhD, CCC-SLP

Room: T/U

CE: 2.5

Abstract:

This session will provide early intervention SLPs with strategies for coaching parents in everyday routines and activities to promote child communication outcomes. Specific strategies and approaches that integrate to collaborative intervention practices in natural environments will be highlighted.

Objectives:

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

1. Explain the rationale for using everyday routines and activities as communication intervention contexts to parents of young children
2. Collaborate with caregivers to identify everyday routines and activities for embedded communication intervention
3. List five strategies useful for coaching parents to embed communication intervention throughout the day within routines and activities

Speaker Bio:

Jennifer Brown is an Associate Professor in the Department of Communication Sciences and Special Education at the University of Georgia. Dr. Brown's research is focused on improving language outcomes for children in natural environments (i.e., home, school, community) through collaborative practices. Dr. Brown is an affiliate faculty with the University of Georgia Center for Autism and Behavioral Education Research and the Center for Counseling and Personal Evaluation. She also collaborates as a research associate with the Communication and Early Childhood Research and Practice Center at Florida State University.

Disclosures:

Financial: Jennifer Brown is faculty at the University of Georgia and received complimentary conference registration as an invited presenter.

Non-Financial: Jennifer Brown regularly presents and publishes in this topic area.

3:00 PM – 5:30 PM

Pre-Convention Part II

Overcoming Obstacles in Ordering Instrumentals for the Assessment and Treatment of Dysphagia

Speaker: Theresa Richard, MA, CCC-SLP, BCS-S

Room: T/U

CE: 2.5

Abstract:

We cannot treat what we cannot see. In fact, we do not have x-ray vision, but sometimes our doctors, nurses, and administrators believe that we do. It is our responsibility to advocate for the tools we need to do our jobs effectively and treat our patients ethically. Our patients deserve a clear-cut treatment plan, not a crystal ball. Unfortunately many SLPs never learn how to advocate to their colleagues. In this presentation, we will discuss how to frame our pitch to actually get our colleagues to listen.

Objectives:

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

1. List three reasons why their patients need instrumental assessments
2. Describe five ways to educate and inservice their colleagues about the importance of instrumentals
3. Determine how to find the most convenient method of swallow studies in their area

Speaker Bio:

Theresa Richard, M.A., CCC-SLP, BCS-S, is a Board Certified Specialist in Swallowing and Swallowing Disorders, and owner and founder of Mobile Dysphagia Diagnostics, which provides mobile swallow studies in several facilities in NY and PA. She has been a visiting guest lecturer at several universities on the topic of FEES as well as a clinical instructor for the hands-on application and interpretation of the

FEES as part of an ASHA approved CEU course. She has also peer reviewed several CEU courses for various providers. Theresa provides resources for assessing and treating dysphagia for fellow SLPs at mobiledysphagiadiagnostics.com/blog and has a weekly podcast on iTunes called "Swallow Your Pride." She is also the creator of the Medical SLP Solution which provides resources and support to medical SLPs.

Disclosures:

Financial: Theresa Richard is the owner of Mobile Dysphagia Diagnostics, the creator of Swallow Your Pride podcast and the creator of Medical SLP Solution. Theresa Richard is receiving compensation for speaking at GSHA 2019 including a speaker's fee as well as transportation.

Non-Financial: Theresa Richard is on the PR/Social Media and also the Education committee for the American Board of Swallowing and Swallowing Disorders.

FRIDAY, FEBRUARY 15, 2019

7:00 AM – 5:30 PM

Registration Desk Open

8:00 AM - 9:00 AM

Evaluating the Whole School Age Student: Putting the Pieces Together Through Collaboration

Speaker: Jill Barton, MS, CCC-SLP

Room L

CE: 1.0

Abstract:

This presentation was developed for the Georgia School Psychologist Association as part of Interdisciplinary School Services collaboration topic. After discussing the US Department of Education's guidelines for evaluation and eligibility of Speech Services, the participants will review three case studies and discuss eligibility for services based on USDoE guidelines.

Objectives:

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

- 1) Review and apply the USDoE's guidelines defining school-based SLP clinician Scope of Practice regarding evaluation and eligibility of Special Education services
- 2) Compare and contrast three case studies, first based on SI only evaluation information then with the addition of psycho-educational evaluation information
- 3) Confer vital information regarding key elements needed for a successful outcome of a collaborative Special Education team

Speaker Bio:

Mrs. Barton has spent the last 19 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 and leadership topics. She is the 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 disclosures.

Non-Financial: Jill Barton has no relevant non-financial disclosures.

8:00 AM - 9:00 AM

Expanding the Knowledge and Contribution of SLPs in the Assessment of Autism Spectrum Disorders

Speaker: Twyla Perryman, PhD, CCC-SLP

Room K

CE: 1.0

Abstract:

The ASHA practice portal states that speech-language pathologists (SLPs) have a collaborative role in the diagnosis of Autism Spectrum Disorders as key members of multidisciplinary teams. In some cases, SLPs trained in the clinical diagnostic criteria and assessment for ASD have been administering ASD specific screeners and assessments as part of diagnostic teams or as independent professionals, when an appropriate collaborative team is not available. In both situations, it is important that Speech Pathologists are aware of ASD specific assessments and DSM-5 diagnostic criteria. This presentation will review the latter with a goal of increasing ease of communication among professionals and facilitating early diagnosis.

Objectives:

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

- 1) Explain ASD diagnostic criteria as outlined the DSM-5
- 2) Identify common ASD specific screeners and assessments
- 3) Discuss the SLP's role as a multidisciplinary team member in identifying and diagnosing ASD

Speaker Bio:

Twyla Perryman, PhD, CCC-SLP, is an Assistant Professor of Communication Sciences and Disorders at the University of West Georgia. Her primary research interests include early diagnosis and intervention services for young children with developmental disabilities, including Autism Spectrum Disorders. Some of the courses she teaches include language acquisition, language disorders, counseling in communication disorders, and current trends in communication disorders.

Disclosures:

Financial: Dr. Twyla Perryman is employed by the University of West Georgia.

Non-Financial: Dr. Twyla Perryman has no relevant non-financial disclosures.

8:00 AM - 9:00 AM**Wait, Did You See That?! - Interesting and Unexpected Findings During Endoscopic Evaluation of Swallowing (FEES)**

Speakers: Nicole Lorenz, MS, CCC-SLP; Hong "Liz" Nguyen, MA, CCC-SLP

Room Masters

CE: 1.0

Abstract:

Objective swallowing assessments not only allow us to determine physiological deficits and create a specific plan of care for our dysphagia patients, often times we are surprised by additional findings. In this presentation we will be sharing unexpected findings during endoscopic swallow studies (FEES), including anatomical variations, laryngeal pathologies, and additional suspected medical diagnoses. Participants are encouraged to provide feedback and brainstorm through possible treatment plans with discussion focused on follow-up care, diet recommendations, and potential referrals.

Objectives:

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

- 1) Participants will be able to identify when and which objective swallow assessment is suited for their dysphagia patients
- 2) Participants will understand the importance of instrumentation for assessment swallowing
- 3) Participants will identify typical and atypical pharyngeal anatomy and laryngeal pathologies

Speaker Bios:

Nicole A. Hines, MS, CCC-SLP, currently works with the Integra Rehabilitation as an SLP Endoscopist providing FEES to patients in skilled nursing facilities throughout northern Georgia. Ms. Hines has previously presented at the GSHA convention in 2016, 2017 and 2018 as well as the Louisiana Convention in 2018. She is a recent recipient of the ASHA ACE award and has applied for board certification of swallowing. Ms. Hines is also a member of ASHA SIG-13 and Dysphagia Research Society.

Liz Nguyen, MA, CCC-SLP, has extensive experience with adult dysphagia in acute and inpatient rehab settings and her professional interests include trach/vent and palliative care. She is a member of ASHA SIG-13 and is currently the lead SLP for her hospital's Stroke Team in New Orleans. Liz is the owner and Clinical Director of Dysphagia in Motion, a mobile FEES company providing endoscopic swallow studies to nursing homes and hospitals throughout South Louisiana.

Disclosures:

Financial: Hong "Liz" Nguyen is the owner of Dysphagia in Motion based out of New Orleans, LA.

Financial: Nicole Hines has no relevant financial disclosures.

Non-Financial: Hong "Liz" has no relevant non-financial disclosures.

Non-Financial: Nicole Hines has no relevant non-financial disclosures.

9:00 AM – 9:15 PM**Stretch & Networking Break****9:15 AM – 10:15 AM****Building Towards a Career in Medical Speech-Language Pathology**

Speaker: Aneesha Virani, PhD, CCC-SLP

Room Mahler

CE: 1.0

Abstract:

Various personal, professional and logistic factors can make successful employment in medical settings after graduation quite challenging. Students, who envision practicing in medical settings post-graduation, must optimize time during graduate school to establish a portfolio that is conducive to this intent. This presentation discusses the components of the path to establishing such a career. It highlights the following: leveraging expert professional development resources provided by our professional organization through graduate school, obtaining access and exposure to typical job duties in medical settings, optimizing the medical externship placement, applying to open positions with the right application materials and interviewing, as well as getting involved in advocating for professional issues.

Objectives:

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

- 1) Navigate through the ASHA website to access invaluable professional development content
- 2) Optimize the externship placement experience to communicate interest and qualification to transition into permanent employment
- 3) Create application materials conducive to employment in medical settings
- 4) Learn how to get involved with ASHA to advocate for professional issues

Speaker Bio:

Aneesha Virani, PhD, CCC-SLP, obtained her PhD degree in the area of Communication Sciences and Disorders from Louisiana State University in 2012 and has been practicing as a Speech-Language Pathologist for 12 years. Her research focused on the management of dysphagia in patients with head and neck cancers. She joined Northside Hospital in 2012, where she currently serves as the Clinical Coordinator of Rehabilitation Services for Audiology and Speech-Language Pathology for the system and directs clinical services focusing on swallowing, speech, communication, voice, and airway disorders, among other responsibilities. She has established the Head and Neck Cancer Program at Northside Hospital and directs program development in the areas of Audiology and Speech Language Pathology. Aneesha serves on the American Speech-Language and Hearing Association's Coordinating Committee as the Editor for the Perspectives on Swallowing & Swallowing Disorders and is actively involved in many professional development and advocacy issues. She speaks at state, national and international conferences.

Disclosures:

Financial: Aneesha Virani receives salary for full time employment at Northside Hospital, as Clinical Coordinator of Rehabilitation Services-Atlanta, Cherokee, and Forsyth (Inpatient and Outpatient) since August 2012.

Non-Financial: Aneesha Virani is a volunteer on ASHA's SIG 13's Coordinating Committee's Perspectives as the Editor for the Perspectives on Swallowing and Swallowing Disorders.

9:15 AM-10:15 AM

Speech Trek: The Next Generation!

Speaker: Ben Satterfield, EdD

Room L

CE: 1.0

Abstract:

What is ahead for the field from the perspective of technology and AAC?

Technology is rapidly changing the landscape around us. There is a proliferation of consumer devices that can and do influence how we communicate. New innovations in access and speech technology are announced with greater frequency. This session will address several important questions: How will these developments affect our field? Which of these developments are most promising as tools or in therapies? How can professional development help the field take advantage of these innovations? How do we prepare the "next generation" of Speech-Language Pathologists in light of these developments?

Objectives:

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

- 1) Identify three trends in the current environment that will impact the practice of Speech Pathology and drive future developments
- 2) Describe three innovations that are currently in the field that will allow the field to serve individuals we have heretofore struggled to serve
- 3) Identify three innovations on the horizon to watch which could affect my practice
- 4) Identify three changes to my practice as a result of these trends and innovations that I will begin to work on following this conference

Speaker Bio:

Ben Satterfield, Ed.D., is an Assistive Technology Consultant for the Center for Assistive Technology Excellence, a network partner with Georgia Tools for Life at the Georgia Tech. He also teaches the Master's Level Course in AAC at the University of Georgia. Ben is an instructional designer who participated in the design of several early communication software titles for young children and children with disabilities. He has served as co-chair of the Research Committee of the Assistive Technology Industry Association (ATIA) and is an

Associate Editor for the Journal, Assistive Technology Outcomes and Benefits. Ben does product-related research with manufacturers and publishers in the AT industry and is engaged in research projects at Tools for Life.

Disclosures:

Financial: Ben Satterfield has no relevant financial disclosures.

Non-Financial: Ben Satterfield has no relevant non-financial disclosures.

9:15 AM – 10:15 AM

Closing the Word Gap in Preschool

Speaker: Karen Noll, MA, CCC-SLP

Room K

CE: 1.0

Abstract:

Children growing up in low socioeconomic households have been shown to develop smaller vocabularies than their more advantaged peers. This is called the Word Gap. Since smaller vocabularies are a strong predictor of poor academic achievement, closing the Word Gap in preschool is advantageous. Valdosta State University has been implementing vocabulary intervention at the local Head Start program for five years with good success. This presentation will provide the rationale and framework for the language group program as well as specific vocabulary intervention strategies and their implementation. Preliminary data on program effectiveness will be also be presented.

Objectives:

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

- 1) Provide a rationale for vocabulary intervention with preschool-age children
- 2) Identify receptive and expressive vocabulary prompts
- 3) Identify tier two vocabulary words in a text

Speaker Bio:

Karen R. Noll is a graduate of University of Kansas where she completed her master's degree focusing on child language. She is a clinical educator at Valdosta State University, where she is also a candidate in the doctoral program in Speech-language pathology.

Disclosures:

Financial: Karen Noll was awarded a scholarship from the Center for Faculty Scholarship at Valdosta State University to attend and present at this conference.

Non-Financial: Karen Noll has no relevant non-financial disclosures.

9:15 AM – 10:15 AM

Compelling Case Studies & Research: PROMPT in Action

Speaker: Gayle Emery Merrefield, MEd, CCC-SLP

Room F/G

CE: 1.0

Abstract:

Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) is a philosophy, approach, system and technique that helps clients reach their full potential. This presentation will describe the multi-dimensional philosophy and application principles. Interactive case studies will highlight how PROMPT is applied in assessment and treatment. In addition, current and past PROMPT evidence-based research will be reviewed. Case studies and research will emphasize how PROMPT helps SLPs meet the individual needs of each client and facilitates optimal functional communication outcomes.

Objectives:

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

- 1) Identify movement patterns and treatment priorities as they apply to the System Analysis Observation (SAO) and Motor Speech Hierarchy (MSH)
- 2) List and explain levels of PROMPT, mass/distributed practice, reciprocal turn-taking and repetitive predictable play routines
- 3) Describe what PROMPT assessment and treatment look like
- 4) Understand how evidence-based PROMPT research is linked to clinical practice

Speaker Bio:

Gayle is a speech-language pathologist who owns a private practice in New York City. As a certified and licensed SLP, Gayle has been privileged to develop her skills in a variety of work settings: public school, special needs preschool, early intervention, neurodevelopment pediatrician's office, and private practice. Her clinical interests have focused on children with motor speech

disorders, language delays and social pragmatic difficulties. Gayle began her formal study of Prompts for Restructuring Oral-Muscular Phonetic Targets (PROMPT) in 2001, and she became an instructor for the PROMPT Institute in 2005. In addition to teaching PROMPT courses, Gayle's professional activities currently focus on case consultations and supporting clinicians as they develop their PROMPT skills, thereby providing improved outcomes for clients. Gayle is excited to be returning to Athens, where she earned her MEd in Speech-Language Pathology.

Disclosures:

Financial: Gayle E. Merrefield is an independent contractor of the PROMPT Institute and receives compensation for teaching PROMPT workshops.

Non-Financial: Gayle E. Merrefield has no relevant non-financial disclosures.

Products or Services: This presentation will discuss the use of PROMPT as a treatment technique for motor speech disorders.

9:15 AM – 10:15 AM

Assessment of Secretions with Trans-nasal Endoscopy or Don't Request a Modified Barium Swallow Study When Only a Flexible Endoscopic Examination of Swallowing Will Do!

Speaker: Edgar Vince Clark, MEd, CCC-SLP

Room Masters

CE: 1.0

Abstract:

The Modified Barium Swallow Study and the Flexible Endoscopic Examination of Swallowing are often viewed as interchangeable examinations. In many cases they are equal in value. However, for certain swallowing disfunctions and certain populations one is preferred over the other. This one-hour course will look at the patient with secretion management issues and the resulting complications that overproduction or inability to manage secretions can cause for that individual when attempting to restore swallowing function. Intermediate Level.

Objectives:

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

- 1) Identify the different types of secretion observable with FEES
- 2) Explain our role as the swallowing expert in the interdisciplinary team managing secretions
- 3) Identify the interdisciplinary team members potentially associated with patients requiring secretions management

Speaker Bio:

Edgar V. (Vince) Clark, M. Ed., CCC-SLP, is a Past President of the Georgia Speech-Language Hearing Association (GSHA). He has served in various GA association offices and on several boards at the state level. He was the GSHA to ASHA Liaison for the 2012 ASHA convention in Atlanta, GA, a past Georgia Clinician of the Year, a recipient of the Bob Hull Leadership Award, and in 2013 was the Alumni of the Year for the Dewar College of Education and Human Services at Valdosta State University, the first speech-language pathologist to receive this honor. He has been proudly employed with Integra Rehabilitation since 1999, is currently the Director of Dysphagia Diagnostics with that organization, and is a recent appointee to the Georgia State Board of Examiners for Speech-Language Pathology and Audiology. He is currently on a mission to make sure that every patient who needs a visualization of swallowing for diagnostic purposes gets one.

Disclosures:

Financial: Edgar Vince Clark receives salary from Integra Rehabilitation as the Director of Dysphagia Diagnostics. He is a member of the Georgia State Board of Examiners for Speech-Language Pathology and Audiology, compensation received for this role.

Non-Financial: Edgar Vince Clark is the past-president of GSHA, no compensation received for this role.

10:15 AM – 10:45 AM

Morning Break with Exhibitors

10:45 AM – 11:45 AM

Roles and Responsibilities of Novice Speech-Language Pathologists In the Management of Patients with Head and Neck Cancers

Speaker: Aneesha Virani, PhD, CCC-SLP

Room Mahler

CE: 1.0

Abstract:

Managing speech and swallowing impairments in patients with head and neck cancers is a highly specialized skill-set. It is important that clinicians providing this service acquire the knowledge, skills and competence to treat this specialized patient population. There can be challenges with obtaining such a level of competence and maintaining such a level of expertise, particularly if the clinician is not engaged in treating this patient population on a part time or full time basis. This presentation discusses the role of the SLP in utilizing evidence-based resources, mentorship, networking and collaboration in order to treat this patient population effectively and efficiently.

Objectives:

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

- 1) Obtain an overview of the fundamentals of assessment and treatment of speech and swallowing impairments in patients with head and neck cancers
- 2) Utilize evidence-based resources to understand current consensus in the treatment of patients with head and neck cancers
- 3) Network and collaborate with physicians, expert clinicians as well as administration to establish and execute a sound treatment plan of care

Speaker Bio:

Aneesha Virani, PhD, CCC-SLP, obtained her PhD degree in the area of Communication Sciences and Disorders from Louisiana State University in 2012 and has been practicing as a Speech-Language Pathologist for 12 years. Her research focused on the management of dysphagia in patients with head and neck cancers. She joined Northside Hospital in 2012, where she currently serves as the Clinical Coordinator of Rehabilitation Services for Audiology and Speech-Language Pathology for the system and directs clinical services focusing on swallowing, speech, communication, voice, and airway disorders, among other responsibilities. She has established the Head and Neck Cancer Program at Northside Hospital and directs program development in the areas of Audiology and Speech Language Pathology. Aneesha serves on the American Speech-Language and Hearing Association's SIG 13's Coordinating Committee as the Editor for the Perspectives on Swallowing & Swallowing Disorders and is actively involved in many professional development and advocacy issues. She speaks at state, national and international conferences.

Disclosures:

Financial: Aneesha Virani receives salary for full time employment at Northside Hospital, as clinical coordinator of Rehabilitation Services - Atlanta, Cherokee, and Forsyth (Inpatient and Outpatient) since August 2012.

Non-Financial: Aneesha Virani volunteers on ASHA SIG-13's Coordinating Committee as the Editor for the Perspectives on Swallowing and Swallowing Disorders

10:45 AM – 11:45 AM

Utilizing Music and Movement Techniques to Develop Social Communication Skills

Speaker: Erica Bland, MS, CCC-SLP

Room L

CE: 1.0

Abstract:

This presentation will identify and define multimodal aspects of learning with an emphasis on using music and movement as influential teaching tools to target social communication skills. We will discuss the areas of the brain activated by music and movement activities, the skill development related to those areas, and provide specific treatment activities to target social communication skills including reading non-verbal cues, utilizing emotional language, and self-regulation strategies. It will improve knowledge and confidence by increasing their understanding of dementia and appropriate evaluations, learn about staging, documentation, goal writing, and implementing evidence-based interventions for successful outcomes. This presentation is effective and thorough, offers functional and practical information, and helps clinicians shift their perception of dementia to create successful outcomes. The format for this presentation includes case studies with accompanying video of real patients working with therapists, providing a comprehensive overview of each patient.

Objectives:

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

- 1) Define the benefits of multimodal learning in the development of social communication skills
- 2) Identify key aspects of the brain associated with skill areas activated during music and language activities
- 3) Identify practical music and movement activities to support a range of social communication concepts and skills

Speaker Bio:

Erica Bland is an SLP who has been in the field for 10 years, working in a range of settings (both private practice and in schools) with a focus on social pragmatic therapy, social thinking, floor time, parent training and emotional and self-regulation.

Disclosures:

Financial: Erica Bland is the producer of a music CD and accompanying activity workbook that she will be presenting activities from that encourage teaching social communication skills.

Non-Financial: Erica Bland has no relevant non-financial disclosures.

Products or Services: This presentation will be utilizing activities and songs to teach treatment techniques from CD: The Friend Ship: Songs to encourage social communication and emotional regulation in young children.

10:45 AM – 11:45 AM

Now for Something Completely Different!: A Biopsychosocial Therapy Tool for the SLP & AUD

Speaker: Lisa Berger, MS, SLP/AUD, Lvl.3 NET, NMT III

Room K

CE: 1.0

Abstract:

Communication and swallowing deficits can be emotionally based, with stress factors playing into dysfunction in ways we never dreamed prior to today's ability to look inside the brain. Cutting edge research is proving the physical and emotional brain 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 paper will discuss the basis of N.E.T.'s effectiveness, peer reviewed FMRI studies and research on populations presenting with diverse disease processes. Includes demonstration and call for research participants.

Objectives:

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

- 1) Understand basic underlying principles of biopsychosocial medicine and the Neuro-emotional Technique structure
- 2) Discuss current peer reviewed research (FMRI studies and blood sampling)
- 3) Learn the interplay of stimulus generalization and subconscious stress response in communication disorders
- 4) Have resources for further education and training in N.E.T
- 5) Have the opportunity to volunteer for proposed research study

Speaker Bio:

As an SLP and NMT, Lisa offers a wide base of knowledge attained through comprehensive study of Life/Behavioral sciences, Nutrition, and Complementary Healthcare over 32 years of practice, teaching and academic achievement. Expertise spans Western and Eastern Medicine models including Speech Pathology, Bio-psychosocial Medicine, Neuromuscular therapies and Acupuncture. She's served in Allied Health and Bodywork professions with diverse populations presenting with physical, developmental, psychiatric and cognitive disabilities. She has a passion for education to improve quality of life for patients and caregivers.

Disclosures:

Financial: Lisa Berger has no relevant financial disclosures.

Non-Financial: Lisa Berger has no relevant non-financial disclosures.

Products or Services: This presentation will provide information for further training/education in the technique, for which Lisa receives no compensation other than the satisfaction of sharing this technique (which has been used by other healthcare professionals for 30 years) with her profession.

10:45 AM – 11:45 AM

Polypharmacy, Repeat Hospital Admissions and Reflux Dysphagia

Speakers: Jeanna Winchester, PhD; Carol Winchester, MS, CCC-SLP

Room F/G

CE: 1.0

Abstract:

The consequences of dysphagia can be severe: dehydration, malnutrition, aspiration, choking, pneumonia and death. This presentation will discuss the risks of dysphagia in patients utilizing more than two medications at one time, resulting in GERD. Reflux Dysphagia is the inability to keep a bolus down after it is swallowed or fed through a G-tube. Polypharmacy-related risks of Reflux Dysphagia and the increased risk of repeat hospital admissions will be discussed. Further, this presentation will highlight how the functional management of the Five Systems of Dysphagia are critical to reducing the likelihood for repeat hospital admissions through the management of risks.

Objectives:

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

- 1) The participant will list the risk factors for Reflux Dysphagia
- 2) The participant will document dysphagia risks in patients taking medications for pain management and/or neuropsychiatric disturbances
- 3) The participant will document the symptoms of dysphagia for each of the five individual systems
- 4) The participant will demonstrate the possible strategies for managing dysphagia risk in patients taking two or more GI and/or Reflux medications concurrently

Speaker Bios:

Jeanna Winchester, PhD, SLP-A obtained her Bachelor's degree in 2003 from St. Mary's Notre Dame and her PhD in Complex Systems and Brain Sciences from Florida Atlantic University in 2009. Dr. Winchester completed her Postdoctoral Fellowship at the University of

California, Irvine at the Institute for Memory Impairments & Neurological Disorders, which is a federally funded Alzheimer's Disease Research Center, in 2012. Dr. Winchester is a Clinical Cognitive Neuroscientist, a Professor in Medical Sciences, a published Author, and nationally recognized lecturer. She is the Director of Research and Education and Director of Healthcare Administration for DMS LLC.

Carol Ghiglieri Winchester graduated from St Mary's Notre Dame in 1977 with a degree in Communications. Receiving her Master's in Speech and Hearing Sciences from Bradley University in 1979, Ms. Winchester has specialized in Dysphagia Management for the past 26 years. Researching and developing the Bedside Endoscopic Swallowing Test (BEST), the predecessor of DMS, specifically for the Long-Term Care setting, Ms. Winchester has performed more than 10,000 dysphagia evaluations utilizing endoscopic swallowing tests. Ms. Winchester is currently employed by DMS, LLC as its President.

Disclosures:

Financial: Carol G. Winchester, MS SLP CCC is the founder of Dysphagia Management Systems, LLC. Carol Winchester is compensated for presenting this course by Dysphagia Management Systems, LLC.

Financial: Dr. Jeanna Winchester is compensated for presenting this course by Dysphagia Management Systems, LLC.

Non-Financial: Carol Winchester is on the Board of Directors for DMS and receives no compensation as a member of the Board.

Non-Financial: Dr. Jeanna Winchester has no relevant nonfinancial relationships to disclose.

Products or Services: This presentation will discuss the Fiberoptic Endoscopic Evaluation of Swallowing in the treatment of dysphagia.

10:45 AM – 11:45 AM

AAC Message Management

Speaker: Katherine Lamb, PhD

Room Q

CE: 1.0

Abstract:

What is the purpose of an AAC for our clients? Of course, it is to communicate, participate, learn language, improve social roles, and express personal needs, etc. However, there exists a significant gap between this purpose and the individual process of choosing content for a client's AAC. Message management of our client's AAC is crucial because it should be based on their lexicon but it is typically the facilitators that provide the lexicon for our client. This presentation will address the process of choosing the content for an AAC system that addresses the specific needs of the client.

Objectives:

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

- 1) Identify the types of messages available on various AAC systems
- 2) Describe the message type most likely based on the person's capability
- 3) List the steps in the selection process
- 4) Define vocabulary terms related to the communication level of the client
- 5) Determine specific vocabulary needs based on the client's lexicon

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, neuromotor and emotion as a contagion in aphasia. Dr. Lamb's teaching focus at VSU includes undergraduate and graduate courses in Traumatic Brain Injury, Aphasia, Clinical Processes, Congenital and Organic disorders.

Disclosures:

Financial: Katherine Lamb is a salaried employee of the University of Georgia; Valdosta State University.

Non-Financial: Katherine Lamb is on the Board of Directors for Sertoma Kids, Sarasota, Florida.

11:45 AM – 1:20 PM

GSHA Awards, Membership, and Business Meeting Lunch

Room Magnolia Ballroom

*Lunch will be provided for all registered convention attendees

1:30 PM – 2:30 PM

Why Won't These Nurses Follow My Recommendations??! Learning to Educate and Inservice Our Colleagues for Seamless Multi-Disciplinary Care

Speaker: Theresa Richard, MA, CCC-SLP

Room Mahler

CE: 1.0

Abstract:

According to Colodny, 2001, the major reason for RN's noncompliance with the SLP's recommendations was lack of knowledge, and the CNA's noncompliance was a disagreement with the recommendations. So who's job is it to educate them? OURS! If you're confused why the nurse tells every patient to tuck their chin or the doctor puts everyone with a cough on thickened liquids, let's relay the memo and reasoning why these compensatory strategies are not one size fits all.

Objectives:

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

- 1) List five dysphagia myths in your facility that you can inservice your colleagues on
- 2) Describe how to create a pre-inservice survey about dysphagia care in your facility
- 3) Determine how to hold an inservice in your facility to share the results of your survey and dispel the dysphagia myths

Speaker Bio:

Theresa Richard, M.A., CCC-SLP, BCS-S, is a Board Certified Specialist in Swallowing and Swallowing Disorders, and owner and founder of Mobile Dysphagia Diagnostics, which provides mobile swallow studies in several facilities in NY and PA. She has been a visiting guest lecturer at several universities on the topic of FEES as well as a clinical instructor for the hands-on application and interpretation of the FEES as part of an ASHA approved CEU course. She has also peer reviewed several CEU courses for various providers. Theresa provides resources for assessing and treating dysphagia for fellow SLPs at mobiledysphagiadiagnostics.com/blog and has a weekly podcast on iTunes called "Swallow Your Pride." She is also the creator of the Medical SLP Solution which provides resources and support to medical SLPs.

Disclosures:

Financial: Theresa Richard is the owner of Mobile Dysphagia Diagnostics, the creator of Swallow Your Pride podcast and the creator of Medical SLP Solution. Theresa Richard is receiving compensation for presenting at GSHA 2019 including a speaker's fee as well as transportation.

Non-Financial: Theresa Richard is on the PR/Social Media and also the Education committee for the American Board of Swallowing and Swallowing Disorders.

1:30 PM – 2:30 PM**A Place at the Table: The Role of the Speech-Language Pathologist on the ALS Team**

Speakers: Paula Klingman-Palk, MEd, CCC-SLP, BCS-S; Jenna Decker, BS, Ed

Room L

CE: 1.0

Abstract:

ALS, or amyotrophic lateral sclerosis, is a degenerative motor neuron disease that has devastating consequences for communication and swallowing. What is our role in treating patients who will predictably decline? There is emerging evidence to support the benefit of our role in treating ALS. This presentation will describe the ALS Team and how the Speech-Language Pathologist interfaces with the team. Discussion will include what we can do to ensure that these patients and their families are supported on this difficult journey.

Objectives:

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

- 1) Define bulbar presentation of ALS
- 2) State best practices in providing therapy to this population
- 3) Provide ALS team members and roles
- 4) Develop treatment goals for patients with motor neuron disease

Speaker Bios:

Paula Klingman-Palk is a practicing Speech-Language Pathologist with over 30 years of experience. Her experience spans a broad spectrum of settings. She has presented both locally and nationally on topics in neurorehabilitation. She currently works at Emory Rehabilitation Hospital and on the Comprehensive In-Patient Rehabilitation Unit at Children's Healthcare of Atlanta. She serves as the Speech-Language Pathologist, specializing in speech and swallowing, at The Emory ALS Center.

Jenna Decker is a second-year graduate student in Communication Sciences and Disorders at Georgia State University. She earned an undergraduate degree from the University of Georgia. She has a personal interest in the treatment of individuals with neurogenic disorders and hopes to be working with this population after graduation.

Disclosures:

Financial: Paula Klingman-Palk's salary is paid by the Emory ALS Clinic and Emory Healthcare.

Financial: Jenna Decker has no relevant financial disclosures.

Non-Financial: Paula Klingman-Palk has no relevant non-financial disclosures.

Non-Financial: Jenna Decker has no relevant non-financial disclosures.

Products or Services: Services provided by Emory ALS Clinic.

1:30 PM – 2:30 PM

Maximizing Caregiver Engagement in Auditory-Verbal Therapy for Spanish-Speaking Families

Speakers: Sarah Radlinski, MS, CCC-SLP, LSLC Cert. AVT

Room K

CE: 1.0

Abstract:

Increasing research evidence indicates that children with hearing loss can learn multiple spoken languages. Moreover, learning the language of the home does not impede acquisition of the majority language but rather, can accelerate it. Encouraging development of the home language also facilitates family involvement and maintains the family-child bond. Especially for very young children with hearing loss, caregivers are largely responsible for the growth and development of a child's auditory, speech, and language skills. With a rising number of children with hearing loss in the US being identified from Spanish-speaking homes, there is an ever increasing need to provide effective intervention that maximizes the engagement of Spanish-speaking caregivers to facilitate optimal carryover in the home. It is necessary that clinicians further develop their knowledge regarding how to provide intervention to children with hearing loss who speak Spanish and how to adjust goals, activities, and resources to be culturally and linguistically relevant for families. It is vital for clinicians to recognize differences in Spanish versus English language development, including variations in word usage that are regional/dialect dependent. Resources on speech and language milestones cannot be simply translated from English into Spanish as syntax, morphology, and speech sounds differ significantly between the two languages. Clinicians working with Spanish-speaking children need to be able to cite differences between Spanish and English and know how to access appropriate resources to track Spanish speech and language development. Furthermore, intervention is most effective when the goals and therapy activities are natural and authentic for families. It is critical to target culturally and linguistically relevant themes and holidays, as well as songs, books, vocabulary, and sound-object associations. These factors are all necessary considerations as a part of a comprehensive bilingual therapy program for children with hearing loss from Spanish-speaking homes.

Objectives:

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

- 1) List reasons why it is critical to provide intervention that is culturally and linguistically relevant for Spanish-speaking families of children with hearing loss
- 2) Describe how therapy goals and activities can be adjusted across different aspects of Auditory-Verbal therapy in order to most effectively provide intervention to Spanish-speaking families

Speaker Bio:

Sarah Radlinski is a certified Auditory-Verbal Therapist and speech-language pathologist. She earned her Master's degree in Speech-Language Pathology, with a specialization in pediatric hearing loss, from Vanderbilt University. Since then Sarah has served as the bilingual therapist at the Auditory-Verbal Center in Atlanta, Georgia. Sarah is proficient in Spanish and works with Spanish-speaking children and families in their native language; she has worked with families from over 10 different Spanish-speaking countries. Sarah has a passion for improving services and outcomes for this population and utilizes her experiences to teach others how to provide intervention that is culturally and linguistically relevant.

Disclosures:

Financial: Sarah Radlinski has no relevant financial disclosures.

Non-Financial: Sarah Radlinski has no relevant non-financial disclosures.

1:30 PM – 2:30 PM

The Importance of an Effective Case History in the Evaluation of English Language Learners

Speakers: Jackie Rodriguez, MS, CCC-SLP; Sandra Wagner, MEd

Room Q

CE: 1.0

Abstract:

Conducting a bilingual speech and language evaluation can be a complex and difficult process for both monolingual and bilingual speech-language pathologists. It is extremely difficult to develop standardized speech and language evaluations for English language learners that reflect the numerous variations in dialect, socioeconomic status, and manner of second language acquisition. As a result, a thorough case history is crucial to making a differential diagnosis of communication disorder versus second language acquisition. This presentation will outline the components of an effective case history, interpretation of responses, and implications for diagnosis and treatment.

Objectives:

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

- 1) Understand the components of an effective case history for a bilingual evaluation
- 2) Understand how to interpret parent/teacher responses and determine implications for diagnosis

Speaker Bios:

Jackie received her Master of Science in Communication Sciences & Disorders from Georgia State University. She has worked as a bilingual speech-language pathologist and diagnostician for the Gwinnett County Public School System for three years. She is passionate about assessment of English language learners and speakers of non-mainstream dialects of English. She is a sequential bilingual speaker of English and Spanish.

Sandra has been with Gwinnett County Public Schools for 22 years and has been the Lead Bilingual SLP/Diagnostician for the past 13 years. She is a native of Colombia and a sequential bilingual.

Disclosures:

Financial: Jackie Rodriguez is an employee of Gwinnett County Public Schools. She did not receive compensation for this presentation.

Financial: Sandra Wagner is an employee of Gwinnett County Public Schools. She did not receive compensation for this presentation.

Non-Financial: Jackie Rodriguez has no relevant non-financial disclosures.

Non-Financial: Sandra Wagner has no relevant non-financial disclosures.

1:30 PM – 2:30 PM**Using Music to Enhance Interaction and Imitation**

Speaker: Rachel Arntson, MS, CCC-SLP

Room Masters

CE: 1.0

Abstract:

"Where words fail, music speaks." Hans Christian Andersen certainly had the right idea when sharing those profound words. In this session, learn how music can facilitate goals of interaction and imitation with young children, especially infants, toddlers, and preschoolers. We'll review current research on the topic and explore techniques for writing songs and lyrics to support these specific goals. Consider music in intervention and home programming and come for immediately usable songs and suggestions. Let's sing, learn, and have fun.

Objectives:

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

- 1) Describe at least three research studies related to the use of music and learning
- 2) List 3-5 components of a verbally enticing song for young children with limited verbal skills and impaired interaction
- 3) List and use 5-10 songs that emphasize gross motor imitation, verbal imitation skills, and social interaction

Speaker Bio:

Rachel Arntson has been a Speech-Language Pathologist in the Minneapolis, Minnesota, area since 1980 with an expertise in early intervention. Rachel is an experienced speaker and the owner and creator of all Talk It Rock It products including nine critically acclaimed CDs and DVDs, the WE CAN TALK parent training book, and the Blast Off Board Sound Sequencing Set. Her passion for music and fun is reflected in both her products and presentations. For more information, please visit www.Talkitrockit.com.

Disclosures:

Financial: Rachel Arntson is owner and creator of all Talk It Rock It products (formerly known as Kids' Express Train) and receives compensation for products sold including music CDs. She has been creating products for enhancing speech and language skills for the past 15 years. Rachel Arntson is receiving compensation for speaking at GSHA 2019 including a speaker fee, reimbursement of travel expenses, and a complementary exhibitor table.

Non-Financial: Rachel Arntson has no relevant non-financial relationships.

Products and Services: Although this seminar is intended to teach others about the power of music and how to develop your own songs, materials such as free lyrics, pictures, and examples of Rachel Arntson's music will be used to demonstrate specific techniques.

The information presented in this seminar can be used without the need to purchase any products from Talk It Rock It.

2:30 PM – 3:00 PM**Afternoon Break with Exhibitors****3:00 PM – 4:00 PM****Working Memory Puzzle: Demystifying the Brain's Etch-a-Sketch**

Speakers: Sucheta Kamath, CCC-SLP

Room L

Abstract:

Working Memory is absolutely essential to cognition and its role in learning and thinking is unequivocally crucial. Simple daily tasks including tracking what's being said, following a murder-mystery plot, cooking with a recipe, or even practicing violin relies on working memory activation. Research links stronger working memory with finer reading comprehension skills, superior work performance, better grades, and in general, higher standardized test scores.

In this session Sucheta will provide a framework to understand the nature and scope of working memory and the central executive and its relationship to listening, reading, communication, and writing. This presentation will define and discuss components of working memory and explain how most neurodevelopmental disorders and acquired neurological conditions are marked by impaired working memory and how essential it is to build scaffolding techniques to support learning and rehabilitation while minimizing the impact of working memory deficits. Finally, Sucheta will provide hands-on working memory training activities that directly augment patient care for every practicing speech-language pathologist.

Objectives:

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

- 1) Identify the nature and components of working memory and its relationship to long-term memory
- 2) Describe signs and symptoms of working memory deficits in various developmental and acquired neurological disorders
- 3) Implement executive function intervention including effective approaches and goal-specific activities to enhance working memory function
- 4) Incorporate scaffolding learning experiences in clinical setting to promote successful self-awareness and self-regulation to manage working memory deficits

Speaker Bio:

Sucheta Kamath is a speech-language pathologist, TEDx speaker, and an entrepreneur whose new software ExQ™ just launched in the Ed-Tech space. Cerebral Matters™ is her well-established Private Practice in Atlanta where she evaluates and treats Executive Dysfunction in individuals with various developmental and acquired neurological disorders. She is highly specialized in retraining the brain and is a recipient of multiple professional achievement awards for developing many distinct, creative, and process-specific training programs designed to target mastery of Executive Function, attention, memory, higher-order cognition, and self-regulation. Sucheta is host of the podcast Full PreFrontal®: Exposing the Mysteries of Executive Function; which is a wonderfully curated resource for professionals, educators, students, and parents. Sucheta is the Past-President of GSHA (2017-2018), founding member/treasurer of the Georgia Speech-Language-Hearing Foundation (2016-current), member of the medical advisory board of the Brain Aneurysm Foundation (BAF), and an Executive Committee member of the International Dyslexia Association- GA (2015-2018). Learn more about Sucheta's work at www.cerebralmatters.com.

Disclosures:

Financial: Sucheta is the Founder/Creator of ExQ. She does benefit financially from the sale of these products.

Non-Financial: Sucheta is the Immediate Past-President of GSHA. She does not receive compensation.

3:00 PM – 4:00 PM

Assessment of Fluency Disorders and Intervention

Speaker: Katherine Lamb, PhD

Room K

CE: 1.0

Abstract:

Disorders of fluency are not just simply a lack of fluency; it's a lot more specific than that! We must consider other speech patterns that qualify as dysfluent. This presentation will be dedicated to the nature of disfluency and dysfluency, but we are also going to break down the nature of disfluencies and many other factors in order to arrive at an understanding of the nature of the fluency. With a clear understanding of the (suspected) cause(s) of the disorders of fluency, we can explore those interventions that will assist us to make positive changes on our clients' communication skills.

Objectives:

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

- 1) Compare and contrast disfluency and dysfluency
- 2) Identify speech patterns that qualify as a dysfluency
- 3) Describe the nature of dysfluencies
- 4) Outline interventions for dysfluency
- 5) Differentiate optimal intervention techniques based on the nature of dysfluency

Speaker Bio:

Katherine Lamb is an Assistant Professor in Communication Sciences & Disorders at Valdosta State University. She was a Speech-Language Pathologist in acute care hospital prior to earning her PhD from the University of South Florida. Her research includes lexical access, semantics, neuromotor and emotion as a contagion in aphasia. Dr. Lamb's teaching focus at VSU includes undergraduate and graduate courses in Traumatic Brain Injury, Aphasia, Clinical Processes, Congenital and Organic disorders.

Disclosures:

Financial: Katherine Lamb is a salaried employee of the University of Georgia; Valdosta State University.

Non-Financial: Katherine Lamb is on the Board of Directors for Sertoma Kids, Sarasota, Florida.

3:00 PM – 4:00 PM**Using Low Tech to Prepare a Child for Use of a High Tech Communication Device**

Speaker: Mickey Rosner, CCC-SLP

Room F/G

CE: 1.0

Abstract:

Starting from the beginning with a child who needs but has never used Alternative communication can be difficult. How do you know you are introducing the right strategies. Each skill you teach should be buildable so that you are building towards the goal of moving them on to a formal communication device. Doing that can be quite daunting. How do you know where to begin and what to do. This session is designed to teach specific strategies on how to begin and how to move forward any type of individual who is low verbal or nonverbal. We will discuss three main types of children including children with dual sensory impairments, children who have significant movement challenges, and children who are cognitively low. Each type of child will be discussed from the point of where and how to start and how to develop skills so that they are ready to move onto a formal device with success. While there is no prerequisite to learning to use a device there are specific skills a child requires to be successful on a device. Development of skills for each of the three main groups presented will be presented. The attendees will walk more confident in their ability to assess a child who is nonverbal or low verbal and how to move their language forward using buildable skills.

Objectives:

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

- 1) Identify three types of low tech options for children who are nonverbal or low verbal
- 2) Demonstrate interpretation of eye gaze to make picture choices in children
- 3) Determine validity of choice making
- 4) Choose language for activity specific play communication boards
- 5) Teach partner-assisted scanning to a child

Speaker Bio:

Mickey Rosner graduated from University of Missouri with a degree from department of health sciences in speech and language pathology in 1983, and from University of Georgia with a Masters in Education in speech and language pathology in 1985. Mickey has worked at Children's Healthcare of Atlanta since 1987 and was the second speech therapist hired at Egleston Children's Hospital. She helped to start STAGES (the assistive technology program at Egleston Children's Hospital in 1992). Over the course of 31 years Mickey has worked primarily as an assistive technology specialist doing evaluations and treatments. In 1997 she taught the graduate program in augmentative communication at University of Georgia. Mickey is an ATP certified from RESNA. She is one of three Touch Chat trainers here in Georgia. Mickey currently works part time as part of the assistive technology team at Children's Healthcare of Atlanta. At CHOA, Mickey interfaces with their inpatient population as well as help to run their outpatient satellite program. She also works part time at the Center for Rare Neurological Disorders where she is able to evaluate and consult on children from all over the world. Most importantly Mickey is a wife and mother of four wonderful children.

Disclosures:

Financial: Mickey Rosner has no relevant financial disclosures.

Non-Financial: Mickey Rosner is an official touch chat trainer, but does not receive compensation.

3:00 PM – 4:00 PM**Transitioning Planning for Students with Autism Spectrum Disorders: Indications for the Georgia-Based SLP**

Speaker: Twyla Perryman, PhD, CCC-SLP

Room Q

CE: 1.0

Abstract:

Speech-language pathologists (SLPs) have multiple responsibilities as service providers for students with Autism Spectrum Disorders (ASD), including helping to prepare these students for the next phase in their lives. In a longitudinal study of young adults with ASD,

only 32.3% ever enrolled in a 2-year community college, 15.4% in a 4-year college, and 21.0% in a vocational, business, or technical school (Cameto, 2004). Given the statistics of post-secondary experiences for individuals with ASD, it is critical that preparation for future community participation and life fulfillment began as early as possible. This session discusses transition planning to building applicable skills for post-secondary employment and education and highlights some resources in Georgia for SLPs to consider.

Objectives:

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

- 1) Discuss literature examining best practices for transitioning planning for individuals with ASD
- 2) Describe some example transition planning assessments and goals/activities aimed at increasing student success in post-secondary setting
- 3) Identify local resources for families and students with ASD in the transition planning process

Speaker Bio:

Twyla Perryman, PhD, CCC-SLP, is an Assistant Professor of Communication Sciences and Disorders at the University of West Georgia. Her primary research interests include early diagnosis and intervention services for young children with developmental disabilities, including Autism Spectrum Disorders. Some of the courses she teaches include language acquisition, language disorders, counseling in communication disorders, and current trends in communication disorders.

Disclosures:

Financial: Dr. Twyla Perryman is employed by the University of West Georgia.

Non-Financial: Dr. Twyla Perryman has no relevant non-financial disclosures.

3:00 PM – 4:00 PM

Therapeutic Implications in the Emergence of Gestures, Eye Contact & Verbalizations

Speaker: Rachel Arntson, MS, CCC-SLP

Room Masters

CE: 1.0

Abstract:

This seminar will review the development of gestures, eye contact, and verbalization in infants and toddlers. The importance of these skills is well documented and must be an area of expertise for speech-language pathologists working with young children. These skills will be demonstrated through up to 26 videos of routines such as diaper changing, daily chores, dressing, book reading, song time, meal time, and play time. Strategies for developing these skills and coaching parents will be also discussed. For those working with older children, this session has value in determining the non-verbal skills that children need to be more functional communicators.

Objectives:

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

- 1) Learn to recognize ten gestures that emerge before the age of two
- 2) Observe how eye contact combined with gestures can create successful communication without the need for words
- 3) Determine at least five strategies to use when coaching caregivers with children at a pre-word level

Speaker Bio:

Rachel Arntson has been a Speech-Language Pathologist in the Minneapolis, Minnesota, area since 1980 with an expertise in early intervention. Rachel is an experienced speaker and the owner and creator of all Talk It Rock It products including nine critically acclaimed CDs and DVDs, the WE CAN TALK parent training book, and the Blast Off Board Sound Sequencing Set. Her passion for music and fun is reflected in both her products and presentations. For more information, please visit www.Talkitrockit.com.

Disclosures:

Financial: Rachel Arntson is owner and creator of all Talk It Rock It products (formerly known as Kids' Express Train) and receives compensation for products sold including music CDs. She has been creating products for enhancing speech and language skills for the past 15 years. Rachel Arntson is receiving compensation for speaking at GSHA 2019 including a speaker fee, reimbursement of travel expenses, and a complementary exhibitor table.

Non-Financial: Rachel Arntson has no relevant non-financial relationships.

Products and Services: Although this seminar is intended to teach others about the power of music and how to develop your own songs, materials such as free lyrics, pictures, and examples of Rachel Arntson's music will be used to demonstrate specific techniques.

The information presented in this seminar can be used without the need to purchase any products from Talk It Rock It.

4:00 PM – 4:15 PM

Stretch & Networking Break

4:15 PM – 5:15 PM

Volunteering Our Skills Abroad: Considerations and Perspectives from Asia to Central America

Speakers: Jacqueline Yokley, MEd, CCC-SLP; Angela LaGambina, MA, CCC-SLP

Room L

CE: 1.0

Abstract:

There are many exciting opportunities to volunteer our skills as SLPs abroad to serve those in developing countries, specifically with patients who have craniofacial disorders. This presentation will provide the perspectives of two clinicians who participated in very different types of volunteering experiences in different hemispheres. It will include demonstrations of functional and effective treatment strategies that can be readily implemented at home and abroad.

Objectives:

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

- 1) Understand the organizational considerations of volunteering their professional skills abroad
- 2) Apply easy and effective treatment ideas using low or no cost materials
- 3) Implement strategies to successfully educate and empower parents, staff, and local healthcare providers to continue the work initiated during the trip and have a lasting impact on the patients and community

Speaker Bios:

Jacqueline grew up in the Washington D.C. area and attended the University of Georgia where she received both her Bachelor of Science and her Masters in Speech-Language Pathology. Her experience includes working with patients of all ages in pediatric and adult medical settings as well as in private practice. Jacqueline enjoys treating feeding and swallowing disorders across the lifespan and is trained in S.O.S, The Sensory Motor Approach to Feeding, P.R.O.M.P.T., and Oral Placement Therapy. She is also passionate about early intervention, working with patients with complex airways, childhood apraxia of speech, and mentoring new clinicians! Jacqueline has been on the Executive Council of the Georgia Speech-Language-Hearing Association for the past four years and is currently serving GSHA as Healthcare and Private Practice Committee Chair. She is a recipient of the Jack Bess Memorial Award for her volunteer contributions during her role as Convention Chair 2016. She recently volunteered in Bali working with children with cleft palate and other craniofacial anomalies. Jacqueline resides in Buckhead and can be found traveling, practicing yoga, contributing to her healthy cooking instagram @veganslovethis, and volunteering in the community through the Junior League of Atlanta.

Angela attended the University of Florida where she received both her Bachelor of Science in Communication Sciences and Disorders and her Masters of Arts in Speech-Language Pathology. She has always had a passion for children and served on various trips overseas that ultimately led her to devote her life to serving children in this unique role as a speech language pathologist. Angela's professional experience includes evaluating and treating both pediatrics and adults in educational, outpatient, and medical settings. Upon moving to Atlanta she interned with Dr. John Riski at Children's Healthcare of Atlanta Scottish Rite with a focus on cleft palate and resonance disorders! Angela has experience working with children from birth to adults with a large variety of disorders and syndromes. She values a team approach and enjoys empowering parents on how to carryover therapeutic intervention in the home to lead to greater success for the child. Angela finds joy in creating a fun and welcoming environment where she implements evidenced based practice. Her recent training includes Introduction to PROMPT technique and Bridging PROMPT Technique to Intervention. In her free time she loves cooking, being outdoors, finding new hidden gems in Atlanta, and using her skills abroad on medical mission trips!

Disclosures:

Financial: Jacqueline Yokley is employed by In Harmony Pediatric Therapy, PediaSpeech Services, and Shepherd Center as a Speech-Language Pathologist and receives compensation from those organizations.

Financial: Angela LaGambina is employed by Cobblestone Therapy Group as a Speech-Language Pathologist and receives compensation.

Non-Financial: Jacqueline Yokley is a member of the Georgia Speech-Language-Hearing Association's executive council. She receives no compensation for this role.

Non-Financial: Angela LaGambina has no relevant non-financial disclosures.

4:15 PM – 5:15 PM

Battling Burnout: Practical Tips for Achieving Work Life Balance in a Helping Profession

Speaker: Terry Jean M. Ragan, MA, CCC-SLP

Room K

CE: 1.0

Abstract:

In this session, a seasoned SLP ties research to practice for those interested in avoiding burnout and creating better work-life balance. This multimedia presentation includes recommendations from the literature as well as common sense strategies for making those recommendations work in the real world. Through a variety of learning activities including brief lecture-style presentation of information, photos and video clips, interactive discussion, and opportunities for peer-to-peer collaboration, the presenter offers

practical tips, ideas for avoiding road-blocks, and small action-steps that clinicians can put into practice immediately in a variety of clinical settings.

Objectives:

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

- 1) Describe two key findings from ASHA's most recent work-life survey
- 2) Explain two factors that are related to job dissatisfaction
- 3) List three strategies for increasing job satisfaction and reducing burnout

Speaker Bio:

T.J. Ragan is a speech-language pathologist and educational consultant in Macon, GA. She has 16 years of experience as a pediatric SLP and has worked in a variety of settings including early intervention, public and charter schools, private practice, university supervision, telepractice, and as a language/literacy coach for teachers. She volunteers with ASHA's SIG 1, Language Learning and Education, serving as Professional Development Manager.

Disclosures:

Financial: T.J. Ragan has no relevant financial relationships.

Non-Financial: T.J. Ragan is the Professional Development Manager: ASHA Special Interest Group 1 – Language Learning and Education. Mrs. Ragan receives no compensation as a member of the ASHA SIG 1 Coordinating Committee.

4:15 PM – 5:15 PM

Teaching Children to Use an Augmentative Communication Device

Speaker: Mickey Rosner, CCC-SLP

Room F/G

CE: 1.0

Abstract:

I have been an augmentative communication specialist for 30 years. I have always said getting the device is the easiest part. The real challenge becomes learning to use it and then teaching language on the device. While there is no magic to doing this there are some very specific helpful tricks to engage children and reduce equipment abandonment. During this presentation we will discuss many different strategies that have been helpful, including vocabulary and image selection, customization, aided language stimulation, and how to use various tools inherent to the technology to engage the child.

Objectives:

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

- 1) Identify when and how to use style features of the device to enhance reception and use
- 2) Name three strategies to customize devices for the unique needs of the child
- 3) Define motor planning and how it plays a part in use of a device
- 4) List three out of the box strategies to engage the child in language production

Speaker Bio:

Mickey Rosner graduated from University of Missouri with a degree from department of health sciences in speech and language pathology in 1983, and from University of Georgia with a Masters in Education in speech and language pathology in 1985. Mickey has worked at Children's Healthcare of Atlanta since 1987 and was the second speech therapist hired at Egleston Children's Hospital. She helped to start STAGES (the assistive technology program at Egleston Children's Hospital in 1992). Over the course of 31 years Mickey has worked primarily as an assistive technology specialist doing evaluations and treatments. In 1997 she taught the graduate program in augmentative communication at University of Georgia. Mickey is an ATP certified from RESNA. She is one of three Touch Chat trainers here in Georgia. Mickey currently works part time as part of the assistive technology team at Children's Healthcare of Atlanta. At CHOA, Mickey interfaces with their inpatient population as well as help to run their outpatient satellite program. She also works part time at the Center for Rare Neurological Disorders where she is able to evaluate and consult on children from all over the world. Most importantly Mickey is a wife and mother of four wonderful children.

Disclosures:

Financial: Mickey Rosner has no relevant financial disclosures.

Non-Financial: Mickey Rosner is an official touch chat trainer but does not get paid.

4:15 PM – 5:15 PM

Return to Learn After Concussion: Emerging Science for Educational Settings

Speaker: Katy O'Brien, PhD, CCC-SLP

Room Q

CE: 1.0

Abstract:

This presentation will describe the current literature around return to learn after concussion in both high school and postsecondary settings. Topics will cover basics about biomechanics of concussion, common academic effects, models of care, the role of the speech language pathologist, academic adjustments, and the shift to active recovery following concussion. Also covered will be current research findings from a qualitative study of college students' experiences, detailing wide variation in paths of care and the challenge of relying on students to understand the effects of concussion and advocate for their learning needs.

Objectives:

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

- 1) Describe common effects of concussion and how these may manifest in academic settings
- 2) Name three resources for return to learn academic adjustments
- 3) Explain team members who may be involved in the care of a student with concussion
- 4) Describe how to develop person-centered goals appropriate to the management of concussion symptoms in academic settings

Speaker Bio:

Katy H. O'Brien, PhD, CCC-SLP, is an Assistant Professor at the University of Georgia. She has clinical experience in adult acute care and inpatient rehabilitation. Her research addresses cognitive rehabilitation, including return to learn following traumatic brain injury and concussion in secondary and post-secondary settings, and how individuals with brain injury think about and plan for the future.

Disclosures:

Financial: Katy O'Brien is an Assistant Professor at UGA, with a research lab in this area.

Non-Financial: Katy O'Brien is the secretary and Board Member for the Brain Injury Association of Georgia.

4:15 PM – 5:15 PM**Demystifying the Professional Voice User**

Speaker: Brian E. Petty, MA, CCC-SLP

Room Masters

CE: 1.0

Abstract:

Professional voice users, and professional singers in particular, can pose challenges for speech-language pathologists when they present for treatment for voice and upper airway disorders. However, these patients can benefit from behavioral treatment whether the SLP is a singer themselves or not. This presentation will focus on the specific needs of various types of professional voice users, what they have in common with other voice patients, and how the SLP should approach treatment for this fascinating but sometimes misunderstood population.

Objectives:

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

- 1) Define the term "professional voice user"
- 2) Identify appropriate therapeutic goals for treating a professional voice user
- 3) Justify using videostroboscopic images to create a physiologic treatment goal
- 4) Show how a non-singing SLP can help a patient who is a singer
- 5) Describe how the SLP, the physician, and the habilitative voice professionals work together during a professional voice user's treatment course

Speaker Bio:

Brian E. Petty, M.A., CCC-SLP, holds a Bachelor of Music in voice performance from Oklahoma State University, as well as dual Master of Arts degrees in vocal pedagogy and in speech and hearing science, both from The Ohio State University. He is in clinical practice at the Emory Voice Center in Atlanta, and has specialized in disorders of the professional and singing voice for 20 years. He is a past coordinator for Special Interest Group 3, Voice and Voice Disorders, for the American Speech-Language-Hearing Association, and is a frequent national lecturer on the clinical management of voice and upper airway disorders.

Disclosures:

Financial: Brian Petty has a research grant, The Voice Foundation.

Non-Financial: Brian Petty has no relevant non-financial disclosures.

5:15 PM – 5:30 PM**Stretch & Networking Break****5:30 PM – 6:30 PM****Poster Sessions**

6:30 PM – 8:00 PM

GSHFoundation Presidential Reception
*All convention attendees are welcome
Pecan Tree Galleria

SATURDAY, FEBRUARY 16, 2019

7:00 AM – 5:30 PM

Registration Desk Open

7:45 AM – 8:45 AM

Things to Consider Before Modifying Our Patient's Diet

Speaker: Tanya Duke, MA, CCC-SLP, BCS-S
Room L
CE: 1.0

Abstract:

Many professionals do not understand nor respect the SLP's diet recommendations. The Washington Post article "Problems swallowing are a big killer, but the treatment can be horrible" is only one example; albeit one that is fresh on our minds. In their defense, at times our recommendations can be too restricting or do not reflect the wish of the patient. The purpose of this presentation will be to increase understanding of research regarding aspiration, increase understanding of which patients are at the greatest risk for developing pulmonary compromise due to aspiration, and how to decrease the recommendation of thickened liquids or NPO status when appropriate.

Objectives:

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

- 1) Increase understanding of current research regarding aspiration
- 2) Increase understanding of which patients are at the greatest risk for developing pulmonary compromise due to aspiration
- 3) Decrease the recommendation of thickened liquids or NPO status when appropriate

Speaker Bio:

Tanya Duke is a Speech-Language Pathologist with over 15 years of experience in the hospital setting, currently working at Northside Hospital in Atlanta where she specializes voice and swallowing disorders. She obtained her board certification in swallowing and swallowing disorders in 2012, and is proficient in FEES, MBS, and videostroboscopy. Additionally, she has a small private practice focusing on corporate speech pathology and vocal coaching/singing lessons for the injured voice.

Disclosures:

Financial: Tanya Duke is an employee of Northside Hospital of Atlanta where she is a Rehabilitation Specialist.

Non-Financial: Tanya Duke has no relevant nonfinancial relationships.

7:45 AM – 8:45 AM

Dysphagia in the Head and Neck Cancer Patient

Speakers: Meghana Nathan, MS, CCC-SLP
Room K
CE: 1.0

Abstract:

Cancer of the head and neck account for 6% of all malignancies in the United States. The American Cancer Society's most recent estimates for oral cavity and oropharyngeal cancers in the United States for 2018 indicate that approximately 51,540 people will develop oral or oropharyngeal cancer this year.

Based on sheer numbers as well as the head and neck patient's need for SLP services across the continuum of care, it is likely that SLPs working with adults will encounter a patient with head and neck cancer at some point throughout their career. Thus, it is imperative that all SLPs have some basic working knowledge re: the evaluation and treatment of dysphagia in head and neck cancer patients. This presentation provides an introduction to the care of head and neck cancer patients with dysphagia.

Objectives:

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

- 1) Describe anatomical and physiologic changes following head and neck cancer treatment as they relate to voice and swallowing

- 2) Understand the role of Videofluoroscopic Swallow Studies and Fiberoptic Endoscopic Evaluation for Swallowing in the evaluation of head and neck cancer patients
- 3) Understand treatment approaches for head and neck cancers, including surgical intervention, Transoral Robotic Resection, and chemoradiation

Speaker Bios:

Meghana R. Nathan is a Speech-Language Pathologist At Emory University in the Head and Neck Surgery department. She completed her undergraduate CSD degree at the University of Georgia, master's at Rush University, and her clinical fellowship at the Minneapolis VA.

Disclosures:

Financial: Meghana R. Nathan is employed by Emory University Hospital, Midtown.

Non-Financial: Meghana R. Nathan has no relevant non-financial disclosures.

7:45 AM – 8:45 AM

Achieving "R" ticulation

Speaker: Susan Haseley, MS, CCC-SLP

Room F/G

CE: 1.0

Abstract:

When students lack sound perception, have poor tongue awareness and a lack of muscle stability; frustration is inevitable. This session will review several tactile tools, with focus on the necessary placement, position, tension and stabilization of the articulators. Therapists should have useful knowledge to take back to work even if they do not use tactile tools.

Objectives:

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

- 1) Review different tactile therapy tools, the purpose of each and the cost in order to become a more informed consumer
- 2) Examine the consequences of incorrect tongue, lip, and jaw placement and determine how tactile awareness would lead the child to be able to self-monitor the placement, tension and stabilization of the articulators
- 3) Determine the requirements of the articulators needed to correctly produce the /r/ sound including: stabilization of external and internal oral muscles, tongue tension and placement of the articulators

Speaker Bio:

Susan Haseley is a national speaker in the area of speech sound disorders involving the R sound. She earned both Bachelors and Masters Degrees at Illinois State University. She is an inventor and patent holder. She is excited to present at this convention.

Disclosures:

Financial: Susan Hasely is the inventor and patent holder of the Bite-R. She is the co-owner of Artic Bites, LLC.

Non-Financial: Susan Hasely is the author of Tactile Therapy for the Remediation of the R Sound. The therapy techniques are her own.

Products or Services: This presentation will discuss tactile therapy as it relates to the R sound. There will be a review of other devices but the focus of the presentation will be on tongue awareness.

7:45 AM – 8:45 AM

Interventions and Outcomes in Children with Posterior Fossa Syndrome

Speakers: Kaitlin Commiskey, MA, CCC-SLP; Hannah Patten, MSP, CCC-SLP

Room Masters

CE: 1.0

Abstract:

Posterior Fossa Syndrome (PFS) is a post-operative syndrome experienced by a clinically significant number of children following the resection of a posterior fossa tumor. This presentation describes defining characteristics of PFS including disordered speech, swallowing, movement, and emotional regulation. Therapeutic interventions and prognosis for regaining function in these areas are discussed as supported by research and modeled in the case studies presented. Long term speech/language and neuro-cognitive outcomes are discussed including implications for re-entry into school and community settings.

Objectives:

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

- 1) Identify and describe the causes and characteristics of Posterior Fossa Syndrome
- 2) Identify evidence-based interventions for the management of PFS
- 3) Describe long-term functional outcomes of children with PFS and need for ongoing intervention

Speaker Bios:

Kaitlin Commiskey is an Atlanta-based speech-language pathologist at Children's Healthcare of Atlanta who has eight years of experience working in the medical, school-based, and early intervention pediatric fields. She primarily works with patients who have traumatic and non-traumatic brain injuries to address functional outcomes in cognitive, communication, and swallowing function.

Hannah Patten is a speech-language pathologist at Children's Healthcare of Atlanta in the Comprehensive Inpatient Rehabilitation Unit. She also works in adult acute care and completed her clinical fellowship at the Augusta VA Medical Center. She primarily works with patients who have traumatic and non-traumatic brain injuries to address functional outcomes in cognitive, communication, and swallowing function.

Disclosures:

Financial: Kaitlin Commiskey is employed by Children's Healthcare of Atlanta.

Financial: Hannah Patten is employed by Children's Healthcare of Atlanta.

Non-Financial: Kaitlin Commiskey has no relevant non-financial disclosures.

Non-Financial: Hannah Patten has no relevant non-financial disclosures.

8:45 AM – 9:00 AM**Stretch & Networking Break****9:00 AM – 10:00 AM****The ASHA 2019 Public Policy Agenda**

Speaker: Elise Davis-McFarland, PhD, CCC-SLP

Room Mahler

CE: 1.0

Abstract:

ASHA's 2019 Public Policy Agenda identifies the top public policy priorities for the professions of audiology and speech-language pathology in the areas of health care coverage and reimbursement, education, and professional practice. The priorities in the 2019 Public Policy Agenda rest upon several foundational principles, including a commitment to patient/client care, evidence-based practice, positive outcomes, nondiscrimination, professional diversity, and the highest standards of professional ethics. ASHA stands ready to work collaboratively with policymakers to advance the priorities in the 2019 Public Policy Agenda. The Public Policy Agenda reflects ASHA's commitment to policies that promote the value of audiology and speech-language pathology services, meaningful access to high-quality care, and fiscal responsibility.

Objectives:

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

- 1) Articulate the principal issues of ASHA's 2019 Public Policy Agenda
- 2) Articulate ASHA's public policy advocacy levels
- 3) Identify ASHA's advocacy 'wins' for 2018

Speaker Bio:

Dr. Elise Davis-McFarland, CCC-SLP, has enjoyed a successful career as a program director, college administrator, organizational leader and ASHA's 2018 President. Her passion for the growth and development of speech-language pathology programs around the world has led to world-wide travel and presentation opportunities. Her clinical interests and research have been in the area of multicultural issues in assessment and intervention in children of poverty. She is also passionate about supporting others in their growth as leaders and their development of leadership skills.

Disclosures:

Financial: ASHA will be responsible for Elise Davis-McFarland's travel and accommodation expenses.

Non-Financial: Elise Davis-McFarland's has no relevant non-financial relationships. She is a past-president of ASHA.

10:00 AM – 10:30 AM**Morning Break with Exhibitors*****Sponsored by: The Therapy SPOT*****10:30 AM – 12:30 PM****AAC Evaluation 101: Evaluators, Clinical Fellows, and Supervisors**

Speaker: Jennifer Thomas, EdS, MEd, CCC-SLP

Room L

CE: 2.0

Abstract:

This presentation will cover the funding and evaluation process for a medically necessary speech generating device (SGD) that is being funded by Medicaid, Medicare, Tricare military insurance, and/or private insurance. The class will begin with a brief review of the role of the speech-language pathologist and outline necessary evaluation team members. It will then discuss, in depth, common funding sources, completing and writing a medically based SGD evaluation, and submitting the paperwork. The class will include some tips for CFYs and Supervising Clinicians. The class will conclude with getting started once the speech generating device has been approved and shipped to the client. This class is intended for speech-language pathologists interested in learning about the funding and evaluation process.

Objectives:

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

- 1) Identify the role of a SLP who is evaluating for a speech generating device (SGD)
- 2) Determine at least three different diagnoses which may indicate the need for augmentative and alternative communication (AAC)
- 3) List at least three different funding sources for the purchase of an SGD
- 4) Name the main components of an SGD evaluation

Speaker Bio:

Jennifer has been an AAC Specialist and Regional Consultant for PRC for two years. Previously, she provided AAC services including evaluation, training for staff and family, and classroom implementation plans for her local school district. She has worked in a variety of settings including early intervention, private practice and schools.

Disclosures:

Financial: Jennifer Thomas is a salaried employee of the Prentke Romich Company.

Non-Financial: Jennifer Thomas is an employee-owner of the Prentke Romich Company, holds the Certificate of Clinical Competence in Speech-Language Pathology from ASHA, a state license in Speech-Language Pathology from state of Georgia, and is a member of ASHA's Special Interest Group 13 for AAC.

Products or Services: Information about PRC products and services will not be addressed directly. Examples in the presentation will include the names and images of PRC devices.

10:30 AM – 12:30 PM**The Speech-Language Pathologists Role in Reflux Management: Understanding the Condition and Being Part of the Interdisciplinary Team**

Speaker: Edgar Vince Clark, MEd, CCC-SLP

Room K

CE: 2.0

Abstract:

Reflux disease (and its variations) is a condition best treated in an interdisciplinary model. Speech-language pathology is often on the forefront of detection and referral to other medical professionals in regard to this condition. Is that where our role ends or do we also have a role in treatment and resolution of the condition? This one-hour talk will discuss where we stand now and what we can do to contribute more to the interdisciplinary team in terms of reflux identification and management.

Objectives:

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

- 1) List the symptoms associated with Gastro-Esophageal Reflux Disease and Laryngo-Pharyngeal Disease
- 2) List 3 common medical treatments for the disorders
- 3) List and explain 3 interventions speech-language pathologists can provide to the person with GERD and LPR

Speaker Bio:

Edgar V. (Vince) Clark, M. Ed., CCC-SLP, is a Past President of the Georgia Speech-Language-Hearing Association (GSHA). He has served in various GA association offices and on several boards at the state level. He was the GSHA to ASHA Liaison for the 2012 ASHA convention in Atlanta, GA, a past Georgia Clinician of the Year, a recipient of the Bob Hull Leadership Award and in 2013 was the Alumni of the Year for the Dewar College of Education and Human Services at Valdosta State University, the first speech-language pathologist to receive this honor. He has been proudly employed with Integra Rehabilitation since 1999, is currently the Director of Dysphagia Diagnostics with that organization, and is a recent appointee to the Georgia State Board of Examiners for Speech-Language Pathology and Audiology. He is currently on a mission to make sure that every patient who needs a visualization of swallowing for diagnostic purposes gets one.

Disclosures:

Financial: Edgar Vince Clark receives salary from Integra Rehabilitation as the Director of Dysphagia Diagnostics. He is a member of the Georgia State Board of Examiners for Speech-Language Pathology and Audiology, compensation received for this role.

Non-Financial: Edgar Vince Clark is the past-president of GSHA, no compensation received for this role.

10:30 AM – 12:30 PM

Therapy from Twinkle to Wrinkle

Speakers: Ruth Stonestreet, PhD; Alice Andrews, MA

Room F/G

CE: 2.0

Abstract:

Speech-Language Pathologists serve a continuum of clients from neo-natal intensive care to Hospice SLPs provide education, guidance and emotional support for individuals, their families and their caregivers. Three age groups including pre-school, young adult and senior will be presented. History that was taken at the time of evaluation and characteristics of the disorder/syndrome will be discussed. Goals applicable and procedures and activities chosen for intervention according to each case will be highlighted. Progress throughout the process is shown.

Objectives:

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

- 1) Describe characteristics of one of the cases presented
- 2) Explain how families and caregivers are included in therapy
- 3) Discuss three therapy techniques that were presented

Speaker Bios:

Dr. Ruth Stonestreet's doctoral degree is from Southern Illinois University at Carbondale. Her extensive career has included working with young children with multiple disabilities and their families as well as university teaching and clinical research. She has presented extensively at local, state, regional and national conferences and conventions. She is an ASHA fellow, and Professor Emerita.

Alice E. Andrews is a graduate of Truman State University with a Master's degree in Speech Language Pathology.

Her extensive career includes experience in public schools, private practice and academia. She has presented on the local, state, regional and national levels, with the most recent emphasis on person centered intervention. She is Professor Emerita and a lifetime member of GSHA.

Disclosures:

Financial: Dr. Stonestreet is a part -time employee of EBS Healthcare.

Financial: Ms. Andrews has no relevant financial disclosures.

Non-Financial: Ms. Andrews has no relevant non-financial disclosures.

Non-Financial: Dr. Stonestreet has no relevant non-financial disclosures.

10:30 AM – 12:30 PM

Beyond Nodules and Polyps: Troubleshooting the “Patient is Hoarse” ENT Referral

Speakers: Eva Sullivan, MM, MA, CCC-SLP; Rob Andrews, MD

Room Q

CE: 2.0

Abstract:

Speech-language pathologists in a variety of settings may be called upon to work with patients across the lifespan who report or present with significant changes in their voice. Unfortunately, the diagnosis from the referring ENT can often offer little more than that the “patient is hoarse” or that the “vocal cords are normal.” For SLPs practicing outside an ENT or voice center setting and without access to videostroboscopy or nearby voice specialists, these patients can offer a clinical challenge. This presentation will provide a framework for even the non-voice savvy SLP to use their perceptual skills and case-history collection to troubleshoot some potential “culprits” for a patient’s dysphonia and identify the need for referral to laryngology or voice specialist as appropriate. Videostrobe examples and/or audio recordings of these types of patients will be provided for discussion.

Objectives:

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

- 1) Identify three types of voice disorders that can be present without vocal fold lesions
- 2) Identify three parameters to assess in a perceptual voice evaluation
- 3) Identify three case history questions they can incorporate into their practice that may raise concern for dysphonia in the absence of vocal fold lesions
- 4) Identify three factors that would indicate possible need to refer a patient for videostrobe with laryngologist or voice specialist

Speaker Bios:

Eva Lukkonen Sullivan, MM, MA, CCC-SLP, is a voice specialist speech pathologist and owner of ELSynergy Voice and Speech Services,

providing primarily videostroboscopic evaluations of voice and voice evaluations/therapy in ENT offices in the greater Atlanta area. Her research and clinical endeavors include developing and implementing assessment tools for SLPs working with the injured singing voice and facilitating the interdisciplinary collaborations among SLPs, ENTs, singing teachers, and singers for optimal patient care. She frequently collaborates with and provides outreach to Atlanta-area singing teachers/coaches and choral ensembles and remains active in the vocal scene as a member of the Atlanta Opera chorus.

Dr. Robert J. Andrews is a board-certified otolaryngologist with fellowship training in Laryngology and Care of the Professional Voice from Vanderbilt University Medical Center. He served as Chief of Otolaryngology at St. John's Heath Center in Santa Monica, Assistant Clinical Professor in the Division of Otolaryngology at UCSD, Chairman of the Department of Surgery at Saint John's, President of the Los Angeles Society of Otolaryngology – Head and Neck Surgery, President of the Bay Surgical Society and otolaryngologist for the Los Angeles Galaxy. He recently relocated to the Atlanta area to join the practice of Atlanta Institute for ENT in Sandy Springs.

Disclosures:

Financial: Eva Lukkonen Sullivan was provided a speaker fee for presenting at GSHA 2019.

Financial: Dr. Robert J. Andrews was provided a speaker fee for presenting at GSHA 2019.

Non-Financial: Eva Lukkonen Sullivan has no relevant non-financial disclosures.

Non-Financial: Dr. Robert J. Andrews has no relevant non-financial disclosures.

10:30 AM – 12:30 AM

Ethical Issues in Clinical Supervision

Speaker: Melanie Hudson, MA, CCC-SLP

Room Masters

CE: 2.0

Abstract:

Clinical supervisors can benefit from increased awareness of issues pertaining to ethical conduct. An overview of sections of the revised (2016) ASHA Code of Ethics pertaining to supervision will be followed by a discussion of recurring themes in ethical issues confronting supervisors in a variety of settings. Participants will also discuss how to solve ethical dilemmas.

ASHA-certified supervisors are bound by the Code of Ethics to honor their responsibility to hold paramount the welfare of persons they serve professionally and to ensure that services are provided competently by supervisees. The professional code of ethics provides guidance for practitioners confronting conflicting information or differing opinions that may lead to ethical misconduct. Participants will be presented with an overview of sections of the 2016 ASHA Code of Ethics pertaining to supervision, followed by a discussion of recurring themes in ethical issues confronting supervisors. There will also be a discussion on facing ethical dilemmas, identifying supportive resources, and how and when to report ethical violations.

Objectives:

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

- 1) Increase awareness of ethical practices pertaining to clinical supervision
- 2) Discuss recurring themes in ethical issues pertaining to clinical supervision
- 3) Identify supportive resources when facing ethical dilemmas

Speaker Bio:

Melanie W. Hudson, an ASHA Fellow, is a Director at EBS Healthcare. She has over 30 years of experience as a speech-language pathologist in public schools, private practice and university settings. She currently serves on the ASHA Board of Directors as Chair of the Speech-Language Pathology Advisory Council. She has served on the ASHA Board of Ethics and on ASHA's Board of Special Interest Group Coordinators as the Coordinator for Special Interest Group 11, Administration and Supervision. She also served on ASHA's ad hoc committee on Supervision in 2013. She is co-editor and chapter author for the 4th edition of "Professional Issues in Speech-Language Pathology and Audiology," (Lubinski & Hudson; Delmar, Cengage Learning, 2013). She is a former President of the Georgia Speech-Language-Hearing Association, and received their Honors of the Association Award in 2014, and the Hull Leadership Award in 2017. She currently serves on the Georgia Board of Examiners for Speech-Language Pathology and Audiology. Melanie presents on a variety of topics related to school-based services, autism spectrum disorders, clinical education (supervision/mentoring), and professional ethics.

Disclosures:

Financial: Melanie Hudson is employed by EBS Healthcare.

Non-Financial: Melanie Hudson has no relevant non-financial disclosures.

12:30 PM – 12:45 PM

Stretch & Networking Break and Lunch is Served

12:45 PM – 2:15 PM

Praxis Bowl Lunch

Sponsored by: EBS Healthcare

*Lunch provided to all registered convention attendees

Speakers: Ruth Stonestreet, PhD, CCC-SLP; Melanie Hudson, MA, CCC-SLP

Room Mahler

CE: 1.5

Abstract:

Graduate students will be given the opportunity to prepare for the Praxis examination in speech-language pathology by using clickers (ARS). Test construction, format, and test taking strategies will be highlighted. Teams from each university will be asked questions from previous Praxis exams as well as practice exams in a game show format. Subject matter experts will provide clarification and examples for questions requiring greater focus. Audience members will be encouraged to provide their perspectives.

Objectives:

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

- 1) Relate questions to actual clinical and professional practice of Speech-Language pathology
- 2) Gain knowledge and insights from subject matter experts from speech science, audiology, private practice, medicine, public schools, universities and ASHA as they elaborate on the answers to questions
- 3) Gain knowledge and insights regarding key issues facing the professions from professional association board members (state and national)
- 4) Acquire the most up-to-date information regarding evaluation, assessment, norms, and standards of practice while refreshing their knowledge in speech science, anatomy/physiology, dysphagia and audiology

Speaker Bios:

Dr. Ruth Stonestreet's doctoral degree is from Southern Illinois University at Carbondale. Her extensive career has included working with young children with multiple disabilities and their families as well as university teaching and clinical research. She has presented extensively at local, state, regional and national conferences and conventions. She is an ASHA fellow, and Professor Emerita.

Melanie W. Hudson, an ASHA Fellow, is a Director at EBS Healthcare. She has over 30 years of experience as a speech-language pathologist in public schools, private practice and university settings. She currently serves on the ASHA Board of Directors as Chair of the Speech-Language Pathology Advisory Council. She has served on the ASHA Board of Ethics and on ASHA's Board of Special Interest Group Coordinators as the Coordinator for Special Interest Group 11, Administration and Supervision. She also served on ASHA's ad hoc committee on Supervision in 2013. She is co-editor and chapter author for the 4th edition of "Professional Issues in Speech-Language Pathology and Audiology," (Lubinski & Hudson; Delmar, Cengage Learning, 2013). She is a former President of the Georgia Speech-Language-Hearing Association, and received their Honors of the Association Award in 2014, and the Hull Leadership Award in 2017. She currently serves on the Georgia Board of Examiners for Speech-Language Pathology and Audiology. Melanie presents on a variety of topics related to school-based services, autism spectrum disorders, clinical education (supervision/mentoring), and professional ethics.

Disclosures:

Financial: Melanie Hudson is employed by EBS Healthcare.

Financial: Ruth Stonestreet is employed by EBS Healthcare.

Non-Financial: Melanie Hudson has no relevant non-financial disclosures.

Non-Financial: Ruth Stonestreet has no relevant non-financial disclosures.

Products or Services: EBS Healthcare is a sponsor of the Praxis Bowl, and provided box lunches for all students participating and/or attending.

2:15 PM – 3:00 PM

Student Forum

Room L

2:15 PM – 3:00 PM

School Forum

Room K

2:15 PM – 3:00 PM

Healthcare Forum

Room Q

3:30 PM – 5:30 PM

#WorkoutWednesday: What's Trending in Exercise for Dysphagia Management

Speaker: Kara Jones, MA, CCC-SLP

Room L

CE: 2.0

Abstract:

Swallow strengthening for dysphagia management is an evolving area of clinical practice and not without controversy. This presentation will cover the state of the evidence on a spectrum of exercises along with hands on practice. A brief review of the basics of exercise science will be covered. The inventory of exercises for swallowing will be discussed and demonstrated. Last, a case study will lead to creation of a "WOD" (workout out of the day) treatment plan to address specific swallowing physiology impairment.

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

- 1) Describe the principles of exercise science as they relate to dysphagia management
- 2) Demonstrate exercises to strengthen common physiological impairments seen in dysphagia including, but not limited to, the tongue, larynx, pharynx
- 3) Create a "Workout of the Day" treatment plan based on a case study to apply to clinical practice

Speaker Bio:

Kara Jones, MA, CCC-SLP, is a Speech Language Pathologist who specializes in adult dysphagia and neuro-rehabilitation. She received her Master's in Speech Pathology at SUNY University at Buffalo. Kara works in the acute care setting at WellStar North Fulton Hospital in Roswell, GA. Kara is an active member the Georgia Speech-Language-Hearing Association's Executive Council and has served as 2018 Convention Chair and is the current President-Elect. She has practiced in schools, Inpatient Rehab and acute care hospitals in Georgia, Wisconsin, and California.

Disclosures:

Financial: Kara Jones has no relevant financial disclosures.

Non-Financial: Kara Jones is a member of the Georgia Speech-Language-Hearing Association, the American Speech-Language-Hearing Association and the Dysphagia Research Society. She is currently the president-elect for the Georgia Speech-Language-Hearing Association.

3:30 PM – 5:30 PM

Clinical Education and Supervision Strategies for Success: It Starts with Us!

Speakers: Carol Ann Raymond, MBA, EdS, CCC-SLP; Debra Schober-Peterson, PhD, CCC-SLP

Room K

CE: 2.0

Abstract:

Clinical education and supervision require knowledge and skills to ensure that students are adequately prepared to enter the work force and that effective services are provided. Tools for enhancing competencies in the supervisory process, including establishing effective supervisee-supervisor relationships, providing feedback, having difficult conversations, and developing professionalism, will be discussed, as well as resources for clinical education. This session may be used to fulfill new ASHA standards effective 1/1/2020, which will require two hours of professional development in supervision post-certification for all student clinical supervisors and clinical fellow mentors.

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

- 1) Identify tools to establish effective supervisee-supervisor relationships
- 2) Describe approaches for providing effective feedback and having difficult conversations
- 3) Apply strategies for developing professionalism in supervisees
- 4) Utilize resources for clinical education processes and professional development

Speaker Bios:

Carol Ann Raymond, MBA, Ed.S, CCC-SLP, is a Clinical Professor and the Speech and Hearing Clinic Director at The University of Georgia. Her responsibilities primarily include clinic administration and clinical education. She is a GSHA past president and received GSHA Honors of the Association. She currently is the GSHFoundation President and is serving on the ASHA Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC).

Debra Schober-Peterson, Ph.D., CCC-SLP, is a Clinical Professor at Georgia State University, where she is the Speech-Language-Hearing Clinic Director. She is a Board Recognized Specialist in Child Language and teaches speech sound disorders, child language disorders and diagnostic methods. She is a member of several national and state supervisor groups and presents frequently at the state and national level on topics related to supervision of students.

Disclosures:

Financial: Carol Ann Raymond is a salaried clinical professor in Communication Science and Disorders at the University of Georgia.

Financial: Debra Schober-Peterson is a salaried clinical professor in Communication Science and Disorders at Georgia State University.

Non-Financial: Carol Ann Raymond served on the ASHA Council for Clinical Certification in Audiology and Speech-Language Pathology from 2016-2018 and is currently GSHA Membership Chair and President for the GSHFoundation.

Non-Financial: Debra Schober-Peterson is the current GSHA Strategic Planning Committee Chair and Coordinator for the Supervisor Interest Network of the Georgia Speech-Language-Hearing Association (SING).

Products or Services: This presentation will provide information on resources for professional development in supervision (free and commercially available).

3:30 PM – 5:30 PM

Therapy in Your Pocket: Portable Activities for the Clinician On the Go

Speakers: Maryanne Weatherill, PhD, CCC-SLP; Megan Williams, BSEd; Emily Woodcock, MEd

Room F/G

CE: 2.0

Abstract:

Medical SLPs treat patients in a variety of settings and circumstances, often traveling from room to room or site to site. This presentation discusses psychosocial and functional treatment approaches in adult neuro-rehabilitation and how they can be applied in this dynamic setting through the use of a variety of easily accessed, low-cost or free, portable activities and apps. Get ready for a fun and interactive “hands on” session with interactive opportunities and demonstrations. Bring along your own ideas for the “share your favorite” activity. The presenters will provide a useful handout and resource list for future reference.

Objectives:

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

- 1) Discuss evidence regarding psychosocial and functional treatment approaches from the literature
- 2) Identify application of functional treatment principles to your session
- 3) Identify how to incorporate three new activities into your session

Speaker Bios:

Maryanne Weatherill is an Assistant Professor at the University of West Georgia. She has been a speech-language pathologist in the medical setting for 26 years and provides clinical services at Emory Healthcare in Atlanta, GA. Her research interests include psychological factors in adult rehabilitation, patient motivation, and engagement in clinical, home, and community settings.

Megan Williams is a graduate student in the department of Communication Sciences and Professional Counseling at the University of West Georgia. Her clinical interests include medical and adult speech-language pathology practice.

Emily M.W. Woodcock is a graduate student in the department of Communication Sciences and Professional Counseling at the University of West Georgia. She also has a graduate degree in special education and taught in the classroom for over five years. Her clinical interests include both pediatric and adult medical speech-language pathology.

Disclosures:

Financial: Dr. Weatherill is employed by the University of West Georgia, and Emory Healthcare.

Financial: Mrs. Williams is employed as graduate assistant for the University of West Georgia.

Financial: Ms. Woodcock is employed as graduate assistant for the University of West Georgia.

Non-Financial: Dr. Weatherill is a past president of the Georgia Speech-Language-Hearing Association.

Non-Financial: Mrs. Williams is Student Affairs Committee Co-Chair for the Georgia Speech-Language Hearing Association.

Non-Financial: Ms. Woodcock is a volunteer for GSHA.

Products or Service: This presentation will discuss a broad-based variety of commonly available materials and apps from multiple sources. The presenters have no proprietary interest in any product, instrument, device, service, or material discussed.

3:30 PM – 5:30 PM

Children Living in Poverty: Evidence Based Assessment and Intervention Strategies

Speaker: Elise Davis-McFarland, PhD, CCC-SLP

Room Masters

CE: 2.0

Abstract:

Children who live in poverty bring more than their communication differences, disorders and literacy issues to their communication assessment and therapy sessions. In order to help these students develop mainstream speech and language skills, speech-language pathologists must understand the real-life issues related to poverty, and how they affect students. Such knowledge is necessary in order to plan and implement assessments and interventions that will ensure the desired outcomes. Processing-dependent measures such as dynamic assessment and culturally sensitive intervention strategies designed to optimize successful intervention will be discussed.

Objectives:

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

- 1) Determine the childhood poverty rate in their community
- 2) Articulate the relationship between poverty and communication and literacy disorder
- 3) Develop successful assessment and intervention strategies for remediation of communication disorders in children living in poverty

Speaker Bio:

Dr. Elise Davis-McFarland, CCC-SLP, has enjoyed a successful career as a program director, college administrator, organizational leader and ASHA's 2018 President. Her passion for the growth and development of speech-language pathology programs around the world has led to world-wide travel and presentation opportunities. Her clinical interests and research have been in the area of multicultural issues in assessment and intervention in children of poverty. She is also passionate about supporting others in their growth as leaders and their development of leadership skills.

Disclosures:

Financial: ASHA will be responsible for Elise Davis-McFarland's travel and accommodation expenses.

Non-Financial: Elise Davis-McFarland is a past-president of ASHA.

***Convention Concludes**

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