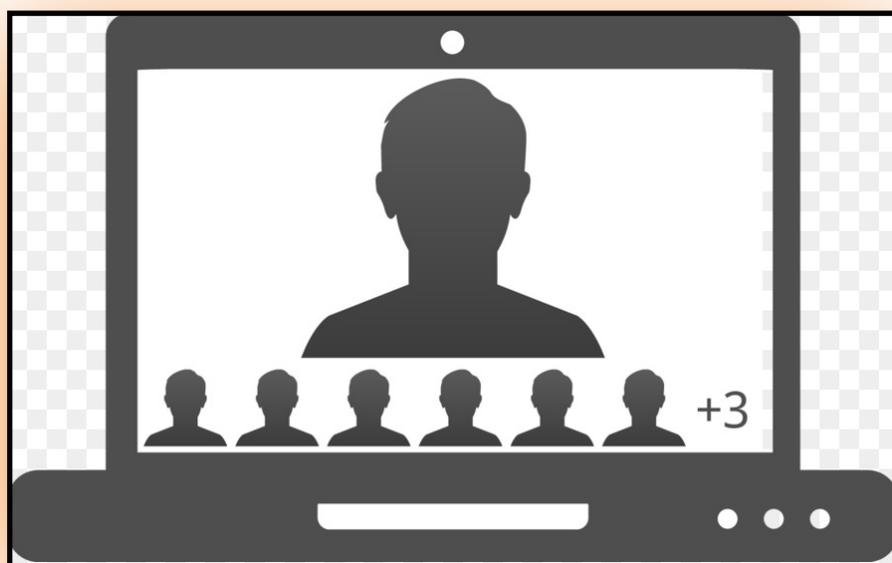




2021 GSHA ANNUAL
CONVENTION
PROGRAM

**VIRTUAL IS
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AVAILABLE
MARCH 1-MARCH 31

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THE MEDICAL SLP COLLECTIVE

provides the materials, resources, & webinars registered for ASHA CEUs that you vote on combined with access to experts in all areas to answer your toughest clinical cases with compassion and evidence

PEER REVIEWED RESOURCES FOR CLINICIANS BY CLINICIANS



Imagine how much time and frustration you would save if you had immediate access to one centralized location for blind peer-reviewed resources.

Imagine if you had access to several clinical experts and university professors to help guide you in your clinical decision making, with personalized response to your clinical cases.

Imagine if you felt you had the detailed, personalized support you needed to succeed in your practice and your career, from a wide range of experts and fellow clinicians who care deeply about your career development. ?



What if I told you I've created the EXACT solution?

It's called the Medical SLP Collective.

It's a monthly membership program and vibrant community of fellow medical SLP clinicians and researchers who are supporting each other to provide better care for their patients—and therefore also advance their careers.

When you become a member of the MedSLP Collective, you get:

- Weekly blind peer-reviewed resources from university professors in ALL areas of MedSLP which includes instant access to all of the previous resources!
- DONE FOR YOU in-services and patient handouts that you can print out and claim as your own! (Yes we give you the slides with ALL the research!)
- Monthly 2 hour LIVE webinars that are registered for ASHA CEUs, that are all recorded and kept in the library to view later at your convenience (over 40 hours!)
- A private Facebook group with over 20 mentors including researchers and clinicians in ALL areas of medical SLP to answer all of your toughest clinical cases.
- A separate forum (that even has its own app!) where you can anonymously post your burning questions that notifies our mentors immediately
- A dozen video demonstrations so you can actually see how other SLPs are teaching their patients to perform aphasia and dysphagia exercises.

Here are a few of the top resources and tools (as voted on by our members!)

Top Resources

- **Dysphagia Information Sheet** - This resource discusses what dysphagia is, the causes of dysphagia, how it affects swallowing abilities, and what patients can do if they develop dysphagia. In addition, colorful diagrams help make what can be complicated information, a little bit easier to understand.
- **Assessing and Treating Aphasia** - This tool not only provides information on how to assess aphasia but also dives into the specifics of various treatments including Oral Reading for Language in Aphasia (ORLA), Melodic Intonation Therapy (MIT), Semantic Feature Analysis (SFA), and more.
- **Patient Benefits and Risks of Thickened Liquids** - If you're needing to understand both the risks and the benefits of thickened liquids then this is the resource you need. This tool dives into both the positives and negatives of thickened liquids with research to support it to help your patients make the most informed decision for their situation.

A few sample webinars for 0.2 ASHA CEUs:

- The Clinical Swallowing Evaluation: Deciphering the CSE
- Aphasia Therapy Essentials
- Goal Writing: How to Set the Stage for Successful Documentation



For my friends that are visual learners, we have videos!

Videos are one of the unique and amazing parts of the MedSLP Collective! Below are the top five videos that provide a different modality to learn about these pertinent topics. We have both aphasia and dysphagia exercise videos.

1. Cranial Nerve Exam
2. Tongue Press
3. CTAR

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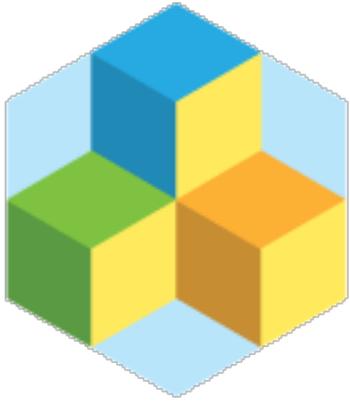
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Swallowology Mobile Diagnostics
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KNOW BEFORE YOU GO

The GSHA Virtual Convention will be hosted through the Socio Event Platform



Web App Instructions - (to access on your computer - Keep in mind, we highly recommend using Chrome for the best performance)

1. Access the official **GSHA 2021 Virtual Convention** Web App by visiting this website, and selecting **Access the Web App**: <https://app.socio.events/ODQ2MQ/auth>
2. Sign up and create your profile. **IMPORTANT: you must use the same email address you used to register for convention**

Mobile App Instructions:

1. Search and Download the Socio Event App for your computer, Android or iPhone or by visiting the website: <https://download.socio.events/event/ODQ2MQ%3D%3D>
2. After the app is installed, tap SIGN UP and create your profile. **IMPORTANT: you must use the same email address you used to register for convention**
3. Under *Looking for an event?* Tap Search for events
4. Find **GSHA 2021 Virtual Convention**
5. Tap to Join

If you have any technical needs/support in order to access presentations, please reach out to GSHA via email or post on the Socio wall (both will be monitored continuously through convention). In order to address your needs in the quickest manner, please do NOT call GSHA.



Live presentations will have a zoom link for you to access. Please download zoom prior to the start of convention.

- Sign up for FREE here: <https://zoom.us/> (CLICK THE ORANGE BUTTON IN THE UPPER RIGHT-HAND CORNER TO SIGN UP FOR FREE)



AMERICAN
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HEARING
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ASHA CEU INSTRUCTIONS:

Our Live Virtual 2021 Convention will offer up to 22 hours of continuing education (2.2 CEUs).

Participants are required to report their attendance, list 3 learning outcomes and share their ASHA number at the end of convention in order to earn ASHA continuing education credit.

Partial credit is available for our live convention if you are unable to attend every session.

Please track your attendance throughout the convention and keep this information for your records.

To apply for ASHA CEUs for this convention, you must COMPLETE THE FOLLOWING FORM BY **MONDAY MARCH 31, 2021** (<https://forms.gle/JjWYJdZMgF4Dx31y5>) Failure to complete the form by the due date will prevent you from earning Continuing Education Credit for this event.

- A direct link to this form is located inside the Socio Platform under the tab "CE Form Submission"
- This online form replaces the "bubble sheet" and "stamp sheet" used in our past conventions. Our Continuing Education Administrator will verify your attendance, convert the contact hours to CEUs, and report this information to ASHA. DO NOT contact ASHA directly to report your attendance at this convention. Please note, if you want ASHA to maintain a record of your hours, you must pay for the ASHA CEU Registry.
- GSHA will send you a copy of this form. Please keep the program and a copy of this completed form for your records (e.g. verification for Georgia State Licensure)
- For ASHA CEU questions, contact the ASHA CE Administrator at kajonesslp@gmail.com



We are so excited to be providing the first self-study program. For those who were unable to attend the 2021 Georgia Speech-Language-Hearing Association (GSHA) Annual Convention live, you now have the opportunity to attend all the sessions on your own time. Our theme this year was updated for the occasion: "Virtual is Our Reality." While it may seem like a light-hearted theme, we, at GSHA, are still 100% committed to providing you with the latest research-based diagnostic and therapy interventions from a variety of speakers, who will deliver patient-centered treatment and help all of your clients achieve their goals. Whether you serve adult or pediatric populations in medical, schools or private practice, there is something at this year's convention for you!

Membership in GSHA and attending our Annual Convention is an excellent way to advance your clinical skills, your career, and our profession as a whole. I challenge each attendee to implement new evidence-based techniques that you learn at this year's convention with each client that you serve. Our strength as an organization and our strength as a profession is in our willingness to go above and beyond to help our patients reach their therapeutic potential. You can begin by viewing our digital program to check out the schedule and Continuing Education Unit (CEU) opportunities.

We are honored to have had current ASHA President, Theresa Rogers, MA, CCC-SLP, ASHA Fellow presenting on Advocacy, Leadership and Empowerment as well as Susan Adams and Daniel Logsdon give an update on the Interstate Licensure Compact.

I am delighted that you are choosing to further your clinical skills and network with outstanding professionals at GSHA. Again, welcome, I am honored you chose to spend your valuable time with us!



Nicole A. Hines, MS, CCC-SLP
2021 GSHA Convention Chair



2021 GSHA SELF-STUDY CONVENTION SCHEDULE

Run Time	Topic
1:38:37	Transitional Toddler or Transitional Language Stacey Roberts, M.Ed, CCC-SLP
1:56:56	The Art of the Chart Review: Efficiency Examining the Chart for Patients with Dysphagia Kara Jones, MA, CCC-SLP
1:57:36	Unmasking the Barriers to Communication: Supporting Individuals with Hearing Loss in a Pandemic: Lessons Learned and New Opportunities. Akilah Lee, PhD, CCC-A
1:59:18	Service Delivery Considerations during a Systemic Crisis Aneesha Virani, PhD, CCC-SLP
1:00:57	Advocacy, Leadership and Empowerment: Strategies for Member Success in Georgia Theresa Rodgers, MA, CCC-SLP, ASHA Fellow
0:32:42	Do Lab Values hold the Key to Aspiration Pneumonia Anastasia Laura Johnson CSD, CCC-SLP
0:37:21	Interstate Licensure Compact: Reframing Practice Susan Adams; Daniel Logsdon
1:47:36	Achieving Perfect Harmony in AAC Intervention Katherine Lamb, PhD, CCC-SLP
1:57:36	Evidence Based Practice in the Treatment of Professional Voice Nathanial Sundholm, CCC-SLP; Brian Petty, CCC- SLP; Grace Cutchin, SLP-CF
0:57:37	GSHA Schools Forum Jill Barton, MS, CCC-SLP, Juliet T. Jones, M. Ed., CCC-SLP, Griffin Parrott, M.Ed., CCC-SLP
0:57:30	GSHA Convention Healthcare and Private Practice Forum: Professional Networking: Learning to Collaborate with Those Who Play in Your "Corner of the Sandbox" Caroline Bowman, M.Ed., CCC-SLP/COM®
1:11:27	Dysphagia in Pediatric Patients with Brain Injury Hannah C. Patten, MSP, CCC-SLP, CBIS; Rachel Hayes, M.Ed, CCC-SLP

0:56:54	Training Aphasia Patients to Provide Their Own Internal Cues: Two Case Studies Katherine Stewart, MS CCC-SLP
1:44:40	Head and Neck Cancer: When, Why and How- Introduction of speech therapy for patients undergoing surgical intervention and radiation therapy. Sarah Smith, MCD, CCC-SLP
1:59:54	Collaborate to Motivate!: Using Music to Facilitate FUNctional Treatment with Patients of All Ages Perry Houck, NMT, MT-BC, LPMT; Jacqueline Yokley M.Ed, MS, CCC-SLP
0:56:01	GSHA Student Forum: Graduation to Employment: Ten Hints Needed to Know Dr. Ruth H. Stonestreet, CCC-SLP; F-ASHA; F-NAP
	POSTER SESSIONS
0:12:15	Developing a Competency Framework as We Meet the Needs of our Profession Tanya Duke, CCC-SLP
0:16:49	The impact of Types of Toys on Child and Caregiver Outcomes: A Scoping Review Mariam El Amin, MSC-SLP, Jennifer Brown, PhD., CCC-SLP
0:09:40	Developing Interpersonal and Counseling Skills Through Mixed-Reality Simulation in Communication Sciences and Disorders Carlie Sanefur, BS, Twyla Perryman, PhD., CCC-SLP, Chelsea Morris, PhD., CCC- SLP
0:10:02	Reading to Rover: The Impact of Therapy Dogs on Children's Literacy Intervention Samantha Wingate, Janet Bradshaw, Ph.D, CCC-SLP

2021 GSHA On-Demand Sessions

Virtual is Our Reality

On-Demand Session Available March 1-March 31, 2021

Title: The Art of the Chart Review: Efficiency Examining the Chart for Patients with Dysphagia

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

Instructional level: Introductory

Time: 1:56:56

Abstract: When evaluating an adult patient with dysphagia, Speech Language Pathologists (SLPs) practicing in healthcare settings have access to a myriad of data via the patient's electronic medical record. SLPs can use this data to determine the plan of care, prognosis and/or if a patient is medically stable for intervention. This presentation will identify the role of common medical diagnoses, lab values, vital signs, medical imaging, and medical interventions (e.g., oxygen delivery, medications, use of medical devices) and analyze their implications for a dysphasic patient.

Learning Objectives:

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

1. Identify the lab values and explain their implications for swallowing.
2. Describe four vital signs and summarize their implications for swallowing.
3. Create a chart review template to use in clinical practice which features past medical history, vitals, labs, relevant imaging, and medical interventions.

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 President of the Georgia Speech Language Hearing Association (GSHA) and is a 4-time ACE award winner.

Disclosures:

Financial: Kara Jones is a salaried employee of the Wellstar Health System

Non-financial: Kara Jones is the current president of the Georgia Speech-Language-Hearing Association

Title: Transitional Toddler or Transitional Language

Author: Stacey Brewer Roberts, M.Ed., CCC-SLP

Instructional Level: Introductory

Time: 1:38:37

Abstract: This presentation will focus on providing SLPs with strategies and techniques that will prepare parents for the major developmental phase referred to as “terrible twos”. Participants will be given strategies for explaining the developmental growth of toddlers, insight on the process of answering questions that parents may have during and after initial evaluation and tips to promote appropriate parent and toddler engagement.

Learning Objectives:

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

1. Identifying the origination and stigmas of the term “terrible twos”
2. Detailing the different stages of toddler development
3. Providing parents with techniques to follow during and after the initial evaluation
4. Establish understanding and increasing positivity in the relationships between parents and their children during these major developmental phases

Biography: Stacey Brewer Roberts M.Ed. CCC-SLP received both her bachelors and masters degree from Valdosta State University and currently works as a Speech Language Pathologist at a private practice facility. She is the founder of a thriving social media blog entitled “Twin Talk Tales” and has recently branched out to establish a self-titled consulting and advocacy service for families who are interested in or require such services.

Disclosures:

Financial: Stacey Brewer Roberts is employed by Therapy Specialists of Georgia.
Non-financial: Stacey Brewer Roberts has no relevant non-financial relationships to disclose.

Title: Unmasking the Barriers to Communication: Supporting Individuals with Hearing Loss in a Pandemic: Lessons Learned and New Opportunities.

Author: Akilah Heggs Lee, PhD, CCC-A

Instructional Level: Introductory

Time: 1:56:56

Abstract: The COVID-19 pandemic is making life more challenging for everyone and has been particularly difficult for individuals with hearing loss. Physical distancing and wearing face coverings for our safety has created new barriers to communication for those who rely heavily on close proximity and facial expressions to support communication. In addition, virtual service delivery has altered access to hearing healthcare. However, promising new strategies for support and intervention have emerged. This presentation will explore the impact of COVID-19 on individuals with hearing loss and discuss creative approaches to promote hearing health and facilitate optimal communication.

Learning Objects:

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

1. Identify barriers to communication for children and adults with hearing loss during the pandemic
2. Discuss the psychosocial impact of COVID-19 on individuals with hearing loss
3. Explore creative strategies and innovative approaches for supporting hearing health and optimal communication

Biography: Akilah H. Lee, PhD, CCC-A is a Clinical Assistant Professor in the Department of Communication Sciences and Disorders at Georgia State University. She is a licensed audiologist with 20 years of experience providing diagnostic and rehabilitation services for infants and young children with hearing loss. She has worked across service delivery settings, which includes working as the Director of Programs and Clinical Services at the University of West Georgia and state coordinator of the Early Hearing Detection and Intervention (EHDI) Program for Georgia. Dr. Lee holds a doctoral degree in public health with a concentration in health promotion and her research that focuses on developing and implementing health education initiatives for individuals with disabilities and translating research into sustainable practice. Dr. Lee has served in various leadership roles at the state and national level in communication sciences and disorders including past president of the Georgia Speech-Language-Hearing Association (GSHA).

Disclosures:

Financial: Dr. Lee is employed by Georgia State University in Atlanta, GA.

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

Title: Service Delivery Considerations during a Systemic Crisis

Author: Aneesha Virani, PhD, CCC-SLP

Instructional Level: Intermediate

Time: 1:59:18

Abstract: Innovation in patient care is not a foreign concept to the Speech-Language Pathologist (SLP) as evidenced by the recent pandemic. Many of us have had to become, what can best be described as, “innovative” in our service delivery during many situations of crisis. SLPs have had to navigate through a dynamic situation, utilizing literature findings to guide our accurate care provision. This presentation aims to achieve the following: a) discuss demands in the role of the SLP in medical settings, during a crisis situation, b) review the evidence to infer clinical practice guidelines to provide diagnostic and therapeutic services with rules established by governing bodies and c) present case scenarios and situations representing the management of patients during a systemic crisis.

Learning Objectives:

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

1. Discuss demands in the role of the SLP in medical settings, during a crisis situation.
2. Review the evidence to infer best practices to provide diagnostic and therapeutic services within the guidelines established by governing bodies
3. Navigate through the dynamics of a crisis situation to guide the most accurate provision of patient care.

Biography: Aneesha Virani, PhD, CCC-SLP graduated with her PhD in Communication Science & Disorders from 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 of Audiology and Speech-Language Pathology at Northside Hospital, leading several programs. Aneesha serves as the Editor of the Perspectives on Swallowing and Swallowing Disorders. She also serves on ACRM's Cancer Rehabilitation Networking Group's Task Forces.

Disclosures:

Financial: Aneesha is employed full time by Northside Hospital

Non-financial: Aneesha is the editor of ASHA's SIG 13's Perspectives on Swallowing and Swallowing Disorders; Member of ACRM's Cancer Rehabilitation Networking Group's Outcomes and Research as well as Education Task Force

Title: Advocacy, Leadership and Empowerment: Strategies for Member Success in Georgia

Author: Theresa H. Rodgers, MA, CCC-SLP, ASHA Fellow, Licensed SLP, EdS

Instructional Level: Introductory

Time: 1:00:57

Abstract: This session will focus on skill development in advocacy, leadership, and volunteerism related to the professions of audiology and speech-language pathology. ASHA's President will discuss strategies for successful advocacy and ways to become involved at various levels. Issues in ASHA's 2021 Public Policy Agenda (PPA) including the following priority areas will be highlighted: health care, schools, professional practice/workforce, and patient/client/ student priorities. Mechanisms for utilization of ASHA resources (including those developed in response to the COVID-19 pandemic) to achieve favorable outcomes for members and consumers in Georgia will also be delineated.

Learning Objectives:

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

1. Identify three legislative and/or regulatory advocacy issues important to audiologists and speech-language pathologists
2. Describe one method that can be used to instantly take action on issues using the ASHA website
3. Delineate three components of the Practice Portal

4. Identify one ASHA resource developed in response to the COVID-19 public health emergency

Biography: Theresa H. Rodgers is ASHA's 2020 President, a speech-language pathologist and special education consultant. She has more than thirty years of school-based experience including as special education supervisor. Theresa's professional experience also includes the position of Chief Administrative Officer for a government entity. Named an ASHA Fellow in 2009, she has served as president of the Council of State Association Presidents, National Council of State Boards of Examiners for Speech-Language Pathology and Audiology and the Louisiana Speech-Language-Hearing Association. Theresa is a former chair of the Louisiana licensure board, was the 2012-2014 ASHA Vice President for Government Relations and Public Policy and has chaired the Council for Clinical Certification and ASHA Board of Ethics.

Disclosures:

Financial: Theresa Rodgers does not have any financial relationships to disclose.
Non-financial: Theresa Rodgers is a member of the ASHA board and current ASHA president.

Title: Do Lab Values hold a Key to Aspiration Pneumonia?

Author: Anastasia Laura Johnson, CScD, CCC-SLP, CLC

Instructional level: Introductory

Time: 0:32:32

Abstract: Most graduate-level education in speech-language pathology provides training in head and neck anatomy, normal and abnormal swallow function and a basic overview of instrumental swallow assessments. Many of our colleagues in other health professions use blood work and lab values to determine presence or absence of infection and as a means of providing skilled intervention. If the body can provide evidence of illness, can it provide any evidence of aspiration, especially outside of overt characteristics, in lab values? This presentation looks to provide a basic overview of lab values, what they mean and if they can help the medial speech- language pathologist in practice.

Learning Objectives:

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

1. Identify types of pneumonia and lab values important for general nutrition and identification of infection.
2. Provided a basic interpretation of lab values.
3. Apply the information and collaborate with health professionals to determine best care practices for patients.

Biography: Dr. Johnson received her BA (2009) and MA (2011) degrees from Kean University in Union, NJ, and her Doctor of Clinical Science in Medical

Speech-Language Pathology (2014) from the University of Pittsburgh in Pittsburgh, PA. Dr. Johnson has worked with a wide range of patients in NICU, inpatient and outpatient settings. Currently, her career focus is on dysphagia and tracheostomy and ventilator dependency following spinal cord injury. She is a speech-language pathologist on the spinal cord injury unit at the Shepard Center in Atlanta, GA.

Disclosures:

Financial: Dr Johnson receives a salary from Shepard Center in Atlanta, GA

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

Title: Interstate Licensure Compact: Reframing Practice

Authors: Susan Adams and Daniel Logsdon

Instructional level: Introductory

Time: 0:37:21

Abstract: This session will describe and explain the current progress and status of the Audiology & Speech-Language Pathology Interstate Compact (ASLP-IC). An interstate compact is an agreement between states that would offer a pathway for licensure to qualified audiologists and speech-language pathologists who wish to practice in multiple states. Implications for members who travel or move state/state including tele-practitioners, traveling therapists, and military spouses will be discussed.

Learning Objectives:

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

1. Discuss the goals, objectives, and development phases of the Audiology & Speech- Language Pathology Interstate Compact
2. Understand the ways the Interstate Compact may affect those seeking or holding multiple state licenses
3. Describe the current status of the Interstate Compact

Biographies: Susan Adams is the Director for State Legislative and Regulatory Affairs at ASHA. She is responsible for advancing the public policy objectives of ASHA by representing the Association in all phases of state legislative and regulatory advocacy. Susan received her bachelor's degree in business administration from Towson University and her juris doctor from the University of Baltimore, School of Law. Susan holds a Certificate in Association Management from the American Society of Association Executives.

Daniel Logsdon is the Director of the National Center of Interstate Compacts at The Council of State Governments. Previously, Logsdon was Vice Chair of Kentucky's Public Service Commission. He served as Kentucky Governor Steve Beshear's deputy chief of staff and as Assistant Kentucky State Treasurer. He has experience in the telecommunications industry having served as vice president for external affairs at Alltel Communications and Windstream Communications. He holds a Bachelor of Arts degree in history from Murray State University.

Disclosures:

Financial: Susan Adams is a salaried employee of the American Speech-Language Hearing Association (ASHA). Daniel Logsdon received a consultation fee from ASHA to provide this presentation.

Non-financial: Susan Adams and Daniel Logsdon have no relevant non-financial relationships to disclose.

Title: Achieve Perfect Harmony in AAC Intervention

Author: Katherine Marie Lamb, PhD., CCC-SLP

Instructional Level: Intermediate

Time: 1:47:36

Abstract: Clients with severe and complex communication deficits are particularly challenging. Following the assessment, interactions, and various interventions, you conclude that the best option for optimal communication for your client is an AAC device or an AAC system. You work tirelessly and continually to advocate for your client communication needs. Your efforts have been successful! It is an exciting and exhilarating time because you know that the AAC will change your client's life in opening a world of communication for them. Now your attention turns to intervention. But what are the best interventions, which apply best to your client's needs and more specifically, to their device? This presentation will provide an in-depth review of the multiple intervention options and programs for AAC devices and AAC systems to assist in this process.

Learning Objectives:

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

- 1.) Identify the client communication characteristics that indicate the need for an AAC device.
- 2.) Describe the basic components for communication in the various types of AAC devices and systems.
- 3.) List at least three interventions and three strategies you can utilize for a client with an AAC device or system.

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 Ph.D 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: Dr. Lamb is a salaried employee of Valdosta State University; University System of Georgia

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

Title: Evidence Based Practice in the Treatment of Professional Voice

Authors: Nathaniel Sundholm, CCC-SLP, Grace Cutchins, SLP-CF and Brian Perry, CCC-SLP

Instructional level: Intermediate

Time: 1:57:36

Abstract: Professional Voice Care is much like treating any other voice need - it requires specific attention to functional goals that help the patient achieve their vocational and avocational demands. As we progress as a field it is imperative that we as clinicians and scientists remain on the cutting edge of evidence based practice. The Emory Voice Center is the premier voice center for professional voice in the Southeast. Our team of specialized SLP's will present several case-studies to demonstrate and explain clinical integration of evidence based methods such as Conversation Training Therapy, Semi-Occluded Voice Therapy, and Phorte.

Learning Objectives:

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

1. Name and demonstrate 3 evidence-based voice therapy techniques.
2. Discuss differences between habilitative and rehabilitative care for voice.
3. Discuss proper referral procedures for appropriate care of voice disorders.

Biographies: Nathaniel Sundholm, MS 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.

Grace M. Cutchin, MM, MS, CF-SLP is a NC native, received both her undergraduate and master degrees in classical voice at institutions in NC. She taught high school chorus for several years before pursuing her higher education degrees. She recently graduated from Auburn University with a Masters in Speech-Language Pathology where she was mentored by voice specialist Mary J. Sandage. She started her clinical fellowship at the Emory Voice Center in September of this year.

Brian E. Petty, M.A., CCC-SLP holds a Bachelor of Music in voice performance from Oklahoma State University, as well as dual Master of Arts degrees in vocal pedagogy and in speech and hearing science, both from The Ohio State University. He is in clinical practice at the Emory Voice Center in Atlanta and has specialized in disorders of the professional and singing voice for 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.

Disclosures:

Financial: Nathaniel Sundholm, Grace Cutchins and Brian Perry are employed by Emory Voice Center in Atlanta, GA.

Non-financial: Nathaniel Sundholm, Grace Cutchins and Brian Perry have no relevant non- financial relationships to disclose.

Title: GSHA Convention Schools Forum

Presenters: Jill Barton, CCC-SLP, Juliet T. Jones, M. Ed., CCC-SLP, Griffin Parrott, M.Ed., CCC-SLP

Instructional Level: Intermediate

Time: 0:57:37

Abstract: This presentation was developed as part of the GSHA Annual Convention Schools Forum. Upon completion, participants will have received a summary of advocacy updates from previous SEAL meetings and a brief question & answer session will be held. Following the question and answer session, a speaker panel will present information on 3 separate virtual therapy techniques including Google/Powerpoint/Backgrounds, greenscreen teaching, and using Boomlearning. Each panelist will present an overview followed by a question and answer period. Participants will also receive a pamphlet of resources.

Learning Objectives:

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

1. Utilize 3 therapy techniques to provide during virtual school- based therapy service.
2. Identify & Review national school-based issues.
3. Update GSHA members on local school-based issues focusing on building advocacy support for school-based members.

Biographies: Mrs. Barton has spent the last 20 years working in a variety of settings across the United States including public schools, pediatric rehabilitation, higher education, and private practice. She is currently working in Atlanta Public Schools. She has presented nationally, regionally, and locally on the topics of Autism, Speech Sound Development, and a variety of private practice & leadership topics. She has Served the American Speech Language Hearing Association (ASHA) as a Coordinating Committee Member of ASHA SIG 11 for Administration & Supervision and most recently as the Chair of the 2020 ASHA Connect Schools Poster Selection Committee. She is the Past President of the Georgia Speech Language Hearing Association (GSHA) and is currently

serving on the GSHA Executive Board as the Schools Committee Chair and ASHA State Education Advocacy Leader: SEAL for Georgia.

Juliet T. Jones, M. Ed., CCC-SLP is a Speech-Language Pathologist and Georgia native. Ms. Jones has a variety of experience in early intervention services, autism, cerebral palsy, intellectual disabilities and children with Down syndrome. She has worked with students with disabilities in a variety of settings over age ranges three years to twenty-one years of age. In her current role as a SLP in the Atlanta Public School District, Ms. Jones collaborates with teachers, parents, instructors, coaches, counselors, and psychologists in a multidisciplinary way to develop innovative, researched based, and interpersonal speech and language therapy activities. Ms. Jones uses technology, books, visuals and animated storytelling to capture student's attention in order to address a variety of goals such as vocabulary, comprehension, social skills and articulation. In addition to managing a hefty caseload, Ms. Jones is active in her community and volunteers as support for the Special Olympics of Georgia as well as Autism Speaks, where she tries to raise awareness of early indicators of Autism in the community. Ms. Jones is also a mentor for college students who face financial adversity. Ms. Jones is a member of ASHA, National Stuttering Association, and Sisters in Speech Therapy and Audiology.

Griffin Parrott is originally from Clayton County, GA and has been a speech and language pathologist for 10 years. She obtained a B.S. in Psychology at the University of Georgia and an M.Ed. in Speech-Language Pathology from the University of Virginia. Griffin has conducted research on cognitive inhibition in children with ADHD. She then spent time in England at Cambridge University studying Childhood Language and Literacy Education. Griffin provided services at Oakland School in Troy, VA, a K-8 boarding school specializing in children with language-based learning and attention issues. She has provided services in a variety of settings, including community hospitals and Shepherd Center. For the past 9 years, Griffin has worked as an SLP in inner city schools around the Atlanta area, as well as at her private practice, Moxie Speech.

Disclosures:

Financial: Jill Barton does not have any financial relationships to disclose and does not receive any compensation as an Executive Council member of GSHA. She is a paid employee of the Atlanta Public School District; Juliet Jones does not have any financial relationships to disclose and does not receive any compensation as a member of Boomlearning.com. She is a paid employee of the Atlanta Public School District; Griffin Parrott does not have any financial relationships to disclose and does not receive any compensation from gogospeech.com or Teacher-Pay-Teachers. She is a paid employee of the Atlanta Public School District

Non-financial: Jill Barton does have any non-financial relationships to disclose as the ASHA State Education Advocacy Leader: SEAL for Georgia.; Juliet Jones and Griffin Parrott have no relevant non-financial relationships to disclose.

Title: GSHA Convention Healthcare and Private Practice Forum: Professional Networking: Learning to Collaborate with Those Who Play in Your "Corner of the Sandbox"

Presenter: Caroline Bowman, M.Ed., CCC-SLP/COM®

Instructional Level: Intermediate

Time: 0:57:30

Abstract: Healthcare and Private Practice Forum attendees will learn the importance of building a professional network in private practice and in healthcare settings. Conference attendees will participate in networking activities in real time through live polling and breakout rooms in small groups. Attendees will share information regarding current practices, trends and issues in healthcare and private practice in speech pathology and audiology within our state. Conference attendees will also be informed of ways to ask questions and communicate with committee chairs and post/answer questions on GSHA's List serves. The Forum will be an interactive event that will involve attendee participation and encourage the building of professional relationships through networking.

Learning Objectives:

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

1. Learn the importance of building a professional network in private practice and how to network well by participating in breakout rooms with fellow conference attendees.
2. Participate in live polls to gather insight, ask questions and gain perspectives of fellow attendees while making new connections in your professional network.
3. Discuss challenges, bright ideas, lessons learned, and private practice resources electronically and virtually during the presentation and beyond.

Biography: Caroline is a speech language pathologist and certified oro-facial myologist who specializes in pediatric feeding and swallowing disorders. She currently chairs GSHA's Healthcare and Private Practice committee and is a board member of the American Academy of Private Practice in Speech Pathology and Audiology. Caroline co-owns a multidisciplinary private practice, The Therapy SPOT, in Statesboro, Georgia.

Disclosures:

Financial: Caroline Bowman is co-owner of The Therapy SPOT in Statesboro, GA.

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

Title: Training Aphasia Patients to Provide Their Own Internal Cues: Two Case Studies

Author: L Katherine Stewart, MS, CCC-SLP

Instructional Level: Intermediate

Time: 0:56:54

Abstract: For patients with aphasia, paraphasias and perseverations often cause communication breakdowns. Phonemic, semantic, and cloze cues are popular strategies employed by conversation partners, but external cueing is not always a viable option. In two case studies, patients with contrasting aphasia presentations received training in existing phonological and semantic approaches in hopes that the training combined with the patients' attempts to self-correct would encourage online "self" phonemic and semantic cueing for improved confrontation naming. Possible explanations of the results, based upon existing theoretical models of aphasia, are discussed.

Learning Objectives:

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

1. Compare and contrast common language output errors in aphasia, and identify proposed explanations as to why they occur.
2. Identify positive prognostic indicators for successful training in "self"-cueing.
3. Name three evidence-based treatment methods for aphasia, and discuss how they can be expanded beyond their original purposes to facilitate improved independence of communication.

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 neurogenic communication disorders. She is a graduate of the speech-language pathology program at Rush University Medical Center in Chicago, where her master's thesis project was a reaction time study on language processing in patients with Parkinson's disease, and she presented findings at the ASHA convention in 2014. Currently, Katherine assesses and treats adult patients in acute care and outpatient rehabilitation in the metro Atlanta area and provides clinical instruction to graduate students. Later this year, she plans to begin the application process for board certification from the Academy of Neurologic Communication Disorders and Sciences.

Disclosures:

Financial: Katherine Stewart is employed by Piedmont HealthCare.

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

Title: Dysphagia in Pediatric Patients with Brain Injury

Authors: Hannah Patten, MSP, CCC-SLP, CBIS and Rachel Hayes, MEd, CCC-SLP

Instructional Level: Intermediate

Time: 1:11:27

Abstract: Acquired brain injuries (ABI) occur across the lifespan and result in a wide range of impairments. Brain injuries can be caused by both traumatic and non-traumatic mechanisms. In infants with brain injury, dysphagia is often a complication associated with injury. This presentation will discuss clinical characteristics of young children with brain injury as they relate to dysphagia and feeding disorders. Assessment and treatment of dysphagia will be discussed as supported by literature and modeled in case studies with a focus on children younger than 12 months of age.

Learning Objectives:

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

1. Identify causes and clinical characteristics of ABI in children under 12 months of age.
2. Understand the role of instrumental swallowing evaluation in the assessment and treatment of infants with ABI.
3. Identify evidence-based interventions for the management of dysphagia in infants with ABI.

Biographies: Hannah Patten is a speech-language pathologist at Children's Healthcare of Atlanta in the Comprehensive Inpatient Rehabilitation Unit. She also works in adult and pediatric acute care. She primarily works with patients who have traumatic and non-traumatic brain injuries to address functional outcomes in cognitive, communication, and swallowing function. Her clinical interests include dysphagia, disorders of consciousness, cognition, language and motor speech impairment in patients with neurogenic disorders.

Rachel Hayes is a speech-language pathologist at Children's Healthcare of Atlanta in the Comprehensive Inpatient Rehabilitation Unit. She also works in adult acute care, adult inpatient rehabilitation, and home health for pediatrics. She has experience with assessment and treatment of feeding and swallowing for pediatrics, including medically fragile infants and infants who have acquired brain injuries.

Disclosures:

Financial: Hannah Patten and Rachel Hayes are employed by Children's Healthcare of Atlanta. Non-financial: Hannah Patten and Rachel Hayes have no relevant non-financial relationships to disclose.

Title: Collaborate to Motivate! : Using Music to Facilitate FUNCTIONAL Treatment with Patients of All Ages

Authors: Perry Houck and Jacqueline Yokley

Instructional level: Introductory

Time: 1:59:54

Abstract: The purpose of this presentation is to provide SLPs with an understanding of how elements of music may be used to enrich treatment with clients of all ages with developmental delays, neurologic differences, or neurodegenerative diseases. This presentation welcomes musicians and non-musicians to learn how to incorporate music into their sessions. Presenters will give an overview of the definition of Music Therapy, how music affects the brain, how music is used for motivation and structure, and how music can be used to address emotional and behavioral difficulties. SLPs will gain exposure and knowledge of the wonderful possibilities that can occur with multidisciplinary collaboration with MTs. This presentation provides ideas for all clinicians to implement into their own sessions, regardless of access to music therapists on their team. Live demonstrations will be used to give practical examples for a variety of populations/settings.

Learning objectives:

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

1. Define the basic elements of music, define the scope of practice of Music Therapy, and explain the efficacy behind MT interventions.
2. Demonstrate practical application of at least 4 strategies for effective collaborations/co- treatments with MT & SLP.
3. State at least 3 specific musical interventions to immediately implement in sessions to address attention, motivation, and emotional regulation to better facilitate progress toward their patients' goals.

Biographies: Perry Houck is a Neurologic Music Therapist, and program director at Therabeat, Inc. She received her degree in Music Therapy/Voice from the University of Georgia. Perry has experience treating children and adults with neurologic differences, developmental delays, and neurodegenerative diseases. In addition to music therapy services, Perry teaches early childhood music classes and music lessons in voice, piano, guitar, and ukulele. Perry is a proud member of Atlanta Master Chorale.

Jacqueline attended the University of Georgia where she received both her Bachelor of Science and her Masters in Speech-Language Pathology. Her experience includes working with patients of all ages in pediatric and adult medical settings as well as in private practice. She is also passionate about early intervention, working with patients with complex airways, childhood apraxia of speech, and mentoring new clinicians! She served on the Executive Council of the Georgia Speech Language Hearing Association for 5 years. Jacqueline is a recipient of the Jack Bess Memorial Award for her volunteer contributions during her role as Convention Chair 2016.

Disclosures:

Financial: Perry Houck is employed as a NMT/program director/music instructor at Therabeat, Inc. Jacqueline is employee as an SLP/digital marketing coordinator at In Harmony Pediatric Therapy and as a PRN SLP at Shepherd Center.

Non-financial: Perry Houck and Jacqueline Yokley have no relevant non-financial relationships to disclose.

Title: Head and Neck Cancer: When, Why and How – Introduction of speech therapy for patients undergoing surgical intervention and radiation therapy

Author: Sarah Smith, MCD, CCC-SLP

Instructional level: Introductory

Time: 1:44:40

Abstract: While most speech-language pathologists are vaguely familiar with some of the terminology used in relation to patients undergoing treatment for head and neck cancer, may feel incompetent and intimidated during the evaluation and treatment process for such patients. Many of these patients have surgically altered anatomy, are still healing and are unable to grasp the changes to themselves and their health. As speech-language pathologists, we can be of great assistance to these patients in both maintaining and regaining deglutitive function and their ability to communicate with family, friends and medical staff. This lecture aims to assist speech-language pathologists in feeling more comfortable and confident in their assessment and treatment of head and neck cancer patients in order to better deliver evidence-based, quality care.

Learning Objectives:

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

1. Learn when to initiate Speech Therapy (ST) services for patients undergoing radiation and surgery.
2. Identify two sources of Evidence-Based Practice (EBP) guidelines for Head and Neck Cancer (HNC) patients.
3. Name 1 contraindication for ST during HNC treatment.
4. Name 2 EBP tools for taking objective measurements during HNC treatments.
5. Identify 3 non-verbal communication methods for total laryngectomy patients.

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-language 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 is a full time employee of Augusta University Medical Center.

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

Title: GSHA Student Forum: Graduation to Employment: Ten Hints Needed to Know

Presenter: Ruth H. Stonestreet, CCC-SLP; F-ASHA; F-NAP; Professor Emerita; Past President, GSHA; Honors of Association-GSHA, Dr. Robert Hull Leadership Award-GSHA

Instructional Level: Introductory

Time: 0:56:01

Abstract: Graduation is the event all students look forward to accomplishing. It comes with excitement of the completion of rigorous studies and clinical experiences. There are anxieties about gaining employment. Among those anxieties are interviewing, obtaining licensure and certification in order to work at the top of the profession and working with teams. This presentation will focus on ten (10) hints for the new speech-language pathologist to consider when beginning a career.

Learning Objectives:

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

1. Discuss the procedure for licensure.
2. Describe components of ASHA certification.
3. Name five (5) of the ten (10) hints described in this presentation.

Biography: Dr. Ruth Stonestreet received her Bachelor of Science and Master of Science degrees from Mississippi University for Women and Ph.D. from Southern Illinois University— Carbondale, specializing in infant, toddler, preschool language disorders and rehabilitation administration. She has presented at numerous state, regional, and national organizations. She is an ASHA Fellow, Fellow-National Academy of Practices, Professor Emerita, and serves on the ASHA Speech-Language Pathology Advisory Council.

Disclosures:

Financial: Dr. Stonestreet teaches part-time graduate classes at Valdosta State University and is an Area Supervisor and Mentor for EBS Healthcare.

Non-financial: Dr. Stonestreet is President of the Board of Directors at the Lowndes Advocacy Resource Center and is Past-President on the Board of Directors for Georgia Parent to Parent. She is a member of the ASHA Speech-Language Pathology Advisory Council.

POSTERS SESSIONS

YOUR MUST ATTEND EITHER 2 or 4 sessions to receive CE credits (partial credit is not awarded)

Title: Developing a Competency Framework as We Meet the Needs of our Profession

Authors: Tanya Duke, CCC-SLP

Instructional Level: Intermediate

Time: 0:12:15

Abstract: Many clinicians felt that 2020 was the most challenging year of their careers. This was true whether you were a new graduate, completing your CFY, a seasoned clinician taking a crash course in tele-health, or working in the medical setting directly with patients who had COVID-19. Everyday presented a new problem to solve, a new skillset to learn, and a reminder to be patient. This poster presentation will discuss why it is important to expand your knowledge past what you learned in school, and to develop a competency framework. This includes self-awareness, communication, academic development, leadership/professionalism, and career development. As well as ways to link company objectives with your performance, by developing behaviors and skills needed to grow within your profession while also meeting the needs of your employer.

Learning Objectives:

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

1. Identify why you need to develop a competency framework, specifically how this will help you grow within your profession
2. Discuss the various tools and resources available to help you grow your competency framework
3. Explain how to execute these skills, regardless of where you are in your career (novice vs. seasoned clinician)

Biographies: Tanya Duke, MA, CCC-SLP, BCS-S, obtained her Master's degree in Speech Pathology from the University of Tennessee, Knoxville in 2001 and has been practicing as a Speech-Language Pathologist for 19 years. She became board certified in swallowing and swallowing disorders in 2012, and completed ASHA's Leadership Development Program in 2019. In 2013 she joined Northside Hospital, where she currently serves as the Rehabilitation Supervisor for Speech Pathology at the Atlanta campus.

Disclosures:

Financial: Tanya Duke receives a salary through her employment at Northside Hospital, and also through employment with Duke Communications, LLC.

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

Title: The impact of Types of Toys on Child and Caregiver Outcomes: A Scoping Review

Authors: Mariam El Amin, MSC-SLP, Jennifer Brown, PhD., CCC-SLP

Instructional Level: Introductory

Time: 0:16:49

Abstract: This session will discuss the current literature examining the influence of toy type on language and communication outcomes in young children and their parents. Studies that controlled for toy use and reported child and/or caregiver communication outcomes were reviewed by content-specific areas. The synthesized results will be presented. Implications for current practice and areas of need for further research will be discussed.

Learning Objectives:

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

1. Describe current evidence/findings for the effect of types of toys used on parental and child's language outcomes.
2. Identify evidence behind recommended toy types that help caregivers and practitioners reach better language and communication outcomes.
3. Discuss clinical implications for practitioners and parents and list areas of future research needs.

Biographies: Mariam El Amin, MS-SLP is a doctoral student with the Child Communication Lab at the University of Georgia. Her research interests include language disorders and interventions in the context of family-centered care, in addition to cross-cultural research in language disorders.

Jennifer A. Brown, Ph.D., CCC-SLP, is an Associate Professor and Graduate Coordinator at the Department of Communication Sciences and Special Education at the University of Georgia. Her research is focused on improving language outcomes for children in natural environments (i.e., home, school, community) through collaborative practices.

Disclosures:

Financial: Mariam El Amin has no financial relationship to disclose. Dr. Brown is a salaried employee of the University of Georgia.

Non-financial: Mariam El Amin and Dr. Brown do not have relevant non-financial relationships to disclose.

Title: Developing Interpersonal and Counseling Skills Through Mixed-Reality Simulation in Communication Sciences and Disorders

Authors: Carlie Sanefur, BS, Twyla Perryman, PhD., CCC-SLP, Chelsea Morris, PhD., CCC-SLP

Instructional Level: Introductory

Time: 0:09:40

Abstract: Simulation is increasingly becoming a valuable tool for training and

educating students in Communication Sciences and Disorders (CSD). This session will focus on how using a mixed- reality simulation environment can increase CSD students' perceptions in their ability to apply clinical and counseling skills. This session will share qualitative and quantitative findings from a study using faculty-designed simulated scenarios to practice collecting case history and delivering diagnostic news to the family of a child client. The session highlights implications to future academic instruction and offers suggestions for gauging effectiveness of skills practice environments.

Learning Objectives:

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

1. Participants will be able to summarize how an immersive learning through a mixed- reality simulation lab was utilized in a Communication Disorders program.
2. Participants will explain how clinical simulation in Communication Sciences and Disorders can help develop student's pre-clinical counseling and interpersonal skills.
3. Participants will demonstrate an understanding of student's perception regarding confidence levels and utility of a mixed-reality simulation experiences for developing professional skills for case history interviews and providing diagnostic information.

Biographies: Carlie Sandefur is a second year graduate student at the University of West Georgia seeking an M.Ed. with a major in Speech Language Pathology. One of her areas of expertise is the extent to which simulation experiences impact overall productivity, training, and interpersonal skills of students in the Communication Sciences and Disorders major.

Dr. Twyla Perryman is an Assistant Professor of Communication Sciences and Disorders at the University of West Georgia. Her research interests include diagnostic and intervention services for developmental disabilities, including Autism Spectrum Disorders (ASD). Dr. Perryman is certified and research trained for ASD screening and assessment.

Dr. Chelsea T. Morris is an Assistant Professor in the Department of Early Childhood through Secondary Education at the University of West Georgia. Dr. Morris' current teaching and research focuses on bias in the perceptions of children's behavior in early childhood, practice- based coaching, classroom leadership and environment plans for positive behavior, and the engagement of communities and families for school improvement.

Disclosures:

Financial: Carlie Sandefur does not have any financial relationships to disclose. Dr. Perryman and Dr. Morris are salaried employees of West Georgia University.

Non-financial: Carlie Sandefur, Dr. Perryman and Dr. Morris do not have relevant non-financial relationships to disclose.

Title: Reading to Rover: The Impact of Therapy Dogs on Children's Literacy Intervention

Authors: Samantha Wingate, Janet Bradshaw, Ph.D, CCC-SLP

Instructional Level: Introductory

Time: 0:10:02

Abstract: Animal-assisted therapy (AAT) is a therapeutic approach that uses therapy dogs to improve the clinical goals of individuals who need rehabilitative support. While AAT research within the health professions is developing, there is support showing that this type of milieu therapy has potential benefits when working with children with literacy concerns. This poster will highlight current literature that explores the use of AAT within literacy interventions, the use of evidence-based measures, and the feasibility of using therapy dogs within clinical sessions.

Learning Objectives:

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

1. Identify how speech-language pathologists utilize therapy dogs to supplement literacy intervention
2. Discuss how speech-language pathologists evaluate a client's progress in canine-assisted reading programs
3. Describe the difference between service dogs, therapy dogs, and emotional support dogs

Biographies: Samantha Wingate is a senior undergraduate student at Georgia Southern University pursuing a Bachelor's of Science in Communication Sciences and Disorders. She is completing her University Honors Program thesis alongside her research mentor, Dr. Janet Bradshaw.

Janet Bradshaw is an associate professor in the Communication Sciences and Disorders Program at Georgia Southern University in Savannah, Georgia. Her research interests include children's social communication skills, multicultural counseling and animal-assisted therapy. Dr. Bradshaw has clinical experience within early intervention, inner-city schools, and university clinics.

Disclosures:

Financial: Samantha Wingate has no financial relationships to disclose. Janet Bradshaw is a salaried employee of Georgia Southern University

Non-financial: Samantha Wingate is an undergraduate student enrolled at Georgia Southern University. She is also the NSSLHA President of the Georgia Southern University Chapter. Janet Bradshaw is a member of ASHA and GSHA.



Save the Date

2022 GSHA Annual Convention

Pre-Convention Thursday, March 3, 2022

Convention Friday, March 4-5, 2022

**University of Georgia Center for
Continuing Education & Hotel**

Athens, GA

Convention Chair:

Ashley Mohrfeld, MEd, CCC-SLP

