

2014 Annual Convention

Georgia Speech-Language-Hearing Association



Spreading Our Wings
Taking Communication Into The Future

Logo design by Tony Baker

February 6 - 8, 2014
Atlanta, GA

Sheraton Atlanta Hotel, 165 Courtland Street NE

CONTINUING EDUCATION INFORMATION:



The Georgia Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

The Georgia Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. This program is offered for up to 1.9 CEUs (Various levels, Professional area), including the pre-conference (.4 CEU) and full conference (1.5 CEUs). ASHA CE Provider approval does not imply

endorsement of course content, specific products, or clinical procedures.

GSHA is also approved by the Georgia Department of Education Office of Professional Learning to award one Professional Learning Unit (PLU) for completion of requirements at the 2014 GSHA Convention. A PLU is a unit of credit based on 10 contact hours of formal instruction or its equivalent and verification that the intent of the formal instruction has been implemented. PLU credit is one type of credit that meets the requirements for teacher certification renewal established by the Georgia Professional Standards Commission (PSC). If prior approval is required by your school system to earn a PLU, go to www.gsha.org to download a *Prior Approval Form*.

The PLU process for the 2014 GSHA Convention begins February 6, 2014 and ends March 8, 2014. GSHA Convention participants may receive 1.0 PLU credit by completing the following:

- ◆ At the end of each session attended, obtain a stamp on your *GSHA Continuing Education Certificate of Attendance Form* (included in your convention packet) for the session. Total the number of hours at the end of the convention. **The total must equal at least 10 contact hours.**
- ◆ Complete the *Mastery Verification Project Form* (included in your convention packet) and follow directions for verification. Submit by the **March 8, 2014** deadline.

HANDOUTS & CDs:

The Georgia Speech-Language-Hearing Association continues to reduce the amount of paper used at its programs. This is an effort to be both responsible to the environment and to increase the quality and timeliness of the resources provided through this learning experience. As in previous years, electronic session handouts will be provided to each participant on a CD available in the registration packet and also may be accessed from the GSHA website. To access speaker-submitted handouts for all sessions, please visit <http://gsha.memberclicks.net/2014-convention-presentations>

INCLUDED IN YOUR REGISTRATION:

The full-conference registration fee includes conference attendance to all sessions, Opening Session and Awards Breakfast (CEUs available for keynote speaker) on Friday, beverage/snack breaks, convention materials, and continental breakfast on Saturday. One-day registration for Friday also includes the Opening Session and Awards Breakfast; Saturday only registration includes a continental breakfast.

BUSINESS AND MEMBERSHIP MEETINGS:

All convention participants are welcome to attend the annual GSHA Membership Meeting and the Business Meeting on Friday afternoon. See the convention program for times and location.

2014 GSHA Convention Committee

Chair

Carol Ann Raymond, MBA, Ed.S., CCC-SLP

Vice Chair

Deborah Foushee, M.S., CCC-SLP

Committee

Vince Clark, M.Ed., CCC-SLP
Debra Cruce, M.Ed., CCC-SLP
Sonya Dodson, M.Ed., CCC-SLP
Akilah Heggs Davis, M.A., CCC-A
Alison Hines, B.S.
Melanie Hudson, M.S., CCC-SLP
Demetria Jackson, M.Ed., CCC-SLP
Sucheta Kamath, M.A., BC-NCD, CCC-SLP
Kathy Newbern, M.Ed., CCC-SLP
Rebecca Lewis Sabo, M.Ed., CCC-SLP
Richard B. Satterfield, Ed.D
Bonnie Schaudé, M.A., CCC-SLP
Maryanne Weatherill, M.S., CCC-SLP

2013-2014 Executive Council

President

Akilah Heggs Davis, M.A., CCC-A

President-Elect

Maryanne Weatherill, M.S., CCC-SLP

Past President

Kelly Ball, M.Ed., CCC-SLP

Vice President of Association Affairs

Patti Howard, M.A., CCC-SLP

Vice President of Professional Practice

Jill Shedd, M.Ed., CCC-SLP

Chair, Membership Committee

Demetria Jackson, M.Ed., CCC-SLP

Chair, Convention Committee

Carol Ann Raymond, MBA, Ed.S., CCC-SLP

Vice Chair, Convention Committee

Deborah Foushee, M.S., CCC-SLP

Chair, Continuing Education

Edgar Vince Clark, M.Ed., CCC-SLP

Chair, Schools Committee

Patty Irwin, M.A., CCC-SLP

Chair, Communications Committee

Lindsey McStotts, M.Ed., CCC-SLP

Chair, Public Relations Committee

Jean Neals Strunjas, Ph.D., CCC-SLP

Chair, Healthcare and Private Practice Committee

Deena Minner, M.S., CCC-SLP

Chair, Higher Education Committee

Alisa Schultz, M.Ed., CCC-SLP

Chair, Strategic Planning Committee

Jane Frobose, M.A., CCC-SLP

Co-Chair, Strategic Planning Committee

LaRae Brown, Ed.S., CCC-SLP

Member-at-Large, Finance Committee

Debra Schober-Peterson, Ph.D., CCC-SLP

Member-at-Large, Finance Committee

LaBrita Cash Baskett, Ed.D., CCC-SLP

Chair, Student Affairs Committee

Veronique Webber

STAR Representative

Margaret Ann Parker, M.S., CCC-SLP

SEAL

Jill Shedd, M.Ed., CCC-SLP

SMAC

Paula Klingman-Palk, M.Ed., CCC-SLP

ASHA CE Administrator

Erica Chatelain, M.Ed., CCC-SLP

Lobbyists

Stanley S. Jones, Jr., Esq.
Helen Sloat

Agenda At-A-Glance



Thursday, February 6

12:00 pm-1:00 pm	Pre-Conference Event Registration
1:00 pm-5:15 pm	Pre-Conference Event

Friday, February 7

7:00 am-8:00 am	Registration
7:00 am-10:30 am	Exhibitor Set-Up
8:00 am-10:30 am	Opening Session Breakfast & Awards Ceremony
10:30 am-7:00 pm	Exhibits
10:30 am-11:00 am	Break/Exhibits
11:00 am-12:00 pm	Breakout Sessions 1
12:00 pm -1:30 pm	Lunch (<i>on your own</i>)
12:15 pm-1:15 pm	Vendor Academy & Exhibits
12:15 pm-1:15 pm	Breakout Sessions 2
1:30 pm-3:30 pm	Breakout Sessions 3
3:30 pm-4:00 pm	Break/Exhibits
4:00 pm-5:00 pm	Breakout Sessions 4
5:00 pm-5:30 pm	Membership Meeting: <i>All members are encouraged to attend.</i>
5:30 pm-6:00 pm	Business Meeting: <i>All members are encouraged to attend.</i>
6:00 pm-7:00 pm	ASHA Town Hall Meeting: Advocacy, Leadership, and Volunteerism
6:00 pm-7:00 pm	Posters Group A
7:00 pm	Dinner Groups
7:00 pm	Poster Removal/Poster Set-up Group B

Saturday, February 8

6:30 am-7:00 am	Poster Set-Up Group B
7:30 am-8:30 am	Registration
7:30 am-8:30 am	Continental Breakfast
7:30 am-3:45 pm	Exhibits
7:30 am- 8:30 am	Posters Group B
8:30 am-10:30 am	Breakout Session 1
10:30 am-11:00 am	Break/Exhibits
10:30 am-11:00 am	Poster Removal
11:00 am-12:00 pm	Breakout Session 2
12:00 pm-1:30 pm	Lunch (<i>on your own</i>)
12:15 pm-1:15 pm	Vendor Academy & Exhibits
1:30 pm-3:30 pm	Breakout Sessions 3
3:30 pm-4:00 pm	Break/Exhibits
4:00 pm	Exhibit Removal
4:00-5:00 pm	Breakout Session 4

LEVEL 3



Join us for **Sheraton Social Hour** at the Sheraton Atlanta Hotel on **Thursday, February 6**

from 4:00—7:00 pm in Fandangles Lounge.

Compare two 2-ounce pours of wines rated 90+ by *Wine Spectator* and other premium pours from the Sheraton Selects menu for just \$5.

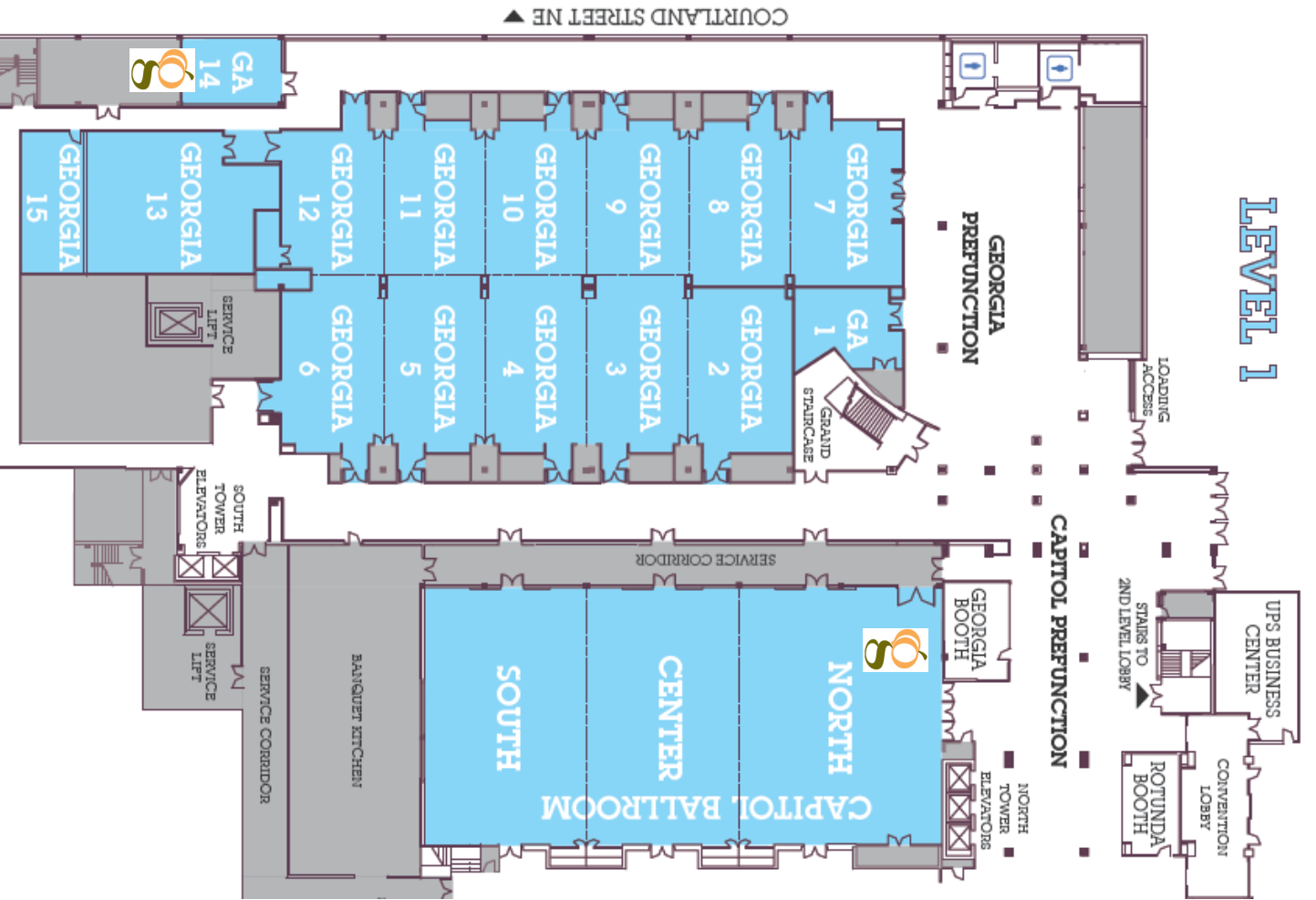


Friday & Saturday

Lunch Options:

- ◆ **Grab & Go** items will be available for purchase on the Third Floor at The Deli for those who wish to return to a session.
- ◆ A seated **lunch buffet and a la carte options** will be available for purchase on the Third Floor at Collage Restaurant; Collage menu options are not available for take out to the convention sessions.

LEVEL 1



LEVEL 2 (LOBBY)



THANK YOU to our 2014 Convention Exhibitors & Sponsors!

Platinum Sponsor

EBS Healthcare

Student Forum Sponsor

EBS Healthcare

Saturday Breakfast Sponsor

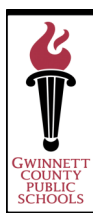
Integra Rehabilitation

Bronze Sponsors

Articulate Technologies
Children's Healthcare of Atlanta
Georgia Tools For Life
PresenceLearning
Saltillo Corporation

Copper Sponsors

Cherokee County School District
Comprehensive Therapy Consultants
Georgia Relay
Gwinnett County Public Schools
LM Speech
McCulloh Therapeutic Solutions LLC
Northern Speech Services
Prentke Romich Company (PRC)
Super Duper



Convention Schedule At-A-Glance

Time	Event	Athens	Augusta	Macon	Valdosta	Savannah 2 & 3	Georgia 14
------	-------	--------	---------	-------	----------	-------------------	------------

Thursday, February 6

12:00-1:00pm	Pre-Conference Registration, <i>Level 2, Savannah 2 & 3</i>						
1:00 - 5:15 pm	Pre-Conference					Language Acquisition Through Motor Planning: An AAC Strategy <i>John Halloran</i>	

Time	Event	Athens	Augusta	Macon	Valdosta	Savannah 2 & 3	Georgia 14
------	-------	--------	---------	-------	----------	-------------------	------------

Friday, February 7

7:00 am-8:00 am	Registration & Check-in <i>Level 1, Capitol Pre-Function Area</i>						
8:00 am-10:30 am	<p>Opening Session Breakfast and Awards in Capital North Ballroom</p> <p>Keynote: Taking Flight: Learning Lessons, Tracking Trends and Transferring Knowledge <i>Carolyn Phillips</i></p>						
10:30 - 11:00am	<p>Break/Exhibits, <i>Level 2, Cities Hallway</i></p> <p>Registration & Check-in. <i>Level 2, Grand Staircase</i></p>						
11:00 am-12:00 noon	<p>Breakout Sessions 1</p>	<p>Promoting Change Through Evaluation and Assessment <i>Carol Dudding</i></p>	<p>What Do Nouns Have To Do with It? Replacing Theme Based Vocabulary with Core Words <i>Jennifer Lyons & Leslie Hawkins</i></p>	<p>Traumatic Brain Injury in Young Children <i>Julie Haarbauer-Krupa</i></p>	<p>Strategies to Increase Listening Performance for Children with Hearing Loss <i>Elswick & Newbern</i></p>	<p>Making Memories: The Role of the Speech-Language Pathologist in the Development of a Memory Center for the Early Diagnosis of Dementia <i>Rosemary Lewis</i></p>	
12:00-1:30pm	Lunch (On Your Own), Vendor Academy Sessions, Breakout Session 2, and/or Exhibits						

Time	Event	Athens	Augusta	Macon	Valdosta	Savannah 2 & 3	Georgia 14
Friday, February 7 (continued)							
12:15 - 1:15 pm	Vendor Academy/ Breakout Session 2/ Exhibits		Vendor Academy: Online Software for Listening and Comprehension <i>Clint Johnson</i>		The Georgia Supervisory Network as a Resource for Clinical Educators <i>Akilah Heggs Davis & Ingrid Hinkley</i>	Vendor Academy: Perspectives on Including Students with Communication Devices in General Education <i>Christine Kramlich</i>	
1:30 pm - 3:30 pm	Breakout Sessions 3	Telepractice: What's It All About <i>Carol Dudding</i>	AAC 101: Intro to Evaluations <i>Vicki Clarke</i>	Assessment and Management of Communication and Swallowing for Tracheostomized Adults <i>Julie Bonner</i>	Stuttering Therapy: 10 Key Strategies For Success <i>Tim Mackesey</i>		Autism Spectrum Disorders ~ Build Literacy, Language and Speech Skills with Printed Cues! <i>Keli Richmond</i>
3:30 pm- 4:00 pm	Break/Exhibits, Level 2, Cities Hallway						
4:00 pm- 5:00 pm	Breakout Sessions 4	Reimbursement Update: Tools for the Healthcare SLP <i>Edie Hapner</i>	Finding a Voice: A Look at Some Apps That Can Assist With Communication <i>Martha Rust</i>	Transition to Adulthood for Adolescents with Acquired Brain Injury <i>Julie Haarbauer- Krupa</i>	Stuttering Therapy: 10 Key Strategies For Success (continued) <i>Tim Mackesey</i>		Bullying, Children with Communication Disorders, and the Role of Audiologists and Speech- Language Pathologists <i>Akilah Heggs Davis</i>
5:00 pm - 5:30 pm	GSHA Meeting	Membership Meeting					
5:30 pm- 6:00 pm	GSHA Meeting	Business Meeting					
6:00 pm - 7:00 pm	Posters / Breakout Session 5	ASHA Town Hall Meeting: Advocacy, Leadership and Volunteerism <i>Edie Hapner</i>				Posters Group A	
7:00 PM	Dinner Groups/Dinner (on your own)						

Time	Event	Athens	Augusta	Macon	Valdosta	Savannah 2 & 3	Georgia 14
------	-------	--------	---------	-------	----------	-------------------	------------

Saturday, February 8

7:30 am-8:30 am	Registration & Check-in Continental Breakfast <i>Level 2, Grand Staircase</i>						
7:30 am-8:30 am	Posters					Posters Group B	
8:30 am - 10:30 am	Breakout Sessions 1	Theory of Mind: Implications for the Development of Social and Academic Competence <i>Carol Westby</i>	Making Sense of Multi-Sensory Communication <i>Jessie Moreau</i>	Merging Phonemic Awareness and Phonics Within all Tiers of Response to Intervention <i>Nancy Telian</i>	Evidence-Based Practice: Definitions and Practical Application <i>Patrick Coppens</i>		Bridging the Gap from the Clinic to the Classroom <i>Donna Smiley</i>
10:30 - 11:00 am	Break/Exhibits, Level 2, Cities Hallway						
11:00 am-12:00pm	Breakout Sessions 2	Theory of Mind: Implications for the Development of Social and Academic Competence (continued) <i>Carol Westby</i>	Assistive Technology Strategies and Solutions for People with Neurodegenerative Disorders <i>Carolyn Phillips</i>	Merging Phonemic Awareness and Phonics Within all Tiers of Response to Intervention (continued) <i>Nancy Telian</i>	A Conceptualization of the Informal Assessment Process <i>Patrick Coppens</i>		Bridging the Gap from the Clinic to the Classroom (continued) <i>Donna Smiley</i>
12:00-1:30pm	Lunch (On Your Own), Vendor Academy Sessions, Forums, and/or Exhibits						
12:15 pm-1:15 pm	Vendor Academy/ Forums/ Exhibits	Student Forum	Healthcare Forum	Schools Forum	Vendor Academy: Administer, Score, & Interpret the Clinical Assessment of Articulation & Phonology-2 (CAAP-2) <i>Clint Johnson</i>	Vendor Academy: Strengthening Your Core <i>Christine Kramlich & Beth Saunders</i>	
1:30 pm - 3:30 pm	Breakout Sessions 3	Theory of Mind: Implications for the Development of Social and Academic Competence (continued) <i>Carol Westby</i>	Integration of Phonological Awareness Training for Children with Severe Phonemic Impairment (Including CAS) <i>Sue Hume & Carrie Mills</i>	Johnny Reads CVC Words: Now What? Advanced Word Reading and Spelling <i>Nancy Telian</i>	How to Perform an MBSS that Communicates Positive Results <i>Jennifer Jones</i>	Practical Management of Executive Dysfunction and Disorder of Self-Regulation on TBI <i>Sucheta Kamath</i>	Georgia's Children with Hearing Loss: A Framework for Improved Educational Outcomes <i>Jane Seaton</i>
3:30 pm-4:00 pm	Break/Exhibits, Level 2, Cities Hallway						
4:00 pm-5:00 pm	Breakout Sessions 4	Theory of Mind: Implications for the Development of Social and Academic Competence (continued) <i>Carol Westby</i>	SLP Involvement in AAC: Georgia State of the Practice Survey <i>Ben Satterfield</i>		How to Perform an MBSS that Communicates Positive Results (continued) <i>Jennifer Jones</i>	Advocacy Strategies to Use When Seeking Funding for Augmentative Communication <i>Naomi Walker</i>	Georgia's Children with Hearing Loss: A Framework for Improved Educational Outcomes (continued) <i>Jane Seaton</i>

Specialty rehab services for children, teens and young adults



- Care designed for patients from birth to age 21
- Pediatric-trained therapists
- Evaluations and individualized treatment plans for:
 - Voice disorders
 - Feeding and swallowing disorders
 - Language-based reading disorders
 - Central auditory processing disorders
- Augmentative communication and assistive technology services
- Specialty swallowing evaluations using advanced technology
 - Oral Pharyngeal Motility Studies (OPMS)
 - Flexible Endoscopic Evaluation of Swallowing (FEES)
- Nine outpatient locations throughout metro Atlanta

Outpatient Rehabilitation Program
404-785-7100

**Pediatric Assistive
Technology Center**
404-785-3718

 choa.org/rehab



Children'sSM
Healthcare of Atlanta
Dedicated to All Better

Detailed Agenda

Thursday, February 6

Pre-Convention

1:00-5:15 PM

Language Acquisition Through Motor Planning: An AAC Strategy

John Halloran, MS, CCC-SLP

Moderator: Ben Satterfield

Language Acquisition through Motor Planning is an approach designed to give individuals who are nonverbal or have limited verbal abilities a method of independently and spontaneously expressing themselves through the use of a speech generating device. The key components, including readiness to learn, engaging the learner through joint engagement, and learning language through a unique and consistent motor plan paired with an auditory signal and a natural consequence, will be discussed and illustrated through client video. Through this approach, intervention can begin at the cause and effect level and systematically build upon the stages of natural language development.

Learning Outcomes

At the conclusion of this presentation, participants will be able to:

1. Identify the benefits of accessing vocabulary with consistent motor patterns.
2. Identify how to address segmentation of speech with AAC.
3. Identify the benefits of multi-sensory convergence in the development of language.

Disclosures

Financial: John Halloran has received GSHA compensation for lodging, meals, and ground transportation. He is an employee of the Prentke Romich Company and owner of the WordToob app.

Non-Financial: No relevant non-financial relationships exist.

Friday, February 7

Opening Session Breakfast & Awards

8:00-10:30AM

Taking Flight: Learning Lessons, Tracking Trends and Transferring Knowledge

Keynote Speaker: Carolyn Phillips, MEd, ATP

Moderator: Carol Ann Raymond

Welcome to the Assistive Technology revolution! The world around us is evolving at an astounding rate. Assistive Technology developments have been foundational in this evolution and a catalyst producing positive life-changing results for individuals with disabilities. Come learn about what's new in AT and in the AT community as we explore where we were, where we are, and perhaps, where we are going. We will also discuss possible solutions to expedite knowledge transfer from research journals to your clients whether they are in school, at home, at work, or in the community.

Learning Outcomes

At the conclusion of this presentation, participants will be able to:

1. Summarize two current research studies or technology trends regarding applying specific AT in educational environments.
2. Summarize the evolution of one assistive technology solution.
3. Access and assess three resources to discover new AT solutions to support students.

Disclosures

Financial: Carolyn Phillips has received a complimentary GSHA convention registration.

Non-Financial: No relevant non-financial relationships exist.

11:00 AM-12:00 PM

Promoting Change Through Evaluation and Assessment

Carol Dudding, PhD, CCC-SLP

Moderator: Akilah Heggs Davis

This presentation will offer considerations in the process and evaluation as part of the supervisory process. Strategies for promoting change, including pitfalls to avoid, will be offered. The information provided will have application to the supervision of graduate students, CFs, and supervisees within the work setting.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Describe the role of supervisor in the assessment and evaluation process.
2. Discuss the importance of expectations in the process.
3. Explore potential pitfalls of assessment and evaluation.
4. Describe best practices in assessment and evaluation.
5. Discuss the role of cultural, generational and personality characteristics in the assessment and evaluation process.

Disclosures

Financial: Carol Dudding has received a GSHA honorarium and travel expenses.

Non-Financial: She is a member of SIG 11 Administration and Supervision.

11:00 AM-12:00 PM

What Do Nouns Have To Do with It? Replacing Theme-Based Vocabulary with Core Words

Jennifer Lyons, MS, CCC-SLP & Leslie Hawkins, MS, CCC-SLP

Moderator: Debra Schober-Peterson

What do nouns really have to do with communication? For years we have exposed our students to ever-changing theme-based vocabulary and wonder why they aren't making significant progress on their current systems. Our students require repetition with vocabulary used in different situations so that they can "OWN" the words they are taught. Participants will be provided strategies to encourage communication growth across environments utilizing core words through modeling and Natural Aided Language Stimulation. An Action Plan will be developed and a core word overlay will be provided to help jumpstart your journey into effective communication instruction.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Demonstrate use of teaching expressive language through the use of core words.
2. Provide examples of practical strategies to teach core words through Natural Aided Stimulation and modeling.
3. Provide participants with the ability to develop an Action Plan to implement core words effectively with clients.

Disclosures

Financial: Jennifer Lyons and Leslie Hawkins have each received complimentary GSHA convention registrations.

Non-Financial: No relevant non-financial relationships exist.

11:00 AM-12:00 PM

Traumatic Brain Injury in Young Children

Julie Haarbauer-Krupa, PhD, CCC-SLP

Moderator: Maureen Dinges

Traumatic Brain Injury is the leading cause of acquired disability in children. Children age 5 or younger have the highest rate of emergency department visits for TBI without a single source of community services following their injury. This presentation will provide information on outcomes for children in this age group and results from a federally funded study on cognitive, language and literacy outcomes for children ages 6-10 years with a history of TBI at age 5 or younger.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Identify incidence and prevalence of TBI in children age 5 or younger.
2. Describe outcomes for children who sustain a TBI at a young age.
3. Describe language and literacy performance in children between the ages of 6-10 years with a history of TBI at age 5 or younger.

Disclosures

Financial: Julie Haarbauer-Krupa has received a complimentary GSHA convention registration.

Non-Financial: No relevant non-financial relationships exist.

11:00 AM -12:00 PM

Strategies to Increase Listening Performance for Children With Hearing Loss

Emily Elswick, MSP, CCC-SLP & Kathy Newbern, MSP, CCC-SLP

Moderator: Colleen O'Rourke

Many professionals believe that they must utilize visual aids, including lip-reading, gesturing, and picture cues as primary strategies when working with children with hearing loss. The purpose of this session is to introduce "listening first" strategies for teachers and speech-language pathologists who work with children with cochlear implants, hearing aids, or other listening devices. This presentation will include information and activities supplemented with video examples to increase the practical application of the targeted listening strategies.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. List the main stages of auditory development.
2. Describe the type and severity of hearing loss based upon a child's audiogram information.
3. Describe how to perform a Ling 6 sound listening check.
4. Give examples of three activities for each stage of auditory development.
5. Apply strategies for facilitating listening in intervention with infants, toddlers, preschoolers, and school-aged children with hearing loss.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

11:00 AM-12:00 PM

Making Memories: The Role of the Speech-Language Pathologist in the Development of a Memory Center for the Early Diagnosis of Dementia

Rosemary Lewis, MS, CCC-SLP

Moderator: Erica Macklin

Early identification of dementia is crucial for the patient to begin treatment that will help preserve functional abilities. The instruction of compensatory strategies to achieve this goal is most effective when the speech-language pathologist is part of the treatment team. This presentation will describe a successful Memory Center that is led by the neurologist and augmented by the interdisciplinary team. Diagnostic assessment, including the case history reporting and specific treatment strategies, will be reported.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. List three components of the neurological exam for the assessment of dementia.
2. Perform a case history and diagnostic assessment for dementia.
3. Instruct dementia patients in compensatory strategies for memory, daily scheduling, word finding, and simple problem solving.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

Vendor Academy & Breakout Sessions #2

12:15-1:15 PM

Online Software for Listening and Comprehension – Vendor Academy

Clint Johnson, MA, CCC-SLP

Moderator: Rosanna Johnson

This session reviews HearBuilder online, multi-platform software for K-8th grade students for Following Directions, Phonological Awareness, Auditory Memory, and Sequencing. The theory and research behind these internet-delivered programs will be reviewed, the software will be demonstrated, data collection reports will be presented, and results of research studies will be shared.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Identify the impact of listening skills on success in the classroom.
2. Describe how following directions, phonological awareness, auditory memory, and sequencing support the Common Core Standards for English Language Arts.
3. Explain systematic approaches to teaching and remediating weaknesses in following directions, phonological awareness, auditory memory, and sequencing.
4. Discuss the results of HearBuilder research studies.

Disclosures

Financial: Clint Johnson is employed as the Supervising Editor for Super Duper Publications.

Non-Financial: No relevant non-financial relationships exist.

12:15-1:15 PM

An Update in Clinical Supervision in Speech-Language Pathology and Audiology: The Georgia Supervisory Network as a Resource for Clinical Educators

Akilah Heggs Davis, MA, CCC-A & Ingrid Hinkley, MA, CCC-SLP

Moderator: Jamie-Lee Willis

The role of the supervisory process in Communication Sciences and Disorders plays a critical component in the initiation and continued development of competent clinical skills in the profession. This presentation will provide an overview of the supervision process and address the knowledge and skills needed to be an effective clinical educator. It will also include an update on the resources available through the Georgia Supervisory Network, which will highlight the newly developed website designed to stimulate the exchange of and dissemination of information among those engaged in supervision in all professional settings in communication disorders.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Define the supervision process.
2. Outline the knowledge and skills for clinical supervision in SLP and Audiology.
3. Identify the purpose of the Georgia Supervisory Network and describe the resources available to support collaboration for clinical educators.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: Akilah Heggs Davis is the current GSHA President and Georgia Supervisory Network (GSN) President. Ingrid Hinkley is a committee member of the Georgia Supervisory Network (GSN) and Chair of the GSN Communications Committee that developed the GSN Website.

12:15-1:15 PM

Perspectives on Including Students with Communication Devices in General Education – Vendor Academy

Christine Kramlich, Med

Moderator: Cayla Traviesa

Teachers face challenges including students with complex communication needs into their classroom. Parents are interested in collaborating with teachers but may find this difficult. Students want to be an integral part of the class. Finding ways to communicate and work together is critical to the success of the student in order to facilitate inclusion.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. List strategies for facilitating inclusion of a device user in general education.
2. Identify ways to modify the physical environment of the classroom in order to promote physical access to the curriculum.
3. List ways to promote communication between staff and parents.

Disclosures

Financial: Christine Kramlich is an employee of the Prentke Romich Company.

Non-Financial: She is a member of International Society for Augmentative and Alternative Communication (ISAAC).

Breakout Sessions #3

1:30-3:30 PM

Telepractice: What's It All About

Carol Dudding, PhD, CCC-SLP

Moderator: Jill Barton

This session is intended for those interested in telepractice as a service delivery method. The speaker will provide information related to technology selection, security and privacy issues, provider training, reimbursement, and state licensing requirements. Participants will be encouraged to explore considerations in developing a telepractice program appropriate to their practice setting.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Select appropriate telepractice model based on needs assessment.

2. Discuss technology, confidentiality, and security issues related to various telepractice models.
3. Develop a training plan for persons engaged in telepractice.
4. Discuss issues related to licensing and reimbursement related to telepractice.

Disclosures

Financial: Carol Dudding has received a GSHA honorarium and travel expenses.

Non-Financial: She is a member of SIG 11 Administration and Supervision.

1:30-3:30 PM

AAC 101: Intro to Evaluations

Vicki Clarke, MS, CCC-SLP

Moderator: Patti Howard

With the advent of affordable AAC options, we are seeing an increasing number of SLPs, teachers, and families interested in evaluating their child for the use of an AAC system (iPads, dedicated devices, and other mobile tablets). The ease of acquiring an AAC system has made it very tempting for families and professionals to purchase a system on word-of-mouth advice without conducting a thorough evaluation to best match the features of an AAC system to their individual child's needs. This session offers an introduction to a basic step-by-step AAC evaluation with resources and tips to help therapists complete a basic AAC evaluation.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Name four resources for AAC evaluation materials.
2. List features of AAC devices/applications, which should be considered in an AAC evaluation.
3. List four competencies necessary for successful AAC use.

Disclosures

Financial: Vicki Clarke has received a complimentary GSHA Convention registration.

Non-Financial: Vicki Clarke offers feedback, with no obligation, for AAC device manufacturers including Dynavox, Tobii, and Saltillo. She also offers the same feedback to numerous AAC app developers, including Tbox Apps, Autismate, Proloquo2Go, Something to Say, Saltillo, Revolutionary Concepts, Invention Labs, Bloomingsoft, Mozzaz, and Conley Solutions.

1:30-3:30 PM

Assessment and Management of Communication and Swallowing for Tracheostomized Adults

Julie Bonner, MS, CCC-SLP, BRS-S

Moderator: Susannah Hardy

This course provides information for those interested in assessment and treatment guidelines for communication and swallowing with tracheostomized adults. Topics will include: 1) Introduction-procedure and tracheostomy tubes; 2) Speaking Valves-evaluation, use, and problem solving on mechanically ventilated and non-mechanically ventilated patients; additional communication options; 3) Swallowing-altered dynamics and assessment; and 4) Advanced Decision Making-using a decision matrix to provide integral input to assist in the weaning process. This course provides practical information and materials that both students and practicing clinicians should find beneficial.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Identify the components of a tracheostomy tube.
2. Identify inclusion and exclusion criteria for assessment and use of a speaking valve.
3. List three ways swallowing function may be compromised by the presence of a tracheostomy tube.
4. Discuss the candidacy and process for tracheostomy weaning using a decision matrix.

Disclosures

Financial: Julie Bonner has received a complimentary GSHA Convention registration.

Non-Financial: No relevant non-financial relationships exist.

1:30-3:30 PM

Stuttering Therapy: 10 Key Strategies for Success

Tim Mackesey, MEd, CCC-SLP

This presentation will continue from 1:30pm – 5:00pm

Moderator: Kathleen W. Presgrove

Utilizing video, lecture, and discussion, 10 keys to help effectively people who stutter will be presented. Strategies for oral reading, stuttering modification techniques, diagnostic principles, teacher support, parent inclusion, and anxiety reduction via CBT will be features of this holistic view of stuttering. Whether assisting pre-k, k-12, or adult, an SLP will find interest in this seminar. Multiple guest speakers will present live, in-person testimony.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. List three techniques to improve oral reading fluency.
2. Identify two ways teachers and SLPs can help the child who stutters in the classroom.
3. Demonstrate light contact and pull out strategies to control and correct moments of stuttering.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

1:30-3:30 PM

Autism Spectrum Disorders ~ Build Literacy, Language and Speech Skills with Printed Cues!

Keli Richmond, MS, CCC-SLP

Moderator: Patsy Chalfant

Children with Autism Spectrum Disorder (ASD) develop phonological awareness with orthographic instruction (printed cues). Studies suggest that many children with autism may have poor phonological awareness skills. Orthographic instruction promotes development of basic speech and literacy skills by building phonological awareness. Proficient speech and literacy skills cannot be achieved unless the four processors (orthographic, phonological, meaning and context) are active and synchronized. Orthographic instruction activates and synchronizes the four processors within the brain resulting in improved speech intelligibility and enhanced literacy skills.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Identify the reading processors within the brain.
2. Outline the recommended hierarchy of orthographic instruction (printed cues).
3. Recognize the positive aspects of introducing orthographic instruction (printed cues) into individual and group activities.

Disclosures

Financial: Keli Richmond is the author of the Literacy Speaks! Program and receives royalties from Northern Speech Services.

Non-Financial: No relevant non-financial relationships exist.

Breakout Sessions #4

4:00-5:00 PM

Reimbursement Update: Tools for the Healthcare SLP

Edie Hapner, PhD, CCC-SLP

Moderator: Patty Irwin

Changes in third party pay or mandates, especially Medicare, and clinically based outcomes reporting often leave clinicians with more questions than answers. This one-hour presentation will review 2013 CBO initiatives including G codes reporting, severity modifiers and the NOMS, and upcoming mandatory PQRI reporting for independent Medicare providers. Ample time will be left in the talk to answer questions and direct the participants on resources for gaining accurate and timely responses to their reimbursement questions.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Describe the purpose and mandated use of G codes for clinically based outcomes reporting.
2. Describe the uses of NOMS or other reporting systems for CBO reporting.
3. Discuss resources for the physician's fee schedule for 2014 and NCCI edits to determine what codes can be billed together in one visit.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: Edie Hapner is a member of the ASHA Board of Directors.

4:00-5:00 PM

Finding a Voice: A Look at Some Apps That Can Assist With Communication

Martha Rust, MS, ATP

Moderator: Maureen Dinges

In its earliest form, AAC devices consisted of letter boards, eye-gaze boards, and analog devices. Then came the computer, and systems began to be more robust and offer more solutions. Now we have reached the age of mobile technologies. When the iPhone and iTouch first came out in 2007/ 2008, there were very few communication apps; now there are over 100! During this session, individuals will have the opportunity to explore a few of these. They will learn about some free apps that are available as well as see some of the more expensive ones. Individuals will also briefly learn the difference of the tablets and which apps will work on each. Participants are encouraged to bring their tablets.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Differentiate between the tablets to gain an understanding of the apps that will run on them.
2. Identify at least three apps that can aid in communication that are free and try on a tablet.
3. Identify at least five apps that can aid in communication that have a fee and be able to try on a tablet.

Disclosures

Financial: Martha Rust has received a complimentary GSHA convention registration.

Non-Financial: No relevant non-financial relationships exist.

4:00-5:00 PM

Transition to Adulthood for Adolescents With Acquired Brain Injury

Julie Haarbauer-Krupa, PhD, CCC-SLP

Moderator: Veronique Webber

A childhood Acquired Brain Injury (ABI) changes the landscape for transition to adulthood. Following ABI, teens can acquire a disability and, along with their families, are dealing with unexpected issues, such as cognitive and behavioral changes and adjustment to a catastrophic injury that alter the course of their life events. Beyond rehabilitation during the initial medical treatment for an ABI, there are limited options for transition planning and services for teens that include both medical and educational/vocational areas. Research describing transition outcomes for youth with ABI indicates that those who received transition supports linking them to agencies and services were more likely to complete postsecondary programs. Survivors of traumatic brain injury are a heterogeneous group with a variety of pre-injury characteristics in terms of developmental status, academic placement, and social functioning. This presentation will present data from a pilot study about important factors for healthcare transition and information about a program model to help individuals with ABI.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Identify transition needs for teens with Acquired Brain Injuries (ABI).
2. Describe factors contributing to successful healthcare transition following ABI.
3. Describe factors contributing to successful career building for teens with ABI.

Disclosures

Financial: Julie Haarbauer-Krupa has received a complimentary GSHA convention registration.

Non-Financial: No relevant non-financial relationships exist.

4:00-5:00 PM

Bullying, Children With Communication Disorders, and the Role of Audiologists and Speech-Language Pathologists

Akilah Heggs Davis, MA, CCC-A

Moderator: Erica Macklin

Bullying has become a topic receiving national attention. Children with disabilities are at greater risk of being victimized. When it comes to children with communication disorders, what is the role of audiologists and speech-language pathologists? This session will give an overview of bullying prevalence and behaviors, a proposed protocol for professionals to use to screen for bullying concerns during case history and other conversations with children and families, as well as resources for providing school-wide education and advocacy activities.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Define bullying and cyber bullying.
2. Describe attitude and behaviors about bullying and children with communication disorders.
3. Describe a proposed protocol to screen for bullying concerns.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: Akilah Heggs-Davis is the current GSHA President and Georgia Supervisory Network (GSN) President.

4:00-5:00 PM

Stuttering Therapy: 10 Key Strategies for Success (continued)

Tim Mackesey, MEd, CCC-SLP

Moderator: Kathleen W. Presgrove

GSHA Meetings

5:00-5:30 PM

Membership Meeting

The Membership Forum is held during every annual convention to provide an opportunity for GSHA members to offer feedback regarding the association's activities during the current year and to make suggestions for the upcoming Annual Management Plan, which drives the activities of GSHA's volunteer leadership. Don't miss Friday's Membership Forum! The Strategic Planning Committee plans to provide a look at the **proposed 2015 - 2017 Strategic Plan** and would like YOUR INPUT. Take advantage of this opportunity to express your ideas or opinions about the strategic directions of our association during the Membership Forum. Rumor has it that door prizes will be offered during the session!

5:30-6:00 PM

Business Meeting

This is the only business meeting of the year for GSHA members, so please plan to attend and play an active role in your association. Learn about GSHA's finances, membership, committee activities, and how you can be involved. Activities requiring a vote from the membership may take place so please attend and make your vote count. All attendees are welcome to participate in the business meeting; only members can vote on any proposed resolutions. Door prizes will be offered to attendees at this session!

ASHA Town Hall

6:00-7:00 PM

ASHA Town Hall Meeting: Advocacy, Leadership, and Volunteerism

Edie Hapner, PhD, CCC-SLP

Moderator: Carol Ann Raymond

The session will focus on an introduction to skill development in advocacy, leadership, and volunteerism related to the professions of speech-language pathology and audiology. Dr. Hapner will discuss strategies for successful advocacy, opportunities to lead, and ways to get involved. Following the presentation, Dr. Hapner will conduct a town hall meeting to discuss ASHA's public policy agenda, Envisioned Future 2025, and an open forum.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Identify three legislative and/or regulatory advocacy issues important to members.
2. Describe the method that members can use to take action on federal and state issues using the ASHA website.
3. Identify a tool that ASHA developed to describe speech-language pathology services to help members educate the medical community about the services they provide.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: Edie Hapner is a member of the ASHA Board of Directors.

7:30-8:30 AM

Continental Breakfast sponsored by Integra Rehabilitation

Breakout Sessions #1

8:30-10:30 AM

Theory of Mind: Implications for the Development of Social and Academic Competence

Carol Westby, PhD, CCC-SLP

This presentation will continue from 8:30 am – 5:00 pm.

Moderator: Debra Schober-Peterson

This presentation (a) describes a developmental framework for understanding types of theory of mind (ToM) and their neurological, genetic, and environmental underpinnings; (b) describes methods for assessing different types of theory of mind; (c) demonstrates strategies for fostering interpersonal and intrapersonal cognitive and affective ToM across developmental levels, and (d) explains the application of commercially available intervention materials for ToM.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Explain neurological, genetic, and environmental factors that influence development of the different types of theory of mind.
2. Describe the developmental characteristics of cognitive and affective theory of mind.
3. Assess cognitive and affective theory of mind development.
4. Describe the developmental characteristics of cognitive and affective theory of mind.

Disclosures

Financial: Carol Westby has received a GSHA honorarium and travel expenses. She conducts theory of mind workshops for Health Education, a continuing education company.

Non-Financial: No relevant non-financial relationships exist.

8:30-10:30 AM

Making Sense of Multi-Sensory Communication

Jessie Moreau, MEd, NBCT

Moderator: Deborah Foushee

Incorporating all of the senses into student instruction, language activities, assessments and classroom activities can significantly increase receptive and expressive communication skills of students with significant language and/or cognitive issues. This presentation will demonstrate numerous strategies on how to use multisensory activities across grade-level curriculum to facilitate increased student participation, comprehension, and communication. Hands on, interactive activities will be demonstrated, including the use of low-tech to mid-tech AAC devices and other technology. Participants will receive a free CD of adapted materials. Please feel free to bring a camera to take pictures of materials presented, if so desired.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Combine tactile, visual, and auditory communication strategies to increase student receptive and expressive communication skills.
2. Modify curricular activities to incorporate tactile, visual and auditory components of communication.
3. Compare and contrast the various sensory communication components to determine best strategies for communicating new information.
4. Describe ways in which tactile, visual, and auditory communication strategies can assist students in a variety of settings.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

8:30-10:30 AM

Merging Phonemic Awareness and Phonics Within all Tiers of Response to Intervention

Nancy Telian, MS, CCC-SLP

This presentation will continue from 8:30 am – 12:00 pm.

Moderator: Jill Shedd

This dynamic session presents powerful, yet fun, research-based, clinically-proven strategies for simultaneously training phonemic awareness and phonics, while also addressing speech production. Learn how to combine the use of oral kinesthetic/hand/body cues with the use of embedded letter pictures, comical stories, and music to train letter sound acquisition. Walk away with effective strategies for building sound blending/segmenting/manipulation skills while developing the ability to read and spell words of increasing length and complexity. Practical suggestions will be shared regarding application in the various tiers of Response to Intervention. Lecture, videos, and hands-on practice will be used to enhance the learning experience.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Explain how to train letter sound associations using a combination of oral kinesthetic cues, hand/body cues, mnemonics, imagery, comical stories, and music.
2. Describe several ways of simultaneously training sound blending and segmenting skills while also training single word reading and spelling.
3. Explain how research-based instruction, merging phonemic awareness and phonics skills, can be delivered directly or indirectly by the SLP, in collaboration with literacy teams, in all three tiers of the RtI model.
4. Explain the research rationale for various clinically-proven strategies that develop phonemic awareness and phonics.

Disclosures

Financial: Nancy Telian has received a GSHA honorarium and travel expenses. She is the author of the Lively Letters program, for which she receives royalties through Reading with TLC. She is also the owner and co-director of Reading with TLC.

Non-Financial: No relevant non-financial relationships exist.

8:30-10:30 AM

Evidence-Based Practice: Definitions and Practical Application

Patrick Coppens, PhD, CCC-SLP

Moderator: LaBrita Cash-Baskett

The concept of Evidence-Based Practice (EBP) has recently changed how SLPs are supposed to approach their clinical responsibilities. Although ASHA has clearly mandated the use of EBP in clinical practice, its implementation has been slow. The cause of this delay includes poorly defined aspects of EBP as well as perceived barriers by clinicians, such as time constraints or access to the professional literature. This seminar will review and define the elements of EBP and offer practical steps on how to overcome these barriers. The information applies to all SLP specialties, but specific examples will focus on the area of neurogenic communication disorders.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. List the necessary skills needed to perform effective informal testing procedures.
2. Differentiate between the various informal testing objectives.
3. Apply the informal testing process in their clinical work.

Disclosures

Financial: Patrick Coppens has received a GSHA honorarium and travel expenses.

Non-Financial: No relevant non-financial relationships exist.

8:30-10:30 AM

Bridging the Gap From the Clinic to the Classroom

Donna Smiley, PhD, CCC-A

This presentation will continue from 8:30am – 12:00pm.

Moderator: Kathy Newbern

As school-age clients leave the audiology clinic and head back to their classrooms, the clinical audiologist is often left to wonder if school personnel will know how to appropriately use the hearing aids and other hearing assistive technology to benefit the student in his/her educational environment, especially if there is not a school-based audiologist in the school district. This session will focus on the necessary collaboration that needs to occur between clinical audiologists, school-based audiologists, school-based speech-language pathologists, and school personnel, as it relates to children with hearing loss and other auditory disorders. Questions to be answered include what considerations need to be made when recommending and/or dispensing hearing assistive technology to school-age clients in the clinic and what type of information do schools and clinics need to exchange about students who are deaf or hard of hearing.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. List ways that school-based audiologists and clinical audiologists as well as SLPs and teachers can collaborate to improve services for students.
2. Determine compatibility of personal amplification devices with hearing assistive technology for school-aged clients.
3. Describe the unique audiological needs of school-aged clients.

Disclosures

Financial: Donna Smiley has received a GSHA honorarium and travel expenses.

Non-Financial: No relevant non-financial relationships exist.

Breakout Sessions #2

11:00 AM-12:00 PM

Assistive Technology Strategies and Solutions for People With Neurodegenerative Disorders

Carolyn Phillips, MEd, ATP

Moderator: Rachael Mundy

This session will explain basics about the DND process, consider AT to meet individual's needs, and explore strategies and solutions in successfully matching individuals with AT. Three case studies will be presented focusing on individuals with Huntington's disease (HD), Amyotrophic lateral sclerosis (ALS), and multiple sclerosis (MS). AT for communication will be specifically addressed.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Identify two challenges presented to individuals diagnosed with neurodegenerative disabilities.
2. List two AT solutions to assist individuals in living, learning, working and playing.
3. Identify two resources to assist adults diagnosed with neurodegenerative disabilities.

Disclosures

Financial: Carolyn Phillips has received a complimentary GSHA convention registration.

Non-Financial: No relevant non-financial relationships exist.

11:00 AM-12:00 PM

A Conceptualization of the Informal Assessment Process

Patrick Coppens, PhD

Moderator: Maureen Dinges

Clinicians are used to administering tests before starting therapy. These formal tests provide diagnostic and quantitative information but contribute very little toward articulating appropriate therapy objectives. The necessary intermediary step between formal testing and clinical implementation is informal assessment. Seasoned clinicians are able to use elements of informal testing effectively in order to develop their therapeutic goals, but are usually unable to explain the informal testing process itself. Using examples in the area of neurogenic communication disorder, this session proposes a conceptualization of the informal assessment process, which provides a logical framework for a more systematic application.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. List the necessary skills needed to perform effective informal testing procedures.
2. Differentiate between the various informal testing objectives.
3. Apply the informal testing process in their clinical work.

Disclosures

Financial: Patrick Coppens has received a GSHA honorarium and travel expenses.

Non-Financial: No relevant non-financial relationships exist.

11:00-12:00 PM

Bridging the Gap from the Clinic to the Classroom (continued)

Donna Smiley PhD, CCC-A

Moderator: Kathy Newbern

Merging Phonemic Awareness and Phonics Within all Tiers of Response to Intervention (continued)
Nancy Telian, MS, CCC-SLP

Moderator: Jill Shedd

Theory of Mind: Implications for the Development of Social and Academic Competence (continued)
Carol Westby, PhD, CCC-SLP

Moderator: Debra Schober-Peterson

Vendor Academy & Forums

12:15 -1:15 PM

Student Forum

Facilitator: Veronique Webber, BA; Chair, Student Affairs Committee

Please see flyer for session details (CEUs are not available for forum attendance).
Lunch is sponsored by EBS Healthcare for Student Forum attendees only.

12:15 -1:15 PM

Healthcare Forum

Facilitator: Deena Minner, MS, CCC-SLP; Chair, Healthcare and Private Practice Committee

Please see flyer for session details (CEUs are not available for forum attendance).

12:15 -1:15 PM

Schools Forum

Facilitator: Patty Irwin, MA, CCC-SLP; Chair, Schools Committee

Please see flyer for session details (CEUs are not available for forum attendance).

12:15 -1:15 PM

Strengthening Your Core – Vendor Academy
Christine Kramlich, MEd & Beth Saunders, MEd, CCC-SLP

Moderator: Cayla Traviesa

This session will focus on the most current research related to benefits of teaching core vocabulary to all AAC users in order to increase functional communication and language skills. It will provide implementation strategies that communication partners can use to teach AAC users to communicate anytime, anything, to anyone with core vocabulary. About 80% of the words we use on a daily basis are core words. Participants will have an opportunity interactively to develop core vocabulary communication displays that can be used across all situations. They will explore use of core vocabulary in social and academic environments.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Identify major classes of core vocabulary.
2. Explain the importance of using core vocabulary.
3. Demonstrate use of core vocabulary in at least three different activities.
4. Explain how to foster language growth through basic core vocabulary.

Disclosures

Financial: Beth Saunders is an employee of the Saltillo Corporation. She is also an AT Consultant; her responsibilities include developing training, assessment, demonstrations, conducting professional development activities, and providing technical assistance, either face-to-face or through webinars.

Christine Kramlich is a full-time employee of the Prentke Romich Company.

Non-Financial: No relevant non-financial relationships exist.

12:15 -1:15 PM

Administer, Score, & Interpret the Clinical Assessment of Articulation & Phonology-2 (CAAP-2) – Vendor Academy **Clint Johnson, MA, CCC-SLP**

Moderator: Rosanna Johnson

The new Clinical Assessment of Articulation and Phonology-2 (CAAP-2) for ages 2;6 to 11;11 will be presented. Test design and development will be shared. Administration and scoring of the Articulation Inventory (Consonant Inventory & School Age Sentences) and Phonological Process Checklists will be reviewed. Interpretation of results will be discussed.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Summarize the purpose of the Clinical Assessment of Articulation and Phonology-2 (CAAP-2).
2. Describe the technical characteristics of the CAAP-2.
3. Administer, score, and interpret results from the CAAP-2 Articulation Inventory and Phonological Checklists.

Disclosures

Financial: Clint Johnson is employed as the Supervising Editor for Super Duper Publications.

Non-Financial: No relevant non-financial relationships exist.

Breakout Sessions #3

1:30 -3:30 PM

Integration of Phonological Awareness Training for Children with Severe Phonemic Impairment (Including CAS) **Sue Hume, PhD, CCC-SLP & Carrie Mills, PhD, CCC-SLP**

Moderator: Rachael Mundy

Integrating phonological awareness intervention is an effective method simultaneously to treat speech sound disorders as well as the reading and spelling difficulties prevalent in as many as 50% of children diagnosed with severe phonological disorders. A treatment approach directed at improving speech production while simultaneously integrating pre-reading, reading, and spelling skills is one approach to treating these multilayer disorders. Phonological awareness training generally includes pre-word reading skills, such as letter-sound matching, identification of the number of sounds and syllables in a word, beginning/final sounds in words, and rhyming. These skills can be easily and effectively combined into production training.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Identify the relationship between severe phonological production impairments and phonological awareness skills.
2. Develop comprehensive assessment plans to evaluate the phonological processes and accompanying phonological awareness problems present in this population.
3. Identify the components of a comprehensive treatment plan for children who have concomitant phonological process production and phonological awareness deficits.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

1:30 -3:30 PM

Johnny Reads CVC Words: Now What? Advanced Word Reading and Spelling **Nancy Telian, MS, CCC-SLP**

Moderator: Rosanna Johnson

This fast-paced literacy session has been presented to sold-out audiences at ASHA's national conventions. Help struggling readers quickly close achievement gaps by addressing skill areas that go well beyond phonemic awareness and the CVC word level. Learn to help reading delayed students read and spell words containing difficult letter sounds, including vowel digraphs. Walk away with proven strategies for decoding words with consonant blends, and multiple syllables. Both syllable division rules and morphological awareness techniques will be addressed at the multi-syllable word level. Overview information on the spelling rules of our language and sight word acquisition will also be shared.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Describe how to utilize imagery, hand/body cues, mnemonic stories, and visualization to train upper level letter sounds, including vowel combinations and r-controlled vowels.
2. Demonstrate how to train decoding of one-syllable words containing consonant blends in the initial and final positions, using specific strategies to prevent sequencing production errors.
3. Demonstrate how to apply the English language syllable division rules involving open and closed syllables in order to divide and decode correctly multi-syllable words.
4. Describe strategies for training morphological awareness skills involving inflectional and derivational morphemes for the development of reading, spelling, and vocabulary skills.

Disclosures

Financial: Nancy Telian has received a GSHA honorarium and travel expenses. She is the author of the Lively Letters program, for which she receives royalties through Reading with TLC. She is also the owner and co-director of Reading with TLC.

Non-Financial: No relevant non-financial relationships exist.

1:30 -3:30 PM

How to Perform an MBSS That Communicates Positive Results

Jennifer Jones, PhD, CCC-SLP

This presentation will continue from 1:30 pm – 5:00 pm.

Moderator: Frances Rhyne

The Modified Barium Swallow Study (MBSS) is considered the gold standard for assessing the swallowing mechanism, but there is no "standard" for how to perform this very important study. This presentation will provide a clear format for performing the MBSS to arrive at the goal of the patient leaving the study with something safe to eat or drink. The MBSS should communicate which foods/liquids are safe and efficient for patients to take by mouth. However, many times the results of the study tell the outside therapist which foods or liquids not to give the patient without sufficient evidence to support their recommendation. There are many questions that remain to many therapists. How much penetration is too much? Should I thicken to honey consistency? Is it safe for this patient to drink thin water? This session will answer many of these difficult questions and leave you feeling more confident in performing the MBSS or reading the MBSS report provided from another therapist.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Identify three disorders as seen on the MBSS.
2. List three compensatory strategies in relation to disorders seen on the MBSS.
3. Perform the MBSS with a distinctive plan related to the disorders seen in the study.
4. Identify the cause of three symptoms on the MBSS.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

1:30 -3:30 PM

Practical Management of Executive Dysfunction and Disorder of Self-Regulation on TBI

Sucheta Kamath, MA, CCC-SLP

Moderator: Sonya Dodson

Recovery from a Traumatic Brain Injury (TBI) to lead an independent life is an arduous process. The success of the therapeutic endeavor lies in linking self-regulation to individual goal-management. This presentation will outline the executive process involved in formulating goals, evaluating task demands, generating action plans, and monitoring execution through goal-management training. In this hands-on practical session, Sucheta will illustrate use of digital tools and social media to promote development of self-regulation.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Identify tasks or problems where the executive function impairments interfere in TBI patients' daily life.
2. Comprehend the components of goal-management training and its connection to executive functions.
3. Describe techniques to help TBI patients implement self-instructional procedures or metacognitive strategies to goals.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

1:30 -3:30 PM

Georgia's Children with Hearing Loss: A Framework for Improved Educational Outcomes

Jane Seaton, MS, CCC-A/SLP

This presentation will continue from 1:30 pm – 5:00 pm.

Moderator: Lisa Rydarowski

Changing demographics, universal newborn hearing screening, and improved technologies are reflected in an increasing variety of student needs that often impact how, where, and from whom students with hearing loss receive services and supports. This session will examine current state and federal educational legislation relevant for Georgia children with hearing loss and provide an update on student and provider demographics. Potential service delivery designs and discussion of the current and future impact of early identification and increasing technology options that may present challenges and demands for creative service provision will also be included.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Identify specific legislation, regulations, and guidelines that can provide support for your services to children with hearing loss in their learning environments.
2. Compare state and federal legislative mandates and possible service delivery and support options for students with hearing loss in both general and special education settings.
3. List three factors that may impact future educational services to Georgia students with hearing challenges and discuss the potential ramifications for your professional practice.

Disclosures

Financial: Jane Seaton has received a GSHA honorarium and travel expenses.

Non-Financial: She is a stakeholder in Georgia Early Hearing Detection & Intervention Program. She is also a partner in Georgia Pathway to Language and Literacy.

1:30-3:30 PM

Theory of Mind: Implications for the Development of Social and Academic Competence (continued)

Carol Westby, PhD, CCC-SLP

Moderator: Jane Frobose

Breakout Sessions #4

4:00 -5:00 PM

SLP Involvement in AAC: Georgia State of the Practice Survey

Ben Satterfield, EdD

Moderator: Maureen Dinges

The UGA Speech and Hearing Clinic and Georgia Tools for Life conducted a statewide survey of Georgia SLPs to determine AAC participation and preparation. An expert panel of Georgia SLPs reviewed the findings. We will present survey results, implications, and future directions for AAC service delivery. A model for examining the practice in other specialties will also be provided.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Interpret results of a statewide survey of Georgia speech-language pathologists for AAC preparation and participation.
2. Identify challenges facing SLP practice with regard to AAC service delivery.
3. Explain possible applications of survey results in the local setting.

Disclosures

Financial: Ben Satterfield works at GA Tools for Life within the Georgia Institute of Technology and is a part-time faculty member at the University of Georgia.

Non-Financial: Ben Satterfield serves on the 2104 GSHA Convention Committee.

4:00 -5:00 PM

Advocacy Strategies to Use When Seeking Funding for Augmentative Communication

Naomi Walker, JD

Moderator: Sucheta Kamath

The power of augmentative communication (AAC) is exciting, but it is daunting to consider how a person can obtain what he/she needs. The funding process is often difficult and confusing. I will discuss strategies that one can utilize as he/she seeks funding for a recommended AAC device. I will focus on the following three things: 1. There are several possible funding sources that can be pursued, including traditional and non-traditional funding sources. 2. In order to pursue funding, you have to learn about the program and document the need accordingly. 3. Finally, there has to be "follow through" on the funding request.

Learning Outcomes:

At the conclusion of this presentation, participants will be able to:

1. Describe and/or use advocacy strategies that can be used when one seeks funding for an AAC device.
2. Access information needed in order to seek out Medicaid funding for AAC devices.
3. Ask the appropriate questions to a funding source in order to request assistance for purchasing an AAC device.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

4:00-5:00 PM

How to Perform an MBSS that Communicates Positive Results (continued)

Jennifer Jones, PhD, CCC-SLP

Moderator: Frances Rhyne

Theory of Mind: Implications for the Development of Social and Academic Competence (continued)

Carol Westby, PhD, CCC-SLP

Moderator: Debra Schober-Peterson

Georgia's Children with Hearing Loss: A Framework for Improved Educational Outcomes (continued)

Jane Seaton, MS, CCC-A/SLP

Moderator: Lisa Rydarowski

Poster Sessions

Friday, February 7

Poster Session A

Poster Session Moderator: Jamie-Lee Willis

6:00-7:00 PM

A.U. Reaching Out

Embry Burrus, MCD, CCC-SLP; Laura Willis, MCD, CCC-SLP; and Elizabeth Zyla-Jones, MS, CCC-SLP

The purpose of the A.U. community outreach project is three-fold: to provide speech/language and hearing screenings and prevention programs to children in the community. Second, to provide mandated speech/language and hearing screening hours to graduate audiology (AuD) and speech-language Pathology (SLP) students and third, to enable graduate AuD and SLP students to gain valuable experience working with multicultural populations. These screenings take place throughout the year and include: Head Start, local day care centers and wellness facilities, and the Auburn University Pre-School program. ASHA mandated certification standards that are met through this process will be discussed as well.

Learning Objectives

The participant will be able to:

1. List procedures for speech/language and hearing screenings.
2. Describe how students performing community screenings meets ASHA certification standards.
3. Identify community organizations/facilities that might benefit from a screening partnership.
4. List benefits of providing speech/language and hearing screenings.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

Traumatic Brain Injury and Special Issues in the Veteran

Anna Ferraro, BA; Jean Neils-Strunjas, PhD, CCC-SLP; Lindsay Reigler, PhD; Britta Sterling, BA; and Shari Wade, PhD

It has been reported that 20% of returning OEF/OIF veterans report experiencing a TBI and 60% of servicemen and women wounded in action report blast-related injuries. We will identify the incidence, common causes, and common problems associated with TBI in the veteran population. Secondly, we will discuss commonly used methods of inter-professional intervention to treat mild cognitive impairment and Post Traumatic Stress Disorder (PTSD) in this population. Behavioral interventions - which are often implemented by multiple professional team members - offer hope to veterans and provide them with strategies to make a full recovery. Treatments to be discussed include prolonged exposure therapy, virtual reality simulations, guided imagery, and online cognitive treatment.

Learning Objectives

Participants will be able to:

1. Identify the incidence, common causes, and common problems associated with TBI in the veteran population.
2. Discuss the most commonly used methods of inter-professional intervention to treat mild cognitive impairment and Post Traumatic Stress Disorder (PTSD) in the veteran population.
3. Discuss the following treatments: prolonged exposure therapy, virtual reality simulations, guided imagery, and online cognitive treatment.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: Jean Neils-Strunjas serves as the Committee Chair of the GSHA Public Relations Committee.

Code-Switching in Simultaneous and Sequential Bilingual Haitian Creole Children

Jessica Jocelyn, BA

Given the increasing number of Haitian Creole-English speaking children in the United States, it is beneficial to understand code-switching (CS) patterns in this population. This study compared CS patterns associated with simultaneous or sequential acquisition among six Haitian Creole-English speaking children. The context in which CS occurred was also analyzed. The results indicated that simultaneous bilinguals code-switched more than sequential bilinguals. Additionally, children code-switched more during spontaneous conversation compared to narrative retell. Sociolinguistic factors and language dominance also affected the context in which code-switching occurred.

Learning Outcomes:

The participant will be able to:

1. Identify patterns of code-switching in Haitian Creole-English bilingual children.
2. Identify whether or not acquisition plays a role in code-switching in Haitian Creole-English bilingual children.
3. Identify whether context of discourse plays a role in code-switching in Haitian Creole-English bilingual children.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

Attending to Attention in Aphasia: A Comparison of Two Assessments

Bijoyaa Mohapatra, MS and Rebecca Shisler Marshall, PhD, CCC-SLP

Given the connection of language and attention in aphasia, it would be beneficial to identify a standardized attention test for use across aphasia severities. The Attention Network Test (ANT) and Conners' Continuous Performance Test-II (CPT-II) both purport to assess attention; however, the ANT arguably measures attentional component processes. Five individuals with aphasia were administered these attention assessments in order to compare performance differences. Variables such as alerting and orienting were obtained from the ANT and were compared to the CPT-II measures of vigilance and inattention. Implications for clinical and research assessment of attention in aphasia will be discussed.

Learning Objectives

The participant will be able to:

1. List differences in attention components.
2. Identify attention deficits associated with aphasia.
3. List differences between standardized attention tests.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

Effects of the Masako Maneuver on Velopharyngeal Closure

Jynielle Gollar Wells, BS

The purpose of this study is to determine the effects of the Masako maneuver on velopharyngeal closure. The subject is a six-year-old male with a repaired complete bilateral cleft who exhibits functional velopharyngeal incompetence. Initial therapy sessions consisted of 3 x 10 repetitions of the Masako maneuver, two times per day. Therapy will be conducted over a six-week period, with progressive inclusion of voicing and speech as velopharyngeal closure improves. A split oro-nasal mask was used to obtain oral and nasal airflow measurements; nasalance was determined using Speech Tutor. Data collection and analysis is currently in progress.

Learning Outcomes:

The participant will be able to:

1. Define functional velopharyngeal incompetence.
2. Interpret results provided on Speech Tutor.
3. Compare normal resonance to hypernasal resonance in speech production.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

Poster Session Moderator: Debra Cruce

7:30-8:30 AM

Effects of a Narrative Intervention on Story Retelling of At-Risk Kindergarten Students: Macrostructure and Microstructure Analysis

Jennifer Brown, PhD, CCC-SLP; Katharine Donegan, BA; and Jessica Garzarek, BA

Effects of a narrative intervention, including audio replay feedback on story retelling skills of at-risk kindergarten students, were examined in a multiple baseline single case design with replication across students. Narrative macrostructure elements (e.g., story grammar components of character, initiating event, feelings, action, and consequence) and microstructure elements (e.g., literate language features, including conjunctions, causal markers, temporal markers, elaborated noun phrases, and number of different words) were examined. Study results, clinical and research implications, and implementation strategies will be presented.

Learning Objectives

Participants will be able to:

1. List at least three components of the examined narrative intervention.
2. Describe student differences in producing story grammar components across intervention and maintenance phases.
3. Identify the relationship between students' increased production of story grammar components in narrative retelling and the students' linguistic complexity.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

Improving Clinical Competence through Inquiry Based Learning in Speech-Language Pathology Students

Bijoyaa Mohapatra, MS

This paper discusses the effectiveness of the inquiry-based approach to teaching and learning in the speech-language pathology educational context among undergraduate students and the importance of employing an inquiry-based learning approach in an undergraduate senior level course, "Voice Science." To assess the inquiry-based approach, research issues and questions were employed to develop their knowledge and solution seeking in the clinical world.

Learning Objectives

The participant will be able to:

1. List differences between traditional and inquiry-based learning in speech-language pathology.
2. Relate emotional, cognitive, and behavioral engagement in students.
3. Identify strategies to apply in undergraduate teaching.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

Treating Wounded Warriors: The Role of a Speech-Language Pathologist

Veronique Webber, BS

In the last decade, recognition of traumatic brain injuries (TBI) and resulting symptoms has grown within the military community. According to numbers tracked by the Department of Defense, 280,734 TBIs have been diagnosed since the year 2000. Service members that sustain these injuries may experience symptoms such as memory loss, attention processing disorders, irritability, fatigue, sleep disturbances, and other problems. Due to the significant range in symptoms, a multidisciplinary team is necessary to provide effective treatment. As part of this treatment team, speech-language pathologists play an important role in the recovery process that takes place after a traumatic brain injury has been sustained. The purpose of this presentation is to inform speech-language pathologists of the importance of their profession in regards to the treatment and advocacy of wounded service members.

Learning Outcomes:

The participants will be able to:

1. Discriminate between the symptoms of a mild traumatic brain injury and the effects of other co-morbidities on service members.
2. Identify members of a multi-disciplinary team working with service members with concussions, and summarize each role.

3. Identify and discuss ways that speech-language pathologists can advocate on behalf of wounded service members.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: Veronique Webber is the GSHA Student Affairs Committee Chair and is a student clinician at Ft. Stewart Army Base in Savannah, Georgia.

Observations: Not Just Another 25 Hours

Laura Willis, MCD, CCC-SLP; Embry Burrus, MCD, CCC-SLP; and Elizabeth Zyla-Jones, MS, CCC-SLP

The authors conducted a study to investigate when and how students in communication disorders choose which field they want to pursue. Data was analyzed from three surveys completed by undergraduate students to identify when students make their decision, if their decision changes, and what variables were influential. Surveys were completed pre and post completion of the ASHA mandated 25 hours of observation and after one semester of clinical practicum.

Learning Objectives

The participant will be able to:

1. Identify variables that influence students when they are choosing which field to pursue in communication disorders.
2. State reasons and the frequency for students to change their field during undergraduate coursework.
3. State which experiences during the undergraduate coursework are beneficial to students in the decision-making process.

Disclosures

Financial: No relevant financial relationships exist.

Non-Financial: No relevant non-financial relationships exist.

Perceptions and Usage of Current Technology by Speech-Language Pathologists

Melissa Brooke Wilson; Carol Ann Raymond, EdS, CCC-SLP; and Ben Satterfield, EdD

The extent to which technology pervades the field of speech-language pathology continues to grow. This study aimed to determine the perceptions that speech-language pathologists hold of the preparation they received by educational institutions to utilize technology in their careers. The researchers were interested in whether there is an association between how participants perceived their educational training and their perception of technology's role in the profession, their frequency and usage of technology, and their willingness to learn more about technology. The survey respondents were speech-language pathologists working in the state of Georgia.

Learning Outcomes

The participant will be able to:

1. List the most common tasks that speech-language pathologists complete using technology.
2. Describe the current view that speech-language pathologists hold of the role technology plays in the field of speech-language pathology.
3. List the most commonly used technological devices by speech-language pathologists.

Disclosures

Financial: Ben Satterfield works at GA Tools for Life within the Georgia Institute of Technology and is a part-time faculty member at the University of Georgia. Carol Ann Raymond is employed by the University of Georgia and is the Director of the UGA Speech and Hearing Clinic. Melissa Wilson has no relevant financial relationships.

Non-Financial: Ben Satterfield serves on the 2104 GSHA Convention Committee. Carol Ann Raymond serves on the GSHA Executive Council member as the 2014 GSHA Convention Chair. Melissa Wilson has no relevant non-financial relationships.

Exhibitors

- ◇ **Articulate Technologies, Inc.**
Representative: Ainoa Moure
info@articulatetech.com | (415) 997-9038
www.speechbuddy.com
- ◇ **Cherokee County School District**
Representatives: Charlette Green, Patti Howard, Susan Ritchie
Charlette.Green@cherokee.k12.ga.us
(770) 704-4386
www.cherokee.k12.ga.us
- ◇ **Children's Healthcare of Atlanta**
Representatives: Carol Salmons, Jan Scott, Karin Shah
carol.salmons@choa.org | (404) 785-2575
www.choa.org
- ◇ **Comprehensive Therapy Consultants**
Representatives: Sherry McGhee, Patti Normand, Lissa Watterson
info@comprehensivetherapyconsultants.com
(770) 425-6661
www.comprehensivetherapyconsultants.com
- ◇ **EBS Healthcare**
Representatives:
Melanie Hudson, Kim Marmol, Ruth Stonestreet
info@ebshealthcare.com | (800) 578-7906
www.ebshealthcare.com
- ◇ **Georgia Relay**
Representative: Ellen Rolader
ellen.rolader@hamiltonrelay.com
(678) 620-6776
www.georgiarelay.org
- ◇ **Georgia Tools for Life**
Representatives: Carolyn Phillips, Martha Rust
info@gatfl.org | (404) 894-0541
www.gatfl.org
- ◇ **Gwinnett County Public Schools**
Representative: Patrice Pendergast
Patricia_Ginyard@gwinnett.k12.ga.us
(678) 301-7110
www.gwinnett.k12.ga.us
- ◇ **Integra Rehabilitation**
Representative: Bristol Stephens
humanresources@integrarehab.org
(866) 261-8090
www.integrarehab.org
- ◇ **LM Speech**
Representatives: Michelle Carden, Leah Green
info@lmspeech.com | (678) 358-7237
www.lmspeech.com
- ◇ **Northern Speech Services**
Representatives: Shirl Derby, Keli Richmond
tom@northernspeech.com | (989) 732-3866
www.northernspeech.com
- ◇ **PresenceLearning**
Representatives: Lisa Stacy
schools@presencelearning.com
(415) 512-9000
www.presencelearning.com
- ◇ **Prentke Romich Company (PRC)**
Representative: Christine Kramlich
prcrep@prentrom.com | (800) 848-8008
www.prentrom.com
- ◇ **Saltillo**
Representative: Beth Saunders
aac@saltillo.com | (330) 674-6722
www.saltillo.com
- ◇ **Super Duper Publications**
Representative: Clint Johnson
cjohnson@superduperinc.com
(800) 277-8737
<http://www.superduperinc.com/>

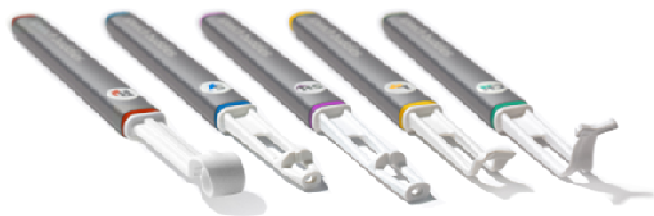
TOOLS *for* LIFE

Georgia's Assistive Technology Act Program

*Introducing Live Online
Speech Therapy*



speech buddies[®]



we're speech buddies.
we're here to help.





Saltillo

Empowering through Communication

ChatPC-4

ChatPC-Silk

ALT-Chat

NOVA chat 7 & 10

Featured Speakers

Julie Bonner, MS, CCC-SLP, BRS-S

Julie Bonner has worked at Emory University Hospital in Atlanta since 2000. She is Supervisor of the Department of Rehabilitation Therapies and provides clinical services in acute care for adults with swallowing disorders and/or artificial airways, primarily with the neurological and neurosurgical populations. She is a Board Recognized Specialist in Swallowing and Swallowing Disorders, a member of Emory's Stroke Leadership Committee, and has contributed as both author and reviewer for procedures and protocols in the management of tracheostomized adults.



Vicki Clarke, MS, CCC-SLP

Vicki Clarke is the CEO and founder of Dynamic Therapy Associates, Inc. A speech-language pathologist specializing in AAC for over 20 years, Vicki is a national presenter in the area of AAC, Technology, and Speech-Language Therapy. Professional activities include provision of treatment and evaluation of patients; management and training of staff therapists; supervision and support of graduate SLPs; consultation with SGD manufacturers and app developers; and resource sharing and management for Dynamic Therapy and AACchicks.



Patrick Coppens, PhD, CCC-SLP

Dr. Coppens is professor in the Department of Communication Disorders and Sciences at SUNY Plattsburgh in upstate New York. He has over 20 years of experience teaching, conducting research, and supervising graduate student clinicians in his area of expertise. His research and teaching interests include aphasiology, cognitive disorders, evidence-based practice, and research design. Dr. Coppens recently published a textbook on aphasia and related disorders.



Carol Dudding, PhD, CCC-SLP

Carol is Director of the Speech-Language Pathology Graduate Program at James Madison University. She currently serves on the CAPCSD Board as VP for Standards, Credentials and Clinical Education. She has published and presented nationally in the areas of clinical education, supervision, and simulation in student training.



John Halloran, MS, CCC-SLP

John Halloran, a speech-language pathologist, is the Senior Clinical Associate for The Center for AAC and Autism. John has worked in the field of AAC since 1994. He has a special interest in children who are challenged by severe physical or cognitive disabilities. He also finds much reward in exploring ways to best implement assistive technology with children who have autism. He was the primary developer of Language Acquisition through Motor Planning.



Edie Hapner, PhD, CCC-SLP

Edie Hapner is a member of the Board of Directors of the American Speech-Language-Hearing Association. She is the Director of Speech-Language Pathology at the Emory Voice Center and an Associate Professor in the Emory University School of Medicine. She has worked on reimbursement issues with the SIG 3 for over 8 years.



Julie Haarbauer-Krupa, PhD, CCC-SLP

Julie has 30 years of clinical experience in the area of acquired brain injury rehabilitation. She is a researcher at Children's Healthcare of Atlanta, where she is principle investigator for a NIDRR field initiated grant from the National Institute on Rehabilitation and Research (NIDRR) to investigate reading and language outcomes of preschool children with TBI, a pilot study to investigate transition to adulthood in adolescents with complex medical conditions, and a grant funded transition program for teens with acquired brain injury. She obtained her doctorate degree in Educational Psychology, with cognates in neuroscience and language development, at Georgia State University in 2009. She is Adjunct Faculty in the Department of Pediatrics, Emory School of Medicine. Currently, she is a Health Scientist on the Traumatic Brain Injury Team, Division of Unintentional Injury Prevention, Centers for Disease Control and Prevention.



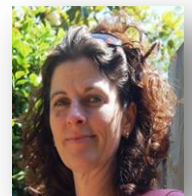
Leslie Hawkins, MS, CCC-SLP

Leslie Hawkins has worked for 19 years in Georgia as a special education teacher and assistive technology specialist. Her interests and expertise lie in AAC implementation as well as in using various types of assistive technology and visual cues to improve communication, academic performance, and behavior within the classroom setting.



Jennifer Lyons, MS, CCC-SLP

Jennifer Lyons is a graduate of The University of Georgia with a degree in Intellectual Disabilities/Special Education. Following graduation, she began teaching special needs preschool, and for 7 years, she taught students with Autism and Significant Intellectual Disabilities for Fulton County schools. While teaching, she was a strong Assistive Technology user. For the last 10 years, Jennifer has worked as an Assistive Technology Specialist, focusing on Communication/ AAC and Low Incidence Implementation.



Carolyn Phillips, MEd, ATP

Carolyn P. Phillips is a nationally recognized consultant in the field of assistive technology and disabilities. She has spoken to numerous groups on topics that include assistive technology, advocacy, self-determination, and living with a learning disability. Carolyn serves as Director of Tools for Life, the Georgia Assistive Technology Act Program and Pass It On Center, the National Assistive Technology Reuse Technical Assistance and Coordination Center. She has published articles in numerous journals, a chapter in a book, and poetry focused on understanding and appreciating people with disabilities. Carolyn has dedicated her time and energy to promoting independence for people with disabilities through advocacy, education, assistive technology and fundraising. She received her undergraduate degree from the University of Georgia and her Master's Degree from the University of Kentucky. Carolyn lives in Atlanta, Georgia.



Martha Rust, MS, ATP

Martha Rust completed her masters in Rehabilitation Counseling from the University of Tennessee and received her CRC. She also is a RESNA certified ATP and earned a certificate in Assistive Technology Applications from California State University at Northridge. Ms. Rust is the Assistive Technology Specialist for Tools for Life/AMAC at Ga Tech. She also works on the Tech Support Team for AMAC, working with college students who have disabilities and use AMAC services. Ms. Rust has presented at numerous international, national, regional, and state conferences on assistive technology and serves on several disability-related committees.



Jane Seaton, MS, CCC-A/SLP

Jane Seaton, private consultant in audiology and communication disorders, has spent more than 40 years working with families and children who have experienced hearing loss. She developed and administered a model regional educational program for students who are deaf and hard of hearing and is co-author of *The Educational Audiology Handbook*. Jane continues to serve as an early intervention parent advisor, stakeholder in the Georgia EHDI program, and partner in Georgia Pathway to Language and Literacy.



Donna Smiley, PhD, CCC-A

Donna Fisher Smiley is the coordinator for the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children's Hospital. Dr. Smiley has practiced audiology in the areas of pediatrics and school based audiology for over 20 years. She recently co-authored a textbook entitled *School-Based Audiology*. Currently, she is serving as the Vice-President for Audiology Practice on the Board of Directors for the American Speech-Language-Hearing Association (2013-2015).



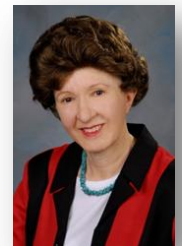
Nancy Telian, MS, CCC-SLP

Co-director of Reading with TLC and the author of the Lively Letters program, Nancy Telian presents widely on the topic of literacy at state and national conventions and in schools. She was a master trainer for the Massachusetts Department of Education No Child Left Behind Act teacher training initiative and is an adjunct clinical instructor in the Department of Communication Sciences and Disorders at MGH Institute of Health Professions.



Carol Westby, PhD, CCC-SLP

Dr. Carol Westby is a consultant for Bilingual Multicultural Services and Brigham Young University. She has published and presented nationally and internationally on topics of play, language/literacy, theory of mind, and multicultural issues in assessment and intervention. She has received the Honors of the American Speech-Language-Hearing Association.



Call for Paper Presenters

Akilah Heggs Davis, MA, CCC-A

Akilah Heggs Davis is a certified clinical audiologist with 12 years of experience in audiology. She has served as the Director of Programs and Clinical Services at the University of West Georgia for the undergraduate and graduate programs in Speech-Language Pathology and provided direct supervision for all audiological services offered at the UWG Speech and Hearing Clinic. She is the current President of the Georgia Speech-Language-Hearing Association and the Georgia Supervisory Network.

Emily Elswick, MSP, CCC-SLP, LSLS Cert. AVT

Emily Elswick is a speech-language pathologist and a certified auditory-verbal therapist in the Katherine Hamm Center, a listening and spoken language program for children who are deaf or hard of hearing at the Atlanta Speech School in Atlanta, Georgia. She received her Masters of Speech-Language Pathology with an emphasis in auditory-verbal therapy at the University of South Carolina. Emily served as secretary of the Georgia Chapter of the Alexander Graham Bell Association for the Deaf and Hard of Hearing in 2011-2012.

Ingrid Hinkley, MA, CCC-SLP

Ingrid Hinkley has been practicing speech pathology since 1998. She is currently an Assistant Clinical Professor at The University of Georgia Speech and Hearing Clinic in Athens, GA. Ms. Hinkley has extensive experience in the areas of adult disorders of speech, language, voice, and swallowing. She has supervised undergraduate students, graduate students, and clinical fellows since 2001. Ms. Hinkley also serves as the Chair of the Communications Committee for the Georgia Supervisory Network.

Sue Hume, PhD, CCC-SLP

Sue B. Hume is a Clinical Associate Professor in the Department of Audiology and Speech Pathology at the University of Tennessee. She has more than 25 years of experience working with voice and speech sound disorders, and she is experienced in the diagnosis and treatment of children with severe phonological impairment.

Jennifer Jones, PhD, CCC-SLP

Jennifer Jones is a Board Recognized Specialist in Swallowing and Swallowing Disorders with her PhD in Speech-Language Pathology from the University of South Carolina. She has over 17 years of experience treating adult and pediatric patients with feeding and swallowing disorders. She works in Augusta, GA at her private practice, Therapeutic Interventions of Georgia, Inc., which specializes in pediatric feeding and swallowing disorders, as well as sensory integration disorders. She lectures locally and nationally on adult and pediatric swallowing disorders and is a proud mother of three children.

Sucheta Kamath, MA, CCC-SLP

Sucheta Kamath, founder of www.cerebralmatters.com, believes that individual transcendence can be achieved by merging the current advances in neuroscience with the art of self-development. She is a trained SLP and a Linguist with specialization in neurogenic communication disorders whose presentations include the Learning & Brain Conference and International Mind Brain & Education Society. She has been honored with awards and opportunity to speak at TEDx. Sucheta works to implement her innovative Think To Learn programs.

Rosemary Lewis, MS, CCC-SLP

Rosemary Lewis has 34 years of experience in the areas of management, program development, and adult disorders including cognitive-communication, voice, and dysphagia. She is currently a PRN SLP at Beaufort Memorial Hospital, Bluffton Medical Services in South Carolina.

Tim Mackesey, MEd, CCC-SLP, BCS-F

Tim Mackesey is an ASHA Board Certified Specialist in Fluency Disorders. Tim has taught the graduate-level stuttering course at Georgia State University. He is the developer of the F.A.S.T. Fluency program for preschool stuttering and is owner of Atlanta Area Stuttering Specialists. Since 1992, Tim has been developing leading-edge therapy for stuttering and cognitive behavioral therapy (CBT).

Carrie Mills, PhD, CCC-SLP

Carrie Mills holds the rank of Clinical Assistant Professor at the University of Tennessee Health Science Center in Knoxville, TN. She treats patients with language, speech, and swallowing impairment and has taught courses in speech sound and child language disorders. She has over 15 years of clinical experience.

Jessie Moreau, MEd, NBCT

Jessie Moreau has been a conference presenter on providing access to the curriculum, communication, and assistive technology for students with sensory impairments, cognitive impairments, and communication disorders throughout Georgia and the Southeast for 20+ years. Currently, she is a Grades K-12 Instructional Coach for students with ASD and significant intellectual disabilities. She was a Teacher on Special Assignment to the GDOE, 2005-2008; Assistive Technology Specialist for Gwinnett County Schools, 2002-2005; and Special Needs classroom teacher of students with sensory, cognitive, and physical impairments, 1987-2002.

Kathy Newbern, MSP, CCC-SLP, LSLS Cert. AVT

Kathy Newbern is a speech language pathologist and certified auditory-verbal therapist in the Katherine Hamm Center, a listening and spoken language program for children who are deaf or hard of hearing at the Atlanta Speech School, located in Atlanta, Georgia. She also provides instruction and mentoring to professionals pursuing LSLS certification. Kathy received her Bachelors and Masters degrees in Speech-Language Pathology from the University of Georgia. She is currently president of the Georgia Chapter of the AG Bell Association for the Deaf and Hard of Hearing.

Keli Richmond, MS, CCC-SLP

Keli Richmond is a speech-language pathologist specializing in early literacy development. She has over 17 years experience in the speech and literacy disciplines. She is the recipient of the Award for Continuing Education (ACE) from the American Speech-Language-Hearing Association (ASHA); the Professional Achievement Award in Recognition of Advancement of Knowledge in Clinical Practice from the Indiana Speech-Language-Hearing Association (ISHA); and the award for the Top 100 Websites for Speech-Language Pathologists from Online Speech Pathology Programs. Keli is the author of Literacy Speaks!® ~ a comprehensive program driven by orthographic instruction (printed cues) that focuses on improving speech intelligibility, enhancing phonological awareness and expanding language skills while developing a strong literacy foundation.

Ben Satterfield, EdD

Ben Satterfield serves as the Research Coordinator and is an Assistive Technology Specialist for Georgia Tools for Life at the Georgia Institute of Technology. He also is a part-time assistant professor in the UGA Communication Sciences and Disorders program, teaching a graduate level AAC course. He is chair of the Research Committee of the Assistive Technology Industry Association (ATIA).

Naomi Walker, JD

Naomi Walker is an attorney. Having worked at the Georgia Advocacy Office for approximately 19 years, she has developed expertise in how to encourage advocacy for people who are in need of assistive technology. Within her scope of experience, Ms. Walker has developed recognition of the importance of augmentative communication and has worked a great deal in assisting people in obtaining devices that augment their ability to communicate with the people in their lives.

Vendor Academy Presenters

Clint Johnson, MA, CCC-SLP

Clint Johnson obtained his master's degree in communication sciences and disorders from the University of Georgia and has experience working in hospital, school, and university settings. He is currently the editorial supervisor of product development at Super Duper Publications. Clint has authored and co-authored numerous speech and language products and is lead editor for the development and standardization of all Super Duper assessments and programs.

Christine Kramlich, MEd

Christine Kramlich was a teacher of the visually impaired for 14 years and is now a consultant for PRC. She works daily both personally and professionally to incorporate communication devices into a variety of settings.

Beth Saunders, MEd, CCC-SLP

Beth Saunders is currently an Independent Consultant working primarily for the Saltillo Corporation with an extensive background in AT, AAC, UDL, and AIM. As an ASHA certified speech-language pathologist for over 30 years, her focus has been on developing, using, training, and evaluating clients needing assistive technology devices and services. Beth is also a certified Assistive Technology Practitioner (ATP).

Poster Session Presenters

Jennifer Brown, PhD, CCC-SLP

Jennifer A. Brown is an Assistant Professor in the Department of Communication Sciences and Special Education at the University of Georgia. Her research interests include family-centered early intervention, childhood language intervention, autism, and professional development. Dr. Brown's research is focused on improving functional communication outcomes for individuals in natural environments through collaborative practices.

Embry Burrus, MCD, CCC-SLP

Embry Burrus is an Associate Clinical Professor at Auburn University in Auburn, Alabama. She supervises undergraduate and graduate students in speech-language pathology. Her areas of specialty are children with developmental delay and children and adults with fluency disorders. She is the chapter leader of the NSA stuttering support group on the Auburn campus.

Katherine Donegan, BS

Katherine Donegan is a speech-language pathology master's student in the Department of Communication Sciences and Special Education at the University of Georgia. She received her bachelor's degree in speech language and hearing sciences from Purdue University. Kate's interests include early childhood, preschool, and school age language intervention.

Anna Ferraro, BA

Anna Ferraro received her BA in communication sciences and disorders from Armstrong Atlantic University in 2013. She is currently pursuing her Master's degree, also from Armstrong Atlantic State University.

Jessica Garzarek, BA

Jessica Garzarek is a speech-language pathology master's student in the Department of Communication Sciences and Special Education at the University of Georgia. She received her bachelor's degree in psychology with a minor in communication disorders from the University of Alabama. Jessi's interests include autism, family support, and child language intervention.

Jessica Jocelyn, BA

Jessica Jocelyn graduated from the University of Florida with a BA in Communications Science Disorders and a minor in Education. She is currently in her first year of the master's program at Valdosta State University. Her goal upon earning a master's degree is to work in the public school setting as a bilingual speech-language pathologist.

Rebecca Marshall, PhD, CCC-SLP

Rebecca Shisler Marshall is an Associate Professor in the Department of Communication Sciences and Special Education at the University of Georgia. Her primary research interests include aphasia, attention, aging, and complementary and alternative treatments.

Bijoyaa Mohapatra, MS

Bijoyaa Mohapatra is a second-year doctoral student and graduate (teaching and research) assistant in Communication Sciences and Disorders at the University of Georgia. Her research interests include adult language disorders, executive functioning, and cognitive decline through aging.

Carol Ann Raymond, MBA, EdS, CCC-SLP

Carol Ann Raymond received her Masters of Education and Educational Specialist degrees from the University of Georgia and her MBA from Troy State University. She is currently the Speech and Hearing Clinic Director and Associate Clinical Professor in the UGA Communication Sciences and Disorders program. She is a past president of GSHA, a recipient of the GSHA Honors of the Association, and the 2014 GSHA Convention Chair.

Lindsay Riegler, PhD, CCC

Lindsay Riegler is a speech-language pathologist at the Cincinnati VA and an instructor at the University of Cincinnati. She specializes in treatment of veterans with mild traumatic brain injury.

Ben Satterfield, EdD

Ben Satterfield serves as the Research Coordinator and is an Assistive Technology Specialist for Georgia Tools for Life at the Georgia Institute of Technology. He also is a part-time assistant professor in the UGA Communication Sciences and Disorders program, teaching a graduate level AAC course. He is chair of the Research Committee of the Assistive Technology Industry Association (ATIA).

Britta Sterling, BA

Britta Sterling received her post-baccalaureate certification in communication disorders from California State University, Los Angeles in 2013. She is currently pursuing her master's degree in communication sciences and disorders at Armstrong Atlantic State University in Savannah, Georgia.

Jean Neils-Strunjas, PhD, CCC-SLP

Jean Neils-Strunjas is a professor in the Department of Rehabilitation Sciences, Communication Sciences and Disorders Program at Armstrong Atlantic State University in Savannah, Georgia. For the past 25 years, she has taught graduate courses on the topic of language and cognitive rehabilitation. She supervises graduate students in the RiteCare Center for Communicative Disorders. She has over 20 published articles that illustrate recovery from stroke and traumatic brain injury. She serves on a joint committee of the American Speech-Language-Hearing Association, a collaboration of SLPs and neuropsychologists where new treatment options are discussed and planned, drawing from the expertise of both professions.

Shari Wade, PhD

Shari Wade is a clinical psychologist at the Cincinnati Children's Medical Center where she specializes in treatment of children and teens who have acquired traumatic brain injury. She is a national expert in the rehabilitation of traumatic brain injury and has published widely. She has applied her knowledge and expertise to treatment of veterans who are frequently young adults with similar challenges in memory, attention, executive function and social skills.

Veronique Webber, BS

Veronique Webber is a second-year graduate student at Armstrong Atlantic State University. She received her undergraduate degree in Child and Family Development at The University of Georgia. Her areas of interest include neurogenic speech and language disorders, specifically traumatic brain injuries and strokes.

Jynielle Gollar Wells, BS

Jynielle Gollar Wells graduated with a Bachelor of Science in Education degree with a major in Communication Sciences and Disorders and currently is pursuing a Master's of Education degree in Communication Sciences and Disorders at Valdosta State University.

Laura Willis, MCD, CCC-SLP

Laura Willis is an Associate Clinical Professor at Auburn University in Auburn, Alabama. She supervises students in speech-language pathology and teaches an undergraduate course. Her areas of specialty are communication disorders in adult neurogenics and literacy. Mrs. Willis completed her undergraduate and graduate degrees at Auburn University.

Melissa Brooke Wilson

Melissa Brooke Wilson is a senior in the undergraduate Communication Sciences and Disorders Program at the University of Georgia. Melissa will graduate in May of 2014 with her BS degree and will pursue a Master's in Communication Sciences and Disorders.

Elizabeth Zylla-Jones, MS, CCC-SLP

Elizabeth Zylla-Jones is a Clinical Professor and Clinic Coordinator in the Department of Communication Disorders at Auburn University. Ms. Zylla-Jones has 30 years of experience working as a speech-language pathologist and has supervised students in clinical practicum for the last 20 years. She completed her graduate degree at Purdue University.



Be Excited - Be Empowered - Be Exceptional - Be EBS

At EBS we don't just offer jobs; we partner with you to build your career. EBS is the global leader in birth to 21 year-old programs and the largest provider of services to the pediatric population. As a member of the EBS team, you will gain access to the most comprehensive support, training and mentorship programs available, while building lifelong professional and personal relationships with top specialists in the field.

MORE PLACES TO DISCOVER YOUR CAREER

Choose a setting (school, home, clinic, community)
Explore locations (local, national, international)
Embrace your role (CF, supervisor, consultant)

MORE CHOICES TO REACH YOUR POTENTIAL

Extensive training (CEUs, professional partnerships)
Ongoing mentorship (widespread network of support)
Professional growth (connect with certified specialists)

MORE OPPORTUNITIES TO EXPERIENCE SUCCESS

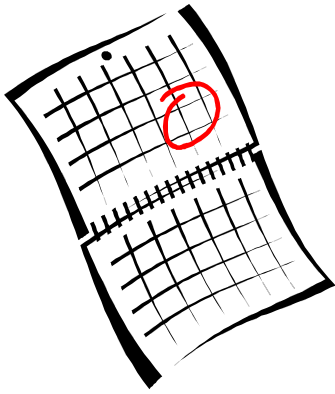
Expand your boundaries (immersion/outreach programs)
Become a leader (mentor, speaker, clinical researcher)
Achieve your unique goals (ask how EBS can help you)

EBS AND GSHA ARE PROUD PARTNERS



EBS Healthcare | 800-578-7906 • hr@ebshealthcare.com • www.ebshealthcare.com

800-579-9970 • hr@ebsunited.com • www.ebsunited.com | EBS United

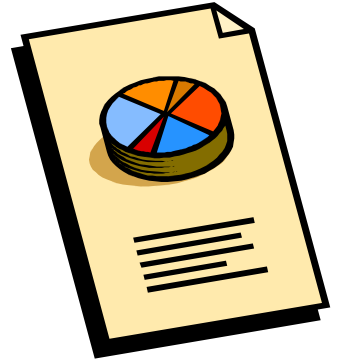


Save the date for GSHA Convention 2015!
February 26—28, 2015

The Georgia Center's UGA Hotel and Conference Center
Athens, Georgia

Call for Papers 2015:

Visit www.gsha.org to submit a presentation
for the 2015 GSHA Convention.
Call for Papers closes June 30, 2014.



Georgia Speech-Language-Hearing Association
925B Peachtree Street NE, Suite 620
Atlanta, GA 30309

(404) 496-5559
execdir@gsha.org
www.gsha.org

