



Teamwork, Advocacy, and Professional Collaboration

Speech-Language Pathology & Audiology

Georgia Speech-Language-Hearing Association

2011 Annual Convention

February 11 and 12, 2011

The Classic Center

300 N. Thomas Street

Athens, GA

*Look Inside for Important Registration
Information, or go to www.gsha.org!*

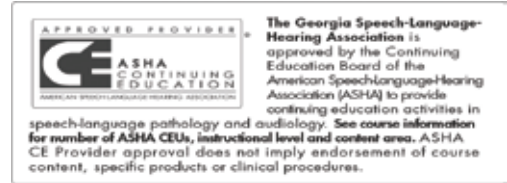
General Information

Location

The 2011 Convention will take place at the Classic Center, 300 N. Thomas St. Athens, GA 30096. GSHA has negotiated special guest room rates at several area hotels. See the details on Page 3. To book your hotel room, please contact these hotels directly and tell them you are with the GSHA Convention. These special rates end January 11, 2011.

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. This program is offered for up to 1.4 CEUs (Intermediate level, Professional area), including poster sessions. CEUs for poster sessions will be available only during designated times. ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.



GSHA has applied for PLUs for this convention, as well. A Professional Learning Unit is a unit of credit based on 10 contact hours of formal instruction or its equivalent and on verification that the intent of the formal instruction has been on mastery verification conducted during the preparation phase. Speech-language pathologists and audiologists who have teaching certificates are required to keep track of PLUs. Some school systems require that you get a Prior Approval Form signed before convention in order to get PLUs. Go to www.gsha.org to download a Prior Approval Form.

GSHA Convention participants may receive PLU credit as follows:

- You may earn 1 PLU credit, if you have a minimum of 10 contact hours.
- This process, approved by the Professional Standards Commission (PSC), begins February 11, 2011 and ends February 12, 2012.
- You must keep verification of session attendance. The Continuing Education Certificate of Attendance Form (GSHA stamp sheet) is used at the GSHA Annual Convention. You must receive a stamp at the end of each session on your Continuing Education Form and total the number of hours at the end of the convention. The total must equal at least 10 contact hours.

Registration Information

The registration form must be postmarked no later than Wednesday, January 11, 2011, to qualify for the pre-registration reduced fee. Registrations postmarked after January 11, will require a late registration fee as shown on the registration form enclosed. We will adhere strictly to this deadline. Payment must accompany the registration form. Members of the Speech-Language-Hearing Associations in Florida, Alabama, Tennessee, and South Carolina, and North Carolina may register at the "Member" rate with verification of state association membership. Contact GSHA at execdir@gsha.org for details.

Awards & Dessert Reception

The full-conference registration fee includes the Awards reception at 1:00 p.m. on Saturday, February 12, 2011. One-day registration on Saturday, February 12, also includes the reception.

GSHA Membership

You may join GSHA at the time you register for the convention to qualify for the lower convention rate.

GSHA membership runs July 1 thru June 30. GSHA membership dues are not pro-rated. However, if you submit a membership application with your convention registration, you will receive a \$10 coupon with next year's membership renewal good towards next year's dues.

To become a member of GSHA and qualify for the lower convention rates, you MUST include a membership application and dues payment with your convention registration. You can download a membership application at www.gsha.org.

Confirmation and Refund Policy

If you register online, you will receive an e-mail confirmation of registration. Requests for refunds must be submitted in writing to the GSHA Management Office and postmarked no later than January 11, 2011. A \$35 cancellation fee will be assessed. Refunds will not be processed until after the convention.

Questions? If you have questions, please contact the GSHA Management Office by e-mail at execdir@gsha.org, by phone at 561-477-8100, by fax at 561-910-0896, or by mail at 20423 State Road 7, Suite F6-491, Boca Raton, FL 33498.

Are you Stuck in Cyberspace? Let GSHA Help You!



Visit The All New CyberTech Café
Only at the **2011 GSHA Convention**
Classic Center - Athens, Georgia
February 11-12

Hotel Indigo

500 College Ave.
Athens, GA 30601
Reservations: (706) 546-0430
Parking: \$10/day
GSHA Rate: \$129/night plus tax for regular room or \$169/night plus tax for a suite

Hilton Garden Inn (directly across from the Classic Center)

390 East Washington St.
Athens, GA 30601
Reservations: (706) 353-6800
Parking: \$9.95/day per car
GSHA Rate: \$124/night plus tax

Holiday Inn

197 East Broad St.
Athens, GA 30803
Reservations: (706) 549-4433 or 1-800-HOLIDAY
or www.hi-athens.com
GSHA Rate: \$99/night plus tax

Holiday Inn Express

513 W. Broad St.
Athens, GA
Reservations: (706) 546-8122 or 1-800-HOLIDAY
GSHA Rate: \$94/night plus tax

Book your room now!

GSHA has negotiated special guest room rates at several area hotels. To book your hotel room, please contact these hotels directly and tell them you are with the GSHA Convention.

These special rates end

January 11, 2011.

Schedule-at-a-Glance

THURSDAY, FEBRUARY 10

Officer's Board and Executive Council Meetings
The Classic Center

FRIDAY, FEBRUARY 11

| | |
|------------------------------|---|
| 7:30 a.m. - 8:30 a.m. | Registration/Coffee <i>Breakfast options will be available for purchase.</i> |
| 8:30 a.m. - 10:30 a.m. | Breakout Sessions 1 |
| 10:30 a.m. - 11:00 a.m. | Break/Poster Sessions |
| 11:00 a.m. - 12 noon | Breakout Sessions 2 |
| 12:00 p.m. - 1:30 p.m. | Lunch (on your own) Forums Student, Healthcare and Schools <i>Lunch options will be available for purchase.</i> |
| 1:30 p.m. - 3:30 p.m. | Breakout Sessions 3 |
| 3:30 p.m. - 4:00 p.m. | Break/Poster Sessions |
| 4:00 p.m. - 5:00 p.m. | Breakout Sessions 4 |
| 5:15 p.m. - 6:15 p.m. | Membership/Business Mtg. |
| 6:30 p.m. - 7:30 p.m. | Round Table Mixer |

SATURDAY, FEBRUARY 12

| | |
|-----------------------------------|--|
| 7:30 a.m. - 8:30 a.m. | Registration/Coffee <i>Breakfast options will be available for purchase.</i> |
| 8:30 a.m. - 10:30 a.m. | Breakout Sessions 1 |
| 10:30 a.m. - 11:00 a.m. | Break/Poster Sessions |
| 11:00 a.m. - 12 noon | Breakout Sessions 2 |
| 12 noon - 1:00 p.m. | Lunch (on your own) <i>Lunch options will be available for purchase.</i> |
| 1:00 p.m. - 2:00 p.m. | Awards/Dessert Reception |
| 2:00 p.m. - 2:30 p.m. | Break/Poster Sessions |
| 2:30 p.m. - 4:30 p.m. | Breakout Sessions 3 |
| 4:30 p.m. - 5:30 p.m. | Breakout 4 |



The Georgia Speech-Language-Hearing Association continues to try to reduce the amount of paper used at its conventions and other 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. For the second year in a row, electronic program materials will replace paper and will be accessible during the convention on a CD and after the convention on the GSHA web site.

GSHA Convention Committee

Co-chairs

Akilah Heggs, M.A., CCC-AUD
Tashima Nicholson, M.S., CCC-SLP

Committee

Lori Burkhead, Ph.D., CCC-SLP
Erica Chatelain, M.Ed., CCC-SLP
Vince Clark, M.Ed., CCC-SLP
Angela Jones, M.Ed., CCC-SLP
Carol Ann Raymond, Ed.S., CCC-SLP
Toby Stephan, M.A., CCC-SLP
Ruth Stonestreet, Ph.D., CCC-SLP

Conference Planning Team at The Association Source, LLC

Jody Rosen, APR
Ricky Atkins
Cindy Rosen



GSHA's exclusive corporate partner EBS Healthcare is pleased to sponsor the convention CDs again this year. While attending the convention, be sure to visit the EBS Healthcare exhibit.

Friday, February 11, 2011

8:30 - 10:30 a.m.

Updates in Treating Speech Sound Disorders: It's About Time

Lynn Williams, Ph.D., CCC-SLP

Clinicians are faced with new ideas to consider and information to integrate into clinical application at a pace that often makes it difficult to implement into clinical practice. The time required to learn the new approaches, to develop the individualized treatment materials, and to implement the new procedures are frequently beyond the scope of already burdened daily schedules. This workshop is for clinicians who want to keep current with the pace of recent advances in the assessment and treatment of speech sound disorders in children. Models of assessment, target selection approaches, and current models of phonological intervention will be discussed.

Exercise-based Dysphagia Therapy in Adults: Existing Techniques and New Directions

Michael A. Crary, Ph.D.

This course has been developed to provide the practicing dysphagia clinician with a functional background in exercise principles useful in developing dysphagia treatment programs for adult patients. The course will describe basic principles of exercise physiology and discuss clinical application of these principles to dysphagia therapy in adults. Discussion will address use of exercise programs to prevent dysphagia in certain patients and to rehabilitate dysphagia in others. The course will include a brief overview of both surface electromyographic (sEMG) biofeedback and neuromuscular electrical stimulation (NMES) as adjunctive modalities in dysphagia rehabilitation. Limitations of exercise programs and both modalities will be presented. Traditional dysphagia maneuvers and exercises will be reviewed in reference to exercise principles. A novel exercise-based intervention, the McNeill Dysphagia Therapy Program (MDTP) will be introduced with functional and physiologic outcome data.

Sponsored in part by Edgar Vince Clark, M.Ed., CCC-SLP

Strategies for Promoting Listening and Spoken Language Development: School-Aged Children Utilizing Hearing Aids and/or Cochlear Implants

Candace Haney, M.C.D., CCC-SLP, LSLS

Jenna Mersfelder, M.C.D., PCE-SLP

With a notable increase in the number of students in the regular education classrooms utilizing hearing aids and cochlear implants to process spoken language through listening, the shift in traditional "deaf education" must be met with a shift from traditional "speech therapy". The driving force behind teaching listening and spoken language to these children is integrating listening into their personality. Students do not leave their personalities at the classroom door. Rather, they are part of their every thought, action and reaction, in all environments. We will explore the school environment and discuss 5 main factors that affect the audibility of a spoken message and how to address them through the use of acoustic highlighting, creating a language rich environment with good language stimulation models, and motivating the students to communicate through meaningful activities in a natural context.

The Use of Augmentative Communication and Technology in Fostering Language Development in Children with Severe Communication Disorders, Including Practical Strategies and Treatment Techniques

Mary Ann Romski, Ph.D., CCC-SLP

11:00 a.m. - 12:00 p.m.

Updates in Treating Speech Sound Disorders: It's About Time (Continued)

A. Lynn Williams, Ph.D., CCC-SLP

Clinicians are faced with new ideas to consider and information to integrate into clinical application at a pace that often makes it difficult to implement into clinical practice. The time required to learn the new approaches, to develop the individualized treatment materials, and to implement the new procedures are frequently beyond the scope of already burdened daily schedules. This workshop is for clinicians who want to keep current with the pace of recent advances in the assessment and treatment of speech sound disorders in children. Models of assessment, target selection approaches, and current models of phonological intervention will be discussed.

Exercise-based Dysphagia Therapy in Adults: Existing Techniques and New Directions (Continued)

Michael A. Crary, Ph.D.

This course has been developed to provide the practicing dysphagia clinician with a functional background in exercise principles useful in developing dysphagia treatment programs for adult patients. The course will describe basic principles of exercise physiology and discuss clinical application of these principles to dysphagia therapy in adults. Discussion will address use of exercise programs to prevent dysphagia in certain patients and to rehabilitate dysphagia in others. The course will include a brief overview of both surface electromyographic (sEMG) biofeedback and neuromuscular electrical stimulation (NMES) as adjunctive modalities in dysphagia rehabilitation. Limitations of exercise programs and both modalities will be presented. Traditional dysphagia maneuvers and exercises will be reviewed in reference to exercise principles. A novel exercise-based intervention, the McNeill Dysphagia Therapy Program (MDTP) will be introduced with functional and physiologic outcome data.

Sponsored in part by Edgar Vince Clark, M.Ed., CCC-SLP

Treatment Targets for Children with Speech Sounds Disorders

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

The purpose of this session is to discuss factors to consider when selecting treatment targets for children with speech sound disorders. Selection of target phonemes for clients with articulation concerns as well as phonology concerns will be addressed. Key linguistic properties that predict generalization will be described and information regarding the importance of word choice in fostering progress will be discussed.

Project Servicing English Language Learners (SELL): A Technical Assistance Initiative

Karen Harris, Ph.D., CCC-SLP

Erika Laibson

Project Servicing English Language Learners (SELL) is an initiative funded through the University of West Georgia's College of Education's SEED Grant Program. It is in collaboration with the Georgia Department of Education's Title III, Part A-ESOL and Exceptional Children Programs. The goal of this three-phase project is to provide technical assistance to Georgia school-based speech-language pathologists (SLPs) to improve service delivery to English Language Learners when assessing their language skills. Information gained from a needs analysis survey, as well as a description of technical assistance workshops will be shared with participants.

Student Forum

12:00 p.m. - 1:30 p.m.

Guide for Speech & Hearing Personnel: Resumes, Cover Letters, Interviews (no CEUs)

Ross Stonefield, M.S., CCC-SLP

Those in the speech and hearing field have unique experiences and requirements that must be indicated when seeking a new position. Participants will learn the difference between a resume and a curriculum vitae, and the basics of resume writing. They will learn how to structure their clinical experiences to highlight their skills and will be able to identify items that need to be included and omitted from their resumes. Participants will learn how to create an appropriate cover letter that will capture the attention of the reader. They will learn about the different styles of interviewers and the best way to respond to difficult questions. On-line applications will also be discussed. Participants will leave the session with a "Resume Checklist" and will be armed with the necessary information to fulfill all of the requirements of the application process.

Updates in Treating Speech Sound Disorders: It's About Time (Continued)

A. Lynn Williams, Ph.D., CCC-SLP

Clinicians are faced with new ideas to consider and information to integrate into clinical application at a pace that often makes it difficult to implement into clinical practice. The time required to learn the new approaches, to develop the individualized treatment materials, and to implement the new procedures are frequently beyond the scope of already burdened daily schedules. This workshop is for clinicians who want to keep current with the pace of recent advances in the assessment and treatment of speech sound disorders in children. Models of assessment, target selection approaches, and current models of phonological intervention will be discussed.

Exercise-based Dysphagia Therapy in Adults: Existing Techniques and New Directions (Continued)

Michael A. Crary, Ph.D.

This course has been developed to provide the practicing dysphagia clinician with a functional background in exercise principles useful in developing dysphagia treatment programs for adult patients. The course will describe basic principles of exercise physiology and discuss clinical application of these principles to dysphagia therapy in adults. Discussion will address use of exercise programs to prevent dysphagia in certain patients and to rehabilitate dysphagia in others. The course will include a brief overview of both surface electromyographic (sEMG) biofeedback and neuromuscular electrical stimulation (NMES) as adjunctive modalities in dysphagia rehabilitation. Limitations of exercise programs and both modalities will be presented. Traditional dysphagia maneuvers and exercises will be reviewed in reference to exercise principles. A novel exercise-based intervention, the McNeill Dysphagia Therapy Program (MDTP) will be introduced with functional and physiologic outcome data.

Sponsored in part by Edgar Vince Clark, M.Ed., CCC-SLP

Approaching Dysphagia in Georgia Schools

Erica Chatelain, M. Ed., CCC-SLP

This presentation provides an overview of Georgia's standards for addressing dysphagia by speech-language pathologists in the school system. Models of addressing dysphagia by various counties and examples of paperwork and processes will be reviewed. Strategies for implementing a dysphagia task force in your county will also be discussed. This presentation will supply ideas on how to develop an organized process for carrying out a school

dysphagia evaluation, developing a feeding and dysphagia plan of care, and providing staff education. Evidence based practice regarding therapeutic and feeding strategies that are appropriate, practical, and effective for the school setting will also be presented.

The Debate on Telegraphic Speech: Should We or Shouldn't We?

Toby Stephan, M.A., CCC-SLP

The debate about whether or not adults should use telegraphic or non-grammatical speech during early language intervention is ongoing. Using literature review, case studies, and video tapes, this presentation will support the notion of using appropriate grammatical models and present concrete strategies adults can use to provide this modeling.

Updates in Treating Speech Sound Disorders: It's About Time (Continued)

A. Lynn Williams, Ph.D., CCC-SLP

Clinicians are faced with new ideas to consider and information to integrate into clinical application at a pace that often makes it difficult to implement into clinical practice. The time required to learn the new approaches, to develop the individualized treatment materials, and to implement the new procedures are frequently beyond the scope of already burdened daily schedules. This workshop is for clinicians who want to keep current with the pace of recent advances in the assessment and treatment of speech sound disorders in children. Models of assessment, target selection approaches, and current models of phonological intervention will be discussed.

Exercise-based Dysphagia Therapy in Adults: Existing Techniques and New Directions (Continued)

Michael A. Crary, Ph.D.

This course has been developed to provide the practicing dysphagia clinician with a functional background in exercise principles useful in developing dysphagia treatment programs for adult patients. The course will describe basic principles of exercise physiology discuss clinical application of these principles to dysphagia therapy in adults. Discussion will address use of exercise programs to prevent dysphagia in certain patients and to rehabilitate dysphagia in others. The course will include a brief overview of both surface electromyographic (sEMG) biofeedback and neuromuscular electrical stimulation (NMES) as adjunctive modalities in dysphagia rehabilitation. Limitations of exercise programs and both modalities will be presented. Traditional dysphagia maneuvers and exercises will be reviewed in reference to exercise principles. A novel exercise-based intervention, the McNeill Dysphagia Therapy Program (MDTP) will be introduced with functional and physiologic outcome data.

Sponsored in part by Edgar Vince Clark, M.Ed., CCC-SLP

Collaboration with the Classroom Teacher: Early Letter/Sound Identification for the Kindergartener

Jill Barton, M.S., CCC-SLP

This session will describe collaboration between the speech-language pathologist and the regular education classroom teacher for regular education students who have been identified as having poor letter/sound recognition skills. This collaboration was developed as an intervention process to prevent the RTI process from beginning. The presentation will focus on identification

of participants, evaluation procedures: pre and post, and classroom remediation activities.

Distinguishing Development and Difference from Disorder Using Non-Contrastive Features in African American English Speaking Children

Janice Jackson, Ph.D., CCC-SLP

Barbara Zurer Pearson, Ph.D.

Findings from a large national study of over 500, 4-to-12 year old AAE speaking children are presented. This presentation will help clinicians distinguish when a child's speech patterns are different from General American English (GAE) in ways predicted by African American English (AAE) dialect, or when speech patterns signal possible language impairment. The talk will address which contrastive features make diagnosis harder, illustrate non-contrastive features ideal for diagnosis, compare actual responses to contrastive and non-contrastive language probes as well as compare diagnosis from traditional and non-contrastive methods.

Poster Sessions



CEUs offered for Poster Sessions during scheduled breaks

CEUs are awarded for poster sessions on Friday and Saturday during the AM and PM breaks. See the Schedule At-a-Glance on page 5 for specific times.

Saturday, February 12, 2011

8:30 - 10:30 a.m.

Applications of ABA to the Practice of SLP for Children with Autism

Mareile Koenig, Ph.D., CCC-SLP

This presentation highlights the framework of Applied Behavior Analysis (ABA) and recommends its use as an integrated feature of evidence-based clinical practice by SLPs supporting individuals with autism spectrum disorders. Points of emphasis include the definition of ABA, myths about ABA, collaboration between ABA and SLP professionals, and evidence-based strategies for addressing the challenges of joint attention, early communication, and maladaptive behaviors.

Voice Facilitating Approaches

Richard Zraick, Ph.D., CCC-SLP

In this workshop voice facilitating techniques (as described by Boone and colleagues) will be demonstrated, and participants will have the opportunity to practice these techniques on each other. Application of these techniques to clinical cases will be discussed. Detailed handouts will be provided to participants for later reference in the work setting.

Clinical Service Delivery with English Language Learners: From Theory to Practice

Raúl Rojas, Ph.D., CCC-SLP

Current demographic trends foretell increasingly diverse caseloads, including children with a range of native languages other than English. Many of these children are classified as English language learners (ELLs), indicating that their English language skills are deemed insufficient to succeed in English-only classrooms. Numerous questions and uncertainties arise when attempting to provide the most appropriate clinical services to bilingual children, including ELLs. This workshop will provide the fundamental background knowledge of bilingualism and second language acquisition, including the latest research, required to effectively engage in the decision making process of working with bilingual children. Learn how to best assess and conduct therapy with children in your caseload who are learning English as a second language.

How I Do It: Conducting and Interpreting Instrumental Swallowing Evaluations

Lori M. Burkhead, Ph.D., CCC-SLP

Although there are guidelines to determine basic competency before performing instrumental swallowing examinations, no standards exist on how to conduct and/or interpret them. Hence, there is great variability in how speech pathologists conduct Modified Barium Swallow Studies (MBSS) and Flexible Endoscopic Swallowing Exams (FEES). This can also result in wide variability in diagnosis, diet recommendations, and treatment planning. While it is not recommended to follow a rigid algorithm when conducting evaluations, there are methods to be mindful of in order to conduct a thorough and individualized examination. Thorough case history, critical examination of anatomy and physiology, as well as methodological considerations for conducting the MBSS and FEES will be discussed. Impact of these methods on diagnosis, diet recommendations and treatment planning will be illustrated with specific case examples.

11:00 a.m. - 12:00 p.m.

Applications of ABA to the Practice of SLP for Children with Autism (Continued)

Mareile Koenig, Ph.D., CCC-SLP

This presentation highlights the framework of Applied Behavior Analysis (ABA) and recommends its use as an integrated feature of evidence-based clinical practice by SLPs supporting individuals with autism spectrum disorders. Points of emphasis include the definition of ABA, myths about ABA, collaboration between ABA and SLP professionals, and evidence-based strategies for addressing the challenges of joint attention, early communication, and maladaptive behaviors.

Perceptual Evaluation of Voice (Part 1)

Richard Zraick, Ph.D., CCC-SLP

(Attendees taking this session must ALSO take Part 2)

This presentation will: (1) review the concept of voice-disordered quality of life (2) describe the most-commonly used clinical instruments to assess quality of life (3) review the current state of knowledge regarding quality of life and (4) discuss future research needs related to quality of life in persons with dysphonia.

Clinical Service Delivery with English Language Learners: From Theory to Practice (Continued)

Raúl Rojas, Ph.D., CCC-SLP

Current demographic trends foretell increasingly diverse caseloads, including children with a range of native

languages other than English. Many of these children are classified as English language learners (ELLs), indicating that their English language skills are deemed insufficient to succeed in English-only classrooms. Numerous questions and uncertainties arise when attempting to provide the most appropriate clinical services to bilingual children, including ELLs. This workshop will provide the fundamental background knowledge of bilingualism and second language acquisition, including the latest research, required to effectively engage in the decision making process of working with bilingual children. Learn how to best assess and conduct therapy with children in your caseload who are learning English as a second language.

The Effects of Dehydration and Dysphagia in the Health of Elderly Individuals

Renee Hannibal, Ph.D., CCC-SLP

Dehydration and dysphagia are two common problems encountered in the elderly population whether they reside in the community, in the hospital or long-term care. Both dehydration and dysphagia are caused by many etiologies that need to be diagnosed immediately by the medical staff. If both are left untreated, many individuals will die as a result. The purpose of this seminar is to integrate information relative to risk factors of both dehydration and dysphagia and to offer suggestions for management and prevention of these problems specifically for elderly individuals.



Join us on Saturday, February 12, for the GSHA Awards Dessert Reception

Applications of ABA to the Practice of SLP for Children with Autism (Continued)

Mareile Koenig, Ph.D., CCC-SLP

This presentation highlights the framework of Applied Behavior Analysis (ABA) and recommends its use as an integrated feature of evidence-based clinical practice by SLPs supporting individuals with autism spectrum disorders. Points of emphasis include the definition of ABA, myths about ABA, collaboration between ABA and SLP professionals, and evidence-based strategies for addressing the challenges of joint attention, early communication, and maladaptive behaviors.

Patient-Reported Outcome Measures in Voice

Richard Zraick, Ph.D., CCC-SLP

This presentation will describe the development and validation of the *Consensus Auditory Perceptual Evaluation of Voice* (CAPE-V), a new scale developed by ASHA. Participants will be given the opportunity to rate dysphonic voices using the CAPE-V.

Clinical Service Delivery with English Language Learners: From Theory to Practice (Continued)

Raúl Rojas, Ph.D., CCC-SLP

Current demographic trends foretell increasingly diverse caseloads, including children with a range of native languages other than English. Many of these children are classified as English language learners (ELLs), indicating that their English language skills are deemed insufficient to succeed in English-only classrooms. Numerous questions and uncertainties arise when attempting to provide the most appropriate clinical services to bilingual children, including ELLs. This workshop will provide the fundamental background knowledge of bilingualism and second language acquisition, including the latest research, required to effectively engage in the decision making process of working with bilingual children. Learn how to best assess and conduct therapy with children in your caseload who are learning English as a second language.

Communication Intervention Tips for Infants and Toddlers

Ruth Stonestreet, Ph.D., CCC-SLP

Young children who are at risk for communicative delays and those with communicative impairments are seen in a variety of settings for intervention. Many times, the service delivery models vary according to the practice or agency serving the child. Despite the models or set

of strategies being utilized, attempts must be made to achieve functional communication abilities. Suggestions for guidelines, tips and strategies for developing functional communication will be discussed.

**Nominate a Colleague Today
for a GSHA Award
Deadline January 20**

During the annual convention, the Georgia Speech-Language-Hearing Association presents awards to its members. These awards are presented to individuals who make distinguished contributions and who are recognized for professional and/or scientific achievement to the field of speech-language pathology and audiology. Each year, members of GSHA have the opportunity to nominate individuals for awards. Please take time to look at the awards listed below.

The GSHA Honors and Awards Committee is composed of the President-elect as chair and all the regional representatives. The committee will convene prior to the convention, review the nominations and make decisions. All nominations for awards with accompanying materials for selection must be sent to: Erica Chatelain at ericaann0129@yahoo.com.

The closing date for the nomination is January 20, 2011. Any questions regarding the awards and honors can be directed to Erica Chatelain at (478) 719-0621 or ericaann0129@yahoo.com.

Nominations are being accepted for Honors of the Association, Clinician of the Year, Clinical Achievement Award, Jack Bess Memorial Award, Jack Bess Memorial Scholarship, Legislator Appreciation Award, and Volunteer Appreciation Award.

Assessing Caregiver Outcomes in Dementia Programming

Cathy Carney-Thomas, M.A., CCC-SLP

Aparna Vijayan, Ph.D., CCC-SLP

Caring for someone with dementia poses several challenges that affect the quality of life of the caregiver. There is a growing body of evidence that the personal, social and health effects of caregiving for a person with dementia contributes to added stress and illness. Various home health agencies, community programs and chore workers are available however are not always sufficient to provide the support to reduce the caregiver burdens. This research investigates types of caregiver burden, the quality of life of the caregiver and long term effects of dementia day program use. We will provide a measurement tool that adequately measures the quality of life perceptions from those who use dementia programming and those that do not. Considerations of the importance of quality of life for the caregiver of the patient with dementia will lead to a greater understanding of the programming needed in the system to promote aging in place.

Perceptual Evaluation of Voice (Part II)

Richard Zraick, Ph.D., CCC-SLP

(Attendees taking this session must ALSO have taken Part 1)

This presentation will: (1) review the concept of voice-disordered quality of life (2) describe the most-commonly used clinical instruments to assess quality of life (3) review the current state of knowledge regarding quality of life and (4) discuss future research needs related to quality of life in persons with dysphonia.

Clinical Service Delivery with English Language Learners: From Theory to Practice (Continued)

Raúl Rojas, Ph.D., CCC-SLP

Current demographic trends foretell increasingly diverse caseloads, including children with a range of native languages other than English. Many of these children are classified as English language learners (ELLs), indicating that their English language skills are deemed insufficient to succeed in English-only classrooms. Numerous questions and uncertainties arise when attempting to provide the most appropriate clinical services to bilingual children, including ELLs. This workshop will provide the fundamental background knowledge of bilingualism and second language acquisition, including the latest research, required to effectively engage in the decision making process of working with bilingual children. Learn how to best assess and conduct therapy with children in your caseload who are learning English as a second language.

Stepping Out with AT....Using AAC at Work and in the Community

Kristen Mullen, M.S., CCC-SLP

During this presentation, we will look at key factors relating to the needs of the young adult at work and in the community. As individuals move away from an academic setting, their communication needs become more dependent on social efficiency and communication repair. The most efficient page set may not be commensurate with the individual's language skills, which results in a need for creative programming. Some topics that will be covered are: a brief discussion of current hand held communication devices; page set design for the young adult; incorporating SGD device features in daily living; the use of auxiliary technology, and a video look at some successes using an SGD outside of the school or clinical setting.



Check out the GSHA
web site for the
latest information on
convention and
industry news!
www.gsha.org

Featured Speakers

Michael A. Crary, PhD.

Dr. Michael Crary is a Professor of Speech-Language Pathology at the University of Florida Health Science Center and Director of the Swallowing Research Laboratory. The Swallowing Research Laboratory has funding from the American Cancer Society, corporate contracts, the University of Florida's Clinical Translational Science Institute, and the NIH. Dr. Crary's current clinical and research interests focus on disorders of swallowing, specifically improving assessment and treatment strategies. Current research projects include studies of the characteristics of dysphagia and related morbidities in stroke patients, outcomes of dysphagia treatment in patients with head/neck cancer or stroke, and outcomes associated with exercised-based therapy and adjunctive modalities in the treatment of dysphagia in adult patients. He has a long history as a practicing clinician and remains active in patient care. His most recent text is "Dysphagia Management in Adults and Children" with Michael Groher. Dr Crary is a Fellow of ASHA and has served on the board of SID 13.

Lori Burkhead, Ph.D., CCC-SLP

Dr. Lori Burkhead is an Assistant Professor in the Department of Otolaryngology at the Medical College of Georgia in Augusta. She has written peer-reviewed articles, book chapters and frequently provides invited lectures on the topic of dysphagia, both domestically and internationally. Dr. Burkhead enjoyed a diverse clinical career in a variety of settings prior to obtaining her PhD from the University of Florida. Her current work focuses on the use of exercise science principles in developing more effective treatments for dysphagia. She continues to practice clinically in addition to teaching and conducting research.

Mareile Koenig, Ph.D., CCC-SLP

Dr. Mareile Koenig is Associate Professor of Communicative Disorders at West Chester University and a consultant to families living with ASD. She is a clinically-certified SLP (CCC-SLP) and a Board Certified Behavior Analyst (BCBA). Dr. Koenig has presented to numerous audiences regionally, nationally, and internationally on topics related to autism treatment. She serves as Senior Associate Editor of the Journal of Speech-Language Pathology and Applied Behavior Analysis, which supports the collaboration of professionals across the disciplines of ABA and SLP. Dr. Koenig is co-author (with Cheryl D. Gunter) of a recent book on Communication Development and Disorders for Partners in Service, which also supports collaboration.

Raúl Rojas, Ph.D., CCC-SLP

Raúl Rojas received his B.A. in Psychology and Latin American History from Grinnell College, and his M.A. and Ph.D. in Communication Sciences and Disorders from Temple University. Dr. Rojas provided bilingual (Spanish-English) speech-language pathology services in the schools for 6 years, and home-based early intervention services for 4 years. Currently, Dr. Rojas is a Postdoctoral Fellow at the Callier Center for Communication Disorders, University of Texas at Dallas. His research focuses on child language from a longitudinal perspective, specifically bilingual language development in typically developing children and in children with language impairment(s).

Ross Stonefield, M.S., CCC-SLP

Ross Stonefield is an ASHA-certified Speech-Language Pathologist with over 40 years of experience as a school-based clinician. He has been an adjunct professor at Russell Sage College in New York State, and has published articles in "Advance" magazine. His current position is Regional Director for EBS Healthcare and he oversees programs in New York, New Jersey, Pennsylvania, and Delaware. His primary responsibilities include on-going supervision and training, resume review, interviewing potential employees, and accompanying staff to their interviews with school districts and institutions before being placed in professional positions. In addition, he speaks to graduate students in regional colleges and universities about the job search process, as well as the clinical fellowship experience.

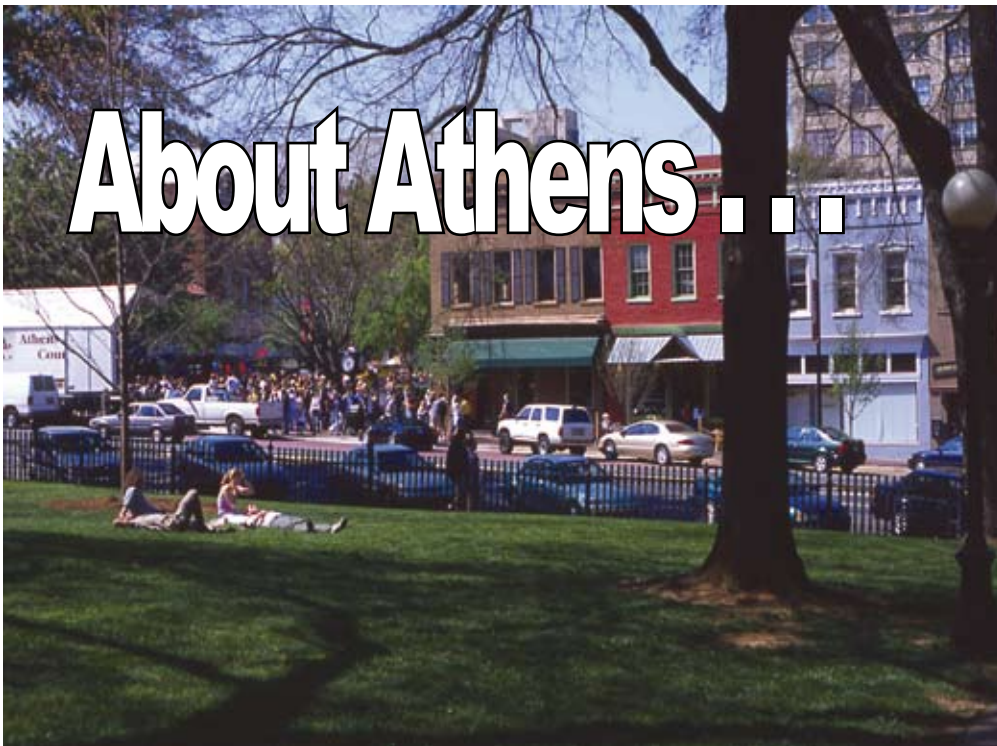
Featured Speakers

A. Lynn Williams, Ph.D., CCC-SLP

Dr. Lynn Williams is the Associate Director of the Center of Excellence in Early Childhood Learning and Development at East Tennessee State University and Professor in the Department of Audiology & Speech-Language Pathology. Her research has focused on development of a new model of phonological intervention called multiple oppositions that has been the basis of federally funded intervention studies by the National Institutes of Health (NIH); she has authored several articles in a variety of journals, as well as published several book chapters; developed a phonological intervention software program called Sound Contrasts in Phonology (SCIP) that was funded by NIH; authored a book *Speech Disorders Resource Guide for Preschool Children*; and served as associate editor of *Language, Speech, and Hearing Services in the Schools* and currently is an associate editor of the *American Journal of Speech-Language Pathology*. She has recently edited a book on *Interventions for Speech Sound Disorders in Children* that was published in 2010 by Brookes Publishing. Dr. Williams has been a frequent presenter at numerous state, national, and international conferences.

Richard Zraick, Ph.D., CCC-SLP

Dr. Richard Zraick's clinical, research and teaching interests are in the areas of voice disorders, neurogenic speech-language disorders, and clinical skills training. His clinical research is regularly published in leading peer-reviewed journals. He is coauthor of the 8th edition of the classic textbook, *The Voice and Voice Therapy*, released in March 2009.



Athens, Georgia is home to the University of Georgia, R.E.M., the B-52's, and America's first garden club. Athens is the perfect opportunity to hear great live music, dine on local flavors, stroll through historic districts and gardens, and see local artists in action.

Registration Form
GSHA Annual Convention
February 11-12, 2011 · Athens, GA

Pre-registration must be postmarked by January 11, 2011. After that date, please make sure to send the regular registration fee shown below. Your registration will be returned for failure to pay the proper fee.

Name: _____ GSHA Member? Yes No

In which of the following settings do you currently work (check all that apply)? School Private Practice College/University Medical Center

Street Address: _____ This is your WORK or HOME

City: _____ State: _____ Zip: _____

Phone: _____ E-mail Address _____

If you have a disability and require assistance to participate in this conference, check here and attach a list of services you require.

| | Pre-Registration Postmarked by 1/11 | Regular Registration After 1/11 | Total |
|--------------------------|--|------------------------------------|----------|
| FULL CONFERENCE | | | |
| GSHA Member | \$199 | \$249 | \$ _____ |
| Non-Member | \$325 | \$375 | \$ _____ |
| Student GSHA Member | \$50 | \$100 | \$ _____ |
| Student Non-Member | \$110 | \$160 | \$ _____ |
| ONE-DAY ONLY | | | |
| One-day GSHA Member | \$125 | \$175 | \$ _____ |
| One-day Non-Member | \$175 | \$225 | \$ _____ |
| TOTAL AMOUNT DUE: | | | \$ _____ |

PAYMENT METHOD: Check Enclosed Master Card Visa **(PLEASE NOTE: WE DO NOT ACCEPT PURCHASE ORDERS AS METHOD OF PAYMENT)**

IF PAYMENT BY CREDIT CARD:

Card Number _____ Exp.Date _____ 3-digit Security Code _____ (required)

Name on Card _____

Billing Address: Street Address: _____ Suite No. _____

City: _____ State: _____ Zip: _____

Signature _____

You may join GSHA at the time you register for the convention to qualify for the lower convention rate. GSHA membership runs July 1 thru June 30 and is not pro-rated. If you submit a membership application with your convention registration, you will receive a \$10 coupon good towards your next year's membership. To become a member of GSHA and qualify for the lower convention rates, you MUST include a membership application and dues payment with your convention registration. You can download a membership application from the GSHA web site at www.gsha.org. Members of the Speech-Language-Hearing Associations in Florida, Alabama, Tennessee, and South Carolina, and North Carolina may register at the "Member" rate with verification of state association membership. Contact GSHA at execdir@gsha.org for details.

Cancellation/Refund Policy: Requests for refunds must be submitted in writing to the GSHA Management Office and postmarked no later than January 11, 2011. A \$35 cancellation fee will be assessed. Refunds will not be processed until after the convention.

Mail or Fax to:
 Georgia Speech-Language-Hearing Association
 20423 State Road 7, Suite F6-491
 Boca Raton, FL 33498
 (561) 910-0896 FAX

Georgia Speech-Language-Hearing Association

Check us out on

Linked in



20423 State Road 7
Suite F6-491
Boca Raton, FL 33498

*Early Bird Deadline
January 11!*