

Friday March 4, 7:00-8:00  
Registration Opens

**Friday March 4, 8:00-10:00**

Title: COPD, FEES, And LPRD: Throat Burn (1 of 3)

Author: Eric Blicher CCC-SLP.D BCS-S

Instructional level: Intermediate

Time: 5 hours

Abstract: The course was devised to explain the methodologies used in the endoscopic management of Chronic Obstructive Pulmonary Disease (COPD) patients with Laryngopharyngeal Reflux Disease (LPRD). The course provided instruction on the implementation of Flexible Endoscopic Evaluation of Swallowing (FEES) for diagnostic and therapeutic purposes when treating COPD patients with LPRD.

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

1. list at least four potential areas of surface anatomy change in the laryngopharynx secondary to LPRD.
2. list at least 3 clinical rating scales used in the management of LPRD.
3. define COPD.

Biography: Eric Blicher CCC-SLP.D BCS-S has Board Certification in Swallowing Disorders and a Clinical Doctorate Degree both attained in 2008. He was trained in FEES/FEESST at Columbia University in 2000. Dr. Blicher currently treats adult-geriatric dysphagia patients, works as an adjunct professor, and trains SLP in FEES through his own continuing education company.

Disclosures:

Financial: Eric Blicher CCC-SLP.D BCS-S was paid an honorarium for this presentation.

Non-financial: Eric Blicher CCC-SLP.D BCS-S has no known non-financial relationships.

Friday March 4, 8:00 – 10:00

Title: A Continuum of Service Delivery: Considering LRE and Curriculum to Support Students

Author: Lyndsey Zurawski, SLP.D, CCC-SLP

Instructional Level: Intermediate

Time: 2 hours

Abstract: Speech Language Pathologists play a critical role in supporting rigorous classroom instruction for students with communication disorders. Consider a continuum of service delivery models to meet the needs of students including the Least Restrictive Environment (LRE) and the curricular-demands of the classroom. This session will discuss a variety of service delivery with a focus on collaborative models in order to support language and literacy skills.

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

1. Identify a variety of service delivery models to support students with communication needs.
2. Identify strategies that will engage collaborative efforts between SLPs and school staff to support students with communication disorders.
3. Develop a plan to support students in the Least Restrictive Environment to support therapeutic practices.

Biography: Dr. Zurawski currently is employed by The School District of Palm Beach County as an SLP providing inclusive services to pre-k thru high school students, along with supervising, and working as a district diagnostician. Dr. Zurawski's focus is on providing collaborative-based

inclusive services, literacy-based (curriculum-based) therapy, advocacy for students in alternative education, and reading disorders for students with speech and language disorders. Dr. Zurawski received the Rhonda Work School Clinician of the Year award in 2016 from FLASHA. She is a Past President of the Florida Association of Speech-Language Pathologists and Audiologists.

Disclosures:

Financial: Dr. Zurawski is an employee of The School District of Palm Beach County, a relationship with Reading with TLC/Lively Letters from which she receives consulting and speaking fees. She has ownership and intellectual property rights with the Inclusion Mentoring and Training Program (IMAT), Speech to the Core/Teachers Pay Teachers and Speech to the Core/ Lyndsey Zurawski, from which she receives financial compensation. Dr. Zurawski received complimentary registration and hotel.

Non-financial: Dr. Zurawski is a Past-President of the Florida Association of Speech-Language Pathologists and Audiologists (FLASHA) and the current President-Elect of CSAP. She has authored several SIG 16 Perspectives Article relating to the topics of service delivery in the schools and the use of Growth Mindset.

Friday March 4, 8:00 – 10:00

Title: Harmonizing in the Fluoroscopy Suite: A survey on practice preferences between radiologists and SLPs

Authors: Lauren Kathleen Hermann M.S. CCC-SLP & Maggie Donaker M.S. CCC-SLP

Instructional level: Introductory

Time: 2 hours

Abstract: The purpose of this presentation is to introduce existing standard protocols for bedside swallow evaluations and modified barium swallow studies and investigate the common barriers between radiologists and SLPs in the fluoroscopy suite. The speakers will introduce their unpublished survey research findings that allow us to get a deeper look into specific disagreements in practice preference during the MBS. This session will increase the participant's awareness of standardized protocols used for BSE and VFSS, the challenges SLPs and radiologists face interprofessional, and steps SLPs can take today to eliminate these barriers.

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

1. Understand the steps of dysphagia assessment from bedside to fluoroscopy suite
2. Identify current standardized methods used with modified barium swallow studies
3. Understand the five common barriers between radiologists and SLPs
4. Describe the future directions of VFSS and interdisciplinary relationships between the radiologist and SLP

Biography:

Lauren Hermann had 8 years of experience as an SLP in the medical setting and is passionate about helping other SLPs and healthcare providers market their skills and services to others. She is the author of the book titled "But My Speech Is Fine!" and completed survey research with her team investigating the MBS practice patterns and preferences between SLPs and radiologists. She is currently helping other SLPs and healthcare business owners market and advocate for their services to help create a larger impact on the overall health of our communities.

Ms. Donaker a Medical SLP practicing since 2011. BS Ohio University Athens, Ohio and MS at Bowling Green State University Ohio. Licensed in Florida & Ohio. 6-time ASHA ACE award recipient, one of several SLPs to be accepted as a member of the Radiologic Society of North

America (RSNA), member of American Society of Radiologic Technologist (ASRT), and SIG 13 member. Director of Operations for Dysphagia Outreach Project. Facilitator of Dysphagia Digest of Florida

Financial: Maggie Donaker has no relevant financial disclosures

Non-financial: Maggie Donaker is a Member of the Radiologic Society of North America

Financial: Lauren Hermann has no relevant financial disclosures

Non-financial: Lauren Hermann is a member of the Radiologic Society of North America.

Friday March 4, 8:00 – 10:00

Title: Behavior is Communication: Enhancing SLP-BCBA Collaboration

Author: Brittany Ruth Schmidt CCC-SLP, BCBA

Instructional Level: Intermediate

Time: 2 hours

Abstract:

As an SLP-BCBA, I have collaborated with many professionals in both fields. Too often, with emerging communicators, the only skill targeted is the accuracy of vocal imitation, leading to slow or scattered progress. Emphasis on speech alone, without considering what the behavior of the learner is communicating, can also lead to a breakdown in the clinical partnership between the SLP and the BCBA. This presentation will detail other skill areas important to becoming an effective communicator, and actionable treatment strategies to target those areas.

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

1. Describe prelinguistic skill areas that contribute to becoming an effective communicator
2. Describe treatment strategies to promote prelinguistic skill development
3. Describe outcome and strategies to promote effective collaboration

Biography: Brittany Schmidt began her career working with autistic individuals who were deemed "too challenging" by SLPs in the area. Inspired by the work of behavior analysts who saw "challenging" behavior as communication, she went on to become one of 400 dually certified SLP-BCBAs in the world. Brittany earned her masters in Communication Sciences & Disorders from the University of Florida, and her masters in Exceptional Student Education from the University of West Florida. She is committed to presuming the potential of every learner and promoting collaborative care.

Disclosures:

Financial: Director of Speech-Language Pathology for BASS Autism

Non-financial: Guest Lecturer for University of Florida Member of FLASHA, ASHA, SPABA, FABA

Friday March 4, 8:00 – 10:00

Title: Developing a Leadership Toolkit for Expanding Responsibilities

Author: Pat Chute Ed.D. CCC-A & MaryEllen Nevins Ed.D.

Instructional level: Introductory Intermediate

Time: 2 hours

Abstract: Mid-career speech and hearing professionals in both medical and educational workplaces bring specialized knowledge and skills as a result of their advanced academic preparation. However, skills in leadership and effective communication are not necessarily in their wheelhouse and are foundational for personal growth and advancement. This presentation provides a broad overview of the tenets of leadership and communication styles that are

necessary for leading the diverse workforce of today. It curates proven leadership and communication concepts from business to meet the unique needs of educational and health professionals especially those credentialed in speech and hearing. This intermediate level session addresses authentic leadership and communicative excellence and opens the door to further exploration and actionable steps.

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

1. Identify personal strengths and professional goals to drive authentic leadership and commit to reflection and self-care
2. Compare and contrast communication challenges in interdisciplinary and cross disciplinary conversations
3. Articulate a personal goal that identifies action for continued learning and expansion of leadership skills

Biography: Dr. Pat Chute is a licensed and certified audiologist and is the former Provost and VP of Academic Affairs at Dalton State College. Her career includes significant work in the field of cochlear implantation and education. She has presented in venues internationally as well as nationally and has published three books with her colleague Dr. Mary Ellen Nevins. Her latest collaboration with Dr. Nevins, the Propelling Careers Leadership Academy (PCLA) has provided a platform that offers leaders opportunities to explore their personal goals.

Mary Ellen Nevins EdD is a teacher of children who are D/HH. In her 40-year career, she was university faculty in education, educational consultant on an implant team, and led the design/presentation of national professional education programs. Her final position at University of Arkansas for Medical Sciences resulted in development of an Auditory Based Intervention certificate for SLPs/AuDs; she also served as Interim Department Chair. Her venture with Pat Chute, advances a passion for assisting the career journey of today's educators and health professionals.

Disclosures:

Financial: Dr. Pat Chute is a licensed and certified audiologist in Georgia. She is the founding partner of Chute & Nevins Consulting, LLC. This entity provides coursework for health and educational professionals through a tuition-based online synchronous program. For details see [www.propellingcareers.org](http://www.propellingcareers.org)

Non-financial: Dr. Pat Chute has no non-financial disclosures.

Financial: Mary Ellen Nevins EdD is a certified teacher of children who are deaf and hard of hearing. She is the managing partner of Chute & Nevins Consulting, LLC. This entity provides coursework for health and educational professionals through a tuition-based online synchronous program. For details see [www.propellingcareers.org](http://www.propellingcareers.org)

Non-financial: Mary Ellen Nevins EdD has no non-financial disclosures.

Friday March 4, 10:00 – 10:30

Morning Refreshment Break with Exhibitors

Friday March 4, 10:30 - 11:30

Title: COPD, FEES, And LPRD: Throat Burn (2 of 3)

Author: Eric Blicher CCC-SLP.D BCS-S

Instructional level: Intermediate

Time: 5 hours

Abstract: The course was devised to explain the methodologies used in the endoscopic management of Chronic Obstructive Pulmonary Disease (COPD) patients with Laryngopharyngeal Reflux Disease (LPRD). The course provided instruction on the implementation of Flexible Endoscopic Evaluation of Swallowing (FEES) for diagnostic and therapeutic purposes when treating COPD patients with LPRD.

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

1. list at least four potential areas of surface anatomy change in the laryngopharynx secondary to LPRD.
2. list at least 3 clinical rating scales used in the management of LPRD.
3. define COPD.

Biography: Eric Blicher CCC-SLP.D BCS-S has Board Certification in Swallowing Disorders and a Clinical Doctorate Degree both attained in 2008. He was trained in FEES/FEESST at Columbia University in 2000. Dr. Blicher currently treats adult-geriatric dysphagia patients, works as an adjunct professor, and trains SLP in FEES through his own continuing education company.

Disclosures:

Financial: Eric Blicher CCC-SLP.D BCS-S was paid an honorarium for this presentation.

Non-financial: Eric Blicher CCC-SLP.D BCS-S has no known non-financial relationships

Friday March 4, 10:30 - 11:30

Title: Esophageal Web - Small Membrane, Big Impact

Author: Sarah Kay Smith MCD, CCC-SLP

Instructional level: Introductory

Time: 1 hours

Abstract: Esophageal webs are common in patients and can cause a variety of symptoms and complaints. As speech pathologists, we are often the first medical professionals who screen for or identify patients who may be experiencing symptoms from esophageal webs. This gives us as clinicians a unique opportunity to provide early intervention and collaboration with other healthcare professionals to adequately address patient needs.

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

1. Describe typical esophageal anatomy and physiology.
2. Describe esophageal web anatomy.
3. Name at least one effective treatment for esophageal webs.
4. Name two clinical symptoms of esophageal webs.

Biography: Sarah Smith completed her bachelor degree at Cleveland State University before finishing her Master of Communication Disorders at University of South Carolina in 2017.

Choosing to remain in the south, Sarah has found that Georgia offers young speech pathologists unique career opportunities. Sarah currently works at the Georgia Cancer Center, located at Augusta University Medical Center (formerly known as Medical College of Georgia) specializing in head and neck cancer rehabilitation.

Disclosures:

Financial: Sarah Smith has no financial disclosures.

Non-financial: Sarah Smith has no non-financial disclosures.

Friday March 4, 10:30 - 11:30

Title: Novel Method for Measuring the Kinematic Effects of Neuromuscular Electrical Stimulation in Swallowing Therapy

Authors: Rick McAdoo M.S. CCC-SLP & Russ Campbell, PT

Instructional Level: Intermediate

Time: 1 hour

Abstract:

In this seminar, the aim is to demonstrate how frequently used clinical results in standard dysphagia care (standardized rating scales and diet upgrades) can be enhanced through quantified kinematic changes in standard clinical practice. A case study will be presented, including a past medical history, results of the initial Video Fluoroscopic Swallow Study (VFSS), the therapy plan, and the clinical outcomes gathered from the follow-up VFSS, which will include pre and post measurements of the kinematic changes, measured using the TIMS DICOMS Review Software (TDRS).

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

1. Describe the anatomy of the hyolaryngeal elevators and their importance in airway protection
2. Identify the movement of the hyoid bone in 30 frames per second videofluoroscopic movie clips
3. Relate and compare results in standardized swallowing scales (FOIS, Rosenbek Penetration/Aspiration Scale (PAS) to kinematic changes in swallowing function.

Biography: Rick McAdoo, M.S., CCC-SLP, received his BS in Speech-Language Pathology in 1989 and Master of Science in Speech-Language Pathology in 1990 from Texas Christian University. Following an externship at the VA Hospital in Dallas, Texas, he has worked primarily with the adult neurogenic population with a specialized emphasis in dysphagia. Utilizing a research approach, Rick has worked extensively in implementing dysphagia therapy techniques using neuromuscular electrical stimulation and posture as a primary focus.

Russ Campbell, PT, is an award-winning therapist and received his degree from Northwestern University in 1989. Over his 30 years of clinical practice he has provided care in acute care hospitals, inpatient rehab units, skilled nursing facilities, outpatient clinics and home health arenas. Russ specializes in using modalities in conjunction with a holistic approach to foster faster outcomes to maximize the quality of life of the elderly patient. He has provided over 500 continuing education trainings to physical, occupational and speech therapists across the country.

Disclosures:

Financial: Russ has intellectual property rights, holds a patent on Ampcare ESP Technology and receives compensation for its sale. He is employed by and has ownership interests in Ampcare, LLC, and receives a salary.

Non-financial: He has no relevant non-financial relationships to disclose.

Financial: Rick has intellectual property rights, holds a patent on Ampcare ESP Technology and receives compensation for its sale. He is employed by and has ownership interests in Ampcare, LLC, and receives a salary.

Non-financial: He has no relevant non-financial relationships to disclose.

Friday March 4, 10:30 - 11:30

Title: Professors' perceptions and evaluations of students who do and do not stutter following oral presentations

Author: Danielle Werle PhD, CCC-SLP & Courtney Byrd PhD, CCC-SLP

Instructional level: Intermediate

Time: 1 hour

**Abstract:** This study examined the perceptual ratings and performance evaluations of students who do and do not stutter by professors who require presentations and the influence of behaviors related to communication competence. One hundred fifty-eight college instructors viewed one video of four randomized conditions varying along the presence of stuttering and high/low communication competence. Participants evaluated performance and rated the student along 16 personality traits. Results revealed significant interactions between stuttering and communication competence. The video in which the student stuttered and presented with low communication competence was rated more positively than the non-stuttering counterpart video. In the presence of low communication competence behaviors, professors over-correct in the form of positive feedback bias which may have negative long-term academic consequences.

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

1. Describe the negative stuttering stereotype and its origin
2. Identify patterns of over-corrective positive bias towards students who
3. Discuss strategies for mitigation of positive feedback bias for students who stutter

**Biography:** Danielle Werle, PhD, CCC-SLP is an Assistant Director of Clinical Research at the Arthur M. Blank Center for Stuttering Education and Research. Her research program investigates the cognitive and linguistic contributions to developmental fluency disorders, effective communication, and the mitigation of stereotype threat for individuals who stutter. Specific research interests include how strategies for effective communication interact with how listeners perceive, evaluate, and respond to individuals who stutter.

Courtney T. Byrd is Founding Director of the Michael and Tami Lang Stuttering Institute and Professor, Associate Chair, and Graduate Advisor in Department of Communication Sciences and Disorders at The University of Texas at Austin. She is Vice President for Continuing Education of The Stuttering Foundation. She received her bachelor's degree from Louisiana State University-Shreveport, her master's degree from Texas Christian University and her Ph.D. from Vanderbilt University.

**Disclosures:**

**Financial:** Danielle Werle has no financial disclosures.

**Non-financial:** Danielle Werle has no non-financial disclosures.

**Financial:** Courtney Byrd has no financial disclosures.

**Non-Financial:** Courtney Byrd is the Founding and Executive Director of the Arthur M. Blank Center for Stuttering Education and Research, the Michael and Tami Lang Stuttering Institute, the Dr. Jennifer and Emanuel Bodner Developmental Stuttering Laboratory, and the Dealey Family Foundation Stuttering Clinic.

Friday March 4, 10:30 - 11:30

**Title:** Cultural Connections: Thriving Through Diversity in Speech Therapy

**Author:** Dominique Kennedy, MS, CCC-SLP

**Instructional level:** Intermediate

**Time:** 1 hours

**Abstract:** Communication is the cornerstone of strong relationships. This process of expression, relaying information, sharing thoughts, ideas and perspectives, occurs by way of verbal and nonverbal exchange and is often deeply influenced by culture. The methods of communication that are chosen and applied, function as a means to capture and reflect the culture and lived experiences of the communicator on a personal and relational level. It is at this level that

communication partners can seek to openly encounter one another. A thorough understanding of cultural considerations helps to support the clinician's ability to be effective in a chosen setting. Learning Objectives: As a result of this course, participants will be able to:

1. Demonstrate the ability to evaluate strategies and methods utilized during a conversation, within personal relationships and professional settings.
2. Demonstrate the ability to integrate and apply appropriate information from targeted sources to increase knowledge concerning cultural considerations.
3. Demonstrate a working understanding of session content that can be applied to fortify confidence toward a more effective communicative exchange with culturally and linguistically diverse communities.

Biography: Dominique Kennedy is an experienced and licensed Speech-Language Pathologist. She is also the author of several publications. Through her private practice, she serves children and adults. She is a certified member of ASHA and has held memberships with Special Interest Groups (SIGs) Fluency & Fluency Disorders and Augmentative & Alternative Communication. She has developed educational programs, professional development courses, and workshops. She lives in south metro Atlanta with her husband and their two daughters. She enjoys fine arts, music, and culture.

Disclosures:

Financial: Dominique Kennedy is an author for Yves Publishing, LLC and receives royalty payments (for publications purchased).

Non-financial: No non-financial disclosures.

Friday March 4, 11:30 – 13:00

Exhibit Hall Open, Lunch on your own

Friday March 4, 13:00 – 14:00

ASHA Board of Directors Update, Speaker: Lynn Williams

Friday March 4, 14:00-15:00

Afternoon Refreshment Break with Exhibitors

Friday March 4, 15:00 – 17:00

Title: COPD, FEES, And LPRD: Throat Burn (3 of 3)

Author: Eric Blicher CCC-SLP.D BCS-S

Instructional level: Intermediate

Time: 5 hours

Abstract: The course was devised to explain the methodologies used in the endoscopic management of Chronic Obstructive Pulmonary Disease (COPD) patients with Laryngopharyngeal Reflux Disease (LPRD). The course provided instruction on the implementation of Flexible Endoscopic Evaluation of Swallowing (FEES) for diagnostic and therapeutic purposes when treating COPD patients with LPRD.

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

1. list at least four potential areas of surface anatomy change in the laryngopharynx secondary to LPRD.
2. list at least 3 clinical rating scales used in the management of LPRD.
3. define COPD.

Biography: Eric Blicher CCC-SLP.D BCS-S has Board Certification in Swallowing Disorders and a Clinical Doctorate Degree both attained in 2008. He was trained in FEES/FEESST at Columbia University in 2000. Dr. Blicher currently treats adult-geriatric dysphagia patients, works as an adjunct professor, and trains SLP in FEES through his own continuing education company.

Disclosures:

Financial: Eric Blicher CCC-SLP.D BCS-S was paid an honorarium for this presentation.

Non-financial: Eric Blicher CCC-SLP.D BCS-S has no known non-financial relationships

Friday March 4, 15:00 – 17:00

Title: Fostering self-advocacy and communication excellence in children, teens, and adults who stutter

Author: Danielle Werle, Ph.D., CCC-SLP, Kia Johnson, Ph.D., CCC-SLP, and Courtney Byrd, Ph.D., CCC-SLP

**Instructional Level:**

Time: 2 hours

**Abstract:**

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

**Disclosures:**

**Financial:**

**Non-financial:**

Friday March 4, 15:00 – 17:00

Title: High-Yield Strategies to Support Student Success

Author: Lyndsey Zurawski, SLP.D, CCC-SLP

Instructional Level: Intermediate

Time: 2 hours

Abstract: Speech Language Pathologists and teachers play a critical role in supporting rigorous classroom instruction for students with communication disorders language, disorders, and literacy disorders including dyslexia. Learn why rigor is so critical to the development of language and literacy skills, as well as high-yield strategies to assist in targeting the linguistic underpinnings of literacy to support the needs of students with language and literacy disorders. Included will be discussion of instructional strategies such as using summarizing and note taking, reinforcing effort, cooperative learning, and the use of higher-order questions and advance organizers.

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

1. Identify strategies to support UDL for students with language literacy disorders.
2. Identify what rigor is and how it applies to SLPs
3. Determine high-yield strategies that will effectively improve student success.

Biography: Dr. Zurawski currently is employed by The School District of Palm Beach County as an SLP providing inclusive services to pre-k thru high school students, along with supervising, and working as a district diagnostician. Dr. Zurawski's focus is on providing collaborative-based inclusive services, literacy-based (curriculum-based) therapy, advocacy for students in alternative education, and reading disorders for students with speech and language disorders. Dr. Zurawski received the Rhonda Work School Clinician of the Year award in 2016 from

FLASHA. She is a Past President of the Florida Association of Speech-Language Pathologists and Audiologists.

Disclosures:

Financial: Dr. Zurawski is an employee of The School District of Palm Beach County, a relationship with Reading with TLC/Lively Letters from which she receives consulting and speaking fees. She has ownership and intellectual property rights with the Inclusion Mentoring and Training Program (IMAT), Speech to the Core/Teachers Pay Teachers and Speech to the Core/ Lyndsey Zurawski, from which she receives financial compensation. Dr. Zurawski received complimentary registration and hotel.

Non-financial: Dr. Zurawski is a Past-President of the Florida Association of Speech-Language Pathologists and Audiologists (FLASHA) and the current President-Elect of CSAP. She has authored several SIG 16 Perspectives Article relating to the topics of service delivery in the schools and the use of Growth Mindset.

Friday March 4, 15:00 – 17:00

Title: Multicultural Assessment and Intervention

Author: Katherine Marie Lamb CCC-SLP

Instructional level: Intermediate

Time: 2 hours

Abstract: This presentation will address how to provide effective evidence based practices which includes dynamic and standardized speech language assessments. It is also intended to provide differentiation between bilingual English Language Learners and bilinguals with Primary Language Impairment. RTI practices will also be addressed. This presentation will also provide recommendations for therapeutic interventions for those bilingual children with language impairments. In addition, an overview cultural and linguistic variables and cultural perceptions and beliefs about disability and other cultural communication differences will be reviewed.

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

1. Explain how cultural views on communication disability influence perceptions of impairment.
2. Describe research driven EBP within dynamic assessment of bilingual learners and limitations of standardized testing.
3. Discuss strategies in the classroom to strengthen the literacy outcomes of bilingual students.

Biography: Katherine Lamb is an Assistant Professor in Communication Sciences & Disorders at Valdosta State University. She was a Speech-Language Pathologist in an acute care hospital prior to earning her PhD from the University of South Florida. Her research includes lexical access, semantics, neurogenic stuttering, emotions as a contagion, dysphagia and aphasia. Dr. Lamb's teaching focus at VSU includes undergraduate and graduate courses in AAC, Clinical Methods, and Congenital and Multi-factorial disorders.

Disclosures:

Financial: Katherine Lamb has no financial disclosures.

Non-financial: Katherine Lamb has no non-financial disclosures.

Friday March 4, 15:00 – 17:00

Title: Therapist to Manager: Converting Good Clinical Skills to Good Executive Skills

Author: Amy Patton MEd, CCC-SLP, MBA

Instructional level: Introductory

Time: 2 hours

**Abstract:** Good Speech-Language Pathologists who excel at goal setting and communication have the basic skills needed to be a good manager. This introductory course will teach how to first identify desired outcomes and then develop and direct people to achieve those outcomes. Special emphasis will be placed on setting and communicating clear standards, understanding basic supervisory technique, setting measures to ensure standards are met, performing analysis when standards are not met, and exploring process improvement methodologies.

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

1. Describe how and why good supervision occurs daily.
2. Explain the difference between a lag and lead measure and why lead measures are important.
3. Describe at least one process improvement tool.
4. Demonstrate knowledge of the material by workshopping at least one of the areas of emphasis (goal setting, lag/lead measures, root cause analysis, use of a process improvement methodology).

**Biography:** Amy is an experienced Speech-Language Pathologist who has worked across the spectrum: hospital care, subacute rehab, home health, and the school system. She has also worked as a licensed Nursing Home Administrator and a licensed Assisted Living Executive Director. Amy has a Master of Science in Education in Communication Disorders from Valdosta State University and a Master of Business Administration from Augusta University. Amy is currently a Senior Speech Pathologist at Augusta University Medical Center.

**Disclosures:**

**Financial:** Ms. Patton has no relevant financial relationships to disclose.

**Non-financial:** Ms. Patton has no relevant non-financial relationships to disclose.

Saturday March 5, 7:00-8:00  
Registration Desk Open

**Saturday March 5, 8:00-10:00**

Title: Destination Collaboration: Practical Ideas for Collaborative Service Delivery in Schools

Author: T.J. Ragan, M.A., CCC-SLP

Instructional level: Intermediate

Time: 2 hours

Abstract: Through a variety of interactive learning activities, the presenter offers school-based speech-language pathologists strategies for supporting students through meaningful collaboration with families and colleagues. The presenter offers practical tips from her 19 years of experience, as well as lessons learned and ideas for overcoming barriers to evidence-based best practice.

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

1. Describe strategies for identifying, creating, and maintaining positive collaborative partnerships with family members and colleagues in order to support students on their caseloads.
2. Identify action steps for preparing for, engaging in, and trouble-shooting collaborative practice in schools.
3. Compare/contrast varying models of collaboration to determine which models might be the best fit for individual students, their families, and their school-based teams.

Biography: T.J. Ragan is a Clinical Associate Professor and the Director of the University of Georgia Speech & Hearing Clinic in Athens, Georgia. She is an ASHA certified speech-language pathologist with 19 years of experience in a variety of settings including early intervention, private practice, public and charter schools, language and literacy coaching, supervision, and administration.

Disclosures:

Financial: No relevant financial disclosures.

Non-financial: TJ Ragan serves on the Professional Development Committee for ASHA's Special Interest Group 1: Language Learning and Education.

Title: Evidence- based Dysphagia Service Delivery in Medical Settings

Author: Aneesha Virani, PhD, CCC-SLP

Instructional level: Intermediate

Time: 2 hours

Abstract: The expectation and ethical need to provide evidence-based patient care is in no way a new concept to healthcare or to our field of Speech Pathology. However, the recent unfortunate global pandemic has forced us professionals to become, what can best be described as, 'innovative', in the manner in which we have adapted our service delivery. We have had to navigate through a dynamic situation, utilizing literature both research and clinical as well as anecdotal knowledge to guide our accurate care provision. Not being evidence-based has never become an available option during the pandemic; however as clinicians we have learned to provide 'optimal care' (not black and white care) in unique situations. This presentation aims to achieve the following: a) discuss evidence-based best practices in providing dysphagia services within medical settings b) elaborate the unique purposes of a clinical evaluation vs. an instrumental evaluation as well as treatment of dysphagia and c) present case examples

representing the evidence-based management of patients.

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

1. Discuss evidence-based best practices in providing dysphagia services within medical settings
2. Elaborate the unique purposes of a clinical evaluation vs. an instrumental evaluation as well as treatment of dysphagia
3. Present case examples representing the evidence-based management of patients

Biography: Aneesha Virani PhD CCC SLP graduated with her PhD in Communication Sciences & Disorders from the Louisiana State University in 2012. Her interests include the diagnosis & management of voice, airway and swallowing disorders, particularly in the head neck cancer patient population. She serves as the Clinical Coordinator for Audiology and Speech Pathology at Northside Hospital, leading several programs throughout the Northside System. Aneesha serves as the Chair of ASHA's SIG 13's Coordinating Committee on Swallowing and Swallowing Disorders and is transitioning out as the Editor of the Perspectives on Swallowing and Swallowing Disorders. She also serves as a member of the American Congress of Rehabilitation Medicine's Cancer Rehabilitation Networking Group's Education and Outcomes & Research Task Forces.

Disclosures:

Financial:

Salary as Clinical Coordinator of Rehabilitation Services at Northside Hospital System, Atlanta GA

ASHFoundation Researcher-Practitioner Grant awarded as Co-PI for *Examining the Effect of Implementing a Standardized Approach for the Modified Barium Swallow Study (MBSS)* / \$ 35,000 (100%) for December 2020- December 2022

Non-financial:

Member of the American Speech-Language-Hearing Association

Member of ASHA's Special Interest Group on Swallowing and Swallowing Disorders (SIG 13)

Member of ASHA's Special Interest Group on Voice and Voice Disorders (SIG 3)

Chair of ASHA's Special Interest Group on Swallowing and Swallowing Disorders (SIG 13)

Editor (Transitioning out) of ASHA's Perspectives Journal on Swallowing and Swallowing Disorders (SIG 13)

Reviewer for the Journals- Perspectives of SIG 13, AJSLP and JSLHR

Review for the Journal- Archives of Physical Medicine and Rehabilitation

Member of American Congress of Rehabilitation Medicine's (ACRM) Cancer Research Networking Group's (CRNG) Education Task Force

Member of American Congress of Rehabilitation Medicine's (ACRM) Cancer Research Networking Group's (CRNG) Outcomes and Research Task Force

Saturday March 5, 8:00-10:00

Title: Helping our Patients Through Thick and Thin (liquids)

Author: Hillary Cooper M.A., CCC-SLP

Instructional level: Introductory

Time: 2 hours

Abstract: Thickening agents are a pervasively utilized compensatory strategy for individuals with dysphagia. A common misperception is that thickening agents are benign and are saving our patients from harm. Recent research has shown that this may not be the case. In this lecture, President & Co-founder of the Dysphagia Outreach Project Hillary Cooper takes you on a

journey to learn about the evidence behind the use of thickening agents in dysphagia management, the types of thickeners currently on the market, the pros and cons of each thickening agent, and contraindications/precautions for their use. She will also provide attendees with a useful reference to help with advocacy of proper use of thickening agents in settings across the lifespan.

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

1. Identify 3 aspects of thickening which may impact quality of life.
2. Demonstrate understanding of the current scientific evidence regarding use of thickeners without instrumentation.
3. Describe 5 types of thickeners and their primary indications and contraindications for use.

Biography: Hillary Cooper is an accomplished speech-language pathologist who has worked in multiple settings including outpatient, private practice, long-term care facilities, acute care, home health, university, and mobile FEES. She is the owner of North Louisiana Swallow Solutions, SLPstuff.com, and co-owner of Evolutionary Education Solutions. She is the President & Co-founder of Dysphagia Outreach Project and current President-Elect of the Louisiana Speech-Language Hearing Association. She also teaches graduate-level dysphagia at the University of Louisiana at Monroe.

Financial Disclosures: Hillary Cooper is Co-Owner, Evolutionary Education Solutions, receives salary Owner, North Louisiana Swallow Solutions, receives salary Owner, SLPstuff.com, receives salary Content Creator for Simucase, receives salary Adjunct Professor, University of Louisiana at Monroe, receives salary Content Creator, Lecturer, & Mentor for the Medical SLP Collective, receives salary

Non-Financial Disclosures: Hillary Cooper is President & Co-Founder of The Dysphagia Outreach Project President-Elect of the Louisiana Speech-Language Hearing Association (LSHA)

Saturday March 5, 8:00-10:00

Title: The Misdiagnosis of "da" Black Kid

Author: Lauren Hastings, M.S., CCC-SLP, ADHD-RSP

Instructional level: Intermediate

Time: 2 hours

Abstract: It is imperative for SLPs to apply culturally appropriate practices for children from minority cultures who have speech and language delays/disorders. This presentation focuses on increasing awareness and understanding of the characteristics of AAE. We will discuss the importance of considering these dialectal features during the evaluation and intervention process. SLPs can use this knowledge as a baseline to build rapport with AAE speaking children and families and to appropriately diagnose children who use AAE.

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

1. Identify speech/language differences of AAE
2. Explain the importance of considering AAE during the evaluation process and strategies to ensure that the assessment is valid
3. Construct a culturally sensitive report and deliver results to parents and teachers

Biography: Lauren Hastings is the Owner and Speech-Language Pathologist of Hear to Speak, LLC in Atlanta, Georgia. She has held various clinical positions in Tennessee and Georgia ranging from rehabilitation centers, school districts, and an Autism center. In 2016, Lauren began full-time work in her practice, Hear to Speak, a company based in South Fulton (Atlanta)

Georgia which serves the pediatric population using a community-based model. She is certified as an ADHD Professional. She expresses her love for her profession and the African American community through her weekly podcast, Speech Tea. She enjoys co-hosting the podcast with her colleague, Lauren Prather, discussing topics impacting minorities and breaking down special education concepts in understandable terms.

**Disclosures:**

**Financial:** Lauren Hastings receives a salary from my private practice Hear to Speak, LLC.

**Non-financial:** Lauren Hastings is a member of ASHA, a coordinating committee member for SIG 1, and a member of NBASLH and GSHA. She is also the convention co-chair for the NBASLH and GSHA for 2022.

**Saturday March 5, 8:00-10:00**

**Title:** Mystified by Medicare? A Crash Course for Aspiring Private Practitioners

**Author:** L. Katherine Stewart, MS, CCC-SLP

**Instructional level:** Intermediate

**Time:** 2 hours

**Abstract:** Even SLPs with strong specialties and entrepreneurial skills are frequently dissuaded from privately treating adult patients due to the seemingly daunting Medicare credentialing and billing process. As a result, while pediatric patients have several options for private therapy with specialist SLPs, adult and geriatric patients generally attend outpatient therapy at large hospital clinics with high caseloads and burnt out, underpaid SLPs who are forced to be generalists. This presentation aims to provide a concise, coherent overview of Medicare credentialing, claims submission, and relevant legislature – all specifically for SLPs. Afterwards, one less thing will stand in the way of you sharing your passion and expertise with Medicare beneficiaries – on your own terms.

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

1. Explain the Mandatory Claim Submission Rule and its implications for delivery of speech-language pathology services.
2. Outline the necessary steps for a provider to apply for Medicare participation.
3. Explain Medicare documentation requirements for evaluation reports, plans of care, progress notes, and discharge summaries.
4. Briefly describe the process of Medicare claim submission.
5. Identify where to obtain detailed information regarding the topics discussed in this presentation.

**Biography:** L. Katherine Stewart (MS, CCC-SLP) graduated from the University of Georgia with a bachelor's degree in linguistics, and she obtained her master's degree in speech-language pathology from Rush University Medical Center in Chicago. After six years of working with adult and geriatric patients in acute care and outpatient settings, Katherine started her private practice Afferent Connections in 2021. The confusion and occasional frustration caused by her Medicare credentialing journey inspired Katherine to provide consulting in this area to other SLPs.

**Disclosures:**

**Financial:** Katherine Stewart is the owner of Afferent Connections, an SLP private practice and consulting business that offers resources and personalized Medicare billing assistance to other private practitioners.

Non-financial: Katherine Stewart has no additional financial or nonfinancial relationships to disclose.

**Saturday March 5, 10:00 -10:30**

Morning Refreshment Break with Exhibitors

**Saturday March 5, 10:30-11:30**

**Posters**

**Saturday March 5, 10:30-11:30**

**Title:** FUNctional Speech: Therapeutic Activities That Your Patients Will Enjoy

**Author:** Joy Heather Carter CCC-SLP

**Instructional level:** Introductory

**Time:** 1 hour

**Abstract:** Cognitive linguistic therapy is essential, but most clinicians struggle with making functional activities that target everyday skills. Sequencing, decision making, and memory are best taught in real life contexts that the patients can apply to their everyday lives. If you are struggling with getting out of the workbooks and into the real world, this course is for you. Clinicians will leave with strategies that they can implement immediately, to improve patient outcomes and satisfaction.

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

1. List three functional contexts in which therapy can take place
2. Explain why functional treatment increase patient engagement
3. Describe 3 ways that caregivers can further the patient's treatment after discharge

**Biography:** Joy Carter is a speech-language pathologist who practices in acute inpatient rehabilitation. She received her undergraduate degree in biology from Howard University in Washington DC, and her Master of Science degree from Georgia State University. Joy implemented the Red Yellow Green Program for dementia management at a skilled nursing facility in Macon, Georgia. Joy is passionate about improving the lives of her patients through evidence-based, functional treatments. She is certified in the McNeil Dysphagia Therapy Program.

**Disclosures:**

**Financial:** No relevant financial disclosures.

**Non-financial:** Joy Carter is Vice President of Association Affairs: GSHA.

**Saturday March 5, 10:30-11:30**

**Title:** A Whole-Body Approach to Speech Therapy for People with Parkinson's

**Author:** Valeria Gary M.A., CCC-SLP, Certified Personal Trainer, Certified Health Coach

**Instructional level:** Intermediate

**Time:** 1 hour

**Abstract:** Parkinson's Disease (PD) affects more than 1 million people in the U.S. Speech-Language Pathologists (SLPs) play an essential role in helping people with PD improve and maintain cognitive, communication, and swallowing functions. Parkinson's Disease can also affect many functions throughout the entire body. SLPs can provide therapy in a way that may have a positive effect on the whole body. This presentation will discuss traditional speech

therapy methods, incorporating movement into treatment sessions, creating therapy activities that address wellness, and adding cognitive challenges to treatment activities.

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

1. Describe ways to incorporate whole-body movements into speech therapy activities.
2. Explain how to incorporate Parkinson's-related patient education materials in speech therapy sessions (i.e., helping patients understand and implement their physician's recommendations).
3. List five cognitive tasks that may benefit people with Parkinson's.

Biography: Valeria Gary, M.A., CCC-SLP owns Southeast Parkinson's Speech Services LLC (providing maintenance speech therapy services) and Total Body Cognition LLC (specializing in helping people with Parkinson's Disease by empowering them to minimize symptoms and thrive through nutrition, physical activity, and education). Valeria holds certifications in Speech-Language Pathology, Personal Training, Brain Health Training, Behavior Change, and Health Coaching.

Disclosures:

Financial: Valeria Gary is the owner of Southeast Parkinson's Speech Services LLC and Total Body Cognition LLC, Employed by Wellstar Kennestone Outpatient Neurorehabilitation Clinic, and receives compensations from Medical SLP Collective (content contributor, mentor in the area of Parkinson's disease, Diversity Collaboration Committee co-chair), and receives compensation from LDBF Boxing for Parkinson's Gym

Non-financial: Valeria Gary is a Volunteer for Parkinson's Foundation and Member of Allied Team Training for Parkinson's

Saturday March 5, 11:30-11:45

Break

Saturday March 5, 11:45-12:45

**Schools Forum**

Saturday March 5, 11:45-12:45

Title: When PALPA Meets LPAA: Finding the Perfect Balance in Aphasia Intervention

Author: L. Katherine Stewart, MS, C L. Katherine Stewart, MS, CCC-SLP

Instructional level: Intermediate

Time: 1 hour

Abstract: While patient-centered care in neurorehabilitation has proven to be a much-needed departure from generic workbooks and other outdated treatment materials, impairment-based models still play a vital role in individualized assessment and treatment of patients with aphasia. This presentation will outline a framework for performing in-depth analyses of PWAs' specific oral and written language deficits, including common pitfalls when using traditional assessment tasks, and combining these findings with information from the social history to design a meticulously targeted, individualized treatment program.

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

1. Compare and contrast impairment-based and life-participation models in assessment and treatment of aphasia.
2. Create a specific profile of strengths, weaknesses, and needs of individuals with aphasia.
3. Choose interventions that address PWAs' impairments in the context of their overall goals for care.

**Biography:** L. Katherine Stewart (MS, CCC-SLP) graduated from the University of Georgia with a bachelor's degree in linguistics, which led to a strong interest in the theoretical underpinnings of aphasia and other neurogenic communication disorders. She is a graduate of the speech-language pathology master's program at Rush University Medical Center in Chicago. Currently, Katherine assesses and treats adult patients in the metro Atlanta area in settings including acute care, an outpatient clinic, and her own mobile private practice.

**Disclosures:**

**Financial:** Katherine Stewart is the owner of Afferent Connections and works for Piedmont Healthcare.

**Non-financial:** Katherine Stewart has no other financial nor nonfinancial relationships to disclose.

Saturday March 5, 11:45-12:45

**Student Forum**

Saturday March 5, 11:45-12:45

**Healthcare & Private Practice Forum**

Saturday March 5, 13:00-14:30

Business Meeting & Boxed Lunch

Saturday March 5, 14:30-15:00

Afternoon Refreshment Break with Exhibitors

Saturday March 5, 15:00-17:00

**Title:** Let's Talk About Race: Engaging in antiracism work by interrogating history and examining personal blind-spots with urgency, energy, and care

**Author:** Sucheta Kamath, M.A., M.A., CCC-SLP, BC-ANDES

**Instructional level:** Intermediate

**Time:** 2 hours

**Abstract:** Against the backdrop of long-standing systemic racism and amid the upheaval of the global pandemic, the essential questions about race, equity and equality in United states has once again taken the center stage. Historically, while the field of speech-language pathology and audiology has largely been homogenous and while tasked to serve the needs of underrepresented communities, many experience discomfort around the conversation about race, diversity, and inequality which can and does have an impact on the students, professionals, and consumers alike.

Join Sucheta Kamath and discover how an antiracist approach is an active process of gathering accurate historic information, committing to confronting present-day inequities, and shifting perspectives through bold and open dialogues in safe spaces. By examining the development of one's own racial identity and race-socialization, speech-language pathologists and audiologists can become the greatest "anti-racist ally" who champion for racial healing in their professional as well as personal work.

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

1. Explore America's historical legacy and social divisions that have created "the other," and how we inherit a racially framed worldview before we enter our profession

2. Explore the historical and contemporary stereotypes of Blacks/Latinx/Asian and other minorities and its impact on accentuating personal blind-spots
3. Discover Race, Diversity, Equity, and Inclusion (REDI) challenges and opportunities in everyday professional and personal work
4. Explore different methods of becoming an “anti-racist ally” who champions for racial healing

Biography: Sucheta Kamath, M.A., M.A., CCC-SLP, BC-ANDS is an award-winning speech-language pathologist, a TEDx speaker, and a tech-entrepreneur who has created [ExQ®](#); a cloud-based innovative digital curriculum for the middle and high school students designed to directly personalize learning and build Executive Function skills through games, error analysis, and metacognitive lessons.

She is the host of the podcast [Full PreFrontal®: Exposing the Mysteries of Executive Function](#); where her invited guests range from neuroscientists, researchers, educators, learning specialists, journalists, and leaders and has produced more than 200 episodes and has had close to a million listens. As a life-long learner, educator, and mentor, Sucheta has been the recipient of multiple professional awards for developing innovative training programs designed to teach mastery of Executive Function, attention, memory, higher-order cognition, social-cognition and self-regulation.

Finally, Sucheta serves on many non-profit boards and is deeply committed to racial healing and interfaith community dialogue.

For the past four years, she founded and currently runs (along with her GSHA colleagues) [GSHA Gives!](#), a free communication and Executive Function job-readiness training program for previously homeless, incarcerated, and disenfranchised men in inner-city Atlanta.

Disclosures:

Financial: GSHA Convention registration waiver for this presentation

Non-financial: Member of Georgia Speech-Language-Hearing Association

Saturday March 5, 15:00-17:00

Title: Moral Distress in dysphagia management: An investigation in clinical ethics

Author: Kara A. Jones, M.A. CCC-SLP

Instructional level: Introductory

Time: 2 hours

Abstract: Moral distress is defined as “a psychological harm arising when people are forced to make, or witness, decisions or actions that contradict their core moral values” (Sheather & Fidler, 2021). Moral distress in healthcare will be defined as compared to a moral dilemma or ethical dilemma. This presentation will go on to discuss case studies or examples of moral distress experienced by SLPs in dysphagia management. This is including constraints from the Covid Pandemic, institutional constraints related to access to instrumental exams or adequate materials, and institutional pressure to provide inappropriate or unskilled therapy. The relationship of moral distress and burnout will be identified. Finally, strategies to cope with the psychological harm and institutional barriers will be examined.

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

1. Define Moral Distress as it relates to the field of Speech Language Pathology and dysphagia management.
2. Describe at least four institutional constraints which can cause moral distress in Speech Language Pathology and dysphagia management
3. Appraise strategies to cope with moral distress and burnout in dysphagia management.

Biography: Kara Jones, M.A. CCC-SLP is a Speech Language Pathologist who specializes in adult dysphagia. She received her Master's at SUNY University at Buffalo. Kara works in the acute care setting at Wellstar North Fulton Hospital in Roswell, GA where she completes Modified Barium Swallow Studies and Fiberoptic Endoscopic Evaluation of Swallowing (FEES). Kara is passionate about her work with patients in the Intensive Care Unit and Neurointensive Care Unit. Kara is Immediate Past President of the Georgia Speech Language Hearing Association (GSHA) and is a 4-time ACE award winner.

#### Disclosures

Financial: Kara is receiving complimentary registration. Kara is an employee of the Wellstar Health System.

Non-Financial: Kara is Immediate Past-President of the Georgia Speech Language Hearing Association and serves at the ASHA Continuing Education Administrator.

Saturday March 5, 15:00-17:00

Title: "From Research to Clinical Practice in Voice, Swallowing, and Upper Airway Disorders"

Authors: Amanda Gillespie, PhD CCC-SLP. Alessandra Verdi, SLP-CF, Brian Petty, CCC-SLP, Carissa Maira, CCC-SLP, Diana Rose Becker, CCC-SLP and Nathaniel Sundholm, CCC-SLP

Instructional level: Intermediate

Time: 2 hours

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 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: chronic cough management, telemedicine, Conversation Training Therapy, Phorte, Mindfulness, Gender Affirming Voice Management, and so much more.

Clinical cases will be used to demonstrate real-life application to research-based interventions.

Learning Objectives: This presentation will empower attendees to:

1. Identify 3 ways for integration of research based clinical practice into their practice setting.
2. Improve access and interpretation of research findings related to voice, swallow, and upper airway disorders.

#### Biographies:

Amanda I. Gillespie, PhD, CCC-SLP is an Assistant 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. Alessandra Verdi, SLP-CF holds a Master of Science in Speech-Language Pathology from Massachusetts General Hospital Institute of Health Professions. She is currently completing her clinical fellowship at Emory Voice Center working with patients with voice, swallowing and upper airway disorders. Alessandra has engaged in research in ecological momentary assessment of vocal status and has current research interests in esophageal dysphagia and vocal fold tissue pathology.

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 is in clinical practice at the Emory Voice Center in Atlanta, and 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.

Carissa Maira, CCC-SLP came to Emory to complete her clinical fellowship in 2004 after earning a Master of Science in Speech-Language Pathology from the University of North Carolina at Chapel Hill. She returned to the Emory Voice Center in 2010 and specializes in the evaluation and treatment of voice and swallowing disorders. She frequently presents at the national and international level on the topics of treatment adherence and novel therapy approaches for muscle tension dysphonia. She has co-authored multiple book chapters as well as publications in peer-reviewed journals.

Diana Rose Becker, CCC-SLP holds a Master of Science in Speech-Language Pathology from the University of Pittsburgh, as well as dual Bachelor of Music degrees in classical vocal performance and music education from the University of Rochester's Eastman School of Music. Ms. Becker completed her clinical fellowship at the Emory Voice Center. Along with Dr. Aisha Harun, she helped establish the Emory Voice Center's first multi-disciplinary satellite clinic at Emory Decatur Hospital. Ms. Becker's clinical interests include working with the professional and singing voice, as well as educating novice voice users about how to better use their instrument. A native of New York, Ms. Becker has extensive experience as a professional singer and has performed throughout the US and internationally.

Nathaniel Sundholm, CCC-SLP originally from Brooklyn New York, 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.

Disclosures:

Financial: All authors have no relevant financial disclosures.

Non-financial: All authors have no relevant non-financial disclosures.

Saturday March 5, 15:00-17:00

Title: What's in a Name? Developmental Language Disorder and More

Author: Debra Schober-Peterson, Ph.D., CCC-SLP, BCS-CL

Instructional level: Introductory

Time: 2 hours

Abstract: This presentation will focus on a discussion of Developmental Language Disorder, a new term in the literature to describe children with language difficulties not associated with a known etiology or condition. Resources related to this term and its diagnosis will be provided. This presentation also will discuss the array of terms used in the literature and in clinical practice as diagnoses for language concerns and will compare and contrast the terminology. Participants will be encouraged to discuss their experiences with advocacy and

awareness of childhood language disorders and the benefits and concerns of adopting new terminology.

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

1. Define Developmental Language Disorder.
2. Describe the benefits and concerns of adopting the term Developmental Language Disorder.
3. Explain why the numerous array of terms for pediatric language disorders impacts awareness, diagnosis, and advocacy.

Biography: Debra Schober-Peterson, Ph.D., CCC-SLP, is a Clinical Professor at Georgia State University, where she serves as Director of Clinical Education and as Director of the University's Speech-Language-Hearing Clinic. She is a Board Recognized Specialist in Child Language and teaches courses in speech sound disorders, child language disorders and diagnostic methods. She is the author of Toddler Talk, a family centered language intervention program for young children. She is a member of several national and state groups and presents frequently at the state and national level on a variety of topics. She has been an active member of ASHA and GSHA for more than 30 years.

Disclosures:

Financial Disclosure: Employee of Georgia State University

Non-Financial Disclosure: Coordinator of Supervisor Special Interest Network for GSHA; Chair, ASHA Board of Ethics; Member of ASHA's SIG 1 Professional Development Committee

Saturday March 5, 15:00-17:00

Title: Improving Person-Centered Care and Adherence Through Motivational Interviewing

Author: Valeria Gary M.A., CCC-SLP

Instructional level: Introductory

Time: 2 hours

Abstract: What do we do when a patient comes to us with the goal of "getting better," but they are not clear on what they want to achieve? How can we help patients improve adherence to home programs? Motivational Interviewing (MI) is a way of having a person-centered conversation that helps a patient work through ambivalence to change and gain better clarity on how they can use their strengths to reach their goals. This presentation will introduce MI and discuss ways that it can be helpful in a Speech-Language Pathologist's clinical practice. Topics include the four key skills (open-ended questions, affirmations, reflections, and summaries), communication styles, communication skills, and incorporating these concepts in the evaluation and treatment sessions.

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

1. List the four key skills for motivational interviewing.
2. Identify times during a patient's treatment course when motivational interviewing would be beneficial.
3. Describe communication styles and skills that are more likely to increase patient engagement.

Biography: Valeria Gary, M.A., CCC-SLP owns Southeast Parkinson's Speech Services LLC and Total Body Cognition LLC. Valeria holds certifications in Speech-Language Pathology, Personal Training, Brain Health Training, Behavior Change, and Health Coaching. Valeria is also employed in an outpatient neurorehabilitation clinic working with a varied patient population and has a particular interest in wellness for people living with Parkinson's Disease.

Financial: Valeria Gary is Owner Southeast Parkinson's Speech Services LLC and Total Body Cognition LLC, Employed by Wellstar Kennestone Outpatient Neurorehabilitation Clinic, Receives compensations from Medical SLP Collective  
Non-financial: Valeria Gary has no non-financial disclosures.

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