

| Day | Time | 280 Auditorium | Classroom 190 | Classroom 240 | Classroom 243 | Classroom 245 | ACC 101 - Exhibit Hall | 200 Atrium Registration | |
|-------|--|--|--|--|--|---|---|---|--|
| FRI | 7:30 | | | | | | Exhibit Hall Set Up/ Vist w/ Exhibitors | Registration Open | |
| | 7:45 | | | | | | | | |
| | 8:00 | Posters | | | | | | Exhibit Hall Set Up/ Vist w/ Exhibitors | |
| | 8:15 | | | | | | | | |
| | 8:30 | | | | | | | | |
| | 8:45 | | | | | | | | |
| | 9:00 | | | | | | Asperger Syndrome/High Functioning Autism and Violence: Is There a Link? - Kowalski | | Neurodiversity-Affirming Practice in Speech-Language Pathology: An Introduction - Marshall |
| | 9:15 | | | | | | | | |
| | 9:30 | | | | | | | | |
| | 9:45 | | | | | | | | |
| | 10:00 | | | | | | Break - Visit w/ Exhibitors | | |
| | 10:15 | | | | | | | | |
| | 10:30 | Incorporating the Principles of Counseling Into Your Practice - Kowalski | Story Emotion Social Therapy: Interdisciplinary SLP Mental Health Social Communication - Lieberman | Stimulating Effortful Swallows: The Science of NMES and Perturbation (Part 2) - Campbell | Accessible Patient Education: Bridging Technology, Evidence, and Cultural Competence - Gary | | Exhibit Hall Set Up/ Vist w/ Exhibitors | | |
| | 10:45 | | | | | | | | |
| | 11:00 | | | | | | | | |
| | 11:15 | | | | | | | | |
| | 11:30 | | | | | | | Break - Visit w/ Exhibitors | |
| | 11:45 | Advocating for Yourself and Your Profession - Molt | | | | | | Exhibit Hall Set Up/ Vist w/ Exhibitors | |
| | 12:00 | | | | | | | | |
| | 12:15 | | | | | | | | |
| | 12:30 | | | | | | | | |
| | 12:45 | | | | | | | | |
| | 13:00 | Lunch - Business Meeting & Awards (All are welcome!) | | | | | Exhibit Hall Set Up/ Vist w/ Exhibitors | | |
| | 13:15 | | | | | | | | |
| | 13:30 | | | | | | | | |
| | 13:45 | | | | | | | | |
| | 14:00 | | | | | | | | |
| | 14:15 | | | | | | | Break - Visit w/ Exhibitors | |
| 14:30 | Evidence Based Evaluation and Treatment for Voice and Aerodigestive Disorders - Sundholm et al | Supporting Sensory Needs in Speech Therapy - Abercrombie | Assessment and Treatment in Cross-Culturism - Lamb | | Speech Language Pathology and Psychiatric Diagnoses: Our Roles and Responsibilities - Kowalski | Exhibit Hall Set Up/ Vist w/ Exhibitors | | | |
| 14:45 | | | | | | | | | |
| 15:00 | | | | | | | | | |
| 15:15 | | | | | | | | | |
| 15:30 | | | | | | | | | |
| 15:45 | | | | Trauma Informed Care Across the Lifespan - Garrett | | | | | |
| 16:00 | | | | | | | | | |
| 16:15 | | | | | | | | | |
| 16:30 | | | | | | | | | |

Key: Medical-based School based other empty invited speaker

Earn up to .60 CEUs/6 PDH Friday
 Earn up to 1.1 CEUs/11 PDH Total

Saturday March 1

| Day | Time | 280 Auditorium | Classroom 190 | Classroom 240 | Classroom 243 | Classroom 245 | 101 Exhibit Hall | 200 - Registration | |
|-------|--|---|---|---|--|---|---------------------|-----------------------------|--|
| SAT | 7:30 | | | | | | | | |
| | 7:45 | | | | | | | | |
| | 8:00 | | | | | | Visit w/ Exhibitors | Registration Open | |
| | 8:15 | | | | | | | | |
| | 8:30 | GSHA's Dysphagia Grand Rounds (Panel) | Innovative approach to caseload management: Executive Function Focus Group - Kamath & Clevenger | Social Determinants of Health and the Importance of Health Literacy - Garrett | | | | | |
| | 8:45 | | | | | | | | |
| | 9:00 | | | | | | | | |
| | 9:15 | | | | | | | | |
| | 9:30 | | | | | | | Break - Visit w/ Exhibitors | |
| | 9:45 | | | | | | | | |
| | 10:00 | SLPs' Role in Promoting Georgia's Literacy Agenda: The Science of Learning versus the Science of Reading - Kamath | A Review of Aphasia and Case Study Series - Garrett | | | Unlocking SSD Success: Sonority-Guided Target Selection - Moody | | | |
| | 10:15 | | | | | | | | |
| | 10:30 | | | | | | | | |
| | 10:45 | | | | | | | Break - Visit w/ Exhibitors | |
| | 11:00 | | | | | | | | |
| | 11:15 | Schools Forum | Student Forum | | Technical-Clinical: Oral Care, from Awareness to Action: Implementing a Workable Protocol - Falana et al | Healthcare/Private Practice Forum | | | |
| | 11:30 | | | | | | | | |
| | 11:45 | | | | | | | | |
| | 12:00 | Foundation Luncheon (All are welcome!) | | | | | | | |
| | 12:15 | | | | | | | | |
| | 12:30 | | | | | | | | |
| | 12:45 | | | | | | | | |
| | 13:00 | | | | | | | | |
| | 13:15 | | | | | | | | |
| 13:30 | | | | | | | | | |
| 13:45 | | | | | | | | | |
| 14:00 | | | | | | | | | |
| 14:15 | Evidence-based CARE as an Alternative Framework for School District Guidelines for Stuttering - Byrd et al | Supporting Caregivers and Communication Partner Training - Garrett | | Surprise! It's Dysphagia - Synder et al | GSHA's Leadership Mentoring Academy Panel: Experiences of Students and Mentors - Brock et al | | Exhibitor Tear Down | | |
| 14:30 | | | | | | | | | |
| 14:45 | | | | | | | | | |
| 15:00 | | | | Experiencing Aphasia: The Journey from Silence to Empowerment - Arvesen et al | | Connecting SEL Strategies to Successful Literacy Acquisition Practices - Telcide-Bryant | | | |
| 15:15 | | | | | | | | | |
| 15:30 | | | | | | | | | |
| 15:45 | | | | | | | | | |
| 16:00 | | | | | | | | | |
| 16:15 | | | | | | | | | |
| 16:30 | | | | | | | | | |

Key: Medical-based School based other empty invited speaker

Earn up to .50 CEUs/5 PDH Saturday

Earn up to 1.1 CEUS/ 11 PDH Total