

## THURSDAY SCHEDULE

**CSHA Registration located at the Fairmont Hotel in the Market Street Foyer.**

**Registration Hours: 11:00 AM-5:00 PM**

**Educational Programming: 1:00-4:30 PM**

**Exhibits & Job Fair Opening:  
Thursday 6:00- 8:00PM**

*Refer to posted signs at the convention for locations.*

### MS1 - March 15, Thu 1:00-2:30

Understanding the Research about Electrical Stimulation and Dysphagia Treatment

Speaker: **Yorick Wijting**, PT, DPT, DJO Global

Moderator: **Jan Pryor**

The use of neuromuscular electrical stimulation (NMES) has become increasingly utilized in the treatment of dysphagia. But what does the research tell us about the use of this modality in dysphagia therapy? This presentation will discuss how to interpret published dysphagia research and will apply this model to several published studies, both positive and negative, about NMES and dysphagia. It will also review the basics of NMES that should be considered when reading the research as well as provide a summary of the published research to date.

Instructional Level: Intermediate

### SC1 - March 15, Thu 1:00-4:00

ASD: Communication Assessment and the SLP

Speaker: **Michelle Derryberry**, M.S.  
Diagnostic Center, North



Moderator: **Debra Harms**

Speech-language pathologists play an integral role in assessment and diagnosis of autism and the inherent communication impairments. The following training will address the role of the speech-language pathologist, describe formal and informal assessment tools and strategies, and what to look for when assessing students on the autism spectrum. Participants will:

- Define the role of the SLP in ASD assessment
- Look at the DSM-IV descriptions and qualifiers and discuss the characteristics listed
- Identify and discuss the pros and cons of various formal and informal assessment measures
- Discuss and analyze other disorders that may be diagnosed as autism.

Instructional Level: Intermediate

### SC2 - March 15, Thu 1:00-4:00

Toddlers, Parent-Implemented Augmented Language Interventions and Communication Development

Speaker: **Mary Ann Ronski**, Ph.D.  
Georgia State University



Moderator: **Patti Solomon-Rice**

Severe spoken language impairments, early in life, have far-reaching consequences for a child's long-term development. This presentation will provide an overview of a clinical research program on early language intervention that focuses on toddlers with significant developmental delays who are not speaking and their parents. We found that employing an augmented language approach that includes parent coaching before 3 years of age works. Not only do augmented language interventions provide a way for a child to almost immediately communicate, they do not hinder the development of spoken words. This presentation will discuss the role of augmentative communication in early language intervention and clinical myths about AAC, the role parents play in early language intervention, intervention protocols that focus on naturalistic activities, the development of vocabulary and combinatorial utterances, the development of speech, transition to preschool as well as new technological developments.

Instructional Level: Intermediate

### SC3 - March 15, Thu 1:00-4:00

The CORE Model of Supervision and Mentoring

Speaker: **Melanie Hudson**, M.A. EBS Healthcare

Moderator: **Paige Shaughnessy**

Collaboration, Observation, Reflection and Evaluation are key elements of the supervisory process, widely supported in professional literature. Following an overview of skill acquisition based on the learning process, each of these elements will be explored. Specific strategies supporting self-supervision leading to independent practice will be included for supervisors and mentors to use in a variety of settings and across all levels of experience.

Instructional Level: Intermediate

## MS2 - March 15, Thu 3:00-4:30

Team Approach to Prevent Aspiration Pneumonia

Speakers: **Laura Vincent, M.A.**  
Alta Bates Summit Medical Center  
**Susan Hennies, M.A.**  
Alta Bates Summit Medical Center

Moderator: **TBA**

Aspiration pneumonia is a potentially life-threatening complication of a multitude of medical conditions. Patients/clients with dysphagia are at an even higher risk of developing this illness. Research has shown oro-pharyngeal bacteria to be the cause of aspiration pneumonia as well as other serious illnesses. A clinical training module will be presented that incorporates a team approach for effective management of oro-pharyngeal bacteria. Key clinical factors that increase the patient/client's susceptibility to bacteria will be identified and discussed. Evidence from the literature of various fields (e.g. dentistry, pulmonology, nursing and speech pathology) will be referenced. In addition, a model to implement a training program in an acute care facility (with potential applicability to other settings) will be presented.

Instructional Level: Intermediate

## FRIDAY SCHEDULE

**CSHA Registration located at the Fairmont Hotel in the Market Street Foyer.**

**Registration Hours: 7:30 AM - 5:00 PM**

**Educational Programming: 8:30 AM-6:00 PM**

**Exhibits & Job Fair: 8:00 AM - 6:00 PM**

**FRIDAY POSTER SESSIONS 8:30 AM - 6:00 PM**

**Presenters available: PS# 1-5 12:00 - 1:30 PM**

**PS# 6-10 4:30 - 6:00 PM**

**Plenary Session and Business Meeting Luncheon:  
12:00 PM - 2:00 PM**

**District Award Ceremonies: 6:00 PM - 6:45 PM**

**President's Reception (complimentary): 7:00-10:00 PM**

*Refer to posted signs at the convention for locations.*

## MS3 - March 16, Fri 8:30-10:00

Enhancing Preschool Services: Implementing RTI Using SLP-SLPA Teams

Speaker: **Diane Blevins, SLP.D., Santa Ana USD**

Moderator: **Char Rau**

The presentation will follow one District's development and implementation of a novel preschool speech-language continuum. The District developed the broadened continuum over a 10 year process. Initially, every child referred was directed to the evaluation teams and only speech-language therapy of Special Day Class placement. The new continuum includes monthly District-wide screening, pre-intervention parent training programs, and language preschool programs. The continuum utilizes existing SLP staff, supported by bilingual SLPAs. It meets the needs of the District's diverse community. Moving from referral through the RtI process has resulted in decreased assessments and enhanced services to our families.

Instructional Level: Intermediate



Complimentary Light Refreshments!

No-Host Bar!

**EXHIBIT HALL OPENING**

Thursday, March 15th  
6:00 PM - 8:00 PM

The Fairmont Hotel  
Imperial Ballroom

## MS4 - March 16, Fri 8:30-10:00

Accent on Accents: Do They Impact Quality of Service Delivery?

Speakers: **Marcella McCollum, M.A., SJSU**  
**Henriette Langdon, Ed.D., SJSU**

Moderator: **Bob McKinney**

Most people are aware of the significant linguistic and cultural diversity that is apparent not only in California, New York, Texas, or Florida, but in most states of the nation. Attracting bilingual candidates into the profession who speak one of the several dozens of languages often represented in one single community is a necessity. These students' speech in English reflects the phonologies and grammar from their native language. As a result, we work with an increasing number of colleagues who have diverse cultural and linguistic backgrounds. Those differences include foreign and regional accents. Acknowledgement and understanding of that diversity must be discussed. However, in reality, this topic has not been thoroughly addressed by our profession. The purpose of this beginning level presentation is to empower participants to fairly and equitably discuss accent and its impact on service delivery.

Instructional Level: Beginning

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## MS5 - March 16, Fri 8:30-10:00

Providing Effective Language Intervention for Toddlers and Preschoolers with Severe Speech Impairments

Speaker: **Patti Solomon-Rice, Ph.D., SFSU**

Moderator: **Charlotte Lopes**

Young children with severe speech impairments often use multi-modal augmentative and alternative communication (AAC) as a means to produce vocabulary. The presentation will present explicit, validated, language intervention strategies to facilitate vocabulary production with this population, including the use of appropriate contexts, the importance of care-giver training, considerations for systematic vocabulary selection, decision-making surrounding representation choices, and implementation of evidence-based language intervention approaches.

Instructional Level: Intermediate

## SC4 - March 16, Fri 8:30-11:30

ASD: Evidence-Based Practices for the SLP

Speaker: **Ann England, M.A.**  
Diagnostic Center, Northern CA,  
CA Department of Education

Moderator: **Adrienne Wroebel**

SLPs are providing intervention services for more students than ever with an Autism Spectrum Disorder (ASD) since Autism is the fastest growing special education eligibility category for public education in California and the nation. This workshop will provide comprehensive, up-to-date and usable information about evidence-based practices (EBPs) to support and serve students with an ASD. The Activity Matrix will also be presented as a tool that will help the SLP illustrate service delivery, ensure that language and communication goals are addressed using EPBs throughout the day and to support team collaboration.

Instructional Level: Intermediate

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## SC5 - March 16, Fri 8:30-11:30

Stuttering Therapy: A View from Both Sides of the Table

Speakers: **Nina Reeves, M.S.**  
Stuttering Therapy  
Resources, Inc  
**Lee Reeves, DVM**  
Past Chairperson, National  
Stuttering Association



Moderator: **Diane Collins**

Working with people who stutter and their families can present many challenges for speech-language pathologists. This workshop seeks to help SLPs gain insight into ways to be more effective in stuttering therapy. Discussions will include therapy resources and activities, as well as an overall framework of successful stuttering intervention. Dr. Reeves will also present his unique perspective of what 'successful outcomes' means as a person who stutters.

Instructional Level: Intermediate

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## CSHA Exhibits & Job Fair!

The Fairmont Hotel Imperial Ballroom

Friday 8:00 AM to 6:00 PM

Saturday 8:00 AM to 5:00 PM

Job Seekers: Please see "Personal Data" form within this program.

## SC6 - March 16, Fri 8:30-11:30

Selective Mutism: Assessment and Intervention for Speech-Language Pathologists

Speaker: **Virginia Sanchez-Salazar, M.A.**  
California Department of  
Education-Diagnostic Center-  
Northern California



Moderator: **Christina LeRoy**

Selective Mutism in children ages 2-15 is a social communication anxiety disorder that is often overlooked, misunderstood, or mismanaged. With prevalence now estimated at 1 in 143, it is no longer a rare occurrence and merits significant attention and focus to provide early diagnosis and appropriate treatment. Participants will learn key characteristics and diagnostic assessment criteria, identify the members of the collaborative team and the potential role of the SLP in assessment and treatment, identify the key treatment types, identify four stages of communicative comfort, learn some collaborative intervention and treatment strategies.

Instructional Level: Introductory

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## WS1 - March 16, Fri 8:30-5:00

New Concepts in Swallowing Neurophysiology

Speaker: **Ianessa Humbert, Ph.D.**  
Johns Hopkins University



Moderator: **Jan Pryor**

Swallowing is a complex phenomenon that integrates sensory and motor functions of the peripheral and central nervous systems. Although many of these functions have been discussed separately, it is now important to consider all of the components of swallowing control in one session, with the goal of providing a comprehensive understanding of swallowing. In this session, sensory and motor involvement of the peripheral and central nervous systems will be discussed, all based on the research literature of swallowing. The goal, during this session, is to move these findings into the clinical realm to improve swallowing diagnosis and treatment. Sub-topics will include electrical stimulation and other sensory-based therapies, neural imaging studies of swallowing (i.e. fMRI), and emerging motor control and motor learning concepts for swallowing.

Instructional Level: Intermediate

## MS6 - March 16, Fri 10:30-12:00

Perceptual and Acoustic Analysis of Isolated Words Produced By a Subject with Congenital Aglossia: Compensatory Articulatory Factors

Speakers: **Betty McMicken, Ph.D., CSULB**  
**Shelley Von Berg, Ph.D.**  
**Kahlil Iskaros, Ph.D.**

Moderator: **Shelley Von Berg**

Single word production of a subject with congenital aglossia in a contrasting CVC format with three vowel nuclei (iy, ah, uw) is analyzed perceptually and acoustically. The stimuli is balanced to reflect multiple articulatory gestures which would require tongue movement and which are accomplished with remarkable compensatory articulatory gestures. This present research is a follow up to the vowel study which was presented at CSHA in 2011 and further elucidates the intelligibility possible with congenital aglossia, the physiological reasons for the compensations and the acoustic similarities of the formant and consonantal energy patterns. Therapeutic considerations for oral facial rehabilitation are discussed.

Instructional Level: Intermediate

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## MS7 - March 16, Fri 10:30-12:00

Removing the Training Wheels: A Round Table Forum on Choosing the Desired CFY Setting

Speakers: **Shameka Johnson, M.Ed, Howard University**  
**Alaina Davis, M.S.**  
**Valencia Perry, M.S.**  
**Tinita Ortega, M.S.**

Moderator: **Marlowe Fischer**

This program will discuss how to approach and secure a CFY position that is pleasing to the CF candidate. The process of how to go about securing a CFY and conducting interviews for your CFY position will be addressed. Participants will also be provided with personal experiences of CFY "disasters" and how they may avoid these problems. The program will be conducted as a round-table forum. It will allow for open discussion and address questions, comments and concerns as they arise.

Instructional Level: Intermediate

## MS8 - March 16, Fri 10:30-12:30

Working in American Samoa: Challenges, Rewards and What the Book Doesn't Tell You

Speakers: **Kinzie Murphy, M.S., CSUS**  
**Larry Boles, Ph.D., UOP**

Moderator: **Robert Pieretti**

Working in another culture presents many challenges-large and small-for the Speech Language Pathologist. Working in another country adds another level of challenge. This presentation will describe working in American Samoa with school-age children, infant-toddlers and training speech aides to work in the schools. Serving the children and the programs has been an adventure in adapting to diverse needs. Three projects will be discussed: training special education personnel, screening school-age children, and serving the Helping Hands early intervention program. Issues in assessment, intervention, training and ancillary services will be discussed. We will address future needs for SLPs in American Samoa.

Instructional Level: Intermediate

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## MS9 - March 16, Fri 2:00-3:30

The Change Begins with You: Making the Most of Your Work in Social Cognition

Speaker: **Anna Vagin, Ph.D., Private Practice**

Moderator: **Jennifer St. Clair**

The growing field of social cognition and Social Thinking® provides therapists, teachers and parents with many materials to use with this population. However, we need to look closely at how we use those materials. Given what we know about children with social cognitive challenges, we need to consider the mediating strategies we incorporate to support learning. This presentation will systematically present nonverbal, visual and verbal support strategies that can be applied to a wide range of social cognitive materials. Multiple video clips (including some from the presenter's work using popular movies to support social learning) will be used to demonstrate these strategies with a range of children from preschool through high school age, and interspersed activities will allow audience members to explore using these ideas.

Instructional Level: Intermediate

## SC7 - March 16, Fri 2:00-5:00

Aphasia Community Groups and Support Systems: Tools for Advocacy, Education and Increased Awareness

Speaker: **Elayne Ganzfried, M.S.**  
National Aphasia Association



Moderator: **Larry Boles**

There are more than one million people with aphasia in the U.S. yet the lack of awareness and information about aphasia is as devastating as the disorder itself. A critical goal is to encourage the development of community resources, advocacy strategies and support networks. Increased awareness and advocacy tools need to be incorporated into the assessment and intervention process; ideas for unique programs and implementation of community education tools will be addressed. Research is demonstrating that a person's speech can continue to improve years after reaching what may be deemed a "plateau" in skills by third party reimbursement. Aphasia Community Groups are one of the few low cost options to help people with aphasia move forward with their lives and there is evidence to support the value of aphasia group participation. The "how tos" for creating and maintaining aphasia community groups following the proven theoretical framework of the "Life Participation Approach to Aphasia" (LPAA) and other social approaches to intervention for aphasia (Chapey et al., 2001) will be shared.

Instructional Level: Intermediate

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## SC8 - March 16, Fri 2:00-5:00

Defensible Speech-Language Assessments and Avoiding Legal Blindspots

Speakers: **Beth Nishida, M.A.**  
Hacienda La Puente USD  
**Ricardo Silva, J.D., Lozano Smith**

Moderator: **Judy Montgomery**

California Speech-Language Pathologists working with special education students face increasing demands in the number of assessments they must perform, the services to be provided and mounting scrutiny of their assessments. This session will provide attendees with a clear understanding of the legal requirements for developing defensible speech-language assessments and provide them with tools to identify and avoid legal blindspots. This session will also provide attendees with useful information to defend their assessments if legally challenged in special education due process hearings. This session will be fun and interactive and include audience participation.

Instructional Level: Advanced

## SC9 - March 16, Fri 2:00-5:00

Coaching Skills for the Supervising Speech/Language Pathologist & Audiologist

Speakers: **Connie Weiss, Ph.D.**  
Connie Weiss Consulting  
**Wendy Burton, M.A.**  
Rancho Los Amigos National Rehab Center

Moderator: **Angela Mandas**

Excellent coaching skills provide a cornerstone for effective supervision and mentoring. The mentor/supervisor who coaches effectively engages both the hearts and minds of individuals and teams in order to enhance and apply their talents to achieve the highest quality outcomes on an individual and organizational level. This practical and interactive workshop will provide participants with a framework for coaching and developing others. You will learn strategies to help improve your coaching skills as well as how to give feedback effectively.

Instructional Level: Intermediate

## SC10 - March 16, Fri 2:00-5:00

Behavioral Treatments for Stuttering in Children: Principles and New Practices

Speakers: **Janis Ingham, Ph.D.**  
University of California,  
Santa Barbara  
**Roger Ingham, Ph.D.**  
University of California,  
Santa Barbara



Moderator: **Diane Collins**

This presentation will review evidence-based, effective, behavioral treatments for stuttering in young and older-aged children, including the Lidcombe Program, Extended Length of Utterance, an early look at a new program from UCSB designed to treat stuttering in adolescent people who stutter, and others. Incorporated into this presentation will be a review of basic principles of behavior modification as they apply to the treatment of stuttering. This will include opportunities for participants to practice application of these crucial principles.

Instructional Level: Intermediate

## SC11 - March 16, Fri 2:00-5:00

Enhancing Early Oral and Literate Language Skills of At-Risk ELLs

Speakers: **Celeste Roseberry-McKibbin, Ph.D., CSUS**  
**Robert Pieretti, Ph.D., CSUS**  
**Ploua Vue, B.S., CSUS**  
**Mary Martineau, B.S., CSUS**

Moderator: **Linda Pippert**

Federal laws and policies are increasingly emphasizing early intervention for young, English Language Learner (ELL) children who are at risk for language impairments. There has been an especially strong focus on prevention of problems that will lead to the need for eventual formal special education. This short course presents practical strategies and materials for use with young ELLs who are at risk for language impairments. The presenters will share easy-to-implement ideas for strengthening the oral and literate language foundations of this population, with special focus on increasing vocabulary, phonological awareness, and early literacy skills. The issue of language(s) of intervention will be discussed, and ideas for enhancing family involvement will also be shared. Evidence-based practice will be strongly emphasized, and the speakers will present current research to support practical strategies that are presented.

Instructional Level: Intermediate



**Visit the Shoppe CSHA Booth!**



- Gift Items
- Mugs, Pens & Caps
- Shirts & Sweatshirts
- Other Fun Items

**Located in the CSHA Registration area!**

# *Plenary Session* **& Business Meeting Luncheon**

Friday, March 16 • 12:00 PM - 2:00 PM



*Tommie L. Robinson Jr., Ph.D.,  
ASHA Past President*

## *Everyone Welcome...*

- *Updates of Concern to CSHA Members*

- *Keynote Speaker:*

*Tommie L. Robinson Jr., Ph.D.  
ASHA Past President*

## *Menu:*

- *Assortment of Breads & Rolls*

- *Choice of: Fairmont Cobb Salad (Smoked Turkey, Bacon, Avocado, Tomato, Blue Cheese, Hard Boiled Egg, and Herb Vinaigrette) or Mediterranean Salad (Grilled Vegetables, Marinated Artichoke Hearts, Couscous, Stuffed Grape Leaves, Feta Cheese, Served with Pita Bread and Hummus)*

- *Dessert*

- *Freshly Brewed Iced Tea, Coffee & Water*

*\$25/Person (Optional)*

For those who wish to eat the catered lunch, tickets must be purchased through the pre-registration process. A limited number of tickets will be sold at On-Site Registration until 5:00pm on Thursday, March 15, 2011. Limited seating. Please indicate on the registration form (pg 17), or on-line if you are attending.

**FRIDAY POSTER SESSIONS  
8:30 AM TO 6:00 PM**

**PRESENTERS AVAILABLE:  
PS #1-5: 12:00-1:30 PM  
PS #6-10: 4:30-6:00 PM**

**PS1 - March 16, Fri 12:00-1:30**

Piaget's iPad: From Theory to Practice

Speakers: **Lisa Luna DeCurtis, M.A.**  
Morning2Moon Productions  
**Dawn Ferrer, M.S.**, Private Practice

As "digital natives", young children have universally proven to be natural techies when using mobile devices such as the iPad. They appear to need no formal instruction for navigating this tablet computer and its apps as both their cognitive and motor skills seem intuitive. This would not have surprised the developmental psychologist, Piaget, whose stages illustrate how the iPad maps on to how young children learn. While Piaget's sensorimotor stage supports the motivation for children to explore the touch screen technology and their propensity towards apps with visual and auditory stimulation, his subsequent preoperational stage explains their understanding of the icons and symbols that represent the apps and the directions within them. SLPs have an opportunity to maximize the effectiveness of this tech tool by using their knowledge of typical development. We will correlate Piaget's theories with therapeutic goals and offer guidelines for intervention, as well as for family training.  
Instructional Level: Beginning

**PS2 - March 16, Fri 12:00-1:30**

A Survey on the Role of an Assistive Technology Demonstration Center in Early Intervention

Speaker: **Elena Dukhovny, M.A.**  
Parents Helping Parents

The use of assistive technology (AT) in early intervention has shown positive outcomes and is legislatively supported through the Individuals with Disabilities Education Act. The number of available AT tools for access and communication is growing, but families are having difficulty choosing and maintaining AT tools. AT demonstration centers help families to make more educated choices by allowing them to get hands-on experience with a range of AT tools. The iTECH Center at Parents Helping Parents in San Jose, CA, is a demonstration center that offers families and professionals hands-on exploration of assistive technology, known as a "Techsploration," guided by a speech-language pathologist and an AT specialist. The current project surveys families who have participated in Techsplorations to evaluate the long-term effects of this service format, describing types of follow-up, technology eventually purchased and rates of abandonment.  
Instructional Level: Beginning

**PS3 - March 16, Fri 12:00-1:30**

Passive Time Estimates in Stutterers and Non-Stutterers

Speaker: **Michael Susca, Ph.D.**, UOP

Arguments have been made that people who stutter (PWS) may perceive time differently than people who do not stutter (PWDNS) (Barasch et al., 2000.) Methods (Ezrati-Vinacour and Levin, 2001) and other variables (Susca et al., 2004) may affect measurements of time perception. Most studies of time estimation have participants actively engaged with the untested assumption that PWS and PWDNS passively perceive time's passage equally. This study tested the hypothesis that PWS and PWDNS fundamentally perceive time equally.

Instructional Level: Intermediate

**PS4 - March 16, Fri 12:00-1:30**

Model for a Spoken Language Preschool Program

Speaker: **Frances Pomaville, Ph.D.**, CSUF

This poster session will present a model for a Spoken Language Preschool for children who are deaf or hard-of-hearing which was recently piloted at the California State University, Fresno Speech, Language and Hearing Clinic. This program addressed a number of community needs, as well as curriculum needs within the Communicative Disorders and Deaf Studies Department. A description of the participants and general structure of the program will be provided. The model will include a description of the program components, to include: clinician preparation; assessment components; group activities; structured therapy goals for auditory training, speech production, and language development; and parent education topics. A summary of student outcomes, as well as program strengths and limitations will be included.

Instructional Level: Beginning

**PS5 - March 16, Fri 12:00-1:30**

Prognostic Indicators of Functional Outcomes in First Time Documented Acute Stroke Patients Following Standard Dysphagia Treatment

Speakers: **Betty McMicken, Ph.D.**, CSULB  
**Cheryl Muzzy, M.A.**, Long Beach SD

This is the second in a series of three research reports investigating the functional outcomes in first time documented acute stroke patients following standard dysphagia treatment. These 100 patients were seen at Rancho Los Amigos National Rehabilitation Center (RLANRC). The first paper investigated the change in assistive levels on the swallowing portion of the Functional Assessment Measure (SFAM) and the change in dietary ratings between admission and discharge. Both demonstrated statistically and clinically significant change. This report investigated factors which may be predictors of the change in scores, and hence the levels achieved on the swallowing portion of the FAM (SFAM), correlated with the Functional Oral Intake Scale (FOIS), at the time of discharge from an acute inpatient rehabilitation program. A clearer understanding of these factors has the potential to enable the rehabilitation staff to better predict recovery and facilitate appropriate and cost-effective care for the patient with a swallowing disorder.

Instructional Level: Advanced

**PS6 - March 16, Fri 4:30-6:00**

Speech, Language, and Hearing Services in China and Tibet: A Report from the 2011 People to People International Speech-Language and Audiology Delegation

Speakers: **Jennifer M. Adams, M.A., CSLOT**  
**Patricia DiIanni, M.A.**

The population of the U.S. is becoming more diverse. Gaining a better understanding of speech, language, and hearing services available in China helps us, as speech-language pathologists and audiologists, to better serve our clients, patients, and students, especially Chinese immigrant populations. This poster session outlines the state of speech, language, and hearing services in China and Tibet based on information gathered from the 2011 Speech-Language Pathology and Audiology Delegation to China and Tibet through People to People International. Information about services currently available in China and Tibet, common treatment methods, and ways to get involved with the international speech, language and hearing community will be presented.

Instructional Level: Intermediate

**PS7 - March 16, Fri 4:30-6:00**

Student Clinicians' Perception of Change in Clinical Competencies: A Comparison of Two Instructional Approaches

Speakers: **Nicholaus Brock, B.S., UOP**  
**Jill Duthie, Ph.D., UOP**

Student clinician self-evaluations are an integral aspect of the clinical education experience. By developing the ability to independently evaluate their clinical performances, student clinicians can direct their attention to the competencies they feel need greater development. This study presents the findings of university-based student clinicians' self-evaluation of clinical competencies following a semester of two different clinical instruction approaches.

Instructional Level: Intermediate

**PS8 - March 16, Fri 4:30-6:00**

Using Dialogic Reading Techniques to Teach Bound Morphemes to Children Diagnosed with Expressive Language Disorders

Speakers: **Christine A. Maul, Ph.D., CSUF**  
**Krysten Ambler, B.A.**

This poster will report data collected during a single-subject multiple baselines across participants research study investigating the efficacy of using storybook stimuli and dialogic reading techniques to teach specifically targeted bound morphemes to children diagnosed with expressive language disorder. Four children were assessed, and, based on that assessment, bound morphemes were targeted for treatment. Storybooks offering many opportunities to produce the targeted bound morphemes were selected, and dialogic reading cues were planned to be used during repeated readings of those storybooks. Results will be presented and clinical implications will be discussed.

Instructional Level: Intermediate

**PS9 - March 16, Fri 4:30-6:00**

Teaching Advanced Audiology to SLPs in a Graduate Program

Speakers: **Judy Montgomery, Ph.D.**  
Chapman University  
**Gilbert Herer, Ph.D.**

ASHA requires accredited university programs to provide both academic and clinical education in the nine disorder areas and verifies that information on the KASA forms submitted by graduate students when they apply for CCC. What should be included for the area entitled hearing and hearing loss? Who should teach it and in what form for 21st century clinicians? An innovative co-teaching format will be demonstrated, including syllabus, daily assignments, class lectures, guest speakers, clinical experiences, and methods to measure student learning and outcomes. Materials will be provided from an actual class taught in a California university in 2011.

Instructional Level: Advanced

**PS10 - March 16, Fri 4:30-6:00**

Early Intervention: Empowering Parents

Speaker: **Karyn Lewis Searcy, M.A.**  
Crimson Center for Speech & Language

Frequently overlooked by SLPs working in early intervention is that families and physicians are often unaware of how to navigate through it, and may not know there is a process to navigate. Those of us in the network are not always familiar with procedural and genetic processes, particularly with their ever-changing facets. This presentation will provide a generic map of the early intervention process from initial enrollment to the transition out of the system. Current California EI regulations will be reviewed, as well as how to maximize physician and funding agency awareness regarding risks and treatment options. Suggestions regarding how to enrich successful interaction with families will be addressed. Video demonstrations of methods of facilitating engagement and communication between parents and their young children will be reviewed.

Instructional Level: Beginner-Intermediate

**PS11 - March 16, Fri 4:30-6:00**

Immigrants: Implications for Speech-Language Pathologists

Speakers: **Celeste Roseberry-McKibbin, Ph.D., CSUS**  
**Ann Blanton, Ph.D., CSUS**  
**Alethea Chamberlain, B.S., CSUS**  
**Mary Martineau, B.S., CSUS**

As the demographics of the U.S. change in the 21st century, SLPs nationwide are increasingly serving immigrants and their families. This poster session presents the results of a survey of 200 immigrants to the U.S. who represent 64 countries and 53 different languages. Practical implications for SLPs are discussed.

Instructional Level: Intermediate



# District Award Ceremonies

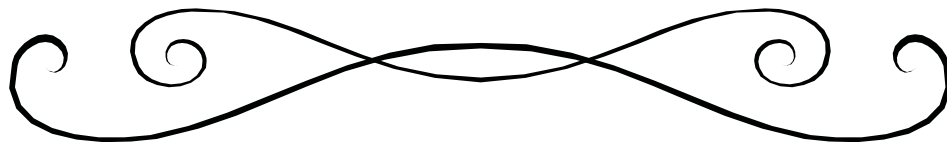


**Friday, March 16, 2012  
6:00 PM - 6:45 PM**

**No-Host Wine Bar Open at 5:30 PM**

**CSHA Districts 1-10 will join together  
for this memorable occasion.**

**Join your friends and colleagues  
as they honor those who are receiving  
the 2012 district awards.**



**This event is complimentary, but please mark your registration form (page 17), or  
on-line if you are planning to attend.**

**Refer to posted signs at the convention for location.**

# PRESIDENT'S RECEPTION



*Tricia Shepherd*  
CSHA President

**FRIDAY, MARCH 16TH ▸ 7:00 PM - 10:00 PM**

NO HOST BAR  
&  
COMPLIMENTARY APPETIZERS!

COME AND JOIN US FOR A RELAXING TIME TO TALK TO  
FRIENDS AND COLLEAGUES WHILE LISTENING TO A MIX OF  
MUSIC.

**EVERYONE IS INVITED!**

Please mark registration form (page 17), or on-line if you are planning to attend.  
Refer to posted signs at the convention for location.

## SATURDAY SCHEDULE

CSHA Registration located at the Fairmont Hotel in the Market Street Foyer.

Registration Hours: 7:30 AM - 5:00 PM

UOP Alumni Breakfast: 7:00 AM - 8:30 AM

Educational Programming: 8:30 AM-5:00 PM

Exhibits & Job Fair: 8:00 AM - 5:00 PM

SATURDAY POSTER SESSIONS 11-18:  
8:30 AM - 6:00 PM

Presenters available: PS# 11-14 12:00-1:30 PM  
PS# 15-18 4:30-6:00 PM

Student Luncheon: 12:00 PM - 2:00 PM

SLPA Reception: 5:00 PM - 6:00 PM

Association Dinner: 7:00 PM - 10:00 PM  
Doors open at 6:30 PM

*Refer to posted signs at the convention for locations.*

### MS10 - March 17, Sat 8:30-10:00

What's on Your Mind?

Speakers: **Dr. Tommie Robinson**  
Past ASHA President  
**Dr. Judy Montgomery**  
Past ASHA & CSHA President  
**Lisa O'Connor**, Past CSHA President  
**Robert Powell, J.D., Bill Barnaby Sr., & Bill Barnaby Jr.**, CSHA Legislative Counsel  
**Tricia K. Shepherd**, CSHA President  
**Anne Delfosse**, CSHA President-Elect

Moderator: **Tricia K. Shepherd**

This lively discussion will bring information about legislation, laws and regulatory issues, ASHA focused initiatives, and information about how state and national issues interrelate. Part I: Hot topics and issues facing our profession will be discussed, as well as how they are addressed by the various ASHA initiatives. The topics will be presented in an effort to educate and stimulate feedback from members, and to facilitate awareness of what is happening in the professions on both the state and national level. Part II: Attendees will have the opportunity to state their concerns, comments and ask questions regarding issues facing our profession to the panel.  
Instructional Level: Beginning - Intermediate

### MS11 - March 17, Sat 8:30-10:00

Meeting of the Minds: Appreciating Generational Differences in the Workplace/Supervisory Relationship

Speaker: **Jean Jackson, M.A.**, EBS Healthcare

Moderator: **Janice Woolsey**

It is generally agreed that there are currently four distinct generational cohorts in the workforce. Each of these cohorts spans approximately 15-20 years and has shared historical, cultural and social experiences unique to the time. The richness this aspect of multiculturalism brings to the workplace is not without its challenges. This miniseminar will emphasize the cohorts baby boomers (born 1946-1964), gen xers (born 1965-1980) and millennials (born 1980 - 2000), which represent the bulk of supervisors and supervisees today, and to a lesser extent, traditionals (born before 1945). The cohorts will be described in terms of the influences that have shaped common characteristics. Scenarios depicting conflict in the workplace will be presented and participants asked to identify the conflict based upon appreciation of generational characteristics, and provide solutions.  
Instructional Level: Beginning

### MS12 - March 17, Sat 8:30-10:00

Special Populations Treated in the Pediatric Medical Setting

Speakers: **Judy Henderson, M.A.**  
Lucile Packard Children's Hospital at Stanford  
**April Johnson, M.A.**  
Lucile Packard Children's Hospital at Stanford  
**Bridget Harrington, M.A.**  
Lucile Packard Children's Hospital at Stanford  
**Amy Meyer, M.A.**  
Lucile Packard Children's Hospital at Stanford

Moderator: **Kinzie Murphy**

This panel of speech-language pathologists working with children in the medical setting (Lucile Packard Children's Hospital at Stanford) will discuss 4 different programs for the unique population they serve. Programs include: augmentative communication for the developmentally young child; speech and resonance disorders in the cleft palate population; children with tracheostomy and use of speaking valves, and cochlear implant candidacy evaluations. All presentations will include video-tapes of patients. Each presenter will highlight special evaluation procedures and/or intervention strategies.  
Instructional Level: Intermediate

## MS13 - March 17, Sat 8:30-10:00

Collaborating with Interpreters/Translators in Healthcare Settings

Speaker: **Henriette Langdon, Ed.D.**  
SJSU



Moderator: **Brian Sharp**

About 19 million individuals residing in the US do not speak English fluently (Flores, 2006), and their numbers are likely to increase. To receive adequate and equitable healthcare services, their medical visits must be facilitated with the collaboration of an interpreter/translator (I/T). Interpreting services are required by law and each facility is obligated to recruit trained interpreters. Guidelines from the latest National Standards for training healthcare interpreters (2011) indicate that specific training for healthcare I/Ts who collaborate with professionals such as SLPs, audiologists, pharmacists, mental health, pediatric specialties and others is not offered and, therefore, needs to be acquired through continuing education. In addition, training for the specialist working with the I/T is notoriously not offered. The purpose of this seminar is to present information on the process of interpretation, including roles and responsibilities of SLPs, audiologists, and the healthcare I/T. Key points will be illustrated with a video.

Instructional Level: Intermediate

## SC12 - March 17, Sat 8:30-11:30

Update on Acquired and Progressive Apraxia of Speech

Speaker: **Edythe A. Strand, Ph.D.**  
Mayo Clinic



Moderator: **Betty McMicken**

Apraxia of speech occurs both acutely and in the context of progressive neurologic disease. This lecture focuses on differential diagnosis and treatment of apraxia of speech in both acute and progressive forms. Specific characteristics of aphasia versus apraxia are presented as well as the differences among progressive and primary progressive aphasia, and progressive and primary progressive apraxia of speech. Treatment issues for each are discussed. References to the current evidence base are presented. Research examining the relationship of progressive apraxia of speech to neuropathology is discussed.

Instructional Level: Intermediate

## SC13 - March 17, Sat 8:30-11:30

Clinical Evaluation of Voice: The "Absolutely Necessary" Versus "The Sky's the Limit!"

Speaker: **Julie Barkmeier-Kraemer, Ph.D.**  
UC-Davis Health System



Moderator: **Rebecca Leonard**

This presentation will address the basic parameters of voice that are evaluated in a standard clinical evaluation of voice. Of particular interest will be the comparison and contrast between components of the evaluation that may be achieved using methods that require the least to the most financial support. In addition, the context and clinical population will be incorporated for consideration to provide useful and practical instruction for completing the most thorough voice evaluation possible relative to the context of the speech-language pathologist as well as the clinical population. Case examples will be incorporated as well audience participation and discussion of special considerations. Participants will learn about state-of-the-art methods in instrumental and non-instrumental assessment of voice and how to access these when they are appropriate or necessary for their client.

Instructional Level: Intermediate

## SC14 - March 17, Sat 8:30-11:30

Assessment and Intervention for Speech Sound Disorders: Practice Update

Speaker: **Ann Tyler, Ph.D.**  
Western Michigan University



Moderator: **TBA**

Childhood speech sound disorders are one of the most common of communication disorders seen by school-based SLPs but can be complex to evaluate and treat, particularly using a phonological approach. This workshop will provide an update on best practices for phonological assessment, intervention, and service delivery. The focus will be on timely assessment, treatment planning with consideration of intensity variables, and matching evidence-based interventions to individual cases. Attention will also be given to intervention procedures aimed for preschool children with both speech and language impairments, who are at risk for early literacy challenges.

Instructional Level: Intermediate

**UNIVERSITY OF THE PACIFIC  
ALUMNI ASSOCIATION BREAKFAST**  
Saturday, March 17  
7:00am – 8:30pm

This is a complimentary event for UOP students and Alumni.  
Please mark your registration form on page 17,  
if planning to attend

## MS14 - March 17, Sat 10:30-12:00

Be a "Change Agent": Systematically Improve Your School Climate/Culture

Speakers: **Dr. Jean Blosser**, Ed.D., Progressus Therapy  
**Holly Kaiser**, M.A., Progressus Therapy  
**Lara LaZear**, M.S., Progressus Therapy

Moderator: **Shellie Bader**

Be a "Change Agent" by systematically improving your school culture and climate to achieve positive student outcomes. In order to respond to current challenges and demands, the school-based clinician must be able to foster systemic change within the school organization. Communication with your constituents is the foundation for bringing about these changes. SLPs may find barriers in their path as they work towards changing the school culture/climate. We will illustrate how we were able to develop a robust communication plan using resources from our program, our professional organization, and our fellow colleagues. Ideas will be presented to utilize your CSHA and ASHA websites as well as other professional websites. The session format combines lecture, interactive dialogue, and active participation. It also presents the benefits of engaging in a formalized plan to bring about such changes. Attendees will develop an Individualized Action Plan to promote organizational change in their programs.

Instructional Level: Intermediate

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## MS15- March 17, Sat 10:30-12:00

The iPad: Achieving Student's Goals with the Right App

Speakers: **Kyle Epps**, M.A., Progressus Therapy  
**Maria Ekedal**, M.A., Progressus Therapy  
**Todd Wingard**, M.S., Progressus Therapy  
**Jean Blosser**, Ed.D., Progressus Therapy

Moderator: **Henriette Langdon**

It's no secret that the Apple iPad is changing the way we think about technology and providing speech and language intervention. Through our pilot program we set out to identify ways to use the iPad effectively and efficiently in the school and early intervention settings for Speech-Language Pathology and Occupational Therapy service delivery. We enlisted the help of 27 practicing clinicians who were interested in using the iPad in intervention sessions and made an iPad available to them. This presentation will provide detail-oriented examples of the project and its components and how to tie iPad application (app) use to California Common Core State Standards for English-Language Arts.

Instructional Level: Beginning

## MS16 - March 17, Sat 10:30-12:00

Transition from Graduate Student to CF:  
What Mentors/Supervisors and Candidates Need to Know

Speakers: **Jean Jackson**, M.A., EBS Healthcare  
**Janet Wagner**, M.A., EBS Healthcare

Moderator: **Lynda Oldenburg**

The academic and clinical training required to become a Speech-Language Pathologist (SLP) is rigorous and requires the successful mastery and demonstration of a myriad of interpersonal and professional skills. Graduates are understandably proud of their accomplishments and confident in their abilities as they enter the workforce. The RPE/CF experience is designed to provide support for the new graduate during the initial employment experience through mentoring activities, which promote competence in areas such as evaluation, treatment, management and interaction. This miniseminar will provide CF mentors/supervisors, as well as candidates, with information helpful for this transition experience. Information for mentors/supervisors will include an overview of typical university clinical experiences, positions of candidates on the supervision continuum and guidelines/requirements from both CA and ASHA regarding the experience. RPE/CF candidate information will include rigors of the workplace, common challenges for candidates and fitting into a professional environment.

Instructional Level: Beginning

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## MS17 - March 17, Sat 1:00-2:30

An Avoidance-Reduction Therapy: A Stuttering Modification Approach

Speaker: **Gail Wilson Lew**, M.A.  
Private Practice/CSUN

Moderator: **Michael Susca**

This seminar will explain Avoidance-Reduction Therapy that was created by Dr. Joseph Sheehan, a severe stutterer at one time, who conducted speech therapy groups at University of California, Los Angeles (UCLA). He felt many people who stuttered had an inner conflict that consisted of wanting to talk, to go forward, and at the same time holding back from fear of stuttering. He described stuttering as an "iceberg". The part of the iceberg that is above water is the actual primary and secondary behaviors and below the water, the larger part represents shame, guilt, fear, or hatred that may drive a person to not stutter thus causing secondary behaviors. Basic therapy procedures to reduce avoidance of stuttering will be discussed as well how one can stutter openly and easily.

Instructional Level: Intermediate

## MS18 - March 17, Sat 1:00-2:30

The Clinician Directed Hierarchy: An Effective and Logical Approach to Clinical Instruction

Speaker: **Jill Duthie, Ph.D., UOP**

Moderator: **Simalee Smith Stubblefield**

Clinical supervisors in clinical settings; especially in school settings, are challenged to promote self-analysis and problem solving skills in the beginning clinician. The Clinician Directed Hierarchy is a clinical training tool that assists clinical supervision by focusing the beginning clinician on a specific level of intervention. The CDH provides for the beginning clinician to adjust clinical behaviors, and provides for guidance in generalization, according to the client's current level of functioning. The speaker will present the training model and current research reflecting its effectiveness in clinical and school-based settings. Participants will have opportunities to apply the CDH in sample lesson plans and discuss ways to promote principles of generalization for their supervisees. Instructional Level: Advanced

## MS19 - March 17, Sat 1:00-2:30

Visual Scene Display & Digital Photography-Based Communication Aides

Speaker: **Greta T. Tan, M.A., Cupertino USD**

Moderator: **Gina Nimmo**

Evidences from multiple studies have shown that Visual Scene Displays (VSD) provide context rich and personally relevant communication support for young children and adults with complex communication needs (Blackstone, 2004, Dietz, McKelvey & Beukleman, 2006; Drager & Light, 2006; Shane, 2006). Furthermore, due to the increasing accessibility of digital cameras, AAC practitioners as well as lay-communication partners are able to create VSDs for both high- and low-tech AAC devices with ease. (Beukleman 2006). Instructional Level: Beginning

## SC15 - March 17, Sat 1:00-4:00

Communication, Swallowing and Care of a Laryngeal Transplant Patient: A Living Laboratory

Speakers: **Jan C. Pryor, M.A., UCD**  
**Ann E. F. Sievers, RN, M.A.**

Moderator: **Julie Barkmeier**

With advances in medical and surgical technology, human organ transplantation is not uncommon throughout the United States and abroad. However, to date there have been only two laryngeal transplants in the world, the second one performed at UC Davis Medical Center on October 16, 2010. The purpose of the presentation is to provide education and information regarding: 1) the multidisciplinary care related to post operative management of the patient, including airway, nutrition and emotional well-being, 2) the relationship between airway, voicing and swallowing with a neo-larynx/trachea, 3) Dysphagia and voice evaluation and therapy for the laryngeal transplant patient. This presentation will be provided by the multidisciplinary team who cared for this patient. Instructional Level: Beginning

## SC16 - March 17, Sat 2:00-5:00

Treatment of Children with Childhood Apraxia of Speech

Speaker: **Edythe A. Strand, Ph.D.**  
Mayo Clinic

Moderator: **Betty McMicken**



This lecture is focused on treatment of children who have motor planning problems (childhood apraxia of speech), contributing to their speech disorder. Brief discussion is focused on how to use assessment data to determine the relative contribution of phonologic impairment versus motor impairment (childhood apraxia or dysarthria) in children who have speech impairment. Discussion then focuses on implementation of principles of motor learning, choosing stimuli as well as specific issues related to treatment planning and specific treatment techniques. The current evidence base is reviewed. Individual cases will be presented via videotape for additional discussion of treatment planning and implementation. Instructional Level: Intermediate

**Thank A Volunteer!**

We would like to thank all of the volunteers  
who help make the  
CSHA Convention a success!

**THANK YOU!!**

## MS20 - March 17, Sat 2:30-4:30

Praxis™ Test Preparation for Audiology and Speech-Language Pathology Tests

Speaker: **Kathy Pruner, MBA**  
Educational Testing Service



Moderator: **Tania Quan**

This presentation will provide an in-depth review of what you need to know in order to prepare for the Praxis II® Audiology or Speech-Language Pathology test from Educational Testing Service (ETS). ETS has developed numerous resources to support and inform a candidate as you prepare for either of these tests. In this session, ETS Client Relations Director Kathy Pruner will give an overview of the Praxis testing program including navigating the Praxis website, registering for a test, preparing for a test, developing an effective study plan, gaining test day pointers, reporting your Praxis scores, and taking a closer look at the content categories for each of the tests along with sample questions. When you leave this session, you will have a clear understanding of where to find test preparation materials and how to prepare to do your best on the Praxis Audiology or Speech-Language Pathology test.

Instructional Level: Intermediate

## SC17 - March 17, Sat 3:00-6:00

Evaluation and Management of Voice Using Laryngeal Stroboscopy

Speakers: **Brenda Capobres Villegas, M.S., USC**  
**Melody OuYoung, M.S., USC**  
**Uttam K. Sinha, M.D., USC**

Moderator: **Rosemary Scott**

Laryngeal Stroboscopy provides a well-tolerated way to evaluate and manage a variety of voice disorders. This presentation will discuss the use of laryngeal stroboscopy for diagnosis and management as well as the roles of the otolaryngologist and speech pathologist. Part of the presentation will also discuss the use of stroboscopy for differential diagnosis. A variety of images along with the pertinent medical history will be shown with an opportunity for the audience to analyze and interpret images during discussions. Discussion will also be spent presenting treatment plans based on examination findings to facilitate functional outcomes.

Instructional Level: Intermediate

## MS21 - March 17, Sat 3:00-4:30

New iPad Technology Meets Traditional Therapy Techniques

Speakers: **Lisa Luna DeCurtis, M.A.**  
Morning2Moon Productions  
**Dawn Ferrer, Morning2Moon Productions**

Moderator: **Christine Maul**

As the excitement of mobile technology spreads, and the availability of educational and therapy-related apps multiplies, SLPs and families are integrating these tech tools into children's therapy programs. Since utilizing the iPad and its apps as a therapy tool remains a relatively new experience, with little-to-no current research to support its validity or clear-cut boundaries for its use, SLPs must rely on tried-and-true therapy techniques. To achieve this, we will apply the fundamental aspects of development in the areas of communication, cognition, motor, social-emotional, and adaptive self-help skills while integrating best practices as described by Piaget, Greenspan, and Hanen Programs. Attendees will learn how to maximize the iPad using effective methodology based on evidence-based practice about how young children learn. This information can be applied to assessment and therapy, and will assist the SLP in choosing and using apps to address educational and therapeutic goals, as well as coach families.

Instructional Level: Beginning



**CHOCOLIC BREAK**  
*in the Exhibit Hall*

Friday and Saturday  
2:30 - 3:00 PM

**No Charge - Just Come and Visit  
the Exhibits!**



# STUDENT LUNCHEON!

Saturday, March 17 • 12:00 PM - 2:00 PM



Tricia Shepherd  
*President of CSHA*



Tommie L. Robinson Jr.  
*Past President of ASHA*

**All Students - Grad - Undergrad & SLPAs WELCOME!**

Meet Tricia Shepherd, CSHA President and Dr. Tommie L. Robinson Jr., Past President of ASHA.

Learn about our professional organizations and what we can do together.

Recipients of CSHA Graduate Student Scholarship Awards will be acknowledged.

Assorted Box Lunches  
\$15/Person Pre-Reg  
\$17/Person On-Site

**Sponsored by:**

**EBS Healthcare and The Speech Pathology Group**

Pre-registration is strongly encouraged.

A limited number of tickets will be sold during the convention.

Please mark your registration form on page 17, or on-line if planning to attend.

SATURDAY POSTER SESSIONS  
8:30 AM TO 6:00 PM

## PRESENTERS AVAILABLE:

PS# 11-14: 12:00-1:30 PM

PS# 15-18: 4:30-6:00 PM

**PS12 - March 17, Sat 12:00-1:30**

More Effective NMES Dysphagia Therapy Using a Contralateral Monopolar Electrode Placement: An Alternative Placement Option

Speakers: **Leslie Aedo, M.S.**  
Rancho Los Amigos National Rehab Center  
**Sarah Leyba, M.A.**  
Rancho Los Amigos National Rehab Center  
**Lucinda Baker, Ph.D., USC**

Use of symmetric and asymmetric waveform stimulators using bipolar and monopolar placements are commonly used in general NMES treatment, but only use of symmetric waveforms using bipolar placements are currently utilized within dysphagia, thus restricting its applications. By employing stimulators that offer asymmetric waveforms, additional electrode placements are possible, allowing for more distant electrode placement and thus targeting deeper pharyngeal muscles. This poster will: 1) examine the efficacy of sensory level stimulation during swallowing treatment via summary of current research and case studies; and 2) present a new electrode placement option, the contralateral monopolar placement, that has the potential to activate deeper pharyngeal muscles involved in the swallowing process. Candidate selection, benefits, safety, and stimulation parameters for utilizing asymmetric waveforms, active/inactive electrodes in a contralateral monopolar placement, and sensory level stimulation are examined and discussed.

Instructional Level: Intermediate

**PS13 - March 17, Sat 12:00-1:30**

Reading Rate and Academic Achievement in English Language Learners and Monolingual English Speaking Children

Speakers: **Kelly Johnson, B.S., UOP**  
**Jeannene M. Ward-Lonergan, Ph.D., UOP**

The results of a research study that was designed to determine if there are correlations between reading rate and academic achievement in elementary school-age children who are English Language Learners (ELLs) and those who are monolingual English speakers will be presented. The participants were 20 fourth grade students enrolled in a Title 1 public school classroom in northern CA. "Measures of Academic Progress" (MAPs) and reading rate measures were obtained for each participant. Clinical and educational implications for reading assessment and intervention will be discussed during this interactive poster session, and a detailed handout with references will be provided.

Instructional Level: Beginning

**PS14 - March 17, Sat 12:00-1:30**

Service Delivery to Veterans with TBI and Their Families: A Case Study

Speakers: **Erin Nichols, Student, CSUS**  
**Celeste Roseberry-McKibbin, Ph.D., CSUS**

The war in Iraq has had many impacts upon American military who have served there and their families. Among those impacts is traumatic brain injury (TBI). A growing population served by SLPs are military veterans and their families. This poster session presents the case of Sergeant Sam N., a Marine who sustained a TBI secondary to a blast injury in July, 2007. Sergeant N's rehabilitation and progress are described, and practical implications for SLPs who serve veterans with TBI and their families are discussed.

Instructional Level: Beginning

**PS15 - March 17, Sat 12:00-1:30**

Snaps, Apps, and Raps: iPad Use with Speech/Language Impaired Students

Speakers: **Celeste Roseberry-McKibbin, Ph.D., CSUS**  
**Karen Faherty, M.S., San Juan USD**  
**Jackie Bryla, B.A., Horizon Charter School**  
**Deborah Johnson-Garcia, M.A.**  
San Juan USD

In recent years, speech-language pathologists have been increasingly using technology as part of assessment and intervention for students with speech and language impairments. The development of devices such as the iPhone, iPad, and others has opened vast possibilities for enhancing testing and treatment options for students with communication disorders. In this poster session, the authors describe ways they have used the iPad with both mainstream and culturally and linguistically diverse students with a variety of communication disorders. The authors will bring their own iPads and demonstrate relevant applications for poster session attendees.

Instructional Level: Beginning

**CHOCOLIC BREAK**  
*in the Exhibit Hall*

Friday and Saturday  
2:30 - 3:00 PM

**No Charge - Just Come and Visit the Exhibits!**

**PS16 - March 17, Sat 4:30-6:00**

Joining in vs. Taking Over: A Collaborative Consultative Approach for Speech Language Pathologists in Inclusive Settings

Speaker: **Shubha Kashinath, Ph.D., CSUEB**

Children with identified disabilities are at risk for social isolation and academic failure due to their social and communication challenges. Previous interventions have been successful in enhancing teachers' use of language strategies to support social communication skills in children with disabilities. However most interventions were conducted in one-on-one settings and treatment effects did not generalize to naturalistic activities or settings. Further research is needed to examine interventions that address both teacher and child behaviors in naturalistic settings and that promote generalization and maintenance of these skills over time. The purpose of this project is to examine the effects of intervention on teachers/caregivers' ability to incorporate communication strategies within their daily routines and activities, (2) child social communication across routines, and (3) generalization of intervention effects across novel/untrained activities. Results of this study will contribute to current practices in early childhood intervention by providing an evidence-based, systematic model of intervention that is applicable in real-world settings.

Instructional Level: Intermediate

**PS17 - March 17, Sat 4:30-6:00**

Early Identification of Speech/Language/Communication Disorders in Children: Effective Utilization of a Preschool Screener

Speaker: **Dr. Jean M. Novak, Ph.D., SJSU**

This presentation will address the areas and components related to developing the speech/language/communication screening instrument, as well as the bilingual/multicultural and interdisciplinary issues that need to be considered when screening a preschool child. Additionally, the presentation will discuss the importance of training health care professionals as well as regular education teachers in being able to identify the 'red flag' symptoms in order to know when an appropriate referral is needed. Results will also be presented on the statistical significance on utilization of a preschool screening instrument in comparison to a standardized assessment tool. Finally, recommendations for speech pathologists, parents, teachers, and other professionals will be highlighted.

Instructional Level: Intermediate

**PS18 - March 17, Sat 4:30-6:00**

Beyond Eye Contact: Assessing Pragmatic Difficulties In Children

Speakers: **Sylvia Mendoza, M.A., El Rancho USD**  
**Cristina Huynh, M.S./Ed.D.**

Have you ever been in a Student Study Team (SST) meeting where there were concerns about a student's social interaction? You assess them, using standardized tools; and their scores are in the average range. However, your clinical judgement and the paper trail of referrals to the principals office during unstructured activities tells you that there is more to this situation than the information gathered on the standardized assessment. You don't know where to begin, but you do know that there is more to this student than the information you have just gathered. This poster session will provide you with tools to gather data and formulate a comprehensive cohesive evaluation. The areas that are addressed were developed by a speech pathologist and school psychologist working in collaboration with students who present with pragmatic difficulties. The information presented here will enable you to investigate eight key areas that influence social interaction.

Instructional Level: Intermediate

**SLPA RECEPTION**

Saturday, March 17 5:00 PM - 6:00 PM

Come join us for a great networking  
opportunity with your colleagues



# Association Dinner & Awards Ceremony

Saturday, March 17th

7:00-10:00 PM

Regency Ballroom

doors open at 6:30 PM

## Join CSHA in Honoring These Special People & Programs

*Honors of the Association:*

**Marlowe Fischer (Dist 9)**

*Distinguished Achievement in  
Speech-Language Pathology and/or  
Audiology:*

**Rebecca Leonard (Dist 2)**

*Diversity:*

**Kinzie Murphy (Dist 2)**

*Program of the Year:*

**Leland B. Bennett (Dist 1)**

*Public Service Award:*

**Children's Choice for Hearing and  
Talking (CCHAT) (Dist 2)**

*Fellows of the Association:*

**Beryl Fogel (Dist 6)**

**Diane Blevins (Dist 8)**

**Brian Sharp (Dist 10)**

*Distinguished Consumer:*

**Adult: Mary Nicholson (Dist 3)**

**Child: TJ (Thomas James) Fuentes (Dist 5)**

### Choose one of the following:

**1. Grilled Filet Mignon**

*Horseradish Mashed Potatoes  
and Roasted Mushrooms with  
Shallot Sauce.*

**2. Grilled Portobello  
Mushroom Napoleon**

*Israeli Couscous, Sautéed Spinach  
and Bell Pepper Coulis.*

### All served with:

*Mixed Green Salad  
Assorted Breads & Rolls  
Coffee and Tea*

### Dessert:

*Dessert Symphony  
Pistachio Creme Brulee,  
Fresh Berries in Lavendar  
Tuile and Chocolate  
Bavarian Tower*

**Black Tie Optional**

**No-Host Bar**

**Open Seating**

*Preregistration is required. A limited number of tickets will be sold at On-Site Registration, until 5:00pm on Thursday, March 15, 2012. Order your ticket on the Registration Form (pg. 17), or on-line. Refer to posted signs at the convention for location.*

## SUNDAY SCHEDULE

**CSHA Registration/CE Desk located at the Fairmont Hotel in the Market Street Foyer.**  
**Registration/CE Desk Hours: 8:00 AM - 12:30 PM**  
**Educational Programming: 8:30 AM-12:00 PM**

*Refer to posted signs at the convention for locations.*

### ATTENTION CEU PARTICIPANTS

Remember -- Turn in your CE packet at the CE desk at the completion of your convention participation!

Please print -- Do NOT fold or staple.

You won't need to wait in line!

Place your completed packet in one of the numerous boxes available at the CE desk. Keep all the CE paperwork in the envelope in which you received it.

If you lose the envelope and need another one, it may be obtained at the CE desk.

THANK YOU!

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### MS22 - March 18, Sun 8:30-10:00

Three Types of Dementia: Case Studies for Clinicians

Speaker: **Nidhi Mahendra, Ph.D., CSUEB**  
**Cassandra Hamerschlag, B.A. CSUEB**

Moderator: **Kathleen Catterall**

The purpose of this session is to present rich case studies of three individuals with distinct types of dementia. The types of dementia featured will be dementia of the Alzheimer type, vascular dementia, and frontotemporal dementia. Presenting symptoms, neuroimaging findings, cognitive-linguistic status, and one specific approach for direct patient intervention (for each dementia type) will be presented. The emphasis will be on the role of the SLP in screening, assessing, and developing clinical intervention plans.

Instructional Level: Intermediate

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### MS23 - March 18, Sun 8:30-10:00

Deep Brain Stimulation for Spasmodic Torticollis and Focal Mouth Dystonia: A Case Presentation

Speakers: **Betty L. McMicken, Ph.D., CSULB**  
**Deborah Ross-Swain, Ph.D.**  
The Swain Center  
**Jennifer Ostergren, Ph.D., CSULB**  
**Margaret Vento Wilson, M.A., CSULB**

Moderator: **Beryl Fogel**

A case of acquired spasmodic torticollis with focal mouth dystonia is presented to describe and contrast the postural and speech characteristics pre and post Deep Brain Stimulation (DBS). The etiologies and progression of the disorders are described as well as neuroscience of deep brain stimulation. The characteristics of speech pre and post deep brain stimulation are unique in this case as well as the novel approaches employed in therapeutic management. This case was followed a decade before DBS and several years post DBS.

Instructional Level: Advanced

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### SC18 - March 18, Sun 8:30-11:30

Treating Phonological Disorders within a Language Framework

Speakers: **Diane Garcia, M.S., University of Redlands**  
**Jacqueline Bauman-Waengler, Ph.D.**

Moderator: **Mitchell Holden**

This presentation targets those children who have concurrent phonological and language disorders. The goal is to discuss practical therapeutic strategies to link specific phonological treatment protocols to the development of semantic skills as well as morphosyntactical abilities. Specific contemporary approaches such as those which build upon the concept of phonological contrasts will be used to exemplify treatment targets and strategies. Case studies will be used throughout the presentation to provide useful examples.

Instructional Level: Intermediate

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## SC19 - March 18, Sun 8:30-11:30

Sociocultural, Medical, and Gender Considerations for Treating MTF Transgendered Voice Clients

Speaker: **Lynn Gold, M.A.**  
Anaheim City SD/Private Practice

Moderator: **Shelly Von Berg**

The transgendered or transsexual Male-To-Female client is frequently misunderstood and spends much therapy time bringing her therapist "up to speed" on the range of sociocultural dynamics and treatments she's experienced in her journey. Her therapist is better prepared to succeed in this most valuable and gratifying work if knowledgeable beforehand about those factors and in the multifaceted treatment plan that could be most successful. The therapist would do well to address not only voice pitch, patterns, and resonance, but also language and behavioral expression. There are too few knowledgeable therapists available to effectively serve the needs of this fascinating and inspiring population.

Instructional Level: Intermediate

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## SC20 - March 18, Sun 8:30-11:30

iPad Apps for Autism, Rehabilitation, iTherapy and Classroom Across Disciplines

Speakers: **Lois Jean Brady, M.A.**  
ProActive Speech Therapy/Rancho La Paz  
**Kelly Yanes, M.A.**  
Moraga Phonetics/Easter Seals  
**Gina Banks, MOT-OTR/L**  
Kaiser Permanente/Regional Center of CA  
**Thomas Todd, M.A.,**  
Spectrum Center Schools

Moderator: **Jacqueline Bryla**

Today's technology increases accessibility through software applications for the special needs population. Visual, tactile and sound attributes grab students' attention in a way that books and flashcards never could. iDevices (iPad, iPod Touch and iPhone) are powerful, flexible tools that not only allow individuals to communicate, but to reach educational, social and leisure goals. Loaded with just a handful of dedicated and universal applications, a small piece of hardware becomes a motivating, cool treatment tool. We describe use of the iDevice from four clinical perspectives: Speech Pathologist in special education, Speech Pathologist in adult rehabilitation, Occupational Therapist and Classroom Teacher. Each presenter will show iDevice applications creatively used to meet IEP, academic, social, vocational and personal goals. We'll demonstrate the applications we have found most successful in each specialty area. We will also give tips on identifying the best apps to address individual student and client needs.

Instructional Level: Intermediate

## MS24 - March 18, Sun 10:30-12:00

Cognitive Remediation and Communication Disorders in Mental Health

Speakers: **Margaret Lalich, M.A.**, Napa State Hospital  
**Joan Havard, M.ED.**  
**Joseph Athey, M.A.**  
**Leslie Cobb-Bruno, M.A.**

Moderator: **Wendy Burton**

Individuals in the mental health system present unique challenges for assessment and treatment. Impairments of cognition and communication result in reduced ability to access or participate in social communication. This limits one's ability to reveal competence, or to benefit from treatment. Individuals often need assistance to develop motivation, life-skills, language and social communication skills. This presentation provides an overview of assessment tools and innovative activities useful in cognitive remediation and treatment of communication disorders by speech-language and hearing professionals and educators serving individuals with schizophrenia, depression, bipolar disorder, and/or alcohol and substance abuse.

Instructional Level: Beginning

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## MS25 - March 18, Sun 10:30-12:00

Orofacial Myofunctional Disorders (OMDs): Research Updates

Speakers: **Licia Cocceani Paskay, M.S.**, Private Practice  
**Dianne Fonsagrives, M.S.**, Private Practice

Moderator: **Angela Mandas**

The impact of many orofacial myofunctional disorders (OMDs) on speech production/development and swallowing is still either ignored or underappreciated by speech-language pathologists, and yet, there has been a compelling evolution in the prevention, assessment and treatment of OMDs, thanks to worldwide research in many related medical fields. The impact of OMDs on orofacial functions and development, along with the most updated EBP guidelines, will be presented. Current practices will be discussed in the context of the history and evolution of orofacial myofunctional therapy.

Instructional Level: Intermediate