

2025 Georgia Speech Language Hearing Association Annual Convention Timed Agenda with Learning Objectives and Speaker Disclosures

Day: Friday February 28

Time: 8:00 AM - 9:00 AM

Room: 280 Auditorium

Posters

Poster Title: Unlocking Communication Potential After Graduation for Young Adults with Disabilities

Abstract: Young adults with disabilities in Athens-Clarke County face significant challenges in accessing essential speech-language pathology (SLP) care, increasing the risk of social isolation, vulnerability, and compromised well-being. Morris et al. (2016) found 1 in 10 American adults reported a communication disability in the past year, but only 1 in 50 were diagnosed. Adults with disabilities comprised a large portion of these cases. In Athens-Clarke County, where 20.7% of residents live below the poverty line, these statistics underscore the urgent need for better access to care. The University of Georgia (UGA) Speech and Hearing Clinic addressed this gap through skilled SLPs and student practicum learning. A GSHFoundation Grant funded educational materials, screenings, and a workshop to increase awareness of services. This poster discusses the event outcomes and provides guidance for other SLPs to enhance community outreach.

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

1. explore opportunities and strategies for collaboration between local community organizations and families to enhance support for young adults with disabilities.
2. acquire practical strategies for promoting communication and supporting the independence of young adults with disabilities in various settings.
3. navigate the process for providing no-cost speech-language screenings and other services to support this population.

Presenters Biographies and Discloses:

Nina Santus Clinical Associate Professor, Ph.D., CCC/SLP

Nina Santus, Ph.D., CCC-SLP, received her undergraduate and master's degree from Indiana University of Pennsylvania and received her Ph.D. from the University of Georgia. She is a clinical associate professor at the University of Georgia. Her specialization is in fluency disorders. She conducts research in dysphagia, voice, treatment efficacy, and public-school best practices for treating fluency disorders. She has presented at state, national, and international conferences.

Financial Disclosures: I have no relevant financial disclosures.

Non-financial Disclosures: I have no relevant non-financial disclosures.

Ainsley Vergara Clinical Assistant Professor, MEd, CCC-SLP

Ainsley Vergara, M.Ed., CCC/SLP is a clinical assistant professor at the University of Georgia. Prior to her faculty appointment, she served as a speech-language pathologist in K-12 schools, home health, clinic, and nonprofit settings. Her areas of specialty include graduate clinician supervision, caregiver-centered intervention, complex communication needs, and augmentative and alternative communication (AAC).

Financial Disclosures: I have no relevant financial disclosures.

Non-financial Disclosures: I have no relevant non-financial disclosures.

Jenna Dekich CMSD undergraduate student

Jenna Dekich is a junior at the University of Georgia, studying Communication Sciences and Disorders. Her faculty mentor is Dr. Santus, who has opened the door for research and mentorship. Her interests involve speech therapy to individuals with disabilities, with a specialization in pediatrics. She has volunteer and work experience with individuals with complex communication needs and teaching these individuals how to use Augmentative and alternative communication (AAC).

Financial Disclosures: I have no relevant financial disclosures.

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Non-financial Disclosures: I have no relevant non-financial disclosures.

Poster Title: Transitioning to a Remote Position in the Schools

Abstract: A key benefit of being a speech-language pathologist (SLP) is the flexibility to transition between settings. Graduate programs equip SLPs with diverse skills for various populations. ASHA (2023) reports about half of SLPs work in educational settings, and 39% in healthcare. However, moving between these settings can be challenging due to differing knowledge and skills. Transitioning to telepractice adds further complexity. SLPs may seek school settings for flexibility and work-life balance but might struggle with unfamiliar tasks. A webinar survey found 44% felt not very confident in school-based issues. While ASHA offers resources and telepractice guidelines, they may not be sufficient. To ease transitions, SLPs should self-assess their expertise, understand legal guidelines, and adapt to administrative tasks and team collaborations. Proper preparation and knowledge in these areas can help SLPs navigate transitions successfully and reduce feelings of being overwhelmed.

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

1. Describe school-related topics that practitioners transitioning from medical/clinical or private practice settings must know before starting a position in the school via telepractice.
2. Summarize federal laws and guidelines that impact special education programming for students.
3. Describe differences in daily practices for telepractitioners working in a school setting and tips on how to make the transition.

Presenters Biographies and Discloses:

Melissa White M.A., CCC-SLP

Melissa is the Managing Director of Clinical Services at VocoVision. She is a bilingual speech-language pathologist who has worked with culturally and linguistically diverse school-age children with various communication disorders. Melissa received her B.A. from Michigan State University and M.A. from the University of Texas at Austin. Melissa is an affiliate of ASHA's Special Interest Group 14-Cultural and Linguistic Diversity, Group 18-Telepractice and a member of ASHA's Hispanic Caucus.

Financial Disclosures: Yes Melissa White is a salaried and full-time employee at VocoVision.

I have no relevant non-financial disclosures.

Samantha Torres M.S., CCC-SLP

Samantha is a bilingual speech-language pathologist with a strong background in assisting culturally and linguistically diverse school-age children facing a range of communication disorders. Samantha has demonstrated expertise in both in-person education settings and telepractice. Currently serving as a clinical manager at VocoVision, Samantha offers valuable clinical support and fosters collaboration among telepractitioners, enabling them to deliver exceptional services to students with disabilities.

Financial Disclosures: Yes Samantha Torres is a salaried and full-time employee at VocoVision.

Non-financial Disclosures: I have no relevant non-financial disclosures.

Poster Title: Mitigating Bias in Telepractice: Auditing Our Practices and Procedures

Abstract: The use of telepractice in speech-language pathology surged during the COVID-19 pandemic, evolving from a niche to a preferred model for many clinicians. Remote assessments and interventions ensured service continuity but often led to negative views due to hasty implementation. Biases among stakeholders clinicians, schools, and students/families impact the validity and success of telepractice. Self-reflection helps address these biases (Arora, 2017). For example, a clinician's negative experience with remote services, due to issues like inconsistent internet access, may

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lead to anchoring bias that hinders telepractice adoption. Reluctance often stems from insufficient training and experience (Douglas et al., 2022; Tucker, 2012). However, SLPs with recent education and supervised practice feel more prepared for virtual settings (McGill & Dennard, 2021). To address biases and enhance telepractice adoption, the authors propose two frameworks: REFRAME and REACH.

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

1. Identify a self-reflection process to audit internal and external biases that may influence a clinician's assessment and intervention practices.
2. Describe common biases in telepractice that impact implementing this service delivery model in schools.
3. Apply the REACH and REFRAME frameworks to audit biases and mitigate their influence on a clinician's professional decision-making.

Presenters Biographies and Disclosures:

Melissa White M.A., CCC-SLP

Melissa is the Managing Director of Clinical Services at VocoVision. She is a bilingual speech-language pathologist who has worked with culturally and linguistically diverse school-age children with various communication disorders. Melissa received her B.A. from Michigan State University and M.A. from the University of Texas at Austin. Melissa is an affiliate of ASHA's Special Interest Group 14-Cultural and Linguistic Diversity, Group 18-Telepractice and a member of ASHA's Hispanic Caucus.

Financial Disclosures: Yes Melissa White is a salaried and full-time employee at VocoVision.

I have no relevant non-financial disclosures.

Samantha Torres M.S., CCC-SLP

Samantha is a bilingual speech-language pathologist with a strong background in assisting culturally and linguistically diverse school-age children facing a range of communication disorders. Samantha has demonstrated expertise in both in-person education settings and telepractice. Currently serving as a clinical manager at VocoVision, Samantha offers valuable clinical support and fosters collaboration among telepractitioners, enabling them to deliver exceptional services to students with disabilities.

Financial Disclosures: Yes Samantha Torres is a salaried and full-time employee at VocoVision.

Non-financial Disclosures: I have no relevant non-financial disclosures.

Poster Title: Virtual Equity: Parent Inclusion in Early Intervention Language Program

Abstract: This study will examine the effects of a virtual program, HomeGoals Program (HGP). HGP combines coaching & education to increase parent knowledge, skills & decrease stress. A-B design was conducted (n = 2). HGP was the IV. Communication strategies target joint attention, modeling, & feedback. DV measured parents ability to implement HGP. The secondary DV measured parent knowledge. Parent stress was measured pre-post intervention. Anecdotal observation of word count was collected. Pre-post parent scores show increases: skills (pre = 29%; post = 62%), knowledge (pre = 29%; post = 63%), stress was based on initial skills and knowledge (pre = 21%; post = 41%), & word count (pre = 24, post = 105). (1) virtual care supports healthcare equity & efficiently utilizes time, (2) knowledge decreases gaps, gains collaborators, reduces provider stress, and (3) coaching is effective across diverse backgrounds, increases generalization, impacts word count, & decreases parent stress.

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

1. identify the effects of HomeGoals Program in natural environments to decrease parent stress regarding inadequate knowledge about their child's diagnosis

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2. identify the effects of HomeGoals Program, to coach parents how to implement treatments related to their child's communicative-developmental needs to decrease parent stress.
3. analyze the effectiveness of the HomeGoals Parent Coaching Program from a clinician as well as the family perspective

Presenters Biographies and Discloses:

Cherina Williams ClinScD, CCC-SLP

Dr. Cherina Williams, CCC-SLP, is a leader in helping parents understand child development and neurodiversity. As the owner of I Heart Speech Therapy, she focuses on creating effective, research-based materials for early intervention population. Dr. C is also the author of "Watch Me! Connecting to Your Child Through Play," and hosts the podcast "I've Got This Kid." Her HomeGoals methodology aims to improve industry practices in collaborating with families for maximal treatment outcomes.

Financial Disclosures: I have no relevant financial disclosures.

Non-financial Disclosures: I have no relevant non-financial disclosures.

Kelly Robinson ClinScD, CCC-SLP

Kelly Robinson Hawkins, a seasoned clinician in speech-language pathology, specializes in neurogenic disorders and owns a successful private practice in Kennesaw, Georgia. Additionally, she serves as the Assistant Capstone Coordinator for the Doctoral program at Rocky Mountain University. Dr. Hawkins is dedicated to empowering families through coaching programs, having earned degrees from Shaw University, the University of Georgia, and Rocky Mountain University.

Financial Disclosures: I have no relevant financial disclosures.

Non-financial Disclosures: I have no relevant non-financial disclosures.

Poster Title: An Evidence-Based Review of Mobile Apps for Treating Stuttering

Abstract: Stuttering, a neurodevelopmental communicative disorder, is typically treated by behavioral approaches that target the verbal or psychosocial aspects of the disorder (Bloodstein et al., 2021). Potential barriers to stuttering treatment include the lack of qualified SLPs, treatment cost, and geographical location (Zebrowski et al., 2022). However, despite the exponential growth in mobile health applications (apps) for individuals with communication disorders (Furlong et al., 2018), the efficacy of stuttering treatment apps is not known. This study reviews different stuttering apps currently available for iOS and Android phones and tablets and examines their design features using a standardized mobile app quality appraisal tool. A systematic screening of the Apple iTunes and Google Play apps using pre-defined search terms is underway. The results of each app's engagement, functionality, aesthetics, and information quality will be discussed within the context of stuttering treatment.

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

1. Describe the main objective of the study.
2. Summarize the main findings of the study.
3. Discuss the clinical implications of the present findings. N/A

Presenters Biographies and Discloses:

Levi Ofoe Ph.D., CCC-SLP

Levi C. Ofoe, Ph.D., CCC-SLP, is an assistant professor in the Department of Counseling, Higher Education, & Speech-Language Pathology at the University of West Georgia, Carrollton. His research primary interests include the intersection between spoken language production, speech disfluencies and stuttering, cognitive processes, and multilingualism.

Financial Disclosures: I have no relevant financial disclosures.

Non-financial Disclosures: I have no relevant non-financial disclosures.

Maeve Spoor B.S. E.d.,

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Maeve Spoor, B.S. E.d., is a graduate student at the University of West Georgia pursuing a Master's in Speech-Language Pathology with a strong foundation in research from her undergraduate studies. She has actively contributed and engaged with professionals in the field through her participation in the ASHA 2023 and GSHA 2024 conferences.

Financial Disclosures :I have no relevant financial disclosures.

Non-financial Disclosures: I have no relevant non-financial disclosures.

Poster Title: Pathways to Success: Cultivating Excellence through Workplace Mentorship

Abstract: Mentorship is a tool that can be used to catapult the trajectory of a career. Clinicians with mentors tend to have more positive career outcomes and professional attitudes and typically demonstrate higher levels of clinical competency (Toh et al., 2022). Despite these known benefits, mentorship is a tool that is unused by many clinicians. A workplace mentorship program was developed at Hopebridge to increase access to mentorship. Within the program, clinicians come together to engage in learning activities to create strong leaders within the profession and to equip clinicians with the tools they need to perform at the top of their license. Clinicians find themselves placed on a pathway to success as they participate in the program. Finding fulfillment from the vast opportunities to engage in clinical learning and in the pursuit of leadership opportunities within the program.

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

1. Identify 3 benefits of mentorship for speech-language pathologists
2. Hypothesize 2 barriers you may face, in the context of your workplace, that would prevent you from implementing a workplace mentorship program
3. Assess what solutions may be to the above barriers that allow you to implement a mentorship program

Presenters Biographies and Discloses:

Ashley Marshall MS, CCC-SLP

Ashley Marshall, MS, CCC-SLP is a Speech Language Pathologist with over 14 years of experience. She received her Bachelor of Science in Communication Disorders from Purdue University and her Master of Science in Speech Pathology from Indiana State University. She is currently working toward her Doctor of Speech Language Pathology from Rocky Mountain University, with specialty focus on Health Professions and Education. Ashley has spent her career in both geriatrics and pediatrics and currently serves as the Speech Pathology Clinical Specialist for Hopebridge – a pediatric therapy company – where she leads the SLP team and provides both clinical and operational support. Clinically, Ashley is passionate about medically complex patients, dysphagia, feeding disorders, AAC, and mentorship and training of new clinicians.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Poster Title: The impact of professors' foreign accents on students' learning

Abstract: A 2019 survey by the Institute for Immigration Research at George Mason University found that 11% of American teachers are immigrants, and nearly half of them work in higher education (Furuya, Nooraddini, Wang, & Waslin, 2019). This increasing diversity in academia has raised questions about how foreign accents might affect comprehension and learning. While variety is commended for its role in enhancing intercultural understanding, more research is warranted to fully grasp the intricate relationships between linguistic variation, foreign accents, and the effectiveness of teaching methods. This research surveyed speech-language pathology (SLP) students to determine the impact their professors with foreign accents had on their learning. Our results suggested that SLP students, trained to

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understand speech variations, were generally able to adapt and did not report significant negative effects on their learning.

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

1. Analyze factors that influence students perceptions of the impact of foreign accents on their learning.
2. Explain three key perceptions speech-language pathology students have towards foreign accents.
3. Distinguish between a native accent and a foreign accent.

Presenters Biographies and Discloses:

Afua Agyapong

Dr.Afua Agyapong is an associate professor in the Department of Speech-Language Pathology at Augusta University. Her research interests include voice disorders, prosodic disturbances, as well as dialects and accents.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Poster Title: A Crash Course in Dissemination and Implementation Science

Abstract: Dissemination and implementation (D&I) science has permeated into the field of communication sciences and disorders (CSD) over the past decade. D&I science emerged as a field in the early 2000s because scholars identified a consistent pattern research was not being utilized in practice. Although dissemination and implementation science are often grouped together, their functions are slightly different. Dissemination refers to the process in which a message gets to its audience. In contrast, implementation science is how an innovation is used in practice; specifically, the examination of its fidelity, adaptations, and sustainability. Both dissemination and implementation research are needed to close the research to practice gap. D&I science is not just for the clinical researcher; in fact, it is widely established that clinicians should be included in every stage of the research process. This presentation provides a foundation of D&I science for both the clinician and researcher.

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

1. define dissemination science and identify one model of dissemination science.
2. define implementation science and identify one model of implementation science.
3. explain why dissemination and implementation science is relevant in communication sciences and disorders.

Presenters Biographies and Discloses:

Michelle Hart MA CCC-SLP

Michelle K. Hart is a second year PhD student at Georgia State University. Her research interests include dissemination and implementation science in communication sciences and disorders, health literacy in individuals with communication impairments, and assessment and treatment approaches for individuals with aphasia. In her free time, Michelle continues to work clinically as a speech-language pathologist in inpatient rehabilitation.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Jacqueline Laures-Gore PhD CCC-SLP

Dr. Jacqueline Laures-Gore is Professor and Chair of the Department of Communication Sciences and Disorders at Georgia State University. She is an ASHA Fellow and has received Honors of the Association from GSHA.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Poster Title: Student-Led Equity in CSD, One Year Later

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Abstract: University of Georgia's Minorities in Communication Sciences and Disorders Club (M-CMSD) has worked to empower and support minority students. Our organization continues its impactful initiatives, including hosting guest speakers to show students examples of clinical, cultural and administrative experiences in CSD, promoting community building through workshops and social events, promoting advocacy by encouraging students to engage in legislative efforts related to CSD, and providing students with volunteer opportunities within the Athens community. This poster will highlight these initiatives, share success stories from current and former members, and explore how M-CMSD has evolved to better serve its members, ultimately helping address the gap in non-white SLPs and audiologists. Participants will gain insight into replicable strategies for creation and growth at their institutions and be charged to do a self-check-in to explore where their initiatives are, one year later.

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

1. Participants will recognize how diversity-centered organizations stimulate academic and professional growth in CSD students.
2. Participants will explore M-CMSD's growth and its role in supporting underrepresented students in CSD.
3. Participants will identify strategies for creating or enhancing diversity and equity initiatives within their home institutions and practices.

Presenters Biographies and Discloses:

Robyn Rayford Robyn Rayford is a 4th year undergraduate Communication Sciences and Disorders student at the University of Georgia. Robyn is the current president of Minorities in Communication Sciences and Disorders and is involved in many things on and off campus. She is invested in pushing students toward CSD through providing a welcoming environment and resources for success. *Financial Disclosures:* I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Nina Santus Ph.D., CCC-SLP

Nina Santus, Ph.D., CCC-SLP, received her undergraduate and master's degree from Indiana University of Pennsylvania and received her Ph.D. from the University of Georgia. She is a clinical associate professor at the University of Georgia. Her specialization is in fluency disorders. She conducts research in dysphagia, voice, treatment efficacy, and public-school best practices for treating fluency disorders. She has presented at state, national, and international conferences.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Poster Title: HEAR: Hearing Disorders and Elevated Anxiety Research

Abstract: Hearing disorders, affecting millions globally, present substantial barriers to communication, disrupting speech perception, conversational engagement, and auditory cue interpretation. Research underscores the elevated mental health risks associated with these impairments, particularly anxiety stemming from social isolation, stigma, and the cognitive demands of auditory challenges. This study will analyze existing data from Florida State University (FSU) on individuals with hearing disorders to investigate anxiety prevalence, severity, and the moderating role of demographic factors. Findings aim to support targeted interventions for those with co-occurring hearing and mental health concerns, enhancing both communication and psychological well-being.

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

1. define a hearing disorder.
2. identify types of mental health disorders.
3. describe the relationship between hearing disorders and anxiety

Presenters Biographies and Discloses:

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Brandon Rowland MPA, MSW, RCSW-I

Brandon M. Rowland is a social worker, researcher, and doctoral student at Florida State University (FSU). He holds a B.S. in Clinical Psychology from Georgia Southern University and a dual MPA/MSW from FSU. Currently, he serves as Director of Research Administration at FSU's Jim Moran College of Entrepreneurship and is a practicing clinical social worker, focusing on issues related to poverty, mental health, addiction, and behavioral health.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Poster Title: Assessment of Stress and Anxiety in People with Aphasia

Abstract: Aphasia disrupts communication and can significantly impact emotional well-being, leading to increased stress and anxiety in people with aphasia (PWA). Although distinct, stress and anxiety often overlap, complicating assessment and understanding. This poster explores the association between these emotional states in PWA, emphasizing the importance of precise evaluation methods for mental health care. By identifying key factors influencing stress and anxiety, it aims to inform culturally sensitive assessments and improve intervention strategies, supporting well-being in PWA. Enhanced understanding of these associations is crucial to developing targeted care that addresses the unique needs of this population.

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

1. Discuss the challenges in using proxy ratings to assess stress and anxiety in people with aphasia and identify factors that affect accuracy.
2. Explain the importance of culturally competent and technologically enabled assessments in understanding stress and anxiety experiences among PWA.
3. Identify predictors of stress in PWA and their implications for enhancing caregiver training and clinical applications.

Presenters Biographies and Disclosures:

Hannah Griffey MS CCC-SLP

Hannah Wendel Griffey is a Ph.D. candidate at Georgia State University specializing in aphasia rehabilitation and the psychosocial impacts of communication disorders. Her research investigates the impact of psychosocial factors such as perceived stress, anxiety, and coping strategies on aphasia rehabilitation.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Jacqueline Laures-Gore PhD, CCC-SLP

Jacqueline Laures-Gore, PhD, CCC-SLP, is Professor and Chair of the Department of Communication Sciences and Disorders at Georgia State University where she also directs the Aphasia and Motor Speech Disorders Research Lab. She is an ASHA Fellow and a recipient of Honors of the Association from GSHA.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Poster Title: Thickened Liquids and PEG Tube Effects on Gastrointestinal Health in Older and Geriatric Adults

Abstract: Dysphagia is a highly prevalent issue among older and geriatric adults. As such, the treatment protocol for these individuals should be as nuanced and individualized as the patients. One common tool used for prolonged periods with these individuals is thickened liquids. While thickened liquids can be an effective tool in the mitigation of dysphagia, thickened liquids were never intended to be a long-term solution to dysphagia and have a myriad of possible negative side effects. Percutaneous endoscopic gastrostomy (PEG) is another tool used for patients with severe dysphagia and has

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its own variety of side effects including aspiration and bowel perforation. With the rates of dysphagia and gastrointestinal (GI) issues rising in the older adult and geriatric patients, it is essential that any possible link between these two should be examined. This presentation will aim to identify any effects that thickened liquids or PEG tube feeding may have on the older adult and geriatric population.

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

1. Understand the prevalence of dysphagia and treatment strategies implemented for older and geriatric adults with dysphagia.
2. Identify possible gastrointestinal ailments in the older adult and geriatric population.
3. Determine possible positive and negative ramifications of thickened liquid use in older adult and geriatric individuals.

Presenters Biographies and Disclosures:

Ashley Mohrfeld M.Ed., CCC-SLP

Ashley Mohrfeld, M.Ed, CCC-SLP completed her Master's in Communication Disorders with a Minor in Deaf Studies from Valdosta State University in 2016. She is currently pursuing her SLP.D. from VSU. She specializes in adult neurogenic disorders, dysphagia, and cognitive-communicative disorders. Ashley has worked in multiple skilled nursing facilities, is currently working at Atrium Health Rehabilitation Hospital in Macon, GA, and has served GSHA in various roles. She loves to spend time with her husband, Jeremy, and daughters, Charlotte and Genevieve.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Mary Gorham-Rowan Ph.D., CCC/SLP

Mary Gorham-Rowan, Ph.D. is a professor in the Dept. of Communication Sciences and Disorders at Valdosta State University. Her areas of interest are voice and swallowing disorders as well as critical thinking skills in communication sciences and disorders.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

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Day: Friday February 28

Time: 9:00 am -10:00 am

Room: Classroom 243

Title: Beyond Parkinson's: Evidence-Based Interdisciplinary Identification of Atypical Parkinsonism Disorders

Abstract During this session, a team of rehab professionals, including a speech-language pathologist, physical therapist, and occupational therapist, will demonstrate how the research is used to differentiate atypical Parkinsonism from Parkinson's disease. Participants will learn about the clinical signs of atypical Parkinsonism and the importance of a team-based approach in identification and treatment. In addition, the session will address practical methods to improve team communication and collaboration for better patient care. By recognizing unique symptom presentations and using a cohesive communication process, a rehab team can ensure patients receive correct diagnoses and optimal outcomes.

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

1. Describe four types of atypical Parkinsonism disorders.
2. List three signs of atypical Parkinsonism.
3. Describe how to communicate suspicions to the patient and medical team through an interdisciplinary approach.

Presenters Biographies and Discloses:

Valeria Gary M.A., CCC-SLP

Valeria Gary, M.A., CCC-SLP, brings over thirty years of experience as a speech-language pathologist. She owns a coaching company where she provides community education and helps individuals reduce their risk of dementia. At Wellstar Health System, Valeria provides clinical services and co-hosts a monthly Parkinson's support group. Her certifications include LSVT-LOUD®, LSVT-LOUD for Life®, and SPEAK OUT!®. Valeria also mentors and creates content for the Medical SLP Collective.

Financial Disclosures: Yes Salary as employee at Wellstar Health System. Salary as independent contractor at the Medical SLP Collective. Ownership of Parkinson's Speech Services LLC and The Welcome Consulting Company LLC

Non-Financial Disclosures: Yes Ambassador for Parkinson's Foundation Georgia Chapter.

Nicole Fuller PT, DPT, NCS

Nicole Fuller, PT, DPT, NCS, is a Board-Certified Neurologic Specialist at Wellstar Kennestone Outpatient NeuroRehab, where she is the Clinical Coordinator at Emory Decatur Hospital. She holds certifications in Dry Needling, LSVT BIG, PWR!, and Vestibular Rehabilitation. Nicole specializes in neurologic conditions, focusing on movement disorders, vestibular rehab, and post-concussive care. Her interests include calligraphy, event planning, yoga, and running.

Financial Disclosures: Yes Salary as employee at Wellstar Health System. PRN employee at Emory Health system. Owner of Beyond BrainPT & Wellness, LLC

Non-Financial Disclosures: I have no relevant non-financial disclosures. Certified LSVT-BIG clinician. Certified BIG for Life® clinician. Certified Parkinson's wellness recovery (PWR!) clinician.

Celina Parkman MS, OTR/L, CSRS

Celina Parkman, MS, OTR/L, CSRS, is an occupational therapist who specializes in pediatric developmental disabilities and adult neurological rehabilitation. At Wellstar Health System, she provides clinical services and mentorship and co-facilitates a PD support group. Celina is certified in LSVT-BIG, BIG for LIFE, CSRS, Saebø, DriveABLE Cognitive Assessment Tool, and Physical Agent Modalities. She has additional training in vision rehabilitation for neurological conditions.

Financial Disclosures: Yes Salary as employee at Wellstar Health System. Owner of Brain Bridge, LLC.

Non-Financial Disclosures: Yes Member of Missions Committee for American Parkinson's Disease Association Georgia Chapter.

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Time: 9:00 am -10:00 am

Room: 280 Auditorium

Title: Asperger Syndrome/High Functioning Autism and Violence: Is There a Link?

Abstract Mass shooters are often reportedly diagnosed as having, or suspected of having, ASD making one question if a link with violent behavior is possible. Some case reports have suggested an increased violence risk in individuals with ASD compared to the general population but prevalence studies have provided no conclusive evidence to support this suggestion. ASD often presents with comorbid psychopathology, social-cognition deficits, and emotion-regulation problems. Associated risk factors such as age, a diagnosis of Asperger syndrome (now hfASD), and repetitive behavior have been identified or proposed for violent behavior. To date, no conclusive evidence indicates that individuals with ASD are more violent than those without ASD. It should be noted, however, that specific factors may increase the risk of violence among individuals with ASD. This presentation will discuss the latest findings and the role we as speech-language pathologists can have in reducing the chance of a reoccurrence.

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

1. Describe the common psychiatric features found in violent offenders
2. Differentiate AS/hfASD from psychopathology
3. Define the role speech-language pathologists can have in reducing the chance of a reoccurrence.

Presenters Biographies and Discloses:

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

Tim has extensive experience in a variety of psychiatric healthcare facilities. He holds FLASHA's 2020 Outstanding Service Award and the 2010 Clinician of the Year Award and was one of 8 national nominees for the 2021 ASHA Luis M. DiCarlo Award for Recent Clinical Achievement. He is the author of eight books on social deficits and is a past president for FLASHA. He previously served on the Boards for the Autism Society of America's Orlando Chapter and the Center for Independent Living.

Financial Disclosures: Yes Intellectual property (books)

Non-Financial Disclosures: Yes Past president: FLASHA

Day: Friday February 28

Time: 9:00 am -10:00 am

Room: Classroom 190

Title: Neurodiversity-Affirming Practice in Speech-Language Pathology: An Introduction

Abstract With the prevalence of diagnoses like autism spectrum disorder and attention-deficit hyperactivity disorder on the rise in children, speech-language pathologists (SLPs) have an obligation to ensure we are providing the best care to neurodivergent children. SLPs need to consider how to best support the mental health and well-being of neurodivergent clients. Within this presentation, we will review definitions and concepts, summarize a history of disability models, and discuss shifts SLPs can make in their practice. We will reference resources from the American Speech-Language-Hearing Association as well as review research to establish why this conversation matters. SLPs will leave this presentation eager to return to their neurodivergent clients and celebrate the different ways that children think, learn, and behave! When the differences of our clients are celebrated, we see more authentic communication and participation in life. It's time for all of us to make that shift.

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

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1. Define neurodiversity. Participants will understand the concept of neurodiversity and be able to articulate the value and significance of acknowledging the normal variation in the way humans think, learn, and behave.
2. Explore the evolution of the neurodiversity movement. Participants will identify the origins of the neurodiversity movement and its development over time, including a history of disability models.
3. Apply knowledge to practice. Participants will discuss shifts they can make in their clinical practice by reviewing practical scenarios.

Presenters Biographies and Discloses:

Ashley Marshall MS, CCC-SLP

Ashley Marshall, MS, CCC-SLP is a Speech Language Pathologist with over 14 years of experience. She received her Bachelor of Science in Communication Disorders from Purdue University and her Master of Science in Speech Pathology from Indiana State University. She is currently working toward her Doctor of Speech Language Pathology from Rocky Mountain University, with specialty focus on Health Professions and Education. Ashley has spent her career in both geriatrics and pediatrics and currently serves as the Speech Pathology Clinical Specialist for Hopebridge – a pediatric therapy company – where she leads the SLP team and provides both clinical and operational support. Clinically, Ashley is passionate about medically complex patients, dysphagia, feeding disorders, AAC, and mentorship and training of new clinicians.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Day: Friday February 28

Time: 9:00 am -10:00 am and 10:30 am - 11:30 am (2 parts)

Room: Classroom 240

Title: Stimulating Effortful Swallows: The Science of NMES and Perturbation (Part 1)

Abstract This presentation will explain the importance of electrical stimulation parameters and how they can be used as a modality in dysphagia rehabilitation. It will define transcutaneous neuromuscular electrical stimulation (NMES) and focus on addressing certain impairments during the pharyngeal phase of a swallow. Topics will include differences between currently offered modalities and kinematic analysis, using peer-reviewed research to show how these impairments were addressed (TIMS MVP software). The research results indicate a significant effect of NMES including a faster time for the laryngeal vestibule to close and increased the distance of hyoid anterior and superior movement. The findings support a) the supposition that laryngeal muscles respond to perturbations via adaptation learning (Watts et al., 2018) and b) facilitation training can increase the range of motion of the hyolaryngeal complex (Dumican et al., ASHA 2022), which could be considered for rehabilitation of neuromuscular swallowing impairments.

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

1. Describe how NMES can influence specific kinematics associated with swallowing.
2. Identify 4 electrical stimulation parameters used in addressing improvement in the pharyngeal phase of dysphagia impairments.
3. Demonstrate how NMES can address swallowing impairments, such as decreased hyolaryngeal excursion and delayed laryngeal vestibule closure times using the TIMS Medical MVP software.

Presenters Biographies and Discloses:

Russ Campbell PT

Russ Campbell, PT, is an award-winning therapist and received his degree from Northwestern University in 1989. He is a co-developer of the Effective Swallowing Protocol (ESP™) and CEO of Ampcare, an FDA-registered medical device and

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services company that develops innovative technologies for people with swallowing disorders. Russ is responsible for the research and development of the company's products and methodology as well as guiding the company's global growth through partnerships with healthcare providers. He has provided treatment in acute care hospitals, inpatient rehab units, skilled nursing facilities, outpatient clinics, and home health arenas. He specializes in using modalities with a holistic approach to foster faster outcomes and maximize the quality of life of patients. He has provided more than 750 continuing education trainings to physical, occupational, and speech therapists

Financial Disclosures: Yes Russ Campbell receives a salary and has intellectual property rights, holds a patent on the equipment, and has an ownership interest in Ampcare LLC. He has employment, a management position, an ownership position, and speaks for Ampcare LLC.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Day: Friday February 28

Time: 10:30 am - 11:30 am

Room: Classroom 243

Title: Accessible Patient Education: Bridging Technology, Evidence, and Cultural Competence

Abstract Imagine a world where every patient fully understands and follows their treatment plan. Now, picture the frustration when they cannot. The key lies in communication. This session addresses the critical need for speech-language pathologists and audiologists to create accessible home exercise programs and patient education handouts. To accommodate different levels of health literacy, we need to create easily comprehensible materials. We will explore legal requirements for accessible information, including ADA and Section 504 compliance. Attendees will learn practical strategies to improve readability. Participants will engage in interactive exercises to apply these concepts, enhancing their ability to produce patient-friendly materials. By the end, attendees will have the tools to create inclusive, effective patient education materials that improve comprehension, adherence, and patient outcomes.

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

1. List at least three regulations regarding accessible patient education materials.
2. Describe how to check the readability of patient education materials.
3. Use feedback and technology to improve the readability of patient education materials.

Presenters Biographies and Discloses:

Valeria Gary M.A., CCC-SLP

Valeria Gary, M.A., CCC-SLP, brings over thirty years of experience as a speech-language pathologist. She owns a coaching company where she provides community education and helps individuals reduce their risk of dementia. At Wellstar Health System, Valeria provides clinical services and co-hosts a monthly Parkinson's support group. Her certifications outside SLP include behavior change, nutrition, and life coaching. Valeria also mentors and creates content for the Medical SLP Collective.

Financial Disclosures: Yes Salary as an employee at Wellstar Health System, Salary as an independent contractor at the Medical SLP Collective, Ownership of Parkinson's Speech Services LLC and the Welcome Consulting Company LLC

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Day: Friday February 28

Time: 10:30 am - 11:30 am

Room: 280 Auditorium

Title: Incorporating the Principles of Counseling Into Your Practice

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Abstract Many SLPs struggle with how to include talk-based therapy techniques into their practice. Our clinical training has prepared us to effectuate positive change when needed. However, we often feel less confident in our ability to provide counseling or to incorporate the principles of counseling into our practices if and when, they are needed. Counseling is unique in that it places a different set of demands upon the professional. It requires the ability to listen and often guided direction. It is a learned concept that has many approaches from which one may achieve greater success especially when incorporated into traditional intervention. This session will help you learn the basic tenets and techniques of counseling. It will provide you with a variety of counseling techniques commonly used in the domain of professional counselors and how these can be easily incorporated into one's speech-language practice.

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

1. Describe the rationale for integrating counseling activities into clinical practice
2. Explain the utility of counseling techniques with children and families as it relates to case conceptualization
3. Describe the major clinical counseling techniques we as SLPs can incorporate into therapy activities to improve client engagement

Presenters Biographies and Disclosures:

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

Tim has extensive experience in a variety of psychiatric healthcare facilities. He holds FLASHA's 2020 Outstanding Service Award and the 2010 Clinician of the Year Award and was one of 8 national nominees for the 2021 ASHA Luis M. DiCarlo Award for Recent Clinical Achievement. He is the author of eight books on social deficits and is a past president for FLASHA. He previously served on the Boards for the Autism Society of America's Orlando Chapter and the Center for Independent Living.

Financial Disclosures: Yes Intellectual property (books)

Non-Financial Disclosures: Yes Past president, FLASHA

Day: Friday February 28

Time: 10:30 am - 11:30 am

Room: Classroom 245

Title: Story Emotion Social Therapy: Interdisciplinary SLP Mental Health Social Communication

Abstract Story Emotion Social Therapy's (SEST) WholeStory Approach is a storytelling and bottom-up approach where children talk about their experiences in the social world and how they navigate it. By honoring the child's narrative using SEST principles, the therapist leads the child into self-discovery and social understanding. Given that SLPs and mental health providers are connected by stories individuals tell, SEST's interdisciplinary framework collaborates between the professions based on expanding individual storytelling. SEST's interdisciplinary goals are to help individuals communicate thoughts and feelings in their social experiences and incorporate a more realistic viewpoint of their stories. Parents are a foundation of SEST's approach and guided to create emotionally safe environments by connecting with themselves through storytelling and mindful listening. Indicators for warranting interdisciplinary services while considering cultural and linguistic diversity will be addressed.

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

1. Identify the SEST scholarship and theoretical framework bridging the roles of SLPs and mental health (MH) providers.
2. Apply workable strategies to help children who want to improve their interpersonal skills using a storytelling process, SEST WholeStory.
3. Discuss how to guide families to interdisciplinary services for collaborative care with respect to cultural and linguistic diversity.

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Presenters Biographies and Discloses:

Rochel Lieberman PhD CCC-SLP

Rochel Lieberman Ph.D. CCC-SLP is a researcher and practicing SLP at WholeStory Speech, where she treats children with social communication challenges and provides parent education to their parents. She is the Story Emotion Social Therapy (SEST) developer and author of an instruction-based curriculum textbook for social communication and a children's book embedding social-emotional competence with language expression. Her research, publications, and presentations address child language, emotional intelligence, and student stress.

Financial Disclosures: Yes I am the owner of WholeStory Speech, where I treat children and provide parent education using the Story Emotion Social Therapy (SEST) approach. I developed SEST, and Dr. Gary Dick collaborated on SEST for the mental health side.

Non-Financial Disclosures: Yes I provide volunteer training and teachings on SEST.

Day: Friday February 28

Time: 10:30 am - 11:30 am

Room: Classroom 240

Title: Stimulating Effortful Swallows: The Science of NMES and Perturbation (Part 2, see previous)

Day: Friday February 28

Time: 11:45 am - 12:15 pm

Room: 280 Auditorium

Title: Advocating for Yourself and Your Profession

Abstract This session will focus on skill development in advocacy, leadership, and volunteerism related to the professions of speech-language pathology and audiology. A member of the ASHA Board of Directors will discuss strategies for successful advocacy, opportunities to lead, and ways to get involved. Issues described in ASHA's Public Policy Agenda (PPA) will be highlighted as well as strategies for how speech-language pathologists and audiologists can become involved in advocacy efforts to ensure favorable outcomes for members and consumers in their state. ASHA resources to assist advocacy efforts will be explored and discussed.

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

1. Describe 3 reasons why it is important to advocate
2. Identify 3 steps in developing a comprehensive advocacy action plan
3. Identify 3 resources online that can be used to "Take Action" to support advocacy efforts on behalf of the professions

Presenters Biographies and Discloses:

Lawrence F Molt Ph.D., CCC-A, CCC-SLP, FASHA, FAAA

Financial Disclosures: Yes Dr. Lawrence Molt is a member of the ASHA Board of Directors and received financial assistance from ASHA for travel and lodging expenses related to the presentation

Non-Financial Disclosures: Yes Dr. Lawrence Molt is College of Liberal Arts Engaged Professor Emeritus in the Speech, Language, and Hearing Sciences Department at Auburn University. Dr. Lawrence Molt served in a variety of volunteer roles at ASHA related to advocacy, including Chair of the ASHA Political Action Committee and member of the ASHA Government Affairs and Public Policy Board

Dr. Molt as served in advocacy roles for the Speech and Hearing Association of Alabama (SHAA), the National Council of State Boards of Examiners for Speech-Language Pathology and Audiology (NCSB), and the Audiology and Speech-Language Pathology Interstate Compact (ASLP-IC)

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Day: Friday February 28

Time: 12:45 pm - 2:15 pm

Room: 280 Auditorium

Title: Business Meeting and Awards Luncheon

Day: Friday February 28

Time: 2:30 pm - 4:30 pm

Room: Classroom 190

Title: Supporting Sensory Needs in Speech Therapy

Abstract Up to 90% of autistic individuals have sensory processing differences that impact their daily lives. While it is a commonly held belief that there are five senses, there are at least eight, and some sources cite as many as twelve systems. There are at least five external sensory systems (visual, auditory, gustatory, olfactory, and tactile), and three internal systems (proprioception, vestibular, and interoception). Within each of these systems, there are four sensory profiles based on neurological threshold and self-regulation: low registration, sensation seeking, sensory sensitive, and sensation avoiding (Dunn, 2007). Sensory diets should be designed with consideration for each of the sensory systems, the four profiles, and individual sensory needs throughout the day. The benefits of appropriate sensory interventions include increased participation, independence, engagement, tolerance, and flexibility.

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

1. Identify the sensory systems.
2. Categorize sensory processing differences.
3. Identify practical strategies to use in therapy.

Presenters Biographies and Discloses:

Laura Abercrombie SLPD, CCC-SLP, ASDCS

Dr. Laura Abercrombie is a lecturer & clinical supervisor at Valdosta State University. She worked as an SLP and autism specialist in public schools for nearly a decade. Her primary areas of interest are autism, literacy, speech-sound disorders, and school-based services.

Financial Disclosures: Yes I receive a salary from Valdosta State University.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Day: Friday February 28

Time: 2:30 pm - 4:30 pm

Room: Classroom 245

Title: Speech Language Pathology and Psychiatric Diagnoses: Our Roles and Responsibilities

Abstract There is a high prevalence of children with language impairment in the population of children with emotional-behavioral disorders which questions if they are underserved in the area of communication. A 2001 study that showed that as many as 88% of children identified with EBD had never been evaluated for speech and language issues. By providing intervention sooner, SLPs can help prevent emotional and behavioral disorders. Studies have shown an increase in psychiatric disorders in later life for children identified earlier with speech or language impairment. It's important that we, as SLPs, identify these children and treat these language issues as early as possible as studies have suggested that our services in treating language processing issues may be crucial in the prevention of some psychiatric disorders. Furthermore, the early identification and treatment of language issues may reduce later problem behaviors.

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

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

Presenters Biographies and Discloses:

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

Tim has extensive experience in a variety of psychiatric healthcare facilities. He holds FLASHA's 2020 Outstanding Service Award and the 2010 Clinician of the Year Award and was one of 8 national nominees for the 2021 ASHA Luis M. DiCarlo Award for Recent Clinical Achievement. He is the author of eight books on social deficits and is a past president for FLASHA. He previously served on the Boards for the Autism Society of America's Orlando Chapter and the Center for Independent Living.

Financial Disclosures: Yes Intellectual property (Books)

Non-Financial Disclosures: Yes FLASHA: Past President

Day: Friday February 28

Time: 2:30 pm - 4:30 pm

Room: Classroom 240

Title: Assessment and Treatment in Cross-Culturism

Abstract Speech Language Pathologists are challenged to demonstrate an understanding of how factors such as race or ethnicity, affect the practice and assessment strategies with clients. This presentation focuses on the influence of race/ethnicity or ethnocultural factors on a client's assessments and interventions. Multicultural assessment is important to increase our ability to conduct assessments using culturally congruent techniques, methods, and clinical conceptions. We will look into the limitations of standardized assessment methods and ethnic-sensitive assessment strategies for clients.

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

1. Illustrate how to use dynamic assessment methods to reduce assessment bias
2. Implement evidence-based practice language intervention strategies applicable to bilingual/multicultural learners
3. Discuss effective evidence-based instruction to bilingual/multicultural learners

Presenters Biographies and Discloses:

Katherine Lamb Ph.D.

Dr. Katherine Lamb is an assistant professor at Valdosta State University. She graduated with a Ph.D. in NeuroCommunication from the University of South Florida. Prior to earning her Ph.D., Dr. Lamb worked in acute care hospital. Her passion is teaching a variety of undergraduate and graduate courses including AAC, Clinical Methods, Fluency, Advanced Speech Sound Disorders, Neurodevelopmental Disorders, Observation and Organics. She spends her spare time gardening and taking care of alpaca, 5 dogs, 4 cats and numerous cichlids.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Day: Friday February 28

Time: 2:30 pm - 4:30 pm

Room: 280 Auditorium

Title: Evidence Based Evaluation and Treatment for Voice and Aerodigestive Disorders

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Abstract Evidence based practice is paramount for provision of excellent patient care. The Emory Voice Center in Atlanta, Georgia, is at the forefront of clinical research to improve efficacy and efficiency in the treatment of voice, swallow, and upper airway disorders. A panel of experts will present and discuss the clinical importance of the latest and greatest developments in clinical research efforts. These engaging presentations will tie directly into optimization of clinical practice. Presentations will include: treatment for upper airway reactivity disorders such as chronic cough and EILO, clinical updates on belching and functional dysphagia, maximizing swallow assessment for both clinical outcomes, and an update on research-based highly effective voice therapy modalities in both clinical and telemedicine settings. Clinical cases will be used to demonstrate real-life application to research-based interventions.

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

1. Identify 3 ways for integration of research based clinical practice into their practice setting.
2. Integrate research-based initiatives in evaluation to create a direct and efficient pathway for EBP in treatment goals.
3. Improve access and interpretation of research findings related to voice, swallow, and upper airway disorders.

Presenters Biographies and Disclosures:

Nathaniel Sundholm MS, CCC-SLP

Nathaniel Sundholm, CCC-SLP has a Master of Science in Speech-Language Pathology with voice specialization from Vanderbilt University School of Medicine. He completed his clinical fellowship at the Emory Voice Center and has since remained a permanent member of the team. Clinical interests and growing expertise include singing voice rehabilitation, cough suppression, reactive airway therapy, dysphagia management, and community outreach/engagement. Nathaniel also has a rich performance background with experience in classical voice, Gospel, R&B, Musical Theatre, and CCM.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Amanda Gillespie PhD, CCC-SLP

Amanda I. Gillespie, PhD, CCC-SLP is an Associate Professor of Otolaryngology at the Emory University School of Medicine, Director of Speech Pathology and Co-Director of the Emory Voice Center. Dr. Gillespie leads a clinical research program that challenges existing voice therapy and diagnostic paradigms and reframes voice therapy as a manipulation of everyday speaking habits. Her research is funded by NIH, Voice Foundation, the Georgia Clinical Translational Science Alliance, the McCamish Parkinsons Foundation, among other sources.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Brian Petty M.A., CCC-SLP

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

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Diana Becker CCC-SLP

Diana Rose Becker, CCC-SLP holds a Master of Science in Speech-Language Pathology from the University of Pittsburgh, and dual Bachelor of Music degrees in classical vocal performance and music education from Eastman School of Music. She completed her CF a

Financial Disclosures: I have no relevant financial disclosures.

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Non-Financial Disclosures: I have no relevant non-financial disclosures.

Rachel Norotsky CCC-SLP

Rachel L. Norotsky, CCC-SLP holds a Master of Science degree in Speech-Language Pathology from Boston University and a Bachelor of Arts degree in Psychology and Spanish from Wake Forest University. She completed her clinical fellowship at the Emory Voice

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Joey Laus, CCC-SLP BCS-S

Joey Laus, CCC-SLP BCS-S is a Board-Certified specialist in Swallowing and Swallowing Disorders with expertise in the evaluation and treatment of voice, cough, and swallowing disorders across those with various medical etiologies. She has practiced within an interdisciplinary environment with laryngology in outpatient academic specialty practices since 2008 at the University of California San Francisco (UCSF), and recently joined Emory Voice Center in 2024 after her move home to Atlanta, Georgia.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Kelly Gates, CF-SLP

Kelly Gates, CF-SLP, originally from Buffalo, New York, holds a Master of Arts degree in Communicative Disorders and Sciences from the University at Buffalo. She is currently completing her clinical fellowship at the Emory Voice Center. Her clinical interests include treating voice, swallowing, and upper airway disorders, and she strives to advance the field and improve patient outcomes in these areas.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Day: Friday February 28

Time: 3:30 pm - 4:30 pm

Room: Classroom 243

Title: Trauma Informed Care Across the Lifespan

Abstract Trauma informed care (TIC) consists of a multi-layered process in which clinicians build relationships with their clients/patients. This is an area for growth for many practitioners, no matter what setting or population you work with. How many times have you witnessed a physician or other practitioner come into a patient's room or treatment space and not introduce themselves? Have you ever seen a colleague come in and touch a patient without establishing rapport and boundaries? Universal precautions, the triad of consent and simple ways we make our patients feel safe while respecting their boundaries provides the spark we need as clinicians to learn more.

This course will explore ways to implement these practices throughout the lifespan to best support your patients and the therapeutic alliance that is imperative for growth and success within our goals. Diving into this philosophy can seem daunting at first, but when we recognize the importance of viewing patients holistically and as humans rather than deficits, we are already engaging in trauma informed care.

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

1. Identify the components of the patient triad of consent across the lifespan.
2. Integrate at least 3 resources for universal precautions for trauma informed care across the lifespan into your practice.
3. Discuss the role of trauma informed care in speech-language hearing services across the lifespan.

Presenters Biographies and Disclosures:

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Renee Garrett MEd, CCC-SLP, CBIS

Renee Garrett is a native of Hampton Roads, VA. She graduated with her Bachelor of Science and her Master of Science in Education from Old Dominion University. She worked in inpatient rehabilitation and outpatient settings, assisted living, and acute care hospitals, serving adults across the lifespan with dysphagia and a variety of communication and cognitive disorders. Renee has a special interest in cognitive retraining post-TBI. She holds certification as a certified brain injury specialist (CBIS) from the Brain Injury Association of America and is active in educating families, friends and patients about dysphagia, communication, and cognitive disorders. She is the host of the podcast “Brainstorms: Functional Neurorehab for SLPs” and a regular presenter on SpeechTherapyPD.com and other conferences including the American Speech Language Hearing Association Convention. Renee serves as adjunct faculty for both James Madison University and Old Dominion University. She served the Speech- Language-Hearing Association of Virginia in various roles including president. She currently serves as the secretary for the Communication Disorders Foundation of Virginia. Renee received the honor of Darden Fellow from Old Dominion University’s Darden College of Education and Professional Studies in 2023. She received the honor of SHAV Fellow from the Speech-Language-Hearing Association of Virginia in 2024.

Financial Disclosures: Yes Renee Garrett is a paid employee of a private consulting firm in the Commonwealth of Virginia. As the host of Brainstorms: Functional Neurorehab for SLPs and other webinars, she receives financial reimbursement from SpeechTherapyPD.com. She is an adjunct instructor for both James Madison University and Old Dominion University.

Non-Financial Disclosures: Yes Renee Garrett is a former president of the Speech-Language-Hearing Association of Virginia. Renee Garrett also serves as the secretary for the Communication Disorders Foundation of Virginia.

Day: Saturday March 1

Time: 8:30 am - 9:30 am

Room: Classroom 240

Title: Social Determinants of Health and the Importance of Health Literacy

Abstract As clinicians in speech-language hearing sciences, we provide services to all ages, ethnicities, gender expressions/identifications, races, national origins, and disabilities. During the last decade, more awareness and emphasis has been placed on identifying and understanding health disparities. To better understand how we as clinicians can support and foster change, we need to first define health disparities using a social determinants of health (SDOH) model and identify what our active role looks like. By providing resources for further education and policy impacts, we can move towards eliminating modifiable disparities: the things we can change.

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

1. Define the difference between health disparities and healthcare disparities.
2. List three examples of health disparities using the Social Determinants of Health model.
3. Identify two modifiable factors to reshape clinician’s implicit bias related to healthcare.

Presenters Biographies and Discloses:

Renee Garrett MEd, CCC-SLP, CBIS

Renee Garrett is a native of Hampton Roads, VA. She graduated with her Bachelor of Science and her Master of Science in Education from Old Dominion University. She worked in inpatient rehabilitation and outpatient settings, assisted living, and acute care hospitals, serving adults across the lifespan with dysphagia and a variety of communication and cognitive disorders. Renee has a special interest in cognitive retraining post-TBI. She holds certification as a certified brain injury specialist (CBIS) from the Brain Injury Association of America and is active in educating families, friends and patients about dysphagia, communication, and cognitive disorders. She is the host of the podcast “Brainstorms: Functional

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Neurorehab for SLPs” and a regular presenter on SpeechTherapyPD.com and other conferences including the American Speech Language Hearing Association Convention. Renee serves as adjunct faculty for both James Madison University and Old Dominion University. She served the Speech- Language-Hearing Association of Virginia in various roles including president. She currently serves as the secretary for the Communication Disorders Foundation of Virginia. Renee received the honor of Darden Fellow from Old Dominion University’s Darden College of Education and Professional Studies in 2023. She received the honor of SHAV Fellow from the Speech-Language-Hearing Association of Virginia in 2024.

Financial Disclosures: Yes Renee Garrett is a paid employee of a private consulting firm in the Commonwealth of Virginia. As the host of Brainstorms: Functional Neurorehab for SLPs and other webinars, she receives financial reimbursement from SpeechTherapyPD.com. She is an adjunct instructor for both James Madison University and Old Dominion University.

Non-Financial Disclosures: Yes Renee Garrett is a former president of the Speech-Language-Hearing Association of Virginia. Renee Garrett also serves as the secretary for the Communication Disorders Foundation of Virginia.

Day: Saturday March 1

Time: 8:30 am - 9:30 am

Room: Classroom 190

Title: Innovative approach to caseload management: Executive Function Focus Group

Abstract Two key ingredients in successful therapeutic outcomes include adherence to therapeutic activities and consistent follow through that has potential in resulting in effective transfer and generalization of newly acquired skills beyond the therapeutic context. As the caseload size continues to plague school-based SLPs across the country, they’re in need of new ideas to manage the unmanageable to make an impactful difference. This presentation will discuss the delicate nature of the interplay between SLPs’ Executive Function around strategy recommendations and their clients’ Executive Function around motivational engagement plus strategy use that determines the pace and quality of transformative change. The presenters will share the collaborative work of the 2024-25 Executive Function Focus Group designed to empower the SLPs in Cobb County School District to help them apply the lens of Executive Function to improve workload management while promoting their clients’ self-advocacy and learning success.

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

1. Learn about the SLPs’ caseload management priorities and concerns and the pain points that impede their ability to be more effective with their most challenging encounters with clients, teachers, and families.
2. Discover how applying the lens of Executive Function through their collaborative focus group work deepens their insights and catapults therapeutic outcomes beyond clinical settings
3. Uncover tools and strategies that unlock clients’ intrinsic motivation promotes SLPs’ strategy design, and elevate one’s own Executive Function skills to adapt successfully

Presenters Biographies and Discloses:

Sucheta Kamath M.A., M.A., CCC-SLP, BC-ANDS

Sucheta Kamath, M.A., M.A., CCC-SLP, BC-ANDS is the founder and CEO of ExQ®, a TEDx speaker, and an award-winning speech-language pathologist. As an EdTech entrepreneur, Sucheta has created an innovative online digital curriculum that assesses and teaches 7-areas of Executive Function skills in children from grades 6 to 12 to help cultivate self-awareness and strategic thinking. In her weekly podcast “Full PreFrontal: Exposing the mysteries of Executive Function,” she interviews world-renowned experts across various fields including cognitive neuroscience, developmental psychology, education, contemplative science and business leadership and has produced more than 200 episodes and has an audience in more than 110 countries. Sucheta serves on many non-profit boards including the Leadership Atlanta

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and the National Multi-Faith initiative to End Mass Incarceration (EMI) and is deeply committed to racial healing and interfaith community dialogue. In addition, she co-founded the Georgia Speech-Language-Hearing Foundation (GSHFoundation) and has been instrumental in creating and leading a cost-free “Leadership through Communication” training program for Atlanta’s work-ready displaced community. Finally, Sucheta has a more than decade long meditation practice and is about to complete a Mindfulness Meditation Teacher Certification Program from the Awareness Training Institute.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: Yes Sucheta is a Founder/CEO of ExQ and benefits from its sales. She serves as a Board of Trustee member of the ASHFoundation and is the founding member and the current President of the GSHFoundation.

Dr. Michelle Clevenger Ed.D., CCC-SLP

Michelle is a veteran speech-language pathologist with 17 years of experience. She earned her bachelor’s degree at Miami University (Oxford, Ohio), master’s degree at the University of Central Florida, and doctorate degree at American College of Education. She has experience working in the public school system, pediatric outpatient clinics, skilled nursing facilities, adult outpatient facilities, home health care, and a travelling Fiberoptic Endoscopic Evaluation of Swallowing (FEES) company. She currently works for Cobb County School District as a middle school SLP where she is involved with developing and providing professional development for other CCSD SLPs.

Michelle's areas of expertise are in neurodiversity, public school speech-language pathology, curriculum and instruction from an SLP's point of view, general education speech-language inclusion, integrating social/emotional direct instruction into the general education classroom setting, and supporting collaboration of school-based SLPs with their coworkers and school administration.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Day: Saturday March 1

Time: 8:30 am - 10:30 am

Room: 280 Auditorium

Title: GSHA's Dysphagia Grand Rounds

Abstract This interactive presentation will feature a panel discussion of SLPs from around the state. The session will focus various SLPs presenting interesting cases in dysphagia management and will discuss common barriers and solutions to providing evidenced-based care for patients with dysphagia.

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

1. Summarize diagnostic methodology and treatment interventions during case studies of patients with dysphagia
2. Compare methodology and culture within SLP teams across the state who manage patient with dysphagia
3. Identify ways to collaborate for improved patient care across the state

Biographies and Discloses:

Kara Jones M.A. CCC-SLP CBIS (Moderator)

Kara Jones is an SLP who specializes in adult swallowing, communication, and cognition. She has experience in outpatient, acute care and inpatient rehabilitation settings. Kara works at Wellstar North Fulton Hospital in Roswell, GA. She is passionate about her work with patients with head and neck cancer and neurogenic communication and swallowing disorders. She received her Master’s at SUNY University at Buffalo. Kara is a past President of the Georgia

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Speech Language Hearing Association (GSHA). She has presented at various state conventions and at ASHA in 2021 and 2022. She is a winner of Dr. Robert A. Hull Leadership Award.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: Yes Kara serves at the ASHA Continuing Education Administrator for GSHA.

Taylor Evans, M.Ed, CCC-SLP

Taylor Evans is a medical Speech-Language Pathologist based in Atlanta, GA with over 9 years of clinical practice experience in the field. He is a "Double Dawg" alumnus of the University of Georgia graduating with Bachelors degrees in Linguistics and Romance Languages in 2012 and a Masters degree in Communication Sciences and Disorders in 2015. Clinical professional experiences include working in the acute care, adult and pediatric inpatient rehabilitation, skilled nursing/sub-acute rehabilitation and outpatient neuro rehabilitation settings with a focus in swallowing and swallowing disorders, tracheostomized patient care, providing instrumental swallowing examinations such as FEES and MBSSs, and advocacy and individualized care for the multilingual patient population. He currently works in the sub-acute rehab/skilled nursing setting in Atlanta, GA.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Lauren Adams M.Ed., CCC-SLP

Lauren Adams, M.Ed., CCC-SLP is a Speech-Language Pathologist, who specializes in the assessment and treatment of dysphagia and cognitive-linguistic deficits in the adult population. She received her Master's at the University of West Georgia. She works at Northside Hospital Gwinnett and Glancy Inpatient Rehabilitation Center in Duluth where she takes a special interest in tracheostomy-dependent patients. Lauren is passionate about providing evidence-based practice and individualized care for all her patients.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Folasade Falana M.S., CCC-SLP

Folasade Falana (M.S., CCC-SLP) provides specialized care to neonatal, pediatric, and adult populations, evaluating and treating complex cases in intensive care units, including NICU, MSICU, CVICU, and NSICU. As a certified lactation counselor, Folasade offers comprehensive support to neonates and breastfeeding mothers, fostering healthy feeding relationships. She regularly supervises students and mentors new graduates, and shares her expertise through guest lectures at Howard University.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Craig Clary M.S., CCC-SLP

Craig Clary (M.S., CCC-SLP) is in clinical practice at Piedmont Atlanta Hospital, where his areas of clinical specialty include voice disorders, swallowing, and the management of patients with head/neck cancer. He is an Adjunct Professor at New York University, and has served as a Clinical Supervisor for graduate students from New York Medical College, Georgia State University, and the University of Mississippi. He holds an M.S. from New York Medical College.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Jonathan Waller, MA, CCC-SLP

Jonathan Waller, MA, CCC-SLP, is a medical Speech-Language Pathologist practicing in Atlanta. He has extensive experience treating adults in the outpatient and acute care settings. He has a special interest in swallowing disorders specifically in individuals with head and neck cancer. He has guest lectured at several universities and enjoys training

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students during their medical externships. His passion for swallowing disorders led to the development of a professorial website, Dysphagia Cafe, which is a site that generates and promotes short-form original evidence-based content from global leaders in dysphagia research and practice.

Financial Disclosures: Jonathan receives a salary as the owner of Dysphagia Cafe.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Rachel Norotsky CCC-SLP

Rachel L. Norotsky, CCC-SLP holds a Master of Science degree in Speech-Language Pathology from Boston University and a Bachelor of Arts degree in Psychology and Spanish from Wake Forest University. She completed her clinical fellowship at the Emory Voice

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Kelly Gates, CF-SLP

Kelly Gates, CF-SLP, originally from Buffalo, New York, holds a Master of Arts degree in Communicative Disorders and Sciences from the University at Buffalo. She is currently completing her clinical fellowship at the Emory Voice Center. Her clinical interests include treating voice, swallowing, and upper airway disorders, and she strives to advance the field and improve patient outcomes in these areas.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Day: Saturday March 1

Time: 9:45 am - 10:45 am

Room: Classroom 240

Title: A Review of Aphasia and Case Study Series

Abstract The NIH defines aphasia as “a disorder that results from damage to portions of the brain that are responsible for language”. Additionally, the NIH provides this description, “Aphasia usually occurs suddenly, often following a stroke or head injury, but it may also develop slowly, as the result of a brain tumor or a progressive neurological disease. The disorder impairs the expression and understanding of language as well as reading and writing. Aphasia may co-occur with speech disorders, such as dysarthria or apraxia of speech, which also result from brain damage”. What is NOT aphasia? A lack of intellect or mental instability. Instead, aphasia is the ability to access ideas and thoughts through language – not the ideas and thoughts themselves- that is disrupted. By using the WHO model of International Classification of Functioning, Disability and Health (ICF), clinicians can use a biopsychosocial model of disability to develop patient driven goals. This course reviews how co-morbidities impact recovery, access to medical care and therapy in the acute phase of stroke, the importance of stroke education and both effective and ineffective therapeutic interventions. Three case studies will be discussed.

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

1. Compare and contrast characteristics of fluent and non-fluent aphasia.
2. Discuss barriers for persons with aphasia (PWA) when seeking therapy services.
3. Describe at least two strategies for clinicians to implement immediately for stroke care.

Presenters Biographies and Discloses:

Renee Garrett MEd, CCC-SLP, CBIS

Renee Garrett is a native of Hampton Roads, VA. She graduated with her Bachelor of Science and her Master of Science in Education from Old Dominion University. She worked in inpatient rehabilitation and outpatient settings, assisted living,

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and acute care hospitals, serving adults across the lifespan with dysphagia and a variety of communication and cognitive disorders. Renee has a special interest in cognitive retraining post-TBI. She holds certification as a certified brain injury specialist (CBIS) from the Brain Injury Association of America and is active in educating families, friends and patients about dysphagia, communication, and cognitive disorders. She is the host of the podcast “Brainstorms: Functional Neurorehab for SLPs” and a regular presenter on SpeechTherapyPD.com and other conferences including the American Speech Language Hearing Association Convention. Renee serves as adjunct faculty for both James Madison University and Old Dominion University. She served the Speech- Language-Hearing Association of Virginia in various roles including president. She currently serves as the secretary for the Communication Disorders Foundation of Virginia. Renee received the honor of Darden Fellow from Old Dominion University’s Darden College of Education and Professional Studies in 2023. She received the honor of SHAV Fellow from the Speech-Language-Hearing Association of Virginia in 2024.

Financial Disclosures: Yes Renee Garrett is a paid employee of a private consulting firm in the Commonwealth of Virginia. As the host of Brainstorms: Functional Neurorehab for SLPs and other webinars, she receives financial reimbursement from SpeechTherapyPD.com. She is an adjunct instructor for both James Madison University and Old Dominion University.

Non-Financial Disclosures: Yes Renee Garrett is a former president of the Speech-Language-Hearing Association of Virginia. Renee Garrett also serves as the secretary for the Communication Disorders Foundation of Virginia.

Day: Saturday March 1

Time: 9:45 am - 10:45 am

Room: Classroom 190

Title: SLPs’ Role in Promoting Georgia’s Literacy Agenda: The Science of Learning versus the Science of Reading

Abstract Reader plays a central role in making reading happen. The scientific evidence indicates that skilled readers become skilled by activating their Executive Function skills which enables them to stay highly active, strategic, and engaged while managing the process of reading as well as making meaning. By regulating focus, planning, organization, cognitive flexibility, working memory, inhibition, and social understanding, every learner successfully grows their literacy skills and connects their learning to life. This presentation will discuss five evidence-based learning HOW to learn Executive Function strategies including task analysis, error detection, self-reflection and social-emotional regulation to grow self-aware and strategic readers.

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

1. Explain the concepts of goal-directed persistence and self-regulated reading
2. Describe NINE areas of Executive Function that support children’s ability to learn how to learn as a precursor to learning to read, comprehend and write
3. Incorporate five strategies to sustained effort, improve emotional resilience, error detection, self-monitoring and strategy generation while teaching struggling readers

Presenters Biographies and Discloses:

Sucheta Kamath M.A., M.A., CCC-SLP, BC-ANDS

Sucheta Kamath, M.A., M.A., CCC-SLP, BC-ANDS is the founder and CEO of ExQ®, a TEDx speaker, and an award-winning speech-language pathologist. As an EdTech entrepreneur, Sucheta has created an innovative online digital curriculum that assesses and teaches 7-areas of Executive Function skills in children from grades 6 to 12 to help cultivate self-awareness and strategic thinking. In her weekly podcast “Full PreFrontal: Exposing the mysteries of Executive Function,” she interviews world-renowned experts across various fields including cognitive neuroscience, developmental psychology, education, contemplative science and business leadership and has produced more than 200 episodes and

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has an audience in more than 110 countries. Sucheta serves on many non-profit boards including the Leadership Atlanta and the National Multi-Faith initiative to End Mass Incarceration (EMI) and is deeply committed to racial healing and interfaith community dialogue. In addition, she co-founded the Georgia Speech-Language-Hearing Foundation (GSHFoundation) and has been instrumental in creating and leading a cost-free “Leadership through Communication” training program for Atlanta’s work-ready displaced community. Finally, Sucheta has a more than decade long meditation practice and is about to complete a Mindfulness Meditation Teacher Certification Program from the Awareness Training Institute.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: Yes Sucheta is a Founder/CEO of ExQ and benefits from its sales. She serves as a Board of Trustee member of the ASHFoundation and is the founding member and the current President of the GSHFoundation.

Day: Saturday March 1

Time: 9:45 am - 10:45 am

Room: Classroom 190

Title: Unlocking SSD Success: Sonority-Guided Target Selection

Abstract This session is intended for SLPs who are interested in tangible ways to incorporate literacy into their treatment of children with speech sound disorders (SSDs). In this seminar, we will briefly summarize shared book reading (SBR) and outline three components of print referencing: print concepts, print meaning, and letter/word knowledge. We will describe the importance of selecting books that are highly print-salient and explain features (e.g., varying fonts, speech bubbles, and environmental print) that comprise a print-salient children’s book. Strategies and lesson plans for targeting speech-sound production goals within an SBR framework will be discussed. Specifically, SBR lesson plans for older and younger children with SSD will be described.

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

1. Explain the connections between SSDs and reading challenges.
2. Describe features of a print-salient book.
3. Identify ways to target speech-sound production goals during a SBR activity.

Presenters Biographies and Discloses:

Mary Moody M.Ed., CF-SLP

Mary Allison is a Ph.D. student and Triple L Fellow in the School of Communication Science Disorders at Florida State University, studying under Dr. Kelly Farquharson's direction. Her research interests include the comorbidity of speech sound disorders (SSD) and literacy impairments, early identification and intervention procedures related to dyslexia in public schools, and an SLP’s role in school-based reading initiatives.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Day: Saturday March 1

Time: 11:15 am - 11:45 am

Room: Classroom 243

Technical-Clinical Session Title: Oral Care, from Awareness to Action: Implementing a Workable Protocol

Abstract: Thanks to years of research, students and young clinicians enter the workforce knowing about the vital importance of oral care for their patients, yet they often find themselves in a setting without an effective oral care

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program. Our aim is to provide an outline for how one large metropolitan hospital implemented a successful oral care program, and its outcome measures. Methods: An SLP-piloted team provided staff education at 3-month intervals, with compliance measurements including the Braden Scale and tracking data Results: Oral care outcomes were highest in the immediate aftermath of staff training, indicating a correlation between education and increased compliance.

Conclusions: An SLP-led multi-disciplinary team can help to ensure that an oral care program can be a sustainable, long-lasting part of a healthcare facility's patient care plan.

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

1. Describe the importance of oral care in preventing hospital-acquired pneumonia
2. Identify other healthcare professionals that can and should be included in your interdisciplinary oral care team
3. Name steps that can be taken to implement a workable oral care program in a healthcare facility

Presenters Biographies and Disclosures:

Folasade Falana M.S., CCC-SLP

Folasade Falana (M.S., CCC-SLP) provides specialized care to neonatal, pediatric, and adult populations, evaluating and treating complex cases in intensive care units, including NICU, MSICU, CVICU, and NSICU. As a certified lactation counselor, Folasade offers comprehensive support to neonates and breastfeeding mothers, fostering healthy feeding relationships. She regularly supervises students and mentors new graduates, and shares her expertise through guest lectures at Howard University.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Craig Clary M.S., CCC-SLP

Craig Clary (M.S., CCC-SLP) is in clinical practice at Piedmont Atlanta Hospital, where his areas of clinical specialty include voice disorders, swallowing, and the management of patients with head/neck cancer. He is an Adjunct Professor at New York University, and has served as a Clinical Supervisor for graduate students from New York Medical College, Georgia State University, and the University of Mississippi. He holds an M.S. from New York Medical College.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Day: Saturday March 1

Time: 11:15 am - 12:15 pm

Room: Classroom 240

Title: Student Forum

Join our Student Affairs Co-Chairs as they host a Jeopardy-style Quiz Game with giveaways and prizes. All Students are welcome!

*Not offered for ASHA CEs

Day: Saturday March 1

Time: 11:15 am - 12:15 pm

Room: Classroom 190

Title: Schools Forum

Abstract This presentation describes how school-based Speech-Language Pathologists (SLPs) are facing challenges that impact their ability to provide quality speech services to an ever growing number of diverse students. This session will

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examine the key issues affecting service delivery in the schools and solutions to these issues. Most importantly, the session will address where we go from here!

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

1. Explain current challenges facing Speech-Language Pathologists in Georgia's schools
2. Implement a variety of solutions to create more supportive environments for SLPs and improve outcomes for students.
3. Discuss the need for advocacy on the local, state, and national level.

Presenters Biographies and Disclosures:

Jodi Thomas Ed.S., CCC-SLP, Schools Committee Chair

Financial Disclosures: Yes Jodi Thomas is a salaried employee of Bulloch County Schools in Statesboro, GA.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Day: Saturday March 1

Time: 11:15 am - 12:15 pm

Room: Classroom 245

Title: Healthcare/Private Practice Forum

Abstract The intersection of healthcare and private practice presents both challenges and opportunities for speech therapists and audiologists. This forum fosters an open discussion on the barriers and successes encountered in these diverse settings while emphasizing the importance of networking, building a sense of community, and supporting one another. In healthcare, professionals navigate regulatory complexities, insurance constraints, and interdisciplinary collaboration while striving to deliver effective patient care. Private practice offers autonomy but requires skills in business management, client acquisition, and financial sustainability. By fostering connections and shared experiences, professionals can collaborate on solutions and mentorship. Exploring strategies such as telepractice, evidence-based interventions, and advocacy efforts, this forum empowers speech therapists and audiologists to overcome obstacles, enhance service delivery, and strengthen their professional networks. By sharing experiences and insights, this forum supports speech therapists and audiologists in thriving within diverse practice settings, ultimately improving patient outcomes and advancing both professions.

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

1. Identify common barriers and opportunities faced by speech therapists and audiologists in private practice and healthcare settings.
2. Discuss strategies to enhance service delivery, including telepractice, evidence-based interventions, and advocacy efforts.
3. Develop professional networks and a sense of community to support collaborative problem-solving and mutual support among colleagues.

Presenters Biographies and Disclosures:

Lorelei Benham M.Ed., CCC-SLP, HCPP Chair

Lorelei Benham, M.Ed., CCC-SLP, is a respected speech-language pathologist specializing in neurological disorders and brain injuries. A Georgia native, she earned her undergraduate degree in Communication Sciences and Disorders from the University of Georgia, followed by a master's degree in speech-language pathology from the University of West Georgia. Early in her career, she worked in Boulder, Colorado, serving pediatric clinics and elementary schools. In 2015, she returned to Georgia and joined the Shepherd Center in Atlanta, where she focused on acquired brain injuries and

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multiple sclerosis, emphasizing functional therapy and patient-centered care. Benham is also the co-owner of Atlanta Speech & Wellness, LLC, with partner Ariella Kaplan,

where they help patients improve speech, language, cognitive, and swallowing skills after a brain injury or neurological disease diagnosis. She serves as Chair of the Georgia Aphasia Project, advocating for individuals with aphasia through communication groups, educational webinars, and family training. She was a presenter at the American Congress of Rehabilitation

Medicine in 2019 and 2022, she also guest lectures for graduate speech-language pathology programs. Additionally, she volunteers with CAN DO® Multiple Sclerosis, offering education and support worldwide.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: Yes Lorelei is a member of GSHA's current executive council.

Day: Saturday March 1

Time: 11:45 am - 12:15 pm

Room: Classroom 243

Technical-Research Session Title: Tongue Strength after Stroke: A Capstone Learning Experience

Abstract The purpose of this SLPD capstone research study was to investigate the effect of the effortful swallow exercise combined with a sour bolus on lingual strength in adults with dysphagia after stroke. There is research supporting the use of these interventions separately to improve swallow physiology, but there is limited research available investigating their combined impact on lingual strength. In this case study, the primary investigator measured the participant's tongue strength using the Tonguometer device and implemented an effortful swallow protocol. The sole participant met the intervention phase criterion, but the results were not statistically significant and must be interpreted with caution. Several limitations impacted the internal validity of the study. However, the information gained from this investigation can help guide further research in the much-needed area of dysphagia management.

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

1. Summarize research regarding the effortful swallow and sour bolus interventions
2. Identify limitations to research in the clinical setting
3. Describe future directions for research in adults with dysphagia after stroke

Presenters Biographies and Discloses:

Mallory Dickey SLPD, CCC-SLP

Mallory Dickey has experience working as an SLP in acute care, outpatient rehabilitation, and skilled nursing settings in the Greater Atlanta area. She graduated with an MS in communication sciences from Armstrong State University and an SLPD from Rocky Mountain University of Health Professions. She is passionate about working with adults with dysphagia and continuing to grow as an evidence-based clinician.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Day: Saturday March 1

Time: 12:15 pm – 2:15 pm

Room: 280 Auditorium

Title: GSHFoundation Luncheon

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Day: Saturday March 1

Time: 2:15 pm - 3:15 pm

Room: Classroom 245

Title: GSHA's Leadership Mentoring Academy Panel: Experiences of Students and Mentors

Abstract GSHA's Leadership and Mentoring Academy (GLMA) launched its pilot cohort in 2023. Applicants were asked to submit a resume, two letters of recommendation, and a proposal for a service project related to the field of communication sciences and disorders. The Higher Education Committee (HEC) reviewed applications and selected participants based on an established rubric. Seven student participants, representing four different universities across the state of Georgia, were selected to form the pilot cohort. The program kicked off with a welcome session at the GSHA convention in 2023. Participants also attended monthly webinars featuring guest speakers on topics including Mental Health, Advocacy, and DEI. Additionally, participants completed service guided service projects. During this panel, GLMA participants will discuss their service projects and their overall experiences in the GLMA program. The session is expected to be interactive, with the opportunity for attendees to ask questions.

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

1. describe the GSHA Leadership and Mentoring Academy (GLMA) program and its benefit to participants.
2. explain the importance of initiatives to support students including mentorships and DEI initiatives.
3. explain the importance of book and toy drives to support children in the community.
4. explain the importance of public service campaigns to increase awareness and accessibility for people with communication differences.

Presenters Biographies and Disclosures:

Aleah Brock Ph.D, CCC-SLP

Aleah S. Brock, Ph.D, CCC-SLP is an assistant professor at the University of West Georgia. Her interests focus on language acquisition in children who are deaf or hard of hearing. She is also interested in the scholarship of teaching and learning and evidence-based education in communication sciences and disorders.

Dr. Brock has no relevant financial or nonfinancial disclosures.

Katherine Walden

Ms. Walden has no relevant financial or non-financial disclosures.

Stephanie Gilbert

Ms. Gilbert has no relevant financial or non-financial disclosures.

Joann Denemark

Ms. Denemark has no relevant financial or nonfinancial disclosures.

Ainsley Vergara

Ms. Vergara has no relevant financial or nonfinancial disclosures.

Sandie Bass-Ringdahl

Dr.Bass-Ringdahl has no relevant financial or nonfinancial disclosures.

Sarah Moore

Ms. Moore received a credit toward convention registration as a participant in the GLMA program.

Mikayla Rigsby

Ms. Rigsby received a credit toward convention registration as a participant in the GLMA program.

Kathryn Wilczynski

Ms. Wilczynski received a credit toward convention registration as a participant in the GLMA program.

Holley Kate Scramm

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Ms. Scramm received a credit toward convention registration as a participant in the GLMA program.

Chloe Sims

Ms. Sim received a credit toward convention registration as a participant in the GLMA program.

Shaniya Johnson

Ms. Johnson received a credit toward convention registration as a participant in the GLMA program.

Jacee Waters

Ms. Waters received a credit toward convention registration as a participant in the GLMA program.

Day: Saturday March 1

Time: 2:15 pm - 4:15 pm

Room: Classroom 240

Title: Supporting Caregivers and Communication Partner Training

Abstract Caregivers play a critical role in the support system for many chronically ill and acutely ill patients. Caregiving is not limited to one age, one disease process or one progressive neurological disease. Whether the concerns are for legal matters, financial matters or caregiver stress and burn out, this course identifies how those roles impact the caregiver and the patient. By identifying resources and solutions, we can provide more effective patient and family/caregiver education and support. Communication partner training (CPT) is an important component to effective treatment for disorders like aphasia, TBI and other cognitive linguistic disorders. Key components of CPT include education and awareness, practical strategies, simulations/role playing, personalized plans, and ongoing support to include emotional and social support.

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

1. Identify physical and emotional characteristics of caregiver stress.
2. Describe 3 concerning signs of caregiver burnout.
3. Describe the role of speech-language hearing professionals in providing caregiver support and resources.
4. Discuss communication partner strategies to empower caregivers to be more effective
5. Identify gaps in both interprofessional and personal relationships that could improve with communication partner training.

Presenters Biographies and Discloses:

Renee Garrett MSEd, CCC-SLP, CBIS

Renee Garrett is a native of Hampton Roads, VA. She graduated with her Bachelor of Science and her Master of Science in Education from Old Dominion University. She worked in inpatient rehabilitation and outpatient settings, assisted living, and acute care hospitals, serving adults across the lifespan with dysphagia and a variety of communication and cognitive disorders. Renee has a special interest in cognitive retraining post-TBI. She holds certification as a certified brain injury specialist (CBIS) from the Brain Injury Association of America and is active in educating families, friends and patients about dysphagia, communication, and cognitive disorders. She is the host of the podcast "Brainstorms: Functional Neurorehab for SLPs" and a regular presenter on SpeechTherapyPD.com and other conferences including the American Speech Language Hearing Association Convention. Renee serves as adjunct faculty for both James Madison University and Old Dominion University. She served the Speech- Language-Hearing Association of Virginia in various roles including president. She currently serves as the secretary for the Communication Disorders Foundation of Virginia. Renee received the honor of Darden Fellow from Old Dominion University's Darden College of Education and Professional Studies in 2023. She received the honor of SHAV Fellow from the Speech-Language-Hearing Association of Virginia in 2024.

Financial Disclosures: Yes Renee Garrett is a paid employee of a private consulting firm in the Commonwealth of Virginia. As the host of Brainstorms: Functional Neurorehab for SLPs and other webinars, she receives financial reimbursement

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from SpeechTherapyPD.com. She is an adjunct instructor for both James Madison University and Old Dominion University.

Non-Financial Disclosures: Yes Renee Garrett is a former president of the Speech-Language-Hearing Association of Virginia. Renee Garrett also serves as the secretary for the Communication Disorders Foundation of Virginia.

Day: Saturday March 1

Time: 2:15 pm - 3:15 pm

Room: Classroom 243

Title: Surprise! It's Dysphagia.

Abstract This presentation will focus on discussing "uncommon" causes that result in oropharyngeal dysphagia symptoms in the acute care setting. We will explore some diagnosis that may surprise you but better equip in your own practice as an SLP.

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

1. Identify some uncommon relationships to oropharyngeal dysphagia.
2. Summarize and analyze various etiologies of dysphagia.
3. Discuss assessment and treatment plans for "uncommon" symptoms of dysphagia.

Presenters Biographies and Discloses:

Lana Snyder CCC-SLP

Lana Snyder M.Ed., CCC-SLP is a Speech language pathologist practicing in the acute care setting where she is the clinical coordinator for inpatient, outpatient, and an inpatient rehab center. She specializes in speech, language and swallowing disorders in hospital-based patients ranging from the NICU to specialized ICU units. Lana serves as a pivotal team member on disease specific boards. With over thirty years of experience in the field, Lana has established a comprehensive medical CF program and takes great pride in cultivating the next generation of SLPs.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Lauren Adams M.Ed., CCC-SLP

Lauren Adams, M.Ed., CCC-SLP is a Speech-Language Pathologist, who specializes in the assessment and treatment of dysphagia and cognitive-linguistic deficits in the adult population. She received her Master's at the University of West Georgia. She works at Northside Hospital Gwinnett and Glancy Inpatient Rehabilitation Center in Duluth where she takes a special interest in tracheostomy-dependent patients. Lauren is passionate about providing evidence-based practice and individualized care for all her patients.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Day: Saturday March 1

Time: 2:15 pm - 4:15 pm

Room: Classroom 190

Title: Evidence-based CARE as an Alternative Framework for School District Guidelines for Stuttering

Abstract Over the course of the life of individuals who stutter, the experiences they have within the school setting are often reported to be the most impactful, with the negative psychosocial consequences markedly increasing during this time. The present seminar proposes a paradigm shift to the standard school district guidelines to guidelines that are

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strengths-based, and non-ableist in nature – shift that would transform the school environment from a potential place of pain to one of maximum progress.

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

1. Define ableism and the related impact on quality of life for individuals who stutter.
2. Describe the current guidelines employed by the majority of school districts and how they differ from the alternative guidelines proposed.
3. Describe the application of the CARE (Communication; Advocacy; Resiliency; Education) framework to assessment and eligibility for services within the school setting.
4. Describe the application of the CARE framework to discharge from services within the school setting.
5. Describe the application of the CARE framework to treatment planning within the school setting.
6. Describe the application of the

Presenters Biographies and Disclosures:

Courtney Byrd PhD CCC-SLP

Courtney Byrd is Professor, Associate Chair, and Graduate Advisor at The University of Texas at Austin. She also serves as Founding and Executive Director of the Arthur M. Blank Center for Stuttering Education and Research. Dr. Byrd has 100+ publications and has dedicated her life's work to developing a distinct, non-ableist approach to the assessment and treatment of stuttering that is presently provided in 30+ countries.

Financial Disclosures: Yes Salaried employee of UT-Austin.

Non-Financial Disclosures: Yes Founding and Executive Director, Blank Center for Stuttering Education and Research President, World Stuttering and Cluttering Organization

Danielle Werle PhD CCC-SLP

Danielle Werle, PhD, CCC-SLP is the Associate Director of Educational and Professional at the Arthur M. Blank Center for Stuttering Education and Research - Atlanta Satellite through The University of Texas at Austin. Her research program investigates evidence-based practices for children and adults who stutter, and mitigation of stereotype threat. She is also dedicated to enhancing clinical training in stuttering for undergraduate and graduate students, as well as speech-language pathologists.

Financial Disclosures: Yes Salaried employee of UT-Austin

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Kia Johnson PhD, CCC-SLP

Kia Noelle Johnson, Ph.D., CCC-SLP is the Director of the Arthur M. Blank Center for Stuttering Education and Research-Atlanta Satellite through The University of Texas at Austin. She specializes in developmental stuttering with a focus on culturally diverse populations. She is also a growing leader in the area of diversity, equity, and inclusion in clinical and professional settings.

Financial Disclosures: Yes Salaried employee of UT-Austin.

Non-Financial Disclosures: Yes Member, ASHA Board of Ethics Member, Professional Education Board, Immediate Past Chair, National Black Association for Speech, Language and Hearing Member, NIH-NIDCD Advisory Council

Day: Saturday March 1

Time: 3:30 pm - 4:30 pm

Room: Classroom 243

Title: Experiencing Aphasia: The Journey from Silence to Empowerment

Friday February 28th – Saturday March 1st, 2025 Mercer University, Atlanta, Georgia

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Abstract This presentation explores the comprehensive and transformative journey of a young adult diagnosed with aphasia following a brain injury and multiple strokes. The audience will gain insights into the crucial role of speech-language pathologists in diagnosing, treating, and supporting individuals with aphasia. The focus will be on strategies for personalized treatment using the Life Participation Approach to Aphasia (LPAA). The course begins with an overview of the patient's initial evaluation, detailing the severity of expressive and receptive language deficits and the assessment tools used. The discussion then shifts to detailing treatment goals designed to rehabilitate communication skills, incorporating both established and novel therapeutic approaches. The young adult will share his experience and the motivation behind creating a book to support individuals with aphasia and their care partners.

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

1. Define the Life Participation Approach for Aphasia and describe its implementation into treatment in order to provide functional treatment to meet the needs of the person with aphasia
2. Apply various treatment methods for targeting patient centered goals for the individual with aphasia
3. Explain at least three ways in which SLPs can work collaboratively with a person with aphasia to meet person centered goals

Presenters Biographies and Disclosures:

Alexandra Arvesen M.S. CCC-SLP

Alexandra Arvesen is a speech-language pathologist who brings over 10 years of experience treating adults with neurological disorders. She currently works on a multi-disciplinary team within the community re-entry program in the outpatient neurological rehabilitation department at Kennestone Hospital. Alexandra has a passion for treating adults with aphasia and cognitive-linguistic disorders, working collaboratively with the patient to reintegrate them back into their community, avocational and vocational roles.

Financial Disclosures: Yes Employed by Wellstar Health System

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Ali Mehreganfar

Ali Mehreganfar is a young adult who is a stroke survivor and strong advocate for the awareness of aphasia and strokes. Following his strokes, he was non-verbal and relied on a wheelchair to get around but he has proven that with strong willpower, dedication, and an unwavering support system, there is no limit to achieving his goals. Ali has co-authored a book with his brother called "Stroke 101: A Comprehensive Guide to Recovery and Empowerment", which is a wealth of information to help those on their own recovery journey.

Financial Disclosures: Yes Author of "Stroke 101: A Comprehensive Guide to Recovery and Empowerment"

Non-Financial Disclosures: I have no relevant non-financial disclosures.

Day: Saturday March 1

Time: 3:30 pm - 4:30 pm

Room: Classroom 245

Title: Connecting SEL Strategies to Successful Literacy Acquisition Practices

Abstract This presentation consists of a growth-mindset theme approach focusing on social-emotional learning (SEL) strategies incorporating storybook literacy-building practices. SEL strategies will help learners develop cognitive awareness that will shape their ability to manage emotions and behaviors and set and achieve positive goals relevant to learning. The instructional session will illustrate a complete participant-interactive literacy lesson, including instructional learning modalities, including storytime, vocabulary building/comprehension/critical thinking building, and personal development activities. Learners will utilize language acquisition skills to communicate their ideas about the story theme.

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This session will allow English language learners to construct pathways to empower themselves through SEL practices to foster behaviors that will lend to successful language learning and affirmation for future success in navigating their new world.

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

1. Learners will display multiple ranges of communication and social skills to interact effectively with others.
 2. Through vocabulary and comprehension skills, learners will improve their knowledge of Self-Awareness, Social Awareness, Self-Management, Relationship Skills, and Responsible decision-making.
 3. Display self-expression skills and relay their thoughts and ideas as they demonstrate the relative feelings of others.
- Complete an exit ticket to explain their thoughts and ideas about SEL strategies relevant to literacy practices by relating presentation examples.

Presenters Biographies and Discloses:

Joanne Telcide-Bryant Educational Specialist, Ed.S.

Joanne Telcide-Bryant is a first-generation Haitian-American, a mother, a multi-award-winning published children's book author, an educational consultant, and a presenter. She completed her Education Specialist degree in Teaching and Learning with a focus on special education from Liberty University in Lynchburg, Virginia. Ms. Telcide-Bryant is a veteran educator of 23 years within the public school sector. As a speaker of Haitian Creole, she promotes cultural sensitivity and provides optimal awareness of cultural diversity.

Financial Disclosures: I have no relevant financial disclosures.

Non-Financial Disclosures: I have no relevant non-financial disclosures.