



CSHA

California Speech-Language-Hearing Association
Changing Lives Through Communication

Convention Program



CSHA Annual Convention and Exhibition **Pasadena Convention Center, CA** March 14–17, 2019



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TABLE OF Contents

Important Location Information	4
Floor Plans	5
Wellness at CSHA 2019	6
Sponsors	7
Special Events at a Glance	8
General Information	9
Education Sessions at a Glance	11
Complimentary Events	15
2019 Award Recipients, Celebration of Excellence	16
Ticketed Events & Affiliate Group Events	17
Exhibit Hall & Career Fair	18
CEU Information	19
CE Frequently Asked Questions	20
CE Records	21
Education Session Descriptions	22

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Important Local Information

CONVENTION LOCATION

Pasadena Convention Center
300 E. Green Street, Pasadena, CA 91101

CONVENTION PARKING

Parking at Pasadena Convention Center, On-site Parking:
600 spaces.

Two Entrances: Marengo Avenue to the west and Euclid Avenue to the east between Green Street and Cordova. Parking Cost: **\$12 a day** for up to 16 hours; **\$18 a day** for in-and-out privileges (subject to change) [Parking at Pasadena Convention Center](#)

BOB HOPE BURBANK AIRPORT

The closest airport to Pasadena is the Bob Hope (Burbank) Airport. (Around 15 miles away.) Southwest has frequent flights from Sacramento, San Francisco, San Jose, and Oakland.

GETTING HERE

The Pasadena Convention Center from Burbank airport is \$25 by shuttle (you will need to book ahead of time). The same shuttle services that serve LAX also serve Burbank, approximately \$55 by taxi, and approximately \$30 by Uber or Lyft. (Note, however that although Uber/Lyft can drop you at the Burbank airport's curb, you need to arrange to pick up Uber in the airport's short term parking lot and the parking fee will add a little on to your fare.)

SUPERSHUTTLE:

<http://www.supershuttle.com/>
(800) BLUE-VAN (800-258-3826)

LYFT & UBER

If you are familiar with Lyft and Uber, all you need to do is book a ride using Lyft or Uber's app, which can be downloaded at the App Store or Google Play. Fares vary so be sure to check each carrier.

Lyft: <https://www.lyft.com/>

Uber: <https://www.uber.com/>

METRO RAIL

Metro Rail is Los Angeles's light rail system that can take passengers from Pasadena to the airport in less than half an hour. Trains run every 10-15 minutes, but it is highly recommended that you leave yourself plenty of travel time to get to your destination.

For more information about the Metro Rail:
<http://www.metro.net/>

PASADENA

A dynamic city centered in beautiful Southern California, Pasadena is a city of discovery – from dining and shopping to theater and art galleries. Pasadena offers the business and recreational traveler a surprising combination of sophisticated charm, culture, history, and fun.

Pasadena is located less than 10 miles north of downtown Los Angeles and just minutes from Universal Studios and Hollywood. With 10 hotels and 5 motels, this pedestrian-friendly city is home to 500 restaurants and hundreds of national retailers and boutiques.

Pasadena is filled with remarkable art collections, architecture, innovation, and entertainment. Whether you are attending just one day or the entire convention, there are plenty of different options and opportunities to explore the city of Pasadena. Here are some suggested itineraries to help you create a uniquely Pasadena experience.

ARCHITECTURAL TREASURES

With 16 historical districts packed into 23 square miles, Pasadena has a wealth of incredible architecture to discover. Take a crash course in architectural style by visiting the city's cultural and academic institutions, where you'll see everything from Beaux Arts to Northern Chinese Imperialist. When dining or shopping, you'll find yourself in a noteworthy structure guaranteed to enhance the experience.

<http://www.visitpasadena.com/architectural-treasures/>

MEMORABLE MUSEUMS

Pasadena is known for its abundance of renowned cultural institutions, many within walking distance of one another.

<http://www.visitpasadena.com/memorable-museums/>

SHOPPING EXCURSIONS

Find unique treasures and exceptional bargains at retailers ranging from exclusive boutiques and national department stores to flea markets and quaint antique shops.

<http://www.visitpasadena.com/itinerary/shopping-excursions/>

MAPS & DIRECTIONS

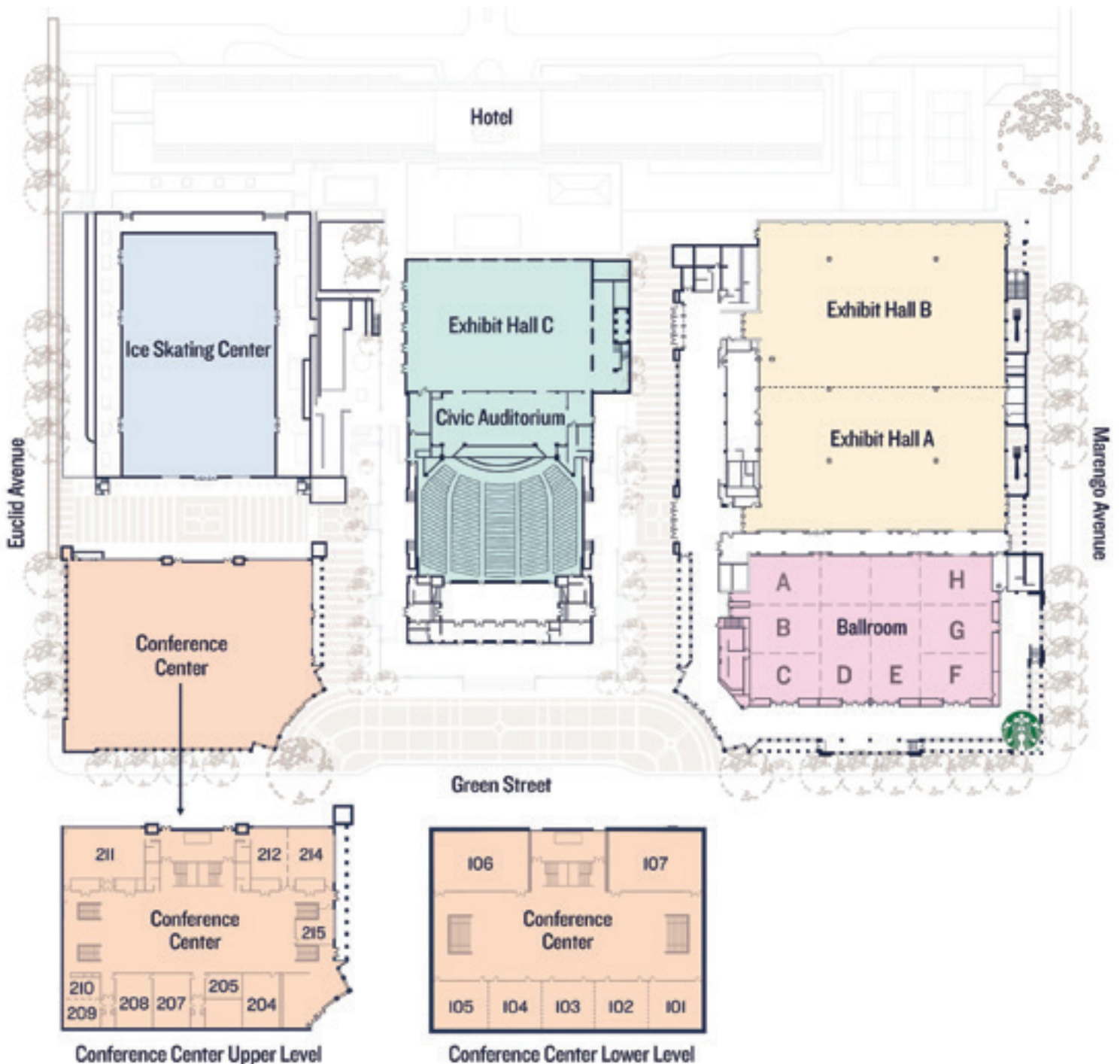
Pasadena is an invitingly walkable community and features a smart, streamlined transit system. Shuttles, buses, and light rail can take you anywhere in the city and to landmarks in the greater Los Angeles area. And don't forget four regional airports service visitors to Pasadena daily. Get around Pasadena and neighboring areas trouble-free, thanks to transit options.

<http://www.visitpasadena.com/travel-trade/maps-and-directions/>



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WELLNESS AT CSHA 2019

Track Your Steps: Did you meet your daily step goals? Experts advise taking 10,000 steps a day! Use your phone or another step-tracking device to count your steps. The benefits of walking include lower blood pressure and cholesterol; increased energy; improved sleep; stress relief; stronger heart, muscles and bones; and improved balance and quality of life and steps can really add up. You will be surprised how many daily steps you take while at CSHA!

Hydrate: Bring your own bottle and drink plenty of water to keep you energized and focused for the learning and networking opportunities. There are water fountains located throughout the Pasadena Convention Center if you need to refill.

Get Outside and Get Fresh Air: Fresh air makes you happier and strengthens your immune system! Be sure to wander around beautiful Pasadena and enjoy the sights.

Connect: Rather than taking in as much as possible, take in as much as is meaningful. Spend time building a handful of real connections with other attendees. Making fewer but more meaningful connections can help ease the social overwhelm that can happen at conventions. Set a goal of turning the attendees into your real-life LinkedIn network.

Rest and Reflect: For those of you staying at a nearby hotel, it will be convenient for you to go back to your room to recharge when needed. When you're winding down for bed, try writing down a few key takeaways from the day. Not only is reflection good for the learning process, it is also good for your health. A clear mind can help you sleep well and wake up recharged for another exciting day!

Thank you to all of our 2019 Convention Sponsors! The success of our annual convention would not be possible without your generous support.

CELEBRATION OF EXCELLENCE



KEYNOTE



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Special Events at a Glance



Wednesday, March 13th

TIME	EVENT	LOCATION
3:00 – 7:00 p.m.	Registration	Pasadena Convention Center, Outside Exhibit Hall A

Thursday, March 14th

TIME	EVENT	LOCATION
7:00 – 5:00 p.m.	Registration	Pasadena Convention Center, Outside Exhibit Hall A
8:30 – 5:00 p.m.	Convention Courses	Pasadena Convention Center
Noon – 1:30 p.m.	Lunch Break	On Your Own
5:00 – 7:00 p.m.	Exhibit Hall Opening Reception	Pasadena Convention Center, Exhibit Hall A

Friday, March 15th

TIME	EVENT	LOCATION
7:30 – 5:00 p.m.	Registration	Pasadena Convention Center, Outside Exhibit Hall A
8:00 – 9:30 a.m.	Keynote Opening Session	Pasadena Convention Center, Ballroom D & E
8:00 – 4:30 p.m.	Convention Courses & Poster Sessions	Pasadena Convention Center
9:30 – 2:00 p.m.	Legislative Issues Information Table	Pasadena Convention Center
10:00 – 5:00 p.m.	Exhibit Hall	Pasadena Convention Center, Exhibit Hall A
11:30 – 1:00 p.m.	Lunch Break & Poster Sessions	On Your Own & Pasadena Convention Center
11:30 – 1:00 p.m.	Student Luncheon	Sheraton Pasadena, Justines Ballroom
1:00 – 2:30 p.m.	Student Research Symposium	Sheraton Pasadena, Conference Center Room 101
4:30 – 5:00 p.m.	Doors open for Celebration of Excellence	Pasadena Convention Center, Ballroom D
5:00 – 6:00 p.m.	Celebration of Excellence Awards	Pasadena Convention Center, Ballroom D
6:00 – 6:30 p.m.	Celebration of Excellence Reception	Pasadena Convention Center, Ballroom D Foyer
6:30 – 7:30 p.m.	District Awards Receptions	Pasadena Convention Center, See page 19

Saturday, March 16th

TIME	EVENT	LOCATION
7:30 – 5:00 p.m.	Registration	Pasadena Convention Center, outside of Exhibit Hall A
8:30 – 5:00 p.m.	Convention Courses & Poster Sessions	Pasadena Convention Center
9:00 – 3:00 p.m.	Exhibit Hall	Pasadena Convention Center, Exhibit Hall A
Noon – 1:30 p.m.	SLPA Luncheon	Sheraton Pasadena, Justines Ballroom
Noon – 1:30 p.m.	Lunch Break & Poster Sessions	On Your Own & Pasadena Convention Center
5:00 – 5:30 p.m.	Knowledge Bowl Reception	Pasadena Convention Center, Ballroom D Foyer
5:30 – 7:00 p.m.	Knowledge Bowl	Pasadena Convention Center, Ballroom D

Sunday, March 17th

TIME	EVENT	LOCATION
8:00 – 1:00 p.m.	Registration & Convention Courses	Pasadena Convention Center

- **ADA:** Two chairs will be designated for ADA seating in each meeting room with chair covers. The chair covers are not to be removed. The ADA designated seating will be in front of the presenter for persons with a hearing impairment and in front of the screen for persons with a visual impairment. We will also have space for a wheelchair or other mobility aid. CSHA designates ADA seating is prioritized for persons with a disability, and that an attendee who has a sticker has priority to sit in the designated seating.
- **ATTIRE:** Business casual attire is recommended during the Convention. Session rooms are often cool, and attendees are advised to dress in layers. Comfortable walking shoes are strongly recommended.
- **CONFERENCE ASSISTANCE:** Should you need assistance during the conference, please stop by the registration desk. Lost and found will be located there.
- **COURSE SYMBOLS:** SC = Short Course, MS = Miniseminar, CEU = Continuing Education Unit (ASHA), PS = Poster Session, SR = Student Research.
- **ELECTRONIC DEVICE COURTESY:** Please be considerate of the speakers and other attendees and turn off or silence your cell phones and other electronic devices. Disruptive attendees may be asked to leave conference sessions.
- **EVALUATIONS:** Your views and opinions are important to CSHA and assist us with planning future conferences. CSHA attendees will be emailed a short evaluation survey the week after the conference. Please make sure to check your inbox and let us know how you enjoyed CSHA 2019!
- **EXHIBIT HALL OPENING RECEPTION, STUDENT LUNCHEON, CELEBRATION OF EXCELLENCE, SLPA LUNCHEON, KNOWLEDGE BOWL RECEPTION.** Luncheons require a separate check-in at the door and payment at registration.
- **GUEST BADGE:** A guest badge may be purchased for \$50. This is for a spouse or “accompanying person” who is not in the profession. The guest badge will allow a guest to attend the association’s social events and the exhibit area. It will NOT allow guests to attend other convention presentations. Guests attending any ticketed, social, or food functions that require fees must pay for these functions.
- **KEYNOTE SESSION:** All attendees are invited to attend the Opening Session on Friday, March 15, 2019.
- **LACTATION ROOM:** Will be available for nursing mothers in at the Pasadena Conference Center Room 215, located on the second floor.
- **NAME BADGES:** Please wear your name badge at all times, as it is required for entrance to all conference functions, including the Exhibit Hall. For security reasons, all conference functions require registration and a name badge. Session monitors and Exhibit Hall security guards will be checking for badges.
- **OVERCROWDING OF MEETING ROOMS:** Extensive planning goes into scheduling sessions in appropriately sized rooms, however, the popularity of sessions is not always predictable, and overcrowding occasionally occurs. If a session room reaches capacity, attendees must follow the instructions provided by CSHA staff, Convention Center Security and staff, or student volunteers. Attendee may be instructed not to stand against the walls or block the aisles or doors, or they may be denied entry if the room is too crowded. Please be courteous and respectful to staff and or volunteers if you are instructed to attend another workshop.

General Information

- **PHOTOGRAPHY, AUDIO/VIDEO RECORDING POLICY:** On occasion, a CSHA photographer may take photos of participants in conference functions or activities. Please be aware these photos are for CSHA use only and may appear in future conference programs, catalogs, brochures, or other promotional materials. Your attendance constitutes your permission and consent for this photography. Please note that photography and audio/video recording by attendees are not allowed inside session rooms.
- **QUIET ROOM:** A quiet room will be available at the convention center, Room 209. Quiet rooms are intended to provide a quiet, calm space where convention attendees can spend time away from noise. The quiet room is not available for conversations or meetings.
- **RECEIPTS AND CERTIFICATES OF COMPLETION:** All attendees who register will receive a receipt/confirmation via e-mail upon completion of the registration and payment process. Certificates of completion are available to all attendees. You must complete the online CEU/attendance reporting process, to retrieve your certificate. Once you have completed this process, you will be able to print your certificate.
- **REFUND POLICY:** Requests for refunds must be sent to CSHA prior to the pre-registration deadline. A \$25 administrative fee will be deducted. No refunds will be granted after the pre-registration deadline.
- **REGISTRATION:** At the Pasadena Convention Center, pick up your name badge, on-site convention program and convention tote.
- **SOCIAL MEDIA POLICY:** CSHA encourages the use of social media, including blogging, at the CSHA Convention as a way for attendees to summarize, highlight, and promote presentations or share their thoughts on their experiences in general, provided that presentation content and materials are not shared in full and that authors or presenters are referenced and cited wither appropriate. Please keep in mind that presenters hold the intellectual property rights and copyrights to their materials.
- **SPEAKERS:** All presenters should pick up their program materials two hours prior to their presentation at the registration desk located in the registration area at the Pasadena Convention Center.
- **SPONSORS:** CSHA thanks it sponsors. Sponsors are not responsible for the content of this convention, or does CSHA endorse their products or services.
- **STATE LICENSE CE HOURS:** One contact hour equals (1) licensing CE hour. Short course 3 hours Mini-seminar 1.5 hours
- **WORKSHOPS:** Courses are available on a first come, first served basis. Please arrive at least 15 minutes early to ensure you get a seat. Courses have limited seating and may fill up. Plan an alternative in the event your preferred course is full.

WORKSHOP#	PROGRAM CATEGORY	PRESENTER	TIME	SUBMISSION TITLE
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Thursday, March 14, 2019

SC 6	Audiology	Davenport	8:30 - 11:30 AM	Nucleus Candidacy and Technology for Schools and Practical Resource Applications
MS 6	Autism & Related Issues	Orozco	8:30-10:00 AM	SLP Services for Children With ASD: Perspectives From Latino Emergent Bilingual Parents
SC 4	Withdrawn Autism & Related Issues	Vagin	8:30 - 11:30 AM	YouCue Bootcamp: Pathways for Four Social Learning Concepts
MS 14	Autism & Related Issues	Dodd	10:30 - 12:00 PM	They're Kind of Verbal
MS 22	Autism & Related Issues	Vagin	1:30 - 3:00 PM	That's SO Annoying! Helping Students With Social Learning Challenges Face Frustration
SC 12	Autism & Related Issues	Maul	1:30 - 4:30 PM	Graduate Training for Working With Preschoolers with Autism Spectrum Disorders: STARS Program
MS 31	Autism & Related Issues	Brazas	3:30 - 5:00 PM	CVES: The Core Vocabulary Exchange System
SC 65	Clinical Issues	Burns	8:30 - 11:30 AM	Updates in Neuroscience: How Therapy Changes the Brain
MS 3	Clinical Issues	Fosnot	8:30-10:00 AM	SAY-IT Naturelle: Preliminary Revision for the Fluency Development System for Young Children
MS 11	Clinical Issues	Ristuccia	10:30 - 12:00 PM	Got R Problems? A Phonemic Approach to R Remediation
MS 25	Clinical Issues	Ross-Swain	10:30 - 12:00 PM	200 by Two: A CSHA-Developed Resource on Early Intervention
MS 20	Clinical Issues	Geffner	1:30 - 3:00 PM	The Social/Pragmatic Impact of Auditory Processing Disorders: Evaluation and Management
SC 64	Clinical Issues	Drayna	1:30 - 4:30 PM	Using Genetics to Understand the Causative Deficits in Stuttering
SC 14	Clinical Issues	Clark	1:30 - 4:30 PM	PROMPT Assessment & Treatment: Integrating the Cognitive-Linguistic and Social-Emotional Domains
SC 15	Clinical Issues	Biel	1:30 - 4:30 PM	Motivation in Aphasia Rehabilitation: Theoretical Foundation and Strategies for Contemporary Clinical Practice
MS 4	Clinical Issues	Munoz	3:30 - 5:00 PM	Cultural-Linguistic Diverse Clinical Practice in Speech-Language Pathology: Challenges and Solutions
MS 34	Clinical Issues	Archer	3:30 - 5:00 PM	Childhood Apraxia of Speech: Tips, Tricks, and Strategies for Successful Intervention
SC 5	Withdrawn Language & Literacy	Ortiz	8:30 - 11:30 AM	Fairness in the Assessment of English Learners: Toward True Peer Group Measurement
SC 7	Language & Literacy	Sandoval	8:30 - 11:30 AM	The Time is Now: Early Identification and Intervention Until Everyone Can Read
MS 12	Language & Literacy	Chandrabose	10:30 - 12:00 PM	The School-Based SLP's Role in Reading: A Kinesthetic, Visual Approach to Decoding
MS 121	Language & Literacy	Davis-Perkins	1:30 - 3:00 PM	Improve Adolescent Writing Skills and Confidence: Teach Access to Pertinent Cognitive-Linguistic Skills
MS 32	Language & Literacy	Vento-Wilson	3:30 - 5:00 PM	A Multi-Dimensional Approach to Narrative Push-In Intervention: The Macro to the Micro
MS 5	Medically-Based Disorders	Cohick	8:30-10:00 AM	Face-to-Face (F2F) Concussion Education
SC 72	Medically-Based Disorders	Hammer	8:30 - 11:30 AM	Evaluation Challenges and Implications for Therapy
SC 3	Medically-Based Disorders	Hobbs	8:30 - 11:30 AM	Cleft Palate, Craniofacial and Resonance Disorders: Treatment Strategies That Work!
MS 63	Medically-Based Disorders	Schneider	10:30 - 12:00 PM	Closing the Gap: Evaluation and Management of Unilateral Vocal Fold Paralysis
MS 65	Medically-Based Disorders	Rosen	1:30 - 3:00 PM	Quakes and Shakes of the Voice: Spasmodic Dysphonia and Essential Tremor
SC 11	Medically-Based Disorders	Ouyoung	1:30 - 4:30 PM	ABCLove: Application to Adult Neurogenic Patients
MS 8	Professional Issues	Kashinath	8:30 - 10:00 AM	Coaching Communication Partners to Support Students who use AAC in Classroom Settings
MS 9	Professional Issues	Stratton	10:30 - 12:00 PM	What's our Piece? Navigating Parents Through the Special Needs Puzzle
MS 18	Professional Issues	Garcia	1:30 - 3:00 PM	The Perils of Using Untrained Interpreters in Clinical Environments
MS 122	Professional Issues	Koukeyan	1:30 - 3:00 PM	TeleHealth in the Clinic Setting: Providing Services for Successful Outcomes
MS 30	Professional Issues	Catterall	3:30 - 5:00 PM	How to Instill Ethical Practice in New Clinicians
MS 123	Professional Issues	Avitabile	3:30 - 5:00 PM	Increasing Male Interest and Overall Diversity in SLP
MS 7	Special Populations	Kizner	8:30 - 10:00 AM	Critical Concepts in Head and Neck SLP Rehabilitation
SC 32	Special Populations	Mindel	8:30 - 11:30 AM	Keeping it Legal: AAC Services in the Educational Setting
MS 13	Special Populations	De Fede	10:30 - 12:00 PM	Vocal Function Exercises (VFEs): How Can These Improve Trained Singers'Vocal Quality?
MS 17	Special Populations	Santos Ford	10:30 - 12:00 PM	CAS: Assessment, Planning, and Integration of Principles of Motor Learning
MS 27	Special Populations	Viviano-Brown	1:30 - 3:00 PM	Selective Mutism and the SLP
SC 10	Special Populations	Natoci	1:30 - 4:30 PM	The Power of The Communication Matrix
SC 13	Special Populations	Jewett	1:30 - 4:30 PM	Individualizing Voice and Communication Training for Transgender and Non-Binary People
MS 28	Special Populations	Eberhard	3:30 - 5:00 PM	Ready, Set, Go With Proloquo2Go
MS 35	Special Populations	Morris	3:30 - 5:00 PM	Determining Pediatric Speaking Valve Candidacy: The Relevance of Transtracheal Pressure Manometry
MS 36	Special Populations	McKinney	3:30 - 5:00 PM	Effective Target Selection in Accent Modification
MS 1	Supervision, Leadership & Management	Hernandez	8:30 - 10:00 AM	Building Culturally-Sustaining Supervisor/Supervisee Relationships in Graduate School
MS 26	Supervision, Leadership & Management	King	8:30 - 10:00 AM	A Tiered Model of AAC Training for Providers in the School Setting
MS 16	Supervision, Leadership & Management	Fox	10:30 - 12:00 PM	Adventures in Leadership: Experiences of a CSHA Leadership Academy Learning Team
MS 33	Supervision, Leadership & Management	Chais	3:30 - 5:00 PM	Leading the Way for Speech Language Pathology Assistants

WORKSHOP#	PROGRAM CATEGORY	PRESENTER	TIME	SUBMISSION TITLE
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Thursday, March 14, 2019 CONT.

MS 10	Swallowing Disorders	Coceani Paskay	10:30 - 12:00 PM	Save Lives! Better Chewing Prevents Choking in Children and Adults
MS 19	Swallowing Disorders	Deane	1:30 - 3:00 PM	Identifying and Managing High-Risk Aspiration Patients in Acute Care: Assessment and Intervention

Friday, March 15, 2019

MS 49	Audiology	McConnell	10:00 - 11:30 AM	Dual Diagnosis of Hearing Loss and Autism Spectrum Disorders: A Case Study
SC 50	Audiology	Hughes	1:00 - 4:00 PM	An Efficient Hearing Screening Protocol for Your SLP Caseload: Why and How
MS 39	Autism & Related Issues	McGill	10:00 - 11:30 AM	Assessing Joint Attention in Children With Autism for Effective Goal Setting
MS 50	Autism & Related Issues	Kashinath	10:00 - 11:30 AM	Adults with Autism in the Workforce: Evidence-Based Strategies for Success
MS 60	Autism & Related Issues	Sautter	1:00 - 2:30 PM	Words that Work! Useful Language to Make Social and Emotional Learning Stick!
SC 56	Autism & Related Issues	Clark	1:00 - 4:00 PM	Autism and Apraxia: Assessment & Treatment From a PROMPT Perspective
SR	Autism & Related Issues	Pham	1:00 - 2:30 PM	Autism: A Look Into Vietnamese Culture
SC 66	Clinical Issues	Burns	1:00 - 4:00 PM	Effects of Poverty, Stress, Genetics and Learning Disabilities on Brain Maturation
MS 127	Clinical Issues	Gomez	10:00 - 11:30 AM	WHEN I STUTTER: Practical Approaches to Intervention and Discussing the Psychological Impact of Stuttering
MS 43	Clinical Issues	D'Angelo	10:00 - 11:30 AM	Concussion/Mild TBI: Assessment and Rehabilitation
MS 44	Clinical Issues	Campos	10:00 - 11:30 AM	Diagnostic Assessment of Culturally/Linguistically Diverse Learners: A Step by Step Approach
MS 46	Clinical Issues	Oppenheimer	10:00 - 11:30 AM	20 Essential Clinical Skills for Early Interventionists in a Multidisciplinary Setting
MS 48	Clinical Issues	Hapner	10:00 - 11:30 AM	Delays in the Identification of Spasmodic Dysphonia: The Role of the SLP
MS 51	Clinical Issues	Redstone	10:00 - 11:30 AM	NDT for the SLP: Theory and Practice
MS 124	Clinical Issues	Geffner	10:00 - 11:30 AM	The Value of Building a Team Approach in the Treatment of APD
MS 54	Clinical Issues	Tappen	1:00 - 2:30 PM	Social Language Deficits in Adolescents with ADHD: What Does the Research Say?
MS 59	Clinical Issues	Haglin	1:00 - 2:30 PM	Therapy Approach for Pragmatic Language Deficits using Real-Life Video-Based Peer Modeling
SC 70	Clinical Issues	Bliele	1:00 - 4:00 PM	Early Helps
SC 17	Clinical Issues	Palasik	1:00 - 4:00 PM	Mindfulness, Acceptance and Commitment Therapy, and the Brain: A Journey with Stuttering
SC 18	Clinical Issues	McMicken	1:00 - 4:00 PM	Challenging Neurological Cases: Round 6
MS 61	Clinical Issues	Mindel	3:00 - 4:30 PM	Barriers in AAC for CLD Students
MS 106	Clinical Issues	Redstone	3:00 - 4:30 PM	The Influence of Balance on Oral-Motor Control for Speech
SR	Clinical Issues	Wood	1:00 - 2:30 PM	Rhythmic Language Training for Verbal Memory in Adults with TBI
SR	Clinical Issues	Directo	1:00 - 2:30 PM	Perspectives of Non-Specialized Voice Speech-Language Pathologists on Discharge Criteria
MS 38	Language & Literacy	Henderson	10:00 - 11:30 AM	Lysdexia. Or However You Spell It.
MS 55	Language & Literacy	Miller	1:00 - 2:30 PM	Monitoring Therapy Progress Using Language Sample Analysis
MS 58	Language & Literacy	Ocampo	1:00 - 2:30 PM	Comprehending Comprehension: Receptive Language as an Outdated and Inaccurate Concept
MS 64	Language & Literacy	Johnson	3:00 - 4:30 PM	The Perceived Roles of SLPs, Reading Specialists, and Teachers in Reading Intervention
MS 45	Medically-Based Disorders	McMicken	10:00 - 11:30 AM	Post Mandibular Distraction: Speech/Swallow in a Case of Pediatric Congenital Aglossia
MS 53	Medically-Based Disorders	Boles	10:00 - 11:30 AM	Aphasia Couples Therapy (ACT) Using Narrative Discourse
MS 57	Medically-Based Disorders	Peck	1:00 - 2:30 PM	Pediatric Voice and Dysphagia: Roadmaps to Navigate Assessment and Treatment After Tracheotomy
SC 67	Medically-Based Disorders	Kennedy	1:00 - 4:00 PM	Achieving Functional Outcomes After TBI: Speech-Language Pathologists as Cognitive Coaches, Part One
SC 73	Medically-Based Disorders	Hammer	1:00 - 4:00 PM	Therapy Strategies That Make a Difference
SC 19	Withdrawn Medically-Based Disorders	Levy-Craven	1:00 - 4:00 PM	"The Winding Road of Professionals: Working with Dementia Patients and Their Families"
MS 128	Professional Issues	Moore	10:00 - 11:30 AM	Predictable or Unpredictable: Education-Related Updates From the Courts
MS 52	Professional Issues	Heinrich	10:00 - 11:30 AM	Increasing Public Awareness Regarding Passive Screen Time and Communication Development in Children
MS 56	Professional Issues	Hung	1:00 - 2:30 PM	Developing Culture Competency in Speech-Language Pathology: Self-Assessment and Immersing in Different Cultures
MS 66	Professional Issues	D'Mello	3:00 - 4:30 PM	ABCs of Advocacy and Leadership: What Every Student Needs to Know
MS 115	Professional Issues	Kissack	3:00 - 4:30 PM	How to Ensure a Successful Interview: From Start to Finish
SR	Professional Issues	Masad	1:00 - 2:30 PM	Students' Perceptions of Persons With Communication Disabilities and its Impact
SR	Professional Issues	Toda	1:00 - 2:30 PM	Current Trends of Asian Pacific-Islander Students in the Speech-Language-Hearing Sciences
MS 41	Special Populations	Archer	10:00 - 11:30 AM	Making AAC Fun and Functional Across Settings!

WORKSHOP#	PROGRAM CATEGORY	PRESENTER	TIME	SUBMISSION TITLE
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Friday, March 15, 2019 CONT.

SC 40	Special Populations	Wilson Walker	1:00 - 4:00 PM	Evaluation and Eligibility Determination for English Learners
MS 62	Special Populations	Tan	3:00 - 4:30 PM	Resources and Techniques for Bilingual Assessment in Young Children
SR	Special Populations	Leas	1:00 - 2:30 PM	Let's Talk Access: Parent Perspectives on AAC Accessibility
MS 47	Supervision, Leadership & Management	McCollum	10:00 - 11:30 AM	Structured Observation: Guiding our Students in Observations, and Increasing Clinical Competence.
MS 2	Swallowing Disorders	Kizner	3:00 - 4:30 PM	Complex Cases in Dysphagia Management

Saturday, March 16, 2019

MS 95	Audiology	Garcia	3:30 - 5:00 PM	Current Essential Knowledge in Audiology for the Speech-Language Pathologist
MS 67	Autism & Related Issues	Uranga-Hernandez	8:30 - 10:00 AM	Social Skills Camp for Children with Autism
SC 25	Autism & Related Issues	Searcy	8:30 - 11:30 AM	Early Intervention: Redefining the Natural Environment and Coaching Parents
MS 83	Autism & Related Issues	Flores	1:30 - 3:00 PM	Evidence Based Practices (EBP): Naturalistic Interventions- An Overview
SC 45	Autism & Related Issues	Dodge	1:30 - 4:30 PM	Serving the Social-Pragmatic Spectrum: Adolescent Case Studies
MS 71	Clinical Issues	Pritchard Dodge	8:30 - 10:00 AM	Collaboration, Communication and Classroom Meetings. A Model for Social and Emotional Learning
MS 72	Clinical Issues	D'Angelo	8:30 - 10:00 AM	Grand Rounds: Dysphagia in the Schools
SC 71	Clinical Issues	Bliele	8:30 - 11:30 AM	Late Starters
SC 55	Clinical Issues	Stratton	8:30 - 11:30 AM	"I Didn't Learn This in School" Part 1: Assessment of Speech Production
MS 78	Clinical Issues	Pritchard Dodge	10:30 - 12:00 PM	Collaborating Tools in the School Setting: Old School and New School
MS 116	Clinical Issues	Ratcliff	10:30 - 12:00 PM	Head Trauma Support Project: A Replicable Community-Based Model for Individuals With ABI
MS 87	Clinical Issues	Boone	1:30 - 3:00 PM	Capitalizing on the Concept of Intent in Speech Intervention in Parkinson's Disease
MS 88	Clinical Issues	Lavi	1:30 - 3:00 PM	Video-Based Assessment Techniques of Pragmatic Language Across Six New Pragmatic Language Constructs
SC 35	Clinical Issues	Stratton	1:30 - 4:30 PM	"I Didn't Learn This in School" Part 2: Treatment of Speech Production
MS 130	Clinical Issues	Bader	5:30 - 7:00 PM	CSHA Knowledge Bowl
MS 70	Language & Literacy	Charlton	8:30 - 10:00 AM	Effects of Language Comprehension Strategies on Students Receiving Tier 3 RTI
SC 74	Language & Literacy	Haynes	8:30 - 11:30 AM	From Talking to Writing, Part 1: Word and Sentence-Level Strategies
SC 24	Language & Literacy	Kaul	8:30 - 11:30 AM	Whole Body, Whole Brain: Toward Independence for Carryover
SC 60	Language & Literacy	Rems-Smario	8:30 - 11:30 AM	SB 210 Legislation and the California Newborn Hearing Screening Program
MS 125	Language & Literacy	Berke	1:30 - 3:00 PM	American Sign Language- Is it Helpful in Developing Speech and Language?
MS 126	Language & Literacy	Whitmer	1:30 - 3:00 PM	The Communication Workshop – Supports for AAC Core Word Strategies
SC 75	Language & Literacy	Haynes	1:30 - 3:00 PM	From Talking to Writing, Part 2: Micro-discourse and Discourse-Level Strategies
SC 31	Language & Literacy	Delmonico	1:30 - 4:30 PM	Social Language Skills Training within School Based Curriculum – A Collaborative Approach
SC 36	Language & Literacy	Henderson	1:30 - 4:30 PM	Experience Dyslexia Simulation
MS 93	Language & Literacy	Sandler	3:30 - 5:00 PM	Art/Cooking: Speech Therapy as Experiential Learning: See, Hear, Feel and Taste it!
MS 91	Language & Literacy	Natoci	3:30 - 5:00 PM	From Research to Practice in AAC: Developing Communication Through Engagement
SC 68	Medically-Based Disorders	Kennedy	8:30 - 11:30 AM	Achieving Functional Outcomes After TBI: Speech-Language Pathologists as Cognitive Coaches, Part Two
SC 63	Medically-Based Disorders	Dabul	8:30 - 11:30 AM	My Life Journey With Apraxia: Identification, Assessment and Common Elements of Treatment
SC 26	Medically-Based Disorders	Young	8:30 - 11:30 AM	Speech and Swallowing Facilitation in the Tracheostomized Patient
MS 86	Medically-Based Disorders	Youngblood	1:30 - 3:00 PM	Adults With Special Needs: Considerations for Multidisciplinary Teams in Medical Facilities
MS 97	Medically-Based Disorders	Archambault Besson	3:30 - 5:00 PM	Prescription for Play: Playtime Pearls for Optimizing Airway and Oral Functions
MS 77	Professional Issues	McCollum	10:30 - 12:00 PM	Am I Biased? An Introspective Discussion on Cultural and Linguistic Diversity Perspectives
MS 79	Withdrawn Professional Issues	Landberg	10:30 - 12:00 PM	Parent Coaching: Where Early Intervention is Headed in California
MS 84	Professional Issues	Wenhardt	1:30 - 3:00 PM	Bridging Troubled Waters: How to Have a Productive IEP Team Meeting
SC 69	Professional Issues	Wyatt	1:30 - 4:30 PM	Revisiting Larry P. and African American Student Language Assessments: Clarifications and Updates
SC 46	Professional Issues	Jakubowitz	1:30 - 4:30 PM	The Business of Telepractice
MS 96	Withdrawn Professional Issues	Landberg	3:30 - 5:00 PM	Screen Time: What Every SLP Needs to Know About the Transfer Deficit
MS 111	Professional Issues	Martinez	3:30 - 5:00 PM	Collaboration Between SLPs and OTs: Enhancing Telepractice Service Delivery
MS 74	Special Populations	Schneider	8:30 - 10:00 AM	Confidence and Joy: Discover Success Strategies for Kids With Learning Differences

WORKSHOP#	PROGRAM CATEGORY	PRESENTER	TIME	SUBMISSION TITLE
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Saturday, March 16, 2019 CONT.

MS 82	Special Populations	Vento-Wilson	1:30 - 3:00 PM	The Intersection of SLP Perceptions and Practices and Aided AAC Users' Language
MS 90	Special Populations	Wilson Walker	3:30 - 5:00 PM	CLD Considerations in the Schools: What New SLPs Need to Know
MS 73	Supervision, Leadership & Management	Nahrstedt	8:30 - 10:00 AM	When is Enough, Enough? Dealing with Struggling Students in Clinic
SC 51	Supervision, Leadership & Management	D'Attilio	8:30 - 11:30 AM	Mentorship in Pediatric Feeding and Swallowing
MS 76	Supervision, Leadership & Management	Schouten	10:30 - 12:00 PM	Ethics: How SLPs can Avoid Sticky Situations
MS 80	Supervision, Leadership & Management	Malone	10:30 - 12:00 PM	The Secret to Making Teachers Unions Work for Public School SLPs
MS 81	Supervision, Leadership & Management	Duthie	1:30 - 3:00 PM	When You Pick up a Pen, You Stop the Interaction
MS 89	Supervision, Leadership & Management	Tan	3:30 - 5:00 PM	Practical Methods for SLP-SLPA Collaboration
MS 92	Supervision, Leadership & Management	Solomon-Rice	3:30 - 5:00 PM	Let's Collaborate - CSHA's Interprofessional Relationships with National and State Related Organizations!
SC 61	Swallowing Disorders	Nam	8:30 - 11:30 AM	Use of FEES in Acute Care Setting
MS 75	Swallowing Disorders	Haffar	10:30 - 12:00 PM	Feeding and Swallowing in Schools With Medically Complex Children
MS 69	Swallowing Disorders	Capobres Villegas	1:30 - 3:00 PM	Long-Term Dysphagia in Head and Neck Cancer: Role of the Speech-Language Pathologist

Sunday, March 17, 2019

MS 105	Audiology	Hefner	8:30 - 10:00 AM	Updates in Cochlear Implant Technology and Continuum of Care for Adults
MS 103	Withdrawn Autism & Related Issues	Osom	8:30 - 10:00 AM	Implementation of Pragmatic Language Intervention In Natural Settings
MS 107	Autism & Related Issues	Cates	8:30 - 10:00 AM	Successful Transition from Autism Specific Classroom to GenEd - Is it Possible?
MS 113	Autism & Related Issues	Brady	10:30 - 12:00 PM	Learn from Yourself - Video Self Modeling is Powerful Evidence Based Strategy
MS 114	Withdrawn Autism & Related Issues	Landberg	10:30 - 12:00 PM	Autism: Joint Attention, Symbolic Play, Brain Network Connectivity, and Earlier Intervention
SC 62	Clinical Issues	Nip	8:30 - 11:30 AM	Treating and Managing Pediatric Dysarthria
MS 110	Clinical Issues	Li	10:30 - 12:00 PM	How to Improve Assessment Accuracy & Provide Better Service to CLD Population
MS 99	Language & Literacy	Stephan	8:30 - 10:00 AM	Using Family Routines to Build Communication Skills During Early Language Intervention
MS 101	Language & Literacy	Mosburg-Michael	8:30 - 10:00 AM	Beyond Standardized Assessment - Performance Based Assessments and Educational Standards (CCSS)
SC 41	Language & Literacy	Krider	8:30 - 11:30 AM	Literacy and the Role of the School Based SLP
MS 98	Medically-Based Disorders	DeWitt	8:30 - 10:00 AM	Treating Cleft Palate Speech
MS 109	Medically-Based Disorders	Hapner	10:30 - 12:00 PM	Demystifying Voice Therapy: A Case-Based Interactive Seminar
MS 104	Professional Issues	Urbina	8:30 - 10:00 AM	Refocusing the Learning Lens: Incorporating IPE and Standardized Patients into Graduate Programs
SC 8	Professional Issues	Noureddine	8:30 - 11:30 AM	Working Together to Create Communication Access: Interprofessional Tools & Strategies
MS 117	Professional Issues	Chafcouloff	10:30 - 12:00 PM	SLP in Cambodia from the Ground Up! Creating Sustainability--the Five-Year Mark
MS 102	Special Populations	Arce	8:30 - 10:00 AM	Teaching Scanning Through Music: An Effective Strategy
MS 112	Special Populations	Schouten	10:30 - 12:00 PM	Effects of Seat Surface Position on Breath Support in Children
MS 108	Withdrawn Supervision, Leadership & Management	Mont	8:30 - 10:00 AM	A Program Model: Developing a Culturally Responsive Clinical Training Program
MS 100	Swallowing Disorders	Capobres Villegas	8:30 - 10:00 AM	Family Caregivers and Dysphagia

Exhibit Hall Opening Reception

► **Thursday, March 14, 2019 | 5:00 – 7:00 pm | Exhibit Hall A**

The Exhibit Hall opens with a ribbon-cutting ceremony and light refreshments throughout the exhibit hall, giving exhibitors and attendees their first chance to network. This upbeat reception provides dedicated time to check out the exhibiting companies.

Keynote Presentation with Kristin Wright



Friday, March 15, 2019 | 8:00 – 9:30 am | Ballroom D&E

Earn 1.5 CE hours/ 0.15 ASHA CEUs

Kristin Wright

Director of Special Education Division, California Department of Education

Kristin Wright is the California State Director of Special Education. Kristin brings a wealth of professional and personal experience to this leadership position as a policy expert, advocate, teacher, and mother of a child with significant physical and intellectual disabilities. After earning a bachelor's degree in sociology from California State University, Sacramento, she later returned to higher education to earn an Education Specialist teaching credential and a master's degree in special education. She has spent more than a decade working in education policy and programs with a focus on special education.

Legislative Issues Information Table

► **Friday, March 15, 2019 | 9:30 - 2:00 pm | Across from registration area**

Drop by anytime to discuss legislative and policy issues with CSHA legislative committee chair Bob McKinney and CSHA legislative advocates Abe Hajela & Caitlin Jung (Capitol Advisors Group).

Celebration of Excellence and District Awards Ceremonies

► **Friday, March 15, 2019 | Ballroom D&E**

This complimentary event is open to all convention attendees.

4:30 pm – 5:00 pm Doors Open

5:00 pm – 6:00 pm Awards Ceremony

6:00 pm – 6:30 pm Reception: Join us for appetizers and a no-host bar. Come as casual or as formal as you would like!

6:30 pm – 7:30 pm District Award Ceremonies: see page 19

S P O N S O R E D B Y



State-Wide Award Recipients

ADULT DISTINGUISHED CONSUMER OF THE YEAR:
Jeff Adelman

CHILD DISTINGUISHED CONSUMER OF THE YEAR:
Cody Pate

DISTINGUISHED ACHIEVEMENT:
Anna Krajcin

PUBLIC SERVICE:
Center for Accessible Technology

Complimentary Events

Celebration of Excellence and District Awards Ceremonies *(Continued)*

► **Friday, March 15, 2019 | 6:30 – 7:30 pm** *(meeting room locations are listed below)*

District Award Recipients

DISTRICT 1 | Room 102

Isabel Craik
Outstanding Student Award
Maret Wilson
Outstanding Achievement

DISTRICT 2 | Room 103

Maram Abed
Outstanding Student
Alicia Ansley
Outstanding SLPA
Joseph Arata
Outstanding Service
Angelina Brewer
Outstanding Student
James Chuchas
Outstanding Leadership
Margaret Crawford
Outstanding Service
Natalie Crum
Outstanding Student
Cynthia Starkey
Outstanding Achievement
Ashley Stone
Student Legislative Advocacy Commendation

DISTRICT 3 | Room 102

Margaret Beck
Outstanding Service Award
Laura Cook
Outstanding Achievement Award
Tricia Dausses
Outstanding Leadership Award
Cruz Gonzalez
Outstanding SLPA Student Award - Delta College
Natalie Miller
Outstanding Student Award - University of the Pacific
Elisa Thurman
Outstanding Student Award - California State University, East Bay

DISTRICT 4 | Room 104

Mary "Francie" Arboleda
Outstanding Student
Leah Huang
Outstanding Service
Marcella McCollum
Outstanding Service

DISTRICT 5 | Room 104

Madelyn De Fede
Outstanding Student
Gina Rotondo
Outstanding Leadership

DISTRICT 6 | Room 107

Kyle Epps
Outstanding Service
Kristin Ladd
Outstanding Student
Rachel Madel
Outstanding Leadership
Shelley Mizubayashi
Outstanding SLPA

DISTRICT 7 | Room 107

Felicia Conlan
Outstanding Service
Natali Halajian
Outstanding Student
Rosemary Montiel
Outstanding SLPA
Beth Pioli
Outstanding Leadership

DISTRICT 8 | Room 106

Michelle D'Mello
Outstanding Student
Maredi Ly
Outstanding SLPA
Andrew Schwagerl
Outstanding Student
Louise Valente
Outstanding Leadership

DISTRICT 9 | Room 101

Kelly Cooney
Outstanding Leadership
Nicole Dawson
Outstanding Student
Hailey Drake
Outstanding Student
Decemna Tang
Outstanding Service
Audrey Weed
Outstanding Achievement

DISTRICT 10 | Room 101

Christey Burton
Outstanding Leadership
Cora Campbell
Outstanding SLPA
Caitlyn Freeman
Outstanding Student

CSHA Knowledge Bowl Reception ► **Saturday, March 16, 2019 | 5:00 – 5:30 pm | Ballroom D Foyer**

Open to all convention attendees!

No host bar and complimentary appetizers! We invite all convention attendees to join us for appetizers to end your day or to re-energize before cheering on your favorite Knowledge Bowl team!

CSHA Knowledge Bowl ► **Saturday, March 16, 2019 | 5:30 - 7:00 pm | Ballroom D**

University teams comprised of top-notch SLP students (MS/MA level students only) will be given the opportunity to prepare for the PRAXIS examination through a fun game show format competition. This session is designed for students preparing to take the PRAXIS examination, as well as professors/instructors who would like to volunteer for the expert panel. Show your school spirit, cheer for your university team to win, and most importantly, prepare for the PRAXIS exam! Reimbursement for the PRAXIS exam will be awarded to each member of the winning team!

Watch or participate as the SLP students from the Universities battle it out through a friendly competition based on questions similar to the Praxis Exam. Wear your University's colors, make signs, create cheers, and come support your team.

Why Should I Attend?

Earn 1.5 CE hours/ 0.15 ASHA CEUs

CSHA would like to thank the following sponsor for their generous support



Student Luncheon

► **Friday, March 15, 2019 | 11:30am – 1:00 pm | Justines Ballroom**

Shari Robertson, Ph.D., CCC-SLP

ASHA President

Put on Your Game Face and Get Ready to Play!

2019 ASHA President will share opportunities to lead, learn, and get engaged on your journey to becoming an ASHA Certified SLP or Audiologist. Friendly competition and a few surprises? You have to get in the game to find out.

\$25 | Pre-registration only—no tickets sold on-site.

SLPA Luncheon

► **Saturday, March 16, 2019 | 12:00pm – 1:30 pm | Justines Ballroom**

SLPA Panel Presentation

Schools, Private Practice, AAC Specialist

Gwen Harper, B.A.

Long Beach Unified School District

Celina Wright, B.S.

Wings Speech & Language Center

Megan Chais, Moderator

CSHA SLPA Director

Nicole Wilson –Friend, B.A.

Stockton Unified School District

Panel presentation followed by Questions & Answer session, to facilitate dialogue and best practice among Speech Language Pathology Assistants.

\$25 | Pre-registration only—no tickets sold on-site.

Affiliate Group Events

CSUN Graduate Distance Learning Program, 20 Year Anniversary Reception

► **Thursday, March 14, 2019 | 5:30 – 6:30 pm | Sheraton Justine's Ballroom**

Loma Linda University School of Allied Health Professions Alumni Breakfast

► **Friday, March 15, 2019 | 7:00 – 8:30 am | Sheraton Cordova Room**

UOP SLP Alumni & Friends Breakfast

► **Saturday, March 16, 2019 | 7:00 – 8:15 am | Sheraton Justine's Ballroom**

San Jose State University Alumni Breakfast

► **Saturday, March 16, 2019 | 7:00 – 8:30 am | Sheraton Piazza Ballroom**

California State University, Northridge (CSUN) Alumni Luncheon

► **Saturday, March 16 | 12:00 – 1:15 pm | Sheraton Magnolia Room**

California State University, Fullerton Alumni Luncheon

► **Saturday, March 16, 2019 | 12:00 – 1:30 pm | Sheraton Piazza Ballroom**

Exhibit Hall A

Thursday, March 14 | 5:00 pm – 7:00 pm

Friday, March 15 | 10:00 am – 5:00 pm

Saturday, March 16 | 9:00 am – 3:00 pm

Our Exhibit Hall features exhibiting companies presenting the latest products and services that you need to further your success. The career fair within the Exhibit Hall features companies and schools to help you advance your career. **Companies that are participating in the career fair are highlighted.** Stop by their booth with your resume to learn more about their job openings!

360 Degree Therapy ▶ Booths 302-304

Academic Therapy Publications ▶ Booths 207-208

Accountable Healthcare Staffing ▶ Booth 218

Achieve Beyond Pediatric Therapy & Autism Services
▶ Booth 507

Advanced Medical Personnel Services ▶ Booth 228

Alum Rock Union Elementary School District ▶ Booth 111

Atmos, Inc ▶ Booth 413

Baldwin Park Unified School District ▶ Booth 406

Biola University ▶ Booth 215

Blue Tree Publishing ▶ Booth 427

BMR Health Services, Inc. ▶ Booth 510

Brookes Publishing ▶ Booth 209

Burger Rehabilitation Systems, Inc. ▶ Booth 010

Capital Region Education Service District 113 ▶ Booth 421

Capitol Speech and Rehabilitation Services, inc.
▶ Booth 402

Center for Speech, Language and Occupational Therapy
(CSLOT) ▶ Booth 401

Centre for Neuro Skills ▶ Booth 216

ChanceLight ▶ Booth 515

Chapman University ▶ Booth 116

Charter Oak Unified School District ▶ Booth 506

Chattanooga, a DJO Brand ▶ Booth 229

Cochlear Americas ▶ Booth 415

Columbus Organization ▶ Booth 429

CoughDrop ▶ Booth 213

Desert Sands Unified School District ▶ Booth 316

Dignity Health ▶ Booth 104

East Side Union High School District ▶ Booth 106

Easterseals Southern California ▶ Booth 217

EBS Healthcare ▶ Booths 205-206

EdTheory, LLC. ▶ Booth 227

EG Wellness ▶ Booth 219

El Dorado County Office of Education ▶ Booth 023

Elite Hearing Network ▶ Booth 503

Expatriate Communications ▶ Booth 403

FeldCare Connects ▶ Booth 108

Five Oaks Speech Therapy Services ▶ Booth 225

FONEMZ ▶ Booth 431

Fontana Unified School District ▶ Booth 020

Fresno Unified School District ▶ Booth 514

Green Family Therapies ▶ Booth 508

Greenhouse Publications ▶ Booth 312

Hamilton Relay Services ▶ Booth 513

HOPE Therapies ▶ Booth 015

Host Healthcare ▶ Booth 224

interface rehab, inc. ▶ Booth 223

Invo HealthCare - Progressus Therapy ▶ Booth 430

iTherapy, LLC ▶ Booth 414

Jabbergym ▶ Booth 325

Jurupa Unified School District ▶ Booth 004

Justine Sherman & Associates, Inc. ▶ Booth 016

Kaiser Permanente ▶ Booth 221

Kimochis...Toys with Feelings Inside/Plushy Feely Corp.
▶ Booth 516

KIPP Bay Area Public Schools ▶ Booth 008

Lehrhoff & Associates, Inc. ▶ Booth 323

Light on Path ▶ Booth 112

Light Street Special Education Solutions ▶ Booth 319

Liri Therapy Services LLC DBA Ilicare.com ▶ Booth 115

Los Angeles Unified School District ▶ Booth 210

Los Banos Unified School District ▶ Booth 424

McRory Pediatric Services ▶ Booth 502

Med Travelers ▶ Booth 423

MedBridge ▶ Booth 517

Medical Speech-Language Council of CA (MSCC)
▶ Booth 420

Mediscan Therapy Services ▶ Booth 422

MHS Inc. ▶ Booth 301

Moreno Valley Unified School District ▶ Booth 009

Newhall School District ▶ Booth 014

Northern Speech Services ▶ Booths 309-310

Nova Health Therapies, Inc. ▶ Booth 006

ONR, Inc. - Orthopaedic & Neurological Rehabilitation, Inc.
▶ Booth 511

Ontario-Montclair School District ▶ Booth 110

Pacific Coast Speech Services, Inc. ▶ Booths 011-012

Pacific Kid ▶ Booth 204

Passy-Muir, Inc. ▶ Booth 222

Pearson Assessment ▶ Booth 105

Pediatric Therapy Network ▶ Booth 220

Placentia-Yorba Linda USD ▶ Booth 022

Plural Publishing ▶ Booth 201

Pomona Unified School District ▶ Booth 002

Preferred Healthcare ▶ Booth 405

Prentke Romich Company ▶ Booth 311

PresenceLearning, Inc. ▶ Booth 314

Protocol Agency, Inc ▶ Booth 100

Providence Speech and Hearing Center ▶ Booth 418

Rehab Without Walls ▶ Booth 318

Reliant Rehabilitation ▶ Booth 410

Ridge Zeller Therapy ▶ Booth 417

S.T.A.R. Academy - Haynes Family of Programs
▶ Booth 411

Sacramento City Unified School District ▶ Booth 021

Saddleback Valley Unified School District ▶ Booth 001

Sage Oak Charter School ▶ Booth 512

SALT Software ▶ Booth 109

San Bernardino County Superintendent of Schools
▶ Booth 212

Saugus Union School District ▶ Booth 007

Say It Right LLC ▶ Booth 500

School Steps Inc. ▶ Booth 315

Schoolhouse Educational Services ▶ Booth 400

Sea Change Therapy ▶ Booth 005

Select Rehabilitation ▶ Booth 203

Seneca Family of Agencies ▶ Booth 113

SimplyThick, LLC ▶ Booth 313

SLP TELE ▶ Booth 407

Smartbox Assistive Technology ▶ Booth 211

SmartFelt Toys ▶ Booth 404

Smile Train ▶ Booth 419

Speech Corner ▶ Booth 102-103

Speech, Language and Educational Associates ▶ Booth 107

Stars Therapy Services ▶ Booth 428

Stockton Unified School District ▶ Booth 003

Sunny Days of California, Inc. ▶ Booth 202

Super Duper Publications ▶ Booths 306-308 & 320-322

Supplemental Health Care ▶ Booth 505

Talk To Me Technologies, LLC ▶ Booth 412

TalkPath Live ▶ Booth 018

The Aptus Group ▶ Booth 226

The Hanen Centre ▶ Booth 409

The Help Group ▶ Booth 214

The PROMPT Institute ▶ Booth 416

The Speech Pathology Group ▶ Booths 230-231

The Stepping Stones Group (formerly MyTherapyCompany)
▶ Booths 326-327

The Stuttering Foundation ▶ Booth 305

Therapists Unlimited ▶ Booth 501

Therapy Abroad ▶ Booth 504

Therapy Staff, LLC ▶ Booth 101

TherapyTravelers ▶ Booth 408

Tobii Dynavox ▶ Booth 509

Total Education Solutions ▶ Booth 425-426

Tuolumne County Superintendent of Schools ▶ Booth 019

Twin Rivers Unified School District ▶ Booth 013

University of St. Augustine ▶ Booth 017

Virtual Speech Center Inc. ▶ Booth 300

West Contra Costa USD ▶ Booth 114

World Of Words (WOW) Early Intervention Services
▶ Booth 324

WPS (Western Psychological Services) ▶ Booth 317

WriteTrackED ▶ Booth 200

CEUs

Important Information for Speech-Language-Pathologists

Speech-Language Pathology and Audiology Continuing Education Requirements for State License Renewal

Twenty-four hours of continuing education credits are required during the 24 month renewal cycle covered by your licensure. Each professional is individually responsible for tracking and maintaining proof of his or her own CE completion. The Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board enforces the CE requirement through random audits. In case of an audit, you should be prepared to provide documentation of your participation in the required number of CE activities. CSHA does maintain complimentary CSHA CE transcripts in the CSHA database.

Disclosure Information

The planners and speakers for this convention have disclosed if they have any financial or non-financial support that could have an effect on the content of the presentations in this activity. Disclosure statement summaries are available on CSHA's website at <https://www.csha.org/2019-Convention-Speaker-Disclosures>

State Licensing Continuing Education Credit

This program meets the qualifications for a maximum of 25.5 hours of continuing professional development credit for Speech-Language Pathologists and Audiologists as required by the California Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board. CSHA/PDP-#1

ASHA Continuing Education Units

This course is offered for up to a maximum of 2.5 ASHA CEUs (Various levels; Professional area.)

An annual ASHA CE Registry fee is required to register ASHA CEUs. CE Registry fees are paid by the participant directly to the ASHA National office. The annual ASHA CE Registry fee allows registration of an unlimited number of ASHA CEUs for the calendar year. Contact the ASHA Action Center at (800) 498.2071 or for more information on the ASHA Action Center, please visit <https://www.asha.org/ce/CEUs/>

One hour of learning equals 0.1 ASHA CEU if you are a member of the ASHA Registry.

Courses That Do Not Qualify

Courses offered in this year's program are approved for ASHA CEUS credit with the Exception of the following:
MS 33 | MS 115

This course is offered for up to a maximum of 2.55 ASHA CEUs (various levels; professional areas)



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

CE Frequently Asked Questions

1

How do I get my CE Hours? Do I need to fill out the forms?

- Participants will report their CE hours online.
- A CE Record (log sheet) has been provided for you in this program. Please use the CE Record form to keep track of your sessions.
- As part of the online process, you will also need to submit:
 1. CSHA user account number
 2. State License number and expiration date
 3. ASHA number (only if you want ASHA credit)
 4. Three overall learning outcomes that you achieved (not per workshop).
 5. How you will apply what you learned in your professional setting
- Shortly after the convention all participants will receive an internet link that they will use to report their CE hours.
- Once you submit your workshops they will be stored in the CSHA database and, within 48 hours, you will receive instructions on how to access them. If you are a member of the ASHA CEU Registry, they will be shared with ASHA within 6-8 weeks.
- You will receive an email with instructions on how to access your certificate.

2

What if I don't want to do it online? Can I still do a paper process?

- All CEUs must be reported using the online process. There is no longer a paper option.

3

What about SLPAs (Speech-Language Pathology Assistants)?

- SLPAs are required to attend 12 hours of Continuing Education every 2 years
- They will receive the same link as all the other participants and will complete the SLPA portion of the online form. They will then receive their certificate to keep as documentation of attendance.

4

What if I am a CSHA member but not ASHA or visa-versa?

- The instructions for the online process will address this clearly.

5

Do we get ASHA CEUs for the opening session/keynote presentation?

- Yes.

6

What about poster sessions?

- Yes, you can get credit for attending Poster Sessions.
- You need to spend a minimum of 15 minutes at each poster to get credit. For example, if you spend 15 minutes each at 6 different posters, it will be worth up to 1.5 hours of CEUs.
- Record the posters you attend on the CE Record form along with your other sessions, then report them during the online process.

7

What is the maximum amount of CEUs I can get at the convention. How do I do this?

- It is possible to earn up to 25.5 State CE hours or 2.55 ASHA CEUs at the convention.
- You will need to attend the maximum number of sessions possible, PLUS the Knowledge Bowl Session, PLUS attend both poster session on Friday and Saturday for 1.5 hours of Poster Sessions (6 posters times 15 minutes each). There is enough time to do the Posters during "lunch breaks".

8

What if I leave a session early or want to attend 2 sessions that overlap?

- To get credit, all sessions must be attended in their entirety. You cannot get partial credit.

9

When do I need to submit my CEUs?

- You must report all your convention continuing education activities by 11:59 PM PST on Tuesday, April 30, 2019.

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All records MUST be submitted by 11:59 PM (PST) on Tuesday, April 30, 2019

Education Sessions

Thursday | March 14, 2019



Mini Seminar



Short Course



Poster Session



Student Research

MS 1 | 8:30-10:00 | Room 104

Building Culturally-Sustaining Supervisor/Supervisee Relationships in Graduate School

AUTHOR: Amalia Hernandez, Ed.D., California State University, Monterey Bay

According to ASHA's demographic data (2017), there continues to be an underrepresentation of SLPs from diverse backgrounds, with the majority of SLPs identifying as White (i.e., 92%) and monolingual (i.e., 93.5%). Within our graduate programs in California, our students are becoming more diverse which can produce cultural incongruity in the supervisor/supervisee relationship. In this session, major challenges will be addressed as well as some suggestions for creating culturally sustaining educational environments for our graduate students.

INSTRUCTIONAL LEVEL: Intermediate

MS 3 | 8:30-10:00 | Ballroom B

SAY-IT Naturelle: Preliminary Revision for the Fluency Development System for Young Children

AUTHORS: Susan Fosnot, Ph.D., Chapman University
 Erich Reiter, M.S., MGH Institute of Health Professions
 Lukas Latacz, Ph.D., Vrije Universiteit Brussel, Brussels, Belgium

Have you ever thought whether an edutainment application, scientifically-based, and evidence-based practiced could be utilized in lieu of using picture cards, workbooks, and other forms of treatment? This mini-seminar will provide a model regarding how fluency skills can be practiced on a computer. A study was conducted at Camp Shout Out to test the efficacy of a gaming treatment app. Data will be presented on how campers improved their overall fluency.

INSTRUCTIONAL LEVEL: Advanced

MS 5 | 8:30-10:00 | Room 103

Face-to-Face (F2F) Concussion Education

AUTHOR: Nancy Cohick, Ph.D., California State University, Los Angeles

Every year, millions of sports-related concussions occur-most sustained by 10 to 19 year olds. CA State law requires parent/athlete to sign a concussion information sheet. However, many likely sign without reading it. A face-to-face concussion program ensures that athletes hear the information going above the minimum requirements of the law-and thus may reduce athletes risk for greater harm. See the program and learn how you can implement it in your community or school district.

INSTRUCTIONAL LEVEL: Intermediate

MS 6 | 8:30-10:00 | Ballroom H

SLP Services for Children with ASD: Perspectives from Latino Emergent Bilingual Parents

AUTHORS: Verence Orozco, M.A., Pristine Rehab Care
 Lei Sun, Ph.D., California State University, Long Beach

The presentation will discuss several factors that may prevent Latino families with limited English proficiency from accessing early intervention and special education services for their child with ASD. This study explored the perceptions of five Latino parents in the process of obtaining service and accessing exiting resources. The barriers they face as parents with LEP will also be discussed along with clinical implications.

INSTRUCTIONAL LEVEL: Beginner

MS 7 | 8:30-10:00 | Ballroom F

Critical Concepts in Head and Neck SLP Rehabilitation

AUTHORS: Jeffrey Edwards, M.S., Stanford Healthcare
 Jennifer Kizner, M.Ed., Stanford Healthcare

Patients treated for head and neck cancer can have difficulties with speech, swallowing and voice functions. These patients require evaluation and treatment from speech language pathologists specializing in head and neck physiology and neurology, and who understand the types of objective and patient reported evaluation tools required to effectively evaluation and make appropriate treatment plans. This session will focus on critical concepts for speech pathologists to feel competent working this with complex cancer patient population.

INSTRUCTIONAL LEVEL: Intermediate

MS 8 | 8:30-10:00 | Ballroom E

Coaching Communication Partners to Support Students who use AAC in Classroom Settings

AUTHORS: Shubha Kashinath, Ph.D., California State University, East Bay
 Elena Dukhovny, Ed.D., California State University, East Bay

Children in need of AAC rely on paraeducators to scaffold their AAC learning. Therefore, developing interventions that promote consistent use of AAC support strategies by paraeducators is vital for student success. While some paraeducator focused interventions exist, challenges remain with consistent implementation and generalization of such interventions. (Kent-Walsh & McNaughton, 2015). In this study, we evaluate the effects of paraeducator coaching on paraeducator use of AAC scaffolding strategies and on student communication outcomes.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Thursday | March 14, 2019 CONTINUED



Mini Seminar



Short Course



Poster Session



Student Research

MS 26 | 8:30-10:00 | Ballroom G

A Tiered Model of AAC Training for Providers in the School Setting

AUTHORS: Jillian King, M.A., Placer County Special Education Local Plan Area (SELPA)
Jennifer Wright, M.A., Placer County Office of Education
Colleen Wilson, M.A., Placer County Office of Education
Jennifer Mitchell, M.A., Placer County Office of Education

This session will describe a three-tiered training model to support the needs of complex communicators in school-based settings: Tier 1: AAC Foundations. For SLPS, SLPAs, Teachers, OTs, PTs, Behaviorists, School Psychologists, and Para educators. Tier 2: AAC Implementation. For SLPs and SLPAs. Tier 3: AAC Specialization. For Licensed SLPs. We will provide an overview of the development of the capacity building model we used based on evidence-based practices in the field of AAC.

INSTRUCTIONAL LEVEL: Intermediate

SC 65 | 8:30-11:30 – INVITED SPEAKER | Ballroom D

Updates in Neuroscience: How Therapy Changes the Brain

AUTHOR: Marty Burns, Ph.D., Northwestern University/Scientific Learning Corporation

The human brain is a remarkably plastic organ – changed by experience and selectively pruned throughout our lives. This course will cover the newest research on how therapy drives neuroplastic changes in developmental and acquired neuropathologies. The workshop is designed to be a practical guide for clinicians to develop evidence-based intervention approaches for their patients.

INSTRUCTIONAL LEVEL: Intermediate

SC 72 | 8:30-11:30 – INVITED SPEAKER | Rooms 212-214

Evaluation Challenges and Implications for Therapy

AUTHOR: David W. Hammer, M.A., Childhood Apraxia of Speech

Childhood apraxia of speech continues to be a challenging diagnosis to make. This presentation will focus on an overview of evaluation considerations and how they relate to therapy decision-making. Videos of children of various ages will be shown to highlight the range from suspected CAS to severe motor planning struggles. Differential diagnosis and challenging co-morbid conditions will be discussed. Informal and formal evaluation tools will be outlined. Suggestions for how to talk with parents about the diagnosis will be provided.

INSTRUCTIONAL LEVEL: Intermediate

SC 3 | 8:30-11:30 | Ballroom C

Cleft Palate, Craniofacial and Resonance Disorders: Treatment Strategies That Work!

AUTHORS: Julia Hobbs, M.A., Julia Hobbs Speech Pathology, Inc.
Aaron Tanner, M.S., Children's Hospital Los Angeles
Barbara Moore, M.A., Speech Pathology Associates

Assessing and planning treatment for patients having cleft palate, craniofacial anomalies and/or resonance-based disorders can be challenging as the symptoms are often unclear and atypical. Three senior clinicians from three established Cleft/Craniofacial Teams in Southern California have joined forces to present an informative and practical overview for managing these patients. Case presentations along with differential diagnosis and planning discussions will provide the clinician with the tools necessary to manage these challenging patients.

INSTRUCTIONAL LEVEL: Beginner

SC 4 | 8:30-11:30

YouCue Bootcamp: Pathways for Four Social Learning Concepts

AUTHOR: Anna Vagin, Ph.D., Private Practice

A number of studies (Klin, A. et al, 2009; Kroeger, A. et al, 2013) have shown that students on the Autism Spectrum struggle to process intention behind social movement. Existing materials that move makes sense. We will review in depth our pathways using YouTube videos as social learning materials covering critical social concepts: feelings, perspective taking, mistakes, and problem solving. You'll leave with a list of great videos and activities to pair with them.

INSTRUCTIONAL LEVEL: Intermediate

SC 5 | 8:30-11:30

Fairness in the Assessment of English Learners: Toward True Peer Group Measurement

AUTHORS: Dr. Samuel Ortiz, Ph.D., St. John's University
Jane Wong, M.A., St. John's University
Lore'K Garofola, M.S., Multi-Health Systems, Inc.

This session examines issues in the evaluation of English Learners (ELs)' English language acquisition and discusses the importance of utilizing true peer comparison of ELs to ensure fairness in measurement and interpretation. Topics include: comparability of normative samples, relationship between ELs' language exposure and test performance, and the importance of proportionate lifetime exposure to English in the evaluation of ELs.

INSTRUCTIONAL LEVEL: Beginner

Education Sessions

Thursday | March 14, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

SC 6 | 8:30-11:30 | Room 102

Nucleus Candidacy and Technology for Schools and Practical Resource Applications

AUTHORS: Kimberli Davenport, DrPH, Cochlear Americas
Rachel Tempesta, M.S., Cochlear Americas

Children with significant hearing loss entering school need appropriate access to sound to maximize listening, spoken language development, and learning. This course provides information on cochlear implant candidacy giving special attention to children who may have progressive hearing loss or who are not receiving sufficient benefit from hearing aids, most recent technology updates including features most beneficial to school age children, and resources for professionals to help students achieve their language development and educational goals.

INSTRUCTIONAL LEVEL: Beginner

SC 7 | 8:30-11:30 | Ballroom A

The Time is Now: Early Identification and Intervention Until Everyone Can Read

AUTHORS: Lisa Sandoval, M.S., Dynamic Therapy Solutions
Alisha Magilei-Noterman, B.A., Dynamic Therapy Solutions

Join us as we explore our reading journey using a state-of-the-art interactive dynamic speech-language-reading screening paired with an Orton-Gillingham based multisensory reading program. Our path led us to dramatically make change with students and teachers in a low socioeconomic school district. Using best practice techniques, we were able to train the teachers how to effectively identify struggling readers, provide whole class and small group instruction, and significantly improve student's reading abilities.

INSTRUCTIONAL LEVEL: Beginner

SC 32 | 8:30-11:30 | Room 211

Keeping it Legal: AAC Services in the Educational Setting

AUTHORS: Mollie Mindel, M.S., The Speech Pathology Group
Jenna Williams, M.S., The Speech Pathology Group

SLPs often face entrenched ideas, misinformation, and unanswered questions when attempting to serve students that require AAC. Competing demands from outside sources and the district can feel like no-win pressure. This presentation will allow SLPs to feel confident that they are providing legally defensible AAC services and receive answers to many thorny questions by drawing guidance from ASHA, IDEA legal requirements, and current State Rules & Regulations. Keeping our AAC services legal and low-pressure!

INSTRUCTIONAL LEVEL: Intermediate

MS 63 | 10:30-Noon | Room 105

Closing the Gap: Evaluation and Management of Unilateral Vocal Fold Paralysis

AUTHORS: Sarah Schneider, M.S., University of California, San Francisco
Clark Rosen, M.D., University of California, San Francisco

Patients with vocal fold paralysis (VFP) present after iatrogenic or traumatic injury or idiopathic cause. While nerve recovery occurs up to one year after injury, patients do not have to wait for treatment. A laryngologist and voice specialized speech pathologist will highlight an interdisciplinary approach to evaluation and management of patients with VFP through didactic lecture and case study. Upon completion, learners should have clear framework for evaluation, management, decision-making and expected outcomes/limitations of treatment.

INSTRUCTIONAL LEVEL: Intermediate

MS 9 | 10:30-Noon | Ballroom G

What's our Piece? Navigating Parents Through the Special Needs Puzzle

AUTHOR: Jody Stratton, M.A., University of Redlands/ University of the Pacific

SLPs tend to live inside their professional bubble. Participants will learn how to help parents navigate the special needs system focusing on the whole child. They will learn how to ask parents tough questions and how to answer them. Tools are provided for use with parents while educating them in all developmental domains. Funding options will be reviewed to educate clinicians when making referrals. Clinicians will learn to empower parents to get the job done!

INSTRUCTIONAL LEVEL: Beginner

MS 10 | 10:30-Noon | Room 103

Save Lives! Better Chewing Prevents Choking in Children and Adults

AUTHORS: Licia Coceani Paskay, M.S., Private Practice
Nicole Archambault Besson, Ed.S., Private Practice

According to the US National Safety Council, choking is the 4th leading cause of unintentional death. The UK Office for National Statistics reported that 85% of choking deaths were caused by food and about 91% of all choking deaths were adults over 45 years of age. Otherwise healthy people still choke on items that require chewing or sticky foods requiring salivation. Through education and appropriate therapy, SLPs can help prevent choking.

INSTRUCTIONAL LEVEL: Beginner

Education Sessions

Thursday | March 14, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

MS 11 | 10:30-Noon | Ballroom E

Got R Problems? A Phonemic Approach to R Remediation

AUTHOR: Christine Ristuccia, M.S., University of Redlands

Frustrated with treating /r/ disorders? This course offers a new and refreshing approach to evaluate and treat the most difficult of sounds. Backed with extensive research and field testing, a complete phonemic approach to evaluating and treating /r/ is presented based on the 32 different types of /r/.

INSTRUCTIONAL LEVEL: Intermediate

MS 12 | 10:30-Noon | Ballroom F

The School-Based SLP's Role in Reading: A Kinesthetic, Visual Approach to Decoding

AUTHOR: Smitha Chandrabose, M.S., Los Angeles Unified School District

This course defines a narrow role that the school Speech Pathologist can perform in dyslexia treatment. Utilizing knowledge of the International Phonetic Alphabet chart, participants will: a). identify students who may benefit from a linguistic approach after traditional approaches to sound decoding are unsuccessful b). use the American Sign Language alphabet to provide visual and kinesthetic cues for sound production and c) create articulation goals that conform with Common Core literacy state standards.

INSTRUCTIONAL LEVEL: Beginner

MS 13 | 10:30-Noon | Ballroom H

Vocal Function Exercises (VFEs): How can These Improve Trained Singers' Vocal Quality?

AUTHORS: Maelyn De Fede, B.A., California State University, Fresno
Fran Pomaville, Ph.D., California State University, Fresno

Dr. Stemple's Vocal Function Exercises (VFEs) have been considered an effective treatment technique for voice disordered clients. Minimal research has been completed with non-disordered clients and even less with trained singers. This presentation will describe findings from a recent research study completed at CSU Fresno on the effectiveness of the VFEs in healthy male trained singers. Participants will have the opportunity to learn how to properly produce and implement the VFEs.

INSTRUCTIONAL LEVEL: Beginner

MS 14 | 10:30-Noon | Ballroom B

They're Kind of Verbal

AUTHOR: Janet Dodd, SLPD, Los Alamitos Unified School District

Students who have learned scripts and readily imitate (echolalia) are often described as being verbal when in application or functionality they are not. This presentation will discuss and demonstrate how evidence-based practices borrowed from interventions for speech-sound disorders, autism, and AAC can be "layered" to customize an intervention to meet the needs of these children. Intervention for these children should not be viewed as a single approach but a layering of evidence-based techniques and strategies.

INSTRUCTIONAL LEVEL: Intermediate

MS 16 | 10:30-Noon | Room 101

Adventures in Leadership: Experiences of a CSHA Leadership Academy Learning Team

AUTHORS: Marcy Fox, SLPD, Whittier Area Cooperative Special Education Program
Leann Schouten, ClinScD, Jump and Schout
Caitlin Francis, M.S., Irvine Unified School District
Hilary Serota, M.S., Long Beach Unified School District
Emily Perez Yi, M.S., Long Beach Unified School District
Laura Isaacson, M.S., Santee Schools

CSHA has launched a Leadership Academy for its professional members to develop their leadership skills, network throughout the state, and provide an opportunity to volunteer for their profession. Members of this first cohort will define areas of personal and professional growth gained from participation in and delving into elements of the Leadership Academy, provide explanations of individual projects and share results of a group-generated Likert scale specifying how they are using the skills and training.

INSTRUCTIONAL LEVEL: Beginner

MS 17 | 10:30-Noon | Room 101

CAS: Assessment, Planning, and Integration of Principles of Motor Learning

AUTHORS: Denise Santos Ford, M.S., Speech Therapy Marin, Inc.
Lisa Klein, M.S.

Treatment of childhood apraxia of speech requires knowledge for differential diagnosis, selection of targets and integration of the principles of motor learning. Walk through these various steps with real case studies. Learn how to identify this low incidence speech sound disorder and how provide appropriate, evidence-based treatment. Participants will be exposed to an assessment and treatment strategies for children with (suspected) childhood apraxia of speech.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Thursday | March 14, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

MS 25 | 10:30-Noon | Room 104

200 by Two: A CSHA-Developed Resource on Early Intervention

AUTHORS: Deborah Ross-Swain, Ed.D., The Swain Center
Audra Elliott, M.A., Communication Works
Stacy Frauwirth, M.S., Academic Therapy Publications

SLPs working with the birth to three population are increasingly concerned about "late talkers" who may not be referred for assessment and intervention because their delays are "typical". CSHA's Early Intervention committee, funded by an ASHA grant, has produced an informational video for healthcare professionals designed to educate EI services in order to minimize problems associated with communication delays. This session will introduce the video, describe the process and uses of the video.

INSTRUCTIONAL LEVEL: Intermediate

MS 18 | 1:30-3:00 | Ballroom C

The Perils of Using Untrained Interpreters in Clinical Environments

AUTHORS: Edward Garcia, M.S., California State University, Long Beach
Alaine Ocampo, Ph.D., California State University, Long Beach

The purpose of this presentation is to share the results from a survey administered to individuals who reported to have served as Spanish interpreters in a clinical setting. Implications related to the importance of understanding the limitations inherent to translating clinical terms, and the advantages of having alternative (less complex) and "more easily" translated words and phrases available to the clinician will be shared.

INSTRUCTIONAL LEVEL: Beginner

MS 19 | 1:30-3:00 | Rooms 212-214

Identifying and Managing High-Risk Aspiration Patients in Acute Care: Assessment and Intervention

AUTHORS: Sandra Deane, M.S., Stanford Health Care
Madison Fox, M.S., Stanford Health Care
Kate Hayes, M.S., Stanford Health Care

This presentation will provide an understanding of assessment and management of dysphagia in complex, high-risk patient populations in acute care. Emphasis will be placed on the use of objective assessment tools and evidence-based intervention approaches. Videos and case studies will be presented to illustrate clinical-decision making considerations. Populations covered include lung and multi-organ transplant, COPD, tracheostomy, cardiac surgery, neurological disorders (e.g., stroke, dementia, Parkinson's), as well as patients following extended intubation.

INSTRUCTIONAL LEVEL: Beginner

MS 20 | 1:30-3:00 – INVITED SPEAKER | Ballroom E

The Social/Pragmatic Impact of Auditory Processing Disorders: Evaluation and Management

AUTHORS: Donna Geffner, Ph.D., Donna Geffner and Associates
Deborah Ross-Swain, Ed.D., The Swain Center

An audiologist and speech-language pathologist will discuss the high prevalence of anxiety disorders, social-emotional and pragmatic language disorders seen in youngsters with auditory processing disorders. Prevalence and behavioral signs of social/pragmatic disorders, co-morbid emotional factors seen in this population will be discussed, along with its impact on emotional well-being. Evaluation and specific tests to measure social-pragmatic issues will be presented along with guidance for treatment and management. Various therapeutic approaches will be mentioned.

INSTRUCTIONAL LEVEL: Intermediate

MS 22 | 1:30-3:00 | Room 106

That's SO Annoying! Helping Students With Social Learning Challenges Face Frustration

AUTHOR: Anna Vagin, Ph.D., Private Practice

Students with social learning challenges often find peers (and adults) annoying. And, with varying frequency, many peers (and adults) in their home and school environments find them annoying. We will explore this common emotion, discussing both its positive role in social relationships as well as how it can serve as a trigger for big reactions and resentments. You will leave with YouTube video recommendations and structured activities to utilize in your individual or group sessions.

INSTRUCTIONAL LEVEL: Intermediate

MS 121 | 1:30-3:00 | Room 211

Improve Adolescent Writing Skills and Confidence: Teach Access to Pertinent Cognitive-linguistic Skills

AUTHOR: Maria Davis-Perkins, Ph.D., Claremont Graduate University/3D Educational Solutions

Students with language delays have difficulty with written expression. Yet, students need to write to show learning in school. Children build semantic, syntactic, and pragmatic networks via everyday interactions (Paul & Norbury, 2012). This presentation discusses the research, results, and techniques of a pilot program that taught students how to access underlying networks that they possess and improve their written expression as well as confidence in their ability to write.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Thursday | March 14, 2019 CONTINUED



Mini Seminar



Short Course



Poster Session



Student Research

MS 122 | 1:30-3:00 | Ballroom H

TeleHealth in the Clinic Setting: Providing Services for Successful Outcomes

AUTHOR: Karin Koukeyan, M.S., All Care Rehab

This session will identify the barriers to treatment in the clinic setting. Issues related to reimbursement for health care services and how they impact speech language services will be summarized. The benefits of utilizing teletherapy in the clinic setting will be discussed including specific patient profiles whose treatment outcomes improved as a result of teletherapy.

INSTRUCTIONAL LEVEL: Beginner

MS 27 | 1:30-3:00 | Ballroom D

Selective Mutism and the SLP

AUTHOR: Elena Viviano-Brown, M.A., California State University, Fullerton

Selective Mutism is a relatively rare anxiety disorder that you may never have heard of. However, when a child who exhibits this disorder shows up at your school or clinic, you will likely be expected to educate others on the disorder as well as know exactly how to help the child. After all, you are the expert on communication, aren't you? Learn about Selective Mutism, and the roles of the SLP in assessment and treatment.

INSTRUCTIONAL LEVEL: Intermediate

MS 65 | 1:30-3:00 | Room 104

Quakes and Shakes of the Voice: Spasmodic Dysphonia and Essential Tremor

AUTHORS: Michael Johns, M.D., University of Southern California
Sarah Schneider, M.S., University of California, San Francisco
Clark Rosen, M.D., University of California, San Francisco

Spasmodic dysphonia and essential tremor of the vocal tremor are very common movement disorders of the voice that can be hard to differentiate. Failure to accurately assess one disorder from another negatively impacts the treatment approach and outcomes. Detailed information about each voice disorder will be presented and via case studies the treatment options will be presented.

INSTRUCTIONAL LEVEL: Intermediate

SC 64 | 1:30-4:30 – INVITED SPEAKER | Room 106

Using Genetics to Understand the Causative Deficits in Stuttering

AUTHOR: Dennis Drayna, Ph.D., National Institutes of Health

This short course for non-scientists will focus on how genetic discoveries in stuttering are leading to new understanding of the neural deficits in this disorder. It will begin with a user-friendly introduction to genetics, and how it's been used to identify causative genes in stuttering. Then it will describe the creation of animal models, and how we've used these to study the effects of these mutations on vocalizations, and the brain alterations in these animals.

INSTRUCTIONAL LEVEL: Intermediate

SC 10 | 1:30-4:30 | Ballroom A

The Power of The Communication Matrix

AUTHOR: Karen Natoci, M.S., The Speech Pathology Group

Karen Natoci will review the Communication Matrix in detail and share ways to use the Matrix results to plan intervention and write AAC funding reports. Attendees will walk away with an understanding on how to interpret results to guide intervention practices. The interventions practices will emphasize the use of Aided Symbol Input, structured routines, experiences and literacy to promote progress.

INSTRUCTIONAL LEVEL: Intermediate

SC 11 | 1:30-4:30 | Room 104

ABCLOVE: Application to Adult Neurogenic Patients

AUTHORS: Susie Nam, M.S., Keck Medical Center of USC
Laishyang Ouyoung, M.S., Keck Medical Center of USC
Brenda Villegas, M.S., Keck Medical Center of USC
Uttam Sinha, M.D., Keck School of Medicine at USC

ABCLOVE (Activate exercises, Breathing, Counseling, Laryngeal manipulation, Oral resonance, Vocal function exercises, and Elimination of vocal abuse) is an evidence-based, multimodality voice program with significant outcomes in HNC populations and is being examined in adult neurogenic populations. A hallmark of this program is incorporation of cognitive, behavioral, and physical environments of voice mechanisms. Each component will be explained in detail with case studies presented/discussed.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Thursday | March 14, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

SC 12 | 1:30-4:30 | Room 103

Graduate Training for Working With Preschoolers With Autism Spectrum Disorders: STARS Program

AUTHORS: Christine Maul, Ph.D., California State University, Fresno
Amy Prince, M.A., The TALK Team
Amber Ladd, M.A., The TALK Team

The STARS preschool is an on-campus clinical placement designed to offer graduate students experience working with children showing signs of or formally diagnosed with Autism. Frequently these children also demonstrate significant interfering behaviors. STARS provides an environment where clients make progress and clinicians learn skills essential to success with a highly challenging population.

INSTRUCTIONAL LEVEL: Intermediate

SC 13 | 1:30-4:30 | Ballroom B

Individualizing Voice and Communication Training for Transgender and Non-Binary People

AUTHORS: Judith Jewett, M.A., Jewett and Associates, Inc.
Wendy Vastine, M.A., Jewett and Associates, Transformative Voice
May Teget, Student, Sacramento City College

Voice and communication training for transgender and non-binary people is a highly individual process. It extends beyond the areas such as pitch, resonance, intonation to a cultivation of a voice that reflects a genuine sense of self. Creating a safe space for what can be a highly vulnerable journey requires a nuanced understanding of the needs and ever-evolving culture of the community. Treatment plans that allow for flexible incorporation all these facets will be discussed.

INSTRUCTIONAL LEVEL: Beginner

SC 14 | 1:30-4:30 | Ballroom G

PROMPT Assessment & Treatment: Integrating the Cognitive-Linguistic and Social-Emotional Domains

AUTHOR: Amy Clark, M.S., Children's Hospitals and Clinics of Minnesota

PROMPT is an acronym for Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT). PROMPT trained SLPS assess and treat individuals holistically by approaching communication as an interaction of the physical-sensory, cognitive-linguistic and social-emotional domain within the Conceptual Framework. PROMPT is most widely known for treating motor speech disorders, however all aspects of the child are addressed. This presentation will examine how the cognitive-linguistic and social-emotional domains are integrated from a PROMPT perspective.

INSTRUCTIONAL LEVEL: Intermediate

SC 15 | 1:30-4:30 | Ballroom F

Motivation in Aphasia Rehabilitation: Theoretical Foundation and Strategies for Contemporary Clinical Practice

AUTHORS: Michael Biel, Ph.D., California State University, Northridge
Janet Patterson, Ph.D., VA Northern California Health Care System

Motivation affects treatment outcome for persons with aphasia, however, is typically described as a unitary concept and used post hoc to explain a less than desirable intervention outcome. Contemporary thinking recognizes theories of motivation, such as self-determination theory and self-efficacy theory, and the importance of incorporating them into the therapeutic enterprise to engage patients and improve outcomes and patient satisfaction. This seminar introduces these theories and provides examples of clinical application in contemporary aphasia rehabilitation.

INSTRUCTIONAL LEVEL: Intermediate

MS 4 | 3:30-5:00 | Room 105

Cultural-Linguistic Diverse Clinical Practice in Speech-Language Pathology: Challenges and Solutions

AUTHORS: Maria Munoz, Ph.D., University of Redlands
Kai Greene, Ph.D., California State University, Dominguez Hills
Ivan Campos, M.S., Riverside Unified School District
Amalia Hernandez, Ed.D., California State University, Monterey Bay

The Diversity Committee of CSHA will address challenges in fostering cultural-linguistic diverse clinical practice in speech-language pathology and proposed solutions. Topics include evidence for deciding language(s) of intervention for individuals with bilingual aphasia and bilingual children with speech-language deficits, and academic and clinical instruction for diverse undergraduate and graduate students with an emphasis on creating a culturally sustaining education environment and mentorship. An extended question and answer session will provide attendees problem solve challenges.

INSTRUCTIONAL LEVEL: Intermediate

MS 28 | 3:30-5:00 | Room 106

Ready, Set, Go With Proloquo2Go

AUTHOR: Gwendolyn Eberhard, M.A., Villa Esperanza Services

Don't have a lot of time for self-study, but want to get to know the popular AAC app Proloquo2Go? Join us to explore what's new and what's great in this app as well as some AAC implementation hacks. Bring your iPad updated to iOS 10.2 and your Proloquo app updated to Version 5 for hands on opportunities with this remarkable app. Or just bring yourself to be tempted by the communication possibilities!

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Thursday | March 14, 2019 CONTINUED



Mini Seminar



Short Course



Poster Session



Student Research

MS 30 | 3:30-5:00 | Room 102

How to Instill Ethical Practice in New Clinicians

AUTHORS: Kathleen Catterall, M.A., Sharp Healthcare
Charlotte Lopes, M.A., California State University, San Diego

ASHA's efforts to move from supervision to mentoring includes a strong foundation of ethics and professionalism. Ethical challenges occur in every clinical setting and should result in professional growth for new clinicians. The supervisor/mentor must be aware of the broad range of topics touched by ethical considerations. This session will enable SLPs to prepare new clinicians to merge ethical behavior and clinical skills into their professional practice.

INSTRUCTIONAL LEVEL: Intermediate

MS 31 | 3:30-5:00 | Ballroom H

CVES: The Core Vocabulary Exchange System

AUTHOR: Megan Brazas, M.A., Speech and Language Pathways

Participants will be introduced to a low-tech exchange-based communication system called the Core Vocabulary Exchange System™. This session begins with an overview of language development and core vocabulary, followed by an introduction to CVES™, including its features and functions and the different communication users who will benefit from CVES™. A case study example will highlight how the CVES™ can be used as a communication system or language teaching tool in therapy and routines.

INSTRUCTIONAL LEVEL: Beginner

MS 32 | 3:30-5:00 | Ballroom D

A Multi-Dimensional Approach to Narrative Push-In Intervention: The Macro to the Micro

AUTHORS: Margaret Vento-Wilson, Ph.D., Cypress School District
Rachel Pyon, M.A., Cypress School District

This seminar describes a novel narrative-based intervention that SLPs can provide in the most naturalistic setting at a school campus, the classroom itself. This evidence-based intervention supports development of narrative skills with structured weekly lessons that are delivered in classrooms. This intervention supports students' transitions from descriptions of the "here and now" to the "there and then," as well from narrative to expository structures. A further benefit is the impact on managing high caseload numbers.

INSTRUCTIONAL LEVEL: Intermediate

MS 33 | 3:30-5:00 | Ballroom C

Leading the way for Speech Language Pathology Assistants

AUTHOR: Megan Chais, B.S., Oakland Unified School District

An SLPA with strong leadership skills and confidence in themselves is the ideal paraprofessional. As an ongoing CSHA member I know how to become a leader in this field. This presentation will focus on grooming SLPAs into confident leaders. By attending this presentation, each attendee will gain knowledge about how they can grow with CSHA, professionally. I will share my own struggles and triumphs to becoming the first Director of SLPAs in California.

INSTRUCTIONAL LEVEL: Beginner

MS 34 | 3:30-5:00 | Ballroom E

Childhood Apraxia of Speech: Tips, Tricks, and Strategies for Successful Intervention

AUTHOR: Shannon Archer, M.S., Coronado Unified School District

When working with children with CAS, do you ask yourself the following questions? Where do I start? How do I integrate cueing/prompting? How do I keep my kiddos interested? If you ask any of these questions, this session is for you! So, get out your books, cars, trains, and superheroes and let's plan therapy for CAS! We will discuss using principles of motor learning, prompting/cueing hierarchy's, and how to incorporate these for successful therapy sessions.

INSTRUCTIONAL LEVEL: Intermediate

MS 35 | 3:30-5:00 | Rooms 212-214

Determining Pediatric Speaking Valve Candidacy: The Relevance of Transtracheal Pressure Manometry

AUTHOR: Kimberly Morris, M.S., Purdue University

SLPs are essential in optimizing care for children with tracheostomies. Transtracheal pressure manometry (TTP) is an under-utilized metric that facilitates assessment of speaking valve candidacy. Determining candidacy requires an array of clinical skills, including assessment of oropharyngeal dysphagia, cognitive communication, and motor speech disorders. This seminar describes and demonstrates the assessment and treatment for establishing tolerance of bias-closed, no leak speaking valve and addresses the rationale and procedures for using TTP to improve clinical care.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions



Mini Seminar



Short Course



Poster Session



Student Research

Thursday | March 14, 2019 CONTINUED

MS 36 | 3:30-5:00 | Room 211

Effective Target Selection in Accent Modification

AUTHOR: Robert McKinney, M.A., California State University, San Diego

Many non-native speakers who face communication challenges related to second language phonological acquisition place their trust in Speech-Language Pathologists to help them become more effective communicators in their other language. Target selection is key to successful outcomes in accent modification, and SLPs can use insights from research, in combination with clinical judgement and client needs, to choose segmental and suprasegmental targets effectively and maximize their results.

INSTRUCTIONAL LEVEL: Intermediate

MS 123 | 3:30-5:00 | Room 101

Increasing Male Interest and Overall Diversity in SLP

AUTHOR: Anthony Avitabile, M.S., Temecula Valley Unified School District

This presentation explores why SLP lacks gender and cultural/linguistic diversity, compares SLP to other professions/industries in terms of gender and cultural diversity, explains why increasing diversity in our field is so necessary, and, finally, educates practicing SLP's on how to help increase awareness of speech-language pathology using ready-made resources and strategies. The presenter last delivered this presentation while still a graduate student at CSUSM but will benefit from one year of high school experience.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Friday | March 15, 2019



Mini Seminar

Short Course



Poster Session

Student Research

MS 129 | 8:00-9:30 | Ballroom D & E

Keynote Opening Session

AUTHOR: Kristin Wright, M.A., Director of Special Education Division California Department of Education

MS 127 | 10:00-11:30 – INVITED SPEAKER | Room 106

WHEN I STUTTER: Practical Approaches to Intervention and Discussing the Psychological Impact of Stuttering

AUTHORS: John Gomez, M.A., California State University, Los Angeles/Keen Eye Productions
Gail Wilson Lew, M.A., California State University Northridge

“WHEN I STUTTER” is a documentary by SLP and filmmaker John Gomez. The film’s purpose is to demonstrate the profound psychological impact that stuttering can have on one’s life and the importance of treating the “whole person”. This presentation will include an analysis of the approach used by fluency specialist Gail Wilson-Lew at three different stages in therapy. In conclusion, there will be a guided discussion about the psychosocial considerations of stuttering with Dr. Scott Palasik.

INSTRUCTIONAL LEVEL: Beginner

MS 128 | 10:00-11:30 – INVITED SPEAKER | Room 103

Predictable or Unpredictable: Education-Related Updates From the Courts

AUTHORS: Barbara J. Moore, Ed.D., East Side Union High School District
Beth Nishida, M.A., Norwalk-La Mirada Unified School District

Like many other areas of practice, education continues to be both predictable and unpredictable. This session will focus on the practice application through the lens of Judicial rulings, including due process cases and Endrew F., the Supreme Court ruling. Understanding how hearing officer and the courts (including the Supreme Court) consider and apply the law when it is challenged, gives guidance to the field in terms of practice in schools. Come hear the latest!

INSTRUCTIONAL LEVEL: Beginner

MS 38 | 10:00-11:30 | Room 105

Lysdexia. Or However You Spell It

AUTHOR: Inge Henderson, M.Ed., The Speech Tree

Many speech pathologists in schools and private practice encounter students with dyslexia and other language-based reading and spelling problems. Learn how you and your team can address the needs of struggling readers and spellers, using the principles of Structured Literacy. Different approaches and ideas will be presented, taking the level of need and ability of the student into account.

INSTRUCTIONAL LEVEL: Beginner

MS 39 | 10:00-11:30 | Ballroom G

Assessing Joint Attention in Children With Autism for Effective Goal Setting

AUTHOR: Fay McGill, M.A., The Hanen Centre

Difficulties with joint attention are at the core of autism and can negatively impact the child’s ability to interact with others. This session will focus on early social communication development, including the development of joint attention, and how challenges in this area can impact later communication development. The presenter will describe an assessment framework that evaluates children’s intentional communication, joint attention, and social communication skills, which is used collaboratively with parents to set communication goals.

INSTRUCTIONAL LEVEL: Intermediate

MS 41 | 10:00-11:30 | Ballroom C

Making AAC Fun and Functional Across Settings!

AUTHOR: Shannon Archer, M.S., Coronado Unified School District

Have you ever wondered where to start or how to make AAC more fun and functional? Effective teaching and implementation of AAC can be a challenge. Fun and Functional AAC will give you practical tips to support your students/client communicate using AAC. We will discuss strategies for setting up an effective AAC program (using any device) and offer both fun and functional activities to effectively implement across settings

INSTRUCTIONAL LEVEL: Beginner

MS 43 | 10:00-11:30 | Ballroom H

Concussion/Mild TBI: Assessment and Rehabilitation

AUTHOR: Elisabeth (Lisa) D’Angelo, Ph.D., California State University, Sacramento

The public is more aware of Concussion/Mild TBI, and the possible long-term effects due to the coverage of NFL players with Chronic Traumatic Encephalopathy. This heightened awareness has led to more understanding of those with persistent symptoms after concussion/mild TBI. Most concussions resolve in 3 weeks, however 10-30% of those with concussion exhibit persistent cognitive-communication deficits that significantly impact their lives. Our role in assessment and rehabilitation will be presented for all ages and settings.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Friday | March 15, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

MS 44 | 10:00-11:30 | Ballroom F

Diagnostic Assessment of Culturally/Linguistically Diverse Learners: A Step by Step Approach

AUTHORS: Kai Greene, Ph.D., California State University, Dominguez Hills
Ivan Campos, M.S., Riverside Unified School District
Roland Juarez, M.S., Riverside Unified School District

School-based speech-language pathologists are often confronted with the challenge of completing comprehensive diagnostic assessments to determine special education eligibility for speech and/or language impairment (SLI) with culturally and linguistically diverse learners. Clinical decisions to distinguish a language difference from a disorder are perplexing. This presentation will offer an informative step-by-step approach in how to complete a comprehensive language and speech assessment that considers ethical decisions along with federal, state and local district guidelines.

INSTRUCTIONAL LEVEL: Intermediate

MS 45 | 10:00-11:30 | Room 211

Post Mandibular Distraction: Speech/Swallow in a Case of Pediatric Congenital Aglossia

AUTHORS: Betty McMicken, Ph.D., Chapman University
Mary Warden, M.A., Speech Pathology Associates

Speech and swallow in a rare pediatric case of congenital aglossia is discussed. This case underwent a nasal gastric tube then subsequently a tracheostomy and PEG shortly after birth. She has received speech therapy since age 4. Recently, at age 6, this child underwent a mandibular distraction to align teeth, open pharynx for improved airway/swallow function and possible decannulation. Application to rehabilitation of other types of cranio-facial clients is an apparent result of this research.

INSTRUCTIONAL LEVEL: Intermediate

MS 46 | 10:00-11:30 | Rooms 212-214

20 Essential Clinical Skills for Early Interventionists in a Multidisciplinary Setting

AUTHORS: Brendan Webster, M.A., Center for Speech, Language, Occupational and Behavior Therapy
Sarah Peters, M.A., Center for Speech, Language, Occupational and Behavior Therapy
Jennifer Oppenheimer, M.A., SpeakJoy Center for Development

As clinicians serving children birth to three, we desire to treat the whole child. Therefore, our practice is informed and strengthened through mastery of skills with origins within and outside of our field. In this session, we look at 20 essential skills needed to treat children in early intervention and their families from the perspective of skills gained through interdisciplinary work in a multidisciplinary setting.

INSTRUCTIONAL LEVEL: Beginner

MS 47 | 10:00-11:30 | Room 207

Structured Observation: Guiding our Students in Observations and Increasing Clinical Competence

AUTHORS: Marcella McCollum, M.A., California State University, San Jose
Kayla Guglielmo, Student, California State University, San Jose

This seminar will provide clinical educators with guidance on pre-clinical observation hours from the perspective of both a student and a faculty member. ASHA's guidance in the area of observation was implemented in an experimental course at San Jose State University, focused on guided observation. A guide was provided to all students enrolled in this course, along with standardized clinical observations. Examples of clinical observations and activities will be demonstrated.

INSTRUCTIONAL LEVEL: Beginner

MS 48 | 10:00-11:30 | Room 101

Delays in the Identification of Spasmodic Dysphonia: The Role of the SLP

AUTHORS: Maria Eugenia Castro, M.S., University of Southern California, Voice Center
Lauren Timmons, M.S., University of Southern California, Voice Center
Edie Hapner, Ph.D., University of Southern California, Voice Center

The SLP may be the first person to identify spasmodic dysphonia yet delays in diagnosis average of 4.43 years. Didactic sessions in the differential diagnosis of spasmodic dysphonia, essential voice tremor, and muscle tension dysphonia will be followed by a panel discussion with panelists representing clinicians and persons living with spasmodic dysphonia and tremor. This interactive panel will allow both participants and panelists to ask about diagnosis, treatment, and living with these rare diseases.

INSTRUCTIONAL LEVEL: Intermediate

MS 49 | 10:00-11:30 | Room 107

Dual Diagnosis of Hearing Loss and Autism Spectrum Disorders: A Case Study

AUTHORS: Matrice McConnell, M.A., Kindred Hospital
Edward Garcia, M.S., California State University, Long Beach

The presentation discusses the aspects of the newborn hearing screening and the diagnosis/treatment process for children with hearing loss and autism spectrum disorders. The findings of a qualitative study that provides an account of a parent's experiences of process for their child with autism and hearing loss will also be presented. The presentation will not only advance the understanding of professional's roles regarding the dual diagnosis process but also provide grounds for interdisciplinary collaboration.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Friday | March 15, 2019 CONTINUED



Mini Seminar



Short Course



Poster Session



Student Research

MS 50 | 10:00-11:30 | Room 104

Adults with Autism in the Workforce: Evidence-Based Strategies for Success

AUTHORS: Shubha Kashinath, Ph.D., California State University, East Bay
Elisa Thurman, M.S., California State University, East Bay

National data indicate that the vast majority of adults with autism are either unemployed or underemployed, despite the fact that many adults with autism demonstrate skills and competence in a range of industries and levels. This presentation will share evidence-based strategies that promote workplace success for adults with autism. Strategies that promote success include peer coaching, discrepancy task analysis to understand job expectations and self-monitoring and self-management strategies to monitor daily performance,

INSTRUCTIONAL LEVEL: Intermediate

MS 51 | 10:00-11:30 | Room 208

NDT for the SLP: Theory and Practice

AUTHOR: Fran Redstone, Ph.D.

Neurodevelopmental Treatment (NDT) was developed for children with neuro-motor disturbances. Since speech is a highly refined movement children with neuro-motor issues may have speech/language/feeding disorders. Knowledge of motor theories and how development of speech/language/feeding can be affected by the motor disturbance are critical for the SLP treating children with neuro-motor disturbances since these children develop differently than motor-typical children. This understanding can significantly improve the resulting provision of care for these children.

INSTRUCTIONAL LEVEL: Intermediate

MS 52 | 10:00-11:30 | Ballroom A

Increasing Public Awareness Regarding Passive Screen Time and Communication Development in Children

AUTHOR: LeAnna Heinrich, M.S., Folsom-Cordova Unified School District

Screens are regularly used by children of all ages. The impact is seen in all clinical settings. SLPs play a critical role in understanding screen time as it relates to communication development at all stages. Increasing public awareness regarding screen time is essential in the prevention of communication disorders. This presentation offers a review of current research, clinical examples and practical suggestions for educating teachers, families and the general public.

INSTRUCTIONAL LEVEL: Beginner

MS 53 | 10:00-11:30 | Room 208

Aphasia Couples Therapy (ACT) Using Narrative Discourse

AUTHORS: Larry Boles, Ph.D., University of the Pacific
Adriana Joma, M.S., University of the Pacific

This presentation will showcase a two couples with Aphasia Couples Therapy (ACT), using narrative discourse to document change in an ABA design. Participants will come away knowing how to implement ACT in their own practice.

INSTRUCTIONAL LEVEL: Intermediate

MS 124 | 10:00-11:30 – INVITED SPEAKER | Ballroom B

The Value of Building a Team Approach in the Treatment of APD

AUTHORS: Donna Geffner, Ph.D., Donna Geffner and Associates
Deborah Ross-Swain, Ed.D., The Swain Center

This panel of a psychologist, special education teacher, audiologist and speech-language pathologist will discuss the important role each plays in the total management of APD. It has been shown that APD presents with co-morbid conditions such as reading delays, speech-language impairment, social-pragmatic language impairment, ADHD, Executive Function Disorder, etc. It is rare that APD occurs in isolation. It makes sense to engage a team of professionals to provide assessment, management and treatment for comprehensive care.

INSTRUCTIONAL LEVEL: Intermediate

MS 54 | 1:00-2:30 | Ballroom C

Social Language Deficits in Adolescents with ADHD: What Does the Research Say?

AUTHOR: Dana Tappen, SLPD, Rocky Mountain University of Health Professions

Research has shown that individuals with ADHD, with or without comorbid ASD, exhibit social interaction difficulties. The nature of their social challenges is often misunderstood and may go undiagnosed and untreated. A multiple baseline design using Social Behavior Mapping showed social cognitive challenges and significantly improved perspective taking and metacognition in two adolescents with ADHD. Given the social expectations for these individuals, appropriate and timely interventions are imperative to their long-term growth.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Friday | March 15, 2019 CONTINUED



Mini Seminar



Short Course



Poster Session



Student Research

MS 55 | 1:00-2:30 | Ballroom F

Monitoring Therapy Progress Using Language Sample Analysis

AUTHORS: Jon Miller, Ph.D., University of Wisconsin-Madison
Karen Andriacchi, M.S., SALT Software, LLC

This session explores language sample analysis (LSA) to measure the therapy progress of specific functional goals. Examples of elicitation contexts and analysis reports will illustrate how to measure vocabulary, text-level organization, complex syntax, and discourse performance. These examples will demonstrate how to track specific therapy goals from transcripts analyzed using SALT software and show that LSA is an invaluable tool for clinical use relative to the time invested and the amount of information returned.

INSTRUCTIONAL LEVEL: Intermediate

MS 56 | 1:00-2:30 | Room 105

Developing Culture Competency in Speech-Language Pathology: Self-Assessment and Immersing in Different Cultures

AUTHORS: Pei-Fang Hung, Ph.D., California State University, Long Beach
Lei Sun, Ph.D., California State University, Long Beach

Cultural competencies are essential to service delivery and could be better addressed through international contexts. The aims of this presentation are twofold. Firstly, participants will explore self-assessment tools of cultural knowledge to improve professional services in clinical settings. Secondly, authors will discuss developing cultural competencies by immersing in different cultures and continuously expanding one's cultural knowledge. The outcome of a pilot study abroad program will be reviewed.

INSTRUCTIONAL LEVEL: Beginner

MS 57 | 1:00-2:30 | Room 104

Pediatric Voice and Dysphagia: Roadmaps to Navigate Assessment and Treatment After Tracheotomy

AUTHOR: Katy Peck, M.S., Children's Hospital Los Angeles/ Chapman University

This intermediate level presentation will demystify how to approach children who undergo tracheostomy from assessment to community care. Common medical and behavioral barriers will be discussed as related to assessment and treatment of dysphagia and communication impairments. Case studies will be used to highlight the continuum of diagnostics and therapy, including instrumental assessments. Patients discussed will reflect the complex medical comorbidities contributing to respiratory illness and dysphagia in the acute and outpatient medical settings.

INSTRUCTIONAL LEVEL: Intermediate

MS 58 | 1:00-2:30 | Room 107

Comprehending Comprehension: Receptive Language as an Outdated and Inaccurate Concept

AUTHORS: Alaine Ocampo, Ph.D., California State University, Long Beach
Geraldine Wallach, Ph.D., California State University, Long Beach

A multidimensional model of comprehension will highlight the complex nature of spoken and written language comprehension, challenging more traditional "processing" models and the use of less accurate terms like "receptive language problem" to describe students' difficulties following instructions and retaining curricular content. Using the paradigm of constructive comprehension, this seminar will explore ways to approach assessment and intervention for school-age students with social communication disorders and those who are struggling academically.

INSTRUCTIONAL LEVEL: Intermediate

MS 59 | 1:00-2:30 | Room 106

Therapy Approach for Pragmatic Language Deficits Using Real-Life Video-Based Peer Modeling

AUTHORS: Kathryn Haglin, M.S., Lavi Institute
Katelyn Kippes, M.A., Lavi Institute

Pragmatic Language (PL) can be characterized by how a person comprehends and uses verbal/non-verbal communicative intent, social context, and paralinguistic cues. This session will highlight six PL areas that address judgment and performance of pragmatic skills through a real-life video-based peer modeling therapy approach. This presentation will discuss study results conducted with elementary, middle, and high school individuals with various neurodevelopmental disorders (N=36) and assist clinicians with selection of video-based treatment options.

INSTRUCTIONAL LEVEL: Intermediate

MS 60 | 1:00-2:30 | Ballroom D

Words that Work! Useful Language to Make Social and Emotional Learning Stick!

AUTHOR: Elizabeth Sautter, M.A., Communication Works

Our world is filled with complicated social situations that can be tricky to navigate—both emotionally and socially. When supporting those with speech, language, and social challenges, it can be difficult to teach these abstract concepts. However, our choice of words makes a difference. Come learn how to use language to support social and emotional growth and to teach parents and teachers how to use words that work!

INSTRUCTIONAL LEVEL: Beginner

Education Sessions

Friday | March 15, 2019 CONTINUED



Mini Seminar



Short Course



Poster Session



Student Research

STUDENT RESEARCH SYMPOSIUM | 1:00-2:30 | Room 101

(15-minute student presentation facilitated by Leann Schouten, ClinScD, Adjunct Professor at Chapman & CSU Fullerton)

1. Rhythmic Language Training for Verbal Memory in Adults with TBI

AUTHORS: Teryl Wood, SLPD, Loma Linda University
Keith Wolgemuth, Ph.D., Loma Linda University

This SLPD conducted a pilot study investigating the clinical efficacy of a novel rhythmic language training protocol vs. a traditional mnemonics treatment targeting verbal memory. Two cases are presented of young adults who sustained TBI with concomitant memory impairment. Single case analysis methods were used to determine effect sizes of each treatment. EEG data collection and analysis were performed concurrently to explore neurological changes related to treatment. Implications for future research will be presented.

INSTRUCTIONAL LEVEL: Intermediate

2. Autism: A Look Into Vietnamese Culture

AUTHORS: San Pham, Student, California State University, Fullerton
Kristina Lorga, B.A., California State University, Fullerton
Jamie Bui, B.A., Pennsylvania State University
HyeKyeung Seung, Ph.D., California State University, Fullerton

A pilot study on the versatility of the Vietnamese version of the Modified Checklist of Autism for Toddlers- Revised (M-CHAT-R) screening Vietnamese-American toddlers was conducted by Dr. HyeKyeung Seung and her team in 2017. The low response rate from research participants prompted the team to conduct a literature review identifying the cultural perspectives of the Vietnamese community towards ASD. This presentation synthesizes results from both studies and discusses future clinical practice implications.

INSTRUCTIONAL LEVEL: Beginner

3. Students' Perceptions of Persons with Communication Disabilities and its Impact

AUTHOR: Andalusia Masad, B.A., California State University, San Francisco

The way we perceive disabilities has a large impact on how we interact with persons with disabilities. This study utilized focus groups to explore 46 San Francisco State University SLP graduate students' perceptions of individuals with communicative disabilities. Analysis explored the ways in which students' perceptions affected how they talk about disability, how they look at persons with disabilities, their actions taken with regard to persons with disabilities, and their engagement with disability advocacy.

INSTRUCTIONAL LEVEL: Beginner

4. Current Trends of Asian Pacific-Islander Students in the Speech-Language-Hearing Sciences

AUTHOR: Jessica Toda, B.S., California State University, San Francisco

In 2016, 2.9 percent of ASHA members identified as Asian or Pacific Islander (ASHA, 2007). In order to increase the recruitment and retention rates of practicing SLPs who self-identify as API, it is crucial to understand the insights of its members at their earliest stages of professionalism, graduate school. Identifying components of graduate training programs that contribute to students' feeling of self-efficacy may provide an avenue for retention and recruitment efforts.

INSTRUCTIONAL LEVEL: Beginner

5. Let's Talk Access: Parent Perspectives on AAC Accessibility

AUTHORS: Jessica Leas, Student, California State University, Long Beach
Belinda Daugherty, Ph.D., California State University, Long Beach

This presentation will discuss a focus group study with parents of children using alternative and augmentative communication (AAC) systems. The current study aimed to investigate the accessibility of communication for families and children who use AAC as a primary mode of communication. Authors will explore the current research literature, results of the study, and future research directions.

INSTRUCTIONAL LEVEL: Beginner

6. Perspectives of Non-Specialized Voice Speech-Language Pathologists on Discharge Criteria

AUTHORS: Laurel Directo, B.A., California State University, Long Beach
Leila Regio, Student, California State University, Los Angeles
Lauren Timmons, M.S., University of Southern California, Voice Center
Maria Eugenia Castro, M.S., University of Southern California, Voice Center
Edie Hapner, Ph.D., University of Southern California, Voice Center

Determining criteria important to voice therapy discharge has been the aim of recent surveys of voice specialized SLPs, though there remains a lack of consensus on both dose and factors important to determining when a patient should be discharged from therapy. This study examined discharge criteria important to non-voice specialized SLPs. Results indicated the need to develop guidelines regarding both dosage and discharge criteria for voice therapy as a benchmark tool for the clinician.

INSTRUCTIONAL LEVEL: Beginner

SC 66 | 1:00-4:00 – INVITED SPEAKER | Ballroom E

Effects of Poverty, Stress, Genetics and Learning Disabilities on Brain Maturation

AUTHOR: Marty Burns, Ph.D., Northwestern University/Scientific Learning Corporation

This workshop will review the newest research on brain development and how environmental factors and genetics influence brain maturation of language and cognitive skills. The session will then focus on what has been learned about brain differences associated with auditory processing disorders, language disorders, dyslexia and autism spectrum disorders.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Friday | March 15, 2019 CONTINUED



MS

Mini Seminar

SC

Short Course

PS

Poster Session

SR

Student Research

SC 67 | 1:00-4:00 – INVITED SPEAKER | Ballroom A

Achieving Functional Outcomes After TBI: Speech-Language Pathologists as Cognitive Coaches, Part One

AUTHOR: Mary Kennedy, Ph.D., Chapman University

Many adolescents and adults who make good recovery after TBI have the potential to return successfully to the community, work and college. Part one of this two-part workshop focuses on: 1) how to assess survivors' cognitive and communication abilities so as to determine their functional capability and personal goals, and; 2) describe the evidence that supports a cognitive coaching intervention model for SLPs to utilize with these kinds of survivors.

INSTRUCTIONAL LEVEL: Intermediate

SC 70 | 1:00-4:00 – INVITED SPEAKER | Ballroom B

Early Helps

AUTHOR: Ken Biele, Ph.D., University of Northern Iowa

This presentation discusses speech treatment with infants and toddlers. Topic areas include, what puzzle must an infant solve to acquire speech? Do electronic teachers help a child learn? Why work on speech if a child has broader medical and developmental needs? Is waiting to intervene bad for a baby's brain? What –very specifically-- can a clinician do to promote speech development in children so young?

INSTRUCTIONAL LEVEL: Intermediate

SC 73 | 1:00-4:00 – INVITED SPEAKER | Rooms 212-214

Therapy Strategies That Make a Difference

AUTHOR: David W. Hammer, M.A.

This hands-on, practical, therapy-rich presentation will focus on strategies for therapists that facilitate verbal communication for children with apraxia of speech. A multi-sensory approach to therapy will be detailed, with a wide range of therapy ideas described that are appropriate for both individual and group treatment. Extensive videos of children in therapy will be used to highlight strategies, and suggestions will be provided for carryover outside of the therapy setting.

INSTRUCTIONAL LEVEL: Intermediate

SC 17 | 1:00-4:00 – INVITED SPEAKER | Ballroom G

Mindfulness, Acceptance and Commitment Therapy, and the Brain: A Journey With Stuttering

AUTHORS: Scott Palasik, Ph.D., University of Akron

Jaime Michise, M.S., Private Practice/ University of North Texas/ Nagoya International School

Acceptance and Commitment Therapy (ACT) is a mindfulness-based psychotherapy approach that assists clients in living a valued-based life through the development of psychological flexibility. During this experiential training, presenters will guide attendees through exercises to help them better understand each core principle of ACT; and provide clinical examples using ACT with individuals who stutter. Presenters will also summarize some of the current neurological research that exists as it related to ACT and mindfulness practices.

INSTRUCTIONAL LEVEL: Beginner

SC 18 | 1:00-4:00 | Room 102

Challenging Neurological Cases: Round 6

AUTHOR: Betty McMicken, Ph.D., Chapman University

Among other unusual clients, round 6 will feature a rare case of sudden onset of word deafness with unintelligible fluent speech, intact hearing/sound perception and intact ability of reading and writing. Additionally, we will present a case of complete speech/language recovery in an 18-year-old post brain tumor removal and post op characteristics of total body hypokinesia. These cases, along with others as time permits, will demonstrate the importance of immediate SLP diagnosis/treatment.

INSTRUCTIONAL LEVEL: Intermediate

SC 19 | 1:00-4:00

“The Winding Road of Professionals: Working with Dementia Patients and Their Families”

AUTHOR: Sheila Levy-Craven, M.A., California State University, Dominguez Hills

Working with patients and families in the early stages of Dementia is important to maintain communication as the disease progresses. This workshop provides the SLP with an overview of symptoms of Dementia of the Alzheimer's type. Participants will have the opportunity to understand the effects of Alzheimer's disease on patients and their family over time. Information will include ideas for expanding the techniques for the SLP to increase and maintain communication and cognitive involvement longer.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Friday | March 15, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

SC 40 | 1:00-4:00 | Room 103

Evaluation and Eligibility Determination for English Learners

AUTHOR: Maret Wilson Walker, M.A., The Speech Pathology Group

Student demographics in California call us to be leaders in appropriate evaluation and eligibility determination of English Learners. Participants in this presentation will review typical vs. atypical indicators of bilingual language development and learn how bilingual linguistic background might affect test outcomes and lead to disproportionate identification. Legal obligations regarding bilingual assessment and evaluation interpretation will be discussed, and a variety of alternative evaluation methods will be outlined.

INSTRUCTIONAL LEVEL: Intermediate

SC 50 | 1:00-4:00 | Room 211

An Efficient Hearing Screening Protocol for Your SLP Caseload: Why and How

AUTHORS: Sally Parkinen, M.A., Chapman University
Deanna Hughes, Ph.D., Chapman University
Amanda Kelly, B.S., Chapman University
Neli Ghorbani, B.A., Chapman University
Gilbert Herer, Ph.D., Chapman University
Judy Montgomery, Ph.D., Chapman University

This presentation will provide participants with an efficient hearing screening protocol for speech-language pathologists to use with their individual caseloads. Additional interactive practice and strategies will be presented to aid in the completion of successful hearing screenings in individuals with developmental disabilities as well as the general population. Undiagnosed and untreated hearing loss is a critical health issue and dramatically impacts an individual's quality of life and everyday communication across settings.

INSTRUCTIONAL LEVEL: Intermediate

SC 56 | 1:00-4:00 | Ballroom H

Autism and Apraxia: Assessment & Treatment from a PROMPT Perspective

AUTHOR: Amy Clark, M.S., Children's Hospitals and Clinics of Minnesota

PROMPT is an acronym for Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT). PROMPT trained SLPs assess and treat individuals holistically by approaching communication as an interaction of the physical-sensory, cognitive-linguistic and social-emotional domain within the Conceptual Framework. This presentation will examine how children with autism and apraxia are assessed and treated from a PROMPT perspective.

INSTRUCTIONAL LEVEL: Intermediate

MS 61 | 3:00-4:30 | Ballroom F

Barriers in AAC for CLD Students

AUTHOR: Mollie Mindel, M.S., Speech Pathology Group

There are special considerations when assessing and choosing AAC systems for students from culturally & linguistically diverse (CLD) populations. Discussion on the impact of second language acquisition and cultural differences on the evaluation/implementation of AAC for CLD students. Current available tools and EBP resources for CLD populations using AAC will be highlighted. Additionally, participants will learn strategies to overcome issues of cultural mismatch and increase cultural competency to connect with communication partners at home.

INSTRUCTIONAL LEVEL: Intermediate

MS 62 | 3:00-4:30 | Room 106

Resources and Techniques for Bilingual Assessment in Young Children

AUTHORS: Kimberly Tan, M.A., Chapman University, Villa Esperanza Services
Laura Garcia-Maxey, M.A., Chapman University
Judy Montgomery, Ph.D., Chapman University

Attendees who face the challenge of performing bilingual assessments will gain access to free materials that are appropriate for the assessment of young clients. Learners will be shown how to incorporate instruments, such as parent questionnaires and nonstandardized measures to complete client specific assessments. Presenters reviewed current literature and used their experiences working in a community clinic to create a report template that learners can customize to meet their specific needs.

INSTRUCTIONAL LEVEL: Intermediate

MS 64 | 3:00-4:30 | Room 107

The Perceived Roles of SLPs, Reading Specialists, and Teachers in Reading Intervention

AUTHORS: Danielle Johnson, M.A., SenseAbilities Therapy Group
Lei Sun, Ph.D., California State University, Long Beach

The presentation discusses the role of SLP, reading specialist, and general education teacher in reading intervention for elementary students. The findings of a survey study that cross-examined the perceived roles across three professions regarding reading intervention in elementary students will also be presented. The presentation will not only advance the understanding of each profession's roles regarding the treatment of students with reading difficulties but also provide a ground for interdisciplinary collaboration.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Friday | March 15, 2019 CONTINUED



MS Mini Seminar

SC Short Course

PS Poster Session

SR Student Research

MS 66 | 3:00-4:30 | Room 105

ABCs of Advocacy and Leadership: What Every Student Needs to Know

AUTHORS: Michelle D'Mello, B.A., California State University, Fullerton
Amanda Perrotti, M.A., California State University, Los Angeles
Robert McKinney, M.A., SDSU, Sweetwater Union High School District

Leadership and Advocacy are the foundation our state and national associations are built upon; however, there is a growing need for student and young professional leaders. During this interactive presentation, students and professional representatives from the state and national associations will discuss the importance of developing student leadership and advocacy from the grassroots to national level. Students developing these skills are equipped to build clinical expertise, advocate for their clients, and participate in professional associations.

INSTRUCTIONAL LEVEL: Beginner

MS 106 | 3:00-4:30 | Ballroom H

The Influence of Balance on Oral-Motor Control for Speech

AUTHOR: Fran Redstone, Ph.D.

This study investigated balance in typical adults while performing diadochokinesis in 2 positions; standing on the floor and on a balance disk. The difficult balance task should interfere with speech motor control. Results indicate that while participants compensated for speech rate while having to maintain balance, the number of syllables was fewer in the balance-challenging position. Analysis also indicated that past speech therapy was related to poorer balance. Implications for treatment and future research.

INSTRUCTIONAL LEVEL: Beginner

MS 115 | 3:00-4:30 | Room 104

How to Ensure a Successful Interview: From Start to Finish

AUTHORS: Hillary Kissack, M.A., Communication Works
Audra Elliott, M.A., Communication Works

The purpose of this workshop is to help Clinical Fellows and new therapists, navigate one of the most important discussions and commitments they have starting off their career. Many bright therapists are fumbling through the interview process and are faced with confusing and conflicting information and not asking important questions along the way. Understanding this information is vital and is key to securing that dream job.

INSTRUCTIONAL LEVEL: Beginner

MS 2 | 3:00-4:30 | Ballroom C

Complex Cases in Dysphagia Management

AUTHORS: Jennifer Kizner, M.Ed., Stanford Healthcare
Sandra Deane, M.S., Stanford Healthcare

This session will focus on complex adult dysphagia cases in a quadriary acute care facility presented by two Board Certified Specialists in Swallowing and Swallowing Disorders. Bedside assessments, MBSS and FEES will all be discussed. We will include, imaging, interactive discussion, and MBS-IMP scores. We will review the importance of the entire clinical picture including acuity, co-morbidities, risk factors, prognosis, pt. and family wishes in guiding our recommendations, treatment plan, referrals, and discharge planning.

INSTRUCTIONAL LEVEL: Intermediate

PS 1 | 10:00-11:30

Do Minimally Verbal Children with Autism have Childhood Apraxia of Speech?

AUTHORS: Julissa Sandoval, B.A., California State University, Fullerton
HyeKyeung Seung, Ph.D., California State University, Fullerton

Shriberg et al. (2011) have hypothesized if Childhood Apraxia of Speech (CAS) is an underlying cause for minimally verbal children with autism. However, there is minimal research and evidence that justifies this hypothesis. This poster session seeks to demonstrate a systematic literature review related to CAS diagnosis and treatment, diagnosis and treatment of oro-motor impairments in children with autism, and lastly, to raise awareness of the need of an effective treatment for this population.

INSTRUCTIONAL LEVEL: Beginner

PS 2 | 10:00-11:30

An Exploratory Analysis of Visual Relatedness in Bilingual Aphasia

AUTHORS: Lesley Peng, Student, California State University, San Francisco
Mitchell Peck, Student, California State University, San Francisco
Teresa Gray, Ph.D., California State University, San Francisco

The aim of this exploratory analysis was to examine non-linguistic codeswitching in bilingual aphasia. Participants included Spanish-English healthy bilingual adults and Spanish-English bilingual adults with aphasia. Participants completed a non-linguistic codeswitching task requiring individuals to indicate whether groups of tri-shapes categorized within squares or circles were related or unrelated. Both groups exhibited significant effects of relatedness interference; however, this occurred within different contexts, suggesting differences between how patient populations and healthy populations control nonlinguistic information.

INSTRUCTIONAL LEVEL: Beginner

Education Sessions

Friday | March 15, 2019 CONTINUED



Mini Seminar



Short Course



Poster Session



Student Research

PS 3 | 10:00-11:30

Observing Caregiver-Child Interactions: Experiences Developing and Conducting Research as Undergraduates

AUTHORS: Philip Salomon, B.A., California State University, Los Angeles
Vanessa Aguilar, B.A., California State University, Los Angeles
Mary Kubalanza, Ph.D., California State University, Los Angeles

This study aimed to explore communicative interactions between caregivers and children with developmental delays. Two caregiver-child dyads were observed using qualitative case study methodology. Direct Observations were conducted at a family-focused, special education early learning center. At least two undergraduate students independently composed field notes during each session. Interpretation of observational data and analyses of emergent themes will be presented. Additionally, challenges and benefits of developing and conducting research as undergraduate students will be discussed.

INSTRUCTIONAL LEVEL: Beginner

PS 5 | 10:00-11:30

Treatment of Wernicke's Aphasia: Current Research

AUTHORS: Suzanne Welty, Ed.D, Biola University
Sarah Lim, B.S., Biola University

This poster session seeks to educate Speech-Language Pathologists and other health care professionals on the current research on treatment in Wernicke's aphasia. This presentation will describe Wernicke's aphasia and address research-based therapy options that are used to treat these patients. This session will discuss additional evidenced based language intervention strategies, AAC usage, and the continuum of care for patients diagnosed with Wernicke's aphasia.

INSTRUCTIONAL LEVEL: Intermediate

PS 6 | 10:00-11:30

Practical and Clinical Applications of Acoustic Analysis for Speech Language Pathologists

AUTHORS: Pradeep Ramanathan, Ph.D., California State University, East Bay
Miranda McDonnell, Student, California State University, East Bay

Acoustic analysis has a long history in speech language pathology, yet most of its use has been in the research setting. With the current advancement and wide-spread access to software and technology we can apply acoustic analysis in clinical settings. This poster compiles the research on acoustical application as clinical measures of speech, to teach current and future Speech Language Pathologists how to use these techniques for evaluation of child and adult speech disorders.

INSTRUCTIONAL LEVEL: Beginner

PS 18 | 10:00-11:30

Hearing Loss From LOUD Sounds, Teens/ Young Adults and Speech-Language Pathologists

AUTHORS: Hannah Bogash, M.S., Chapman University
Gilbert Herer, Ph.D., Chapman University
Olivia Feitshans, M.S., Chapman University
Tiffany Paredes, M.S., Chapman University
Brandon Osorio, M.S., Chapman University
Ashley Seidlitz, M.S., Chapman University
Sarah Yabroff, M.S., Chapman University
Judy Montgomery, Ph.D., Chapman University
Charles Ruby, B.S., Chapman University

The purpose of this poster session is to inform speech-language pathologists (SLPs) about the significant risk of hearing loss in pre-teens, teenagers and young adults from listening to loud recreational sounds. The poster content will enable SLPs to advise their clients how to avoid this risk to communicative effectiveness, and what treatment planning is needed for those clients who do experience hearing loss due to loud sound exposure.

INSTRUCTIONAL LEVEL: Intermediate

PS 7 | 11:30-1:00

mHealth: Achieving Equitable Healthcare in Emerging Countries Using Mobile Technologies

AUTHOR: Theresa Dawson, M.S., Pepperdine University

Access to quality healthcare plays a critical role in the economic growth of developing countries. The field of mobile technology in healthcare, known as mHealth, has potential for enhancing the healthcare delivery systems of these emerging markets. The benefits and value propositions of mHealth are illustrated in global use case models. The healthcare system of Belize is examined utilizing a SPELIT analysis (Schneider-Ramirez & Malette, 2007) of social, political, economic, legal, intercultural, and technological aspects.

INSTRUCTIONAL LEVEL: Beginner

Education Sessions

Friday | March 15, 2019 CONTINUED



Mini Seminar



Short Course



Poster Session



Student Research

PS 8 | 11:30-1:00

SLPs & Teachers: Collaborating to Provide Meaningful Push-In Therapy

AUTHORS: Sarah Bishop, M.A., Fallbrook Union Elementary School District
Abby Ineman, M.A., Fallbrook Union Elementary School District

Speech-Language Pathologists can be apprehensive about pushing into the classroom. Do not fear! This presentation is meant to educate and empower SLPs to push into the classroom and work collaboratively with teachers. We will look specifically at current available research, service delivery models, teacher & SLP perspectives, strategies for building relationships, and practical therapy ideas.

INSTRUCTIONAL LEVEL: Beginner

PS 9 | 11:30-1:00

Accessibility of Children's Books Among Mono- and Multilingual Spanish Speaking Parents

AUTHORS: Brittany Hernandez, B.S., California State University, Sacramento
Tonia Davis, Ph.D., California State University, Sacramento

Shared storybook reading can improve literacy outcomes when implemented by parents as well as professionals. To participate in shared storybook reading, books must be accessible to the families. 101 parents who used WIC resources were surveyed on reading activities and accessibility. Half of these parents (n=51) spoke Spanish as a primary language. The current study investigates the effect of language status on reading activities and particularly on accessibility of children's books.

INSTRUCTIONAL LEVEL: Beginner

PS 10 | 11:30-1:00

The Use of Picture Cues During Morphological Awareness Assessment With Kindergarteners

AUTHORS: Jessika Lawrence, Ph.D., California State University, Chico
Megan Willi, Ph.D., California State University, Chico

This study examined the effects of picture cues during morphological awareness sentence completion task with Kindergarteners. Morphological Awareness has been identified as a unique contributor to literacy development. Current assessment procedures include sentence completion tasks and relational tasks, both are usually delivered with auditory cues ONLY. The researchers sought to identify whether the use of picture cues during sentence completion tasks benefitted typically developing Kindergarteners by relieving the cognitive effort required to complete the task.

INSTRUCTIONAL LEVEL: Beginner

PS 12 | 11:30-1:00

Experiences with Hearing Loss Within the Hmong Older Adult Community in Sacramento

AUTHORS: Amy Hang, B.S., California State University, Sacramento
Laura Gaeta, Ph.D., California State University, Sacramento

Little is known about hearing healthcare among older adults from minority groups. The purpose of this study was to explore the experiences of Hmong older adults with hearing loss. Through semi-structured interviews conducted in Hmong, five major themes were identified: awareness of the effects of hearing loss, negative emotional responses to hearing loss, limited interactions with healthcare providers, barriers to access, and the importance of the Hmong culture.

INSTRUCTIONAL LEVEL: Beginner

PS 13 | 11:30-1:00

Pulse Oximetry Levels During Swallowing in Healthy Adults and Individuals With COPD

AUTHORS: Salim Al-Ani, Ph.D., California State University, Long Beach
Julie Stierwalt, Ph.D., Mayo Clinic
Leonard LaPointe, Ph.D., Florida State University
Richard Morris, Ph.D., Florida State University
Allan Jeong, Ph.D., Florida State University
Edward Garcia, M.S., California State University, Long Beach

This study examined pulse oximetry (PO) levels during swallowing in healthy adult men and women and in individuals with chronic obstructive pulmonary disease (COPD) and compared their results. Our study contributed information regarding the invariant nature of PO levels in healthy adults and those with COPD during the swallow across a range of consistencies (for a typical bolus volume).

INSTRUCTIONAL LEVEL: Beginner

PS 14 | 11:30-1:00

State of Dyslexia: Recent Legislation and Guidelines for Serving Students With Dyslexia

AUTHORS: Jeannene Ward-Lonergan, Ph.D., University of the Pacific
Jill Duthie, Ph.D., University of the Pacific

In recent years, there has been increased attention focused on effectively meeting the needs of students with dyslexia in public schools nationwide. California is an example of one state that has recently passed legislation in this area and released guidelines that serve as recommendations related to this law. A broad overview of recent dyslexia legislation, with more specific information pertaining to recent legislation and guidelines in the state of California, will be shared.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Friday | March 15, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

PS 38 | 11:30-1:00

Implementation of Short-Term Therapist Training in China: Protocol, Effects, and Future Directions

AUTHORS: Margaret Appenzeller, B.A., California Baptist University
Namhee Kim, Ph.D., California Baptist University

The authors of this study provided a one-day and hands-on training program to 120 therapists who work with children with special needs in a rehabilitation center or children center in China. Participants completed pre- and post-surveys before and after the training. This study discusses about the training protocol and the survey results on how the training affected these therapists' perceptions and clinical confidence. Future directions of developing a training program are discussed.

INSTRUCTIONAL LEVEL: Intermediate

PS 11 | 1:00-2:30

Effect of Collaborative Graduate-Undergraduate Peer-Teaching on SLP Students Learning

AUTHORS: Lesley Mayne, Ph.D., California Baptist University
Namhee Kim, Ph.D., California Baptist University

This study investigated student perceptions and effectiveness of peer-teaching and learning between graduate and undergraduate Speech-Language Pathology students on topics in speech sound disorders intervention. The results yielded statistically significant benefits in student learning experience, confidence, and further learning behavior at both graduate and undergraduate levels. Implications as a pedagogical model and recommendations for faculty and students will be presented across two years of data.

INSTRUCTIONAL LEVEL: Intermediate

PS 15 | 1:00-2:30

Competency With Endoscopic Reprocessing While Maintaining Regulatory Standards

AUTHOR: Melissa Howard, M.S., Casa Colina Hospital and Centers for Healthcare

Assessment of swallow through use of a fiberoptic endoscope is completed by a trained Speech Language Pathologist. ASHA and the licensing board have determined guidelines regarding competency, considerations for completion, and location of completion. Education and training are needed for reprocessing, infection control, storage of the equipment, and quality monitoring in accordance with JCAHO standards, CDC, OSHA and manufacturers' instructions for use.

INSTRUCTIONAL LEVEL: Intermediate

PS 16 | 1:00-2:30

The Role of the SLP in a High School Concussion Management Program

AUTHORS: Rita Ann Wilkins, M.A., Arcadia High School
Christina Filia, M.S., Arcadia Unified School District

SLPs are uniquely prepared through education and experience to assist with concussion management with their understanding of neurology and the effects of brain injuries and the impact of cognitive and language impairments in the educational setting. In this poster session, we will outline how SLP involvement including baseline testing, concussion education with athletes, parents and staff, post injury testing, and assistance with Return to Learn protocol positively affected concussion management at a high school.

INSTRUCTIONAL LEVEL: Beginner

PS 17 | 1:00-2:30

What's in Your iPad? Apps for Your Brain

AUTHOR: Kimberly Gully, M.S., Rehab Without Walls

This poster will provide examples of apps that can be utilized with a wide variety of ages. Apps will be categorized by targeted areas including but not limited to memory, cognition, problem solving, communication and language. Focus of poster will be apps that are free or low-cost.

INSTRUCTIONAL LEVEL: Intermediate

PS 20 | 1:00-2:30

Facilitating Social Inferencing Skills in Adults with Autism Using Drama/Improvisation Techniques

AUTHORS: Shubha Kashinath, Ph.D., California State University, Easy Bay
Noelle van der Meer, B.S., California State University, Easy Bay

Adults with autism face many communication challenges including challenges in social inference and perspective taking. This social-communication skill is critical for adults with autism to develop the conversational skills necessary for success in the workplace. The presentation describes the effects of an intervention that addresses social inferencing skills of adults with autism through the use of Improv techniques. The Contextual Assessment of Social Skills (CASS) was used to document changes in social participation and communication.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Friday | March 15, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

PS 4 | 3:00-4:30

The Power of Oral Narrative Skills: Unlocking Immigrant Students' Stories and Experiences

AUTHORS: Cynthia Strauss, M.A., Live Oak School District
Kai Greene, Ph.D., California State University, Dominguez Hills

California is home to over 250,000 undocumented children between the ages of three and seventeen. Current federal anti-immigration sentiment promotes uncertainty for immigrant families and children. This proposal will focus on how speech-language pathologists can implement an oral narrative language project to highlight immigrant students' experiences linked to their own family history. Of importance is how California schools can support and empower student awareness of their educational rights and opportunities under national and state law.

INSTRUCTIONAL LEVEL: Intermediate

PS 21 | 3:00-4:30

Evaluation of Swallow Function in Patient Populations Using High Flow Nasal Cannula

AUTHORS: Maria Flores, M.A., Community Hospital of the Monterey Peninsula
Kortney Eng, M.A., Community Hospital of the Monterey Peninsula

Poster Session: Evaluation of Swallow Function in a Patient Population Using High Flow Nasal Cannula: A Retrospective Case Series

INSTRUCTIONAL LEVEL: Advanced

PS 22 | 3:00-4:30

Navigating Post-Concussion Syndrome: From Research to Reality

AUTHORS: KerryAnne Haggerty, Student, Biola University
Suzanne Welty, Ed.D., Biola University

What happens when a communication sciences and disorders student and her professor both sustain concussions in the same academic year? They present a poster. This poster seeks to inform the participants about current research and symptoms of post-concussion syndrome. Two case studies of individuals who experienced persistent post-concussion symptoms will be introduced. Practical strategies that assisted in reducing the chain of symptoms and the concept of the redefinition of self will also be addressed.

INSTRUCTIONAL LEVEL: Intermediate

PS 23 | 3:00-4:30

SJSU Speech Pathology Students Help Autistic Teens Prepare for University Life

AUTHORS: Jean Novak, Ph.D., California State University, San Jose
Jared Jew, B.S., California State University, San Jose

Training future speech language pathologists (SLPs) to be competent in working with autistic high school students and preparing autistics for higher education and employment are extremely important considerations. Providing SLP students with such opportunities can be a challenge. A collaborative project with SAP (an international computer software company) and San Jose State University students directly addressed these issues. Activities that benefit not only the autistic teens but also the speech pathology students will be presented.

INSTRUCTIONAL LEVEL: Intermediate

PS 24 | 3:00-4:30

Communication Severity Scales (CSS): Service Guidelines for Public School SLPs

AUTHOR: Julie Malone, M.S., La Mesa-Spring Valley Schools

Overwhelmed with making decisions regarding speech services for your students? This session will provide school based SLPs an overview of rating scale tools that can assist in navigating the seemingly impossible task of determining service minutes for student needs from A to Z, including students with complex communication, English language learners and pragmatic needs. While it is based on California Education Code, it is applicable to SLPs in all states.

INSTRUCTIONAL LEVEL: Beginner

PS 26 | 3:00-4:30

Taking Care of You Is Important, Too

AUTHOR: Maria Quici, M.S.

Do you love your career, but feel burned out at work? Is stress from your job causing you to lose sleep or feel anxious or irritable? Stop by this poster session to learn the signs of burnout, the potential adverse health effects of stress and several simple practices you can do to alleviate stress at home and at work.

INSTRUCTIONAL LEVEL: Beginner



Mini Seminar



Short Course



Poster Session



Student Research

Friday | March 15, 2019 CONTINUED

PS 27 | 3:00-4:30

Systematic Review: Volunteering and Persons with Aphasia

AUTHORS: Theresa Jingyun Yao, M.Ed., California State University, East Bay
 Christina Ibarra, B.S., California State University, Sacramento
 Darla Hagge, Ph.D., California State University Sacramento
 Ellen Bernstein-Ellis, M.A., California State University, East Bay
 Kaitlyn Poutre, Student, California State University, Sacramento

Community reintegration through volunteering may contribute to a sense of living well for individuals with aphasia, yet these opportunities are not common. Studies have shown that volunteer experiences result in benefits such as pride, empowerment, and increased social interaction and verbal communication. This poster will present findings of a systematic literature review on community volunteer experiences for individuals with aphasia.

INSTRUCTIONAL LEVEL: Intermediate

PS 55 | 3:00-4:30

Parental Perspective on Children's Play and its Effect on Language Development

AUTHORS: Sara Moon-Seo, Ph.D., Rogers State University, Claremore
 Namhee Kim, Ph.D., California Baptist University, Riverside

This study explores how parents' perspective on children's play is related to the vocabulary development of 8 typically-developing children between 1 and 3 years. Each parent participated in a face-to-face and semi-structured interview and completed a child vocabulary checklist. Results reveal common and individual themes in defining play, and how their perspectives account for children's vocabulary development. Possible clinical implications of use of play as a medium to support children's language learning are discussed.

INSTRUCTIONAL LEVEL: Beginner

PS 19 | 1:00-2:30

Effects of Clinician Speech Rate on Conversations with Preschool-Age Boys Who Stutter

AUTHOR: Lisa LaSalle, Ph.D., University of Redlands

Fluency facilitation occurs in preschoolers who stutter when clinicians speak significantly slower than their baseline speech rate. However, the mechanisms of slow rate fluency facilitation are not well known. To this end, clinician-child conversations of eight preschool-age boys who stutter (M age = 49 mos, Range: 37 to 72 mos) were investigated, when the clinician slowed and sped up her speech rate. Analyses of the conversational samples included assertiveness vs. responsiveness, NDW, MLU-M and phonology.

INSTRUCTIONAL LEVEL: Intermediate

Withdrawn

Education Sessions

Saturday | March 16, 2019



MS

Mini Seminar

SC

Short Course

PS

Poster Session

SR

Student Research

MS 67 | 8:30-10:00 | Ballroom D

Social Skills Camp for Children With Autism

AUTHORS: Yvana Uranga-Hernandez, Ph.D., Biola University
Miriam Hsieh, M.A., Biola University
Joyce Young, M.A., Biola University
Sanora Yonan, B.A., Biola University

This session will describe a two-week intensive social skills camp for children with Autism. The camp serves two purposes, first to address the social skills of children with Autism, and then to serve as a clinical practicum for first-year grad students. The camp is planned and implemented by grad students. This session will provide details of the camp, including outcomes for both the children and the grad students. Parent comments will also be shared.

INSTRUCTIONAL LEVEL: Intermediate

MS 70 | 8:30-10:00 | Room 104

Effects of Language Comprehension Strategies on Students Receiving Tier 3 RTI

AUTHORS: Stephen Charlton, SLPD, Catalyst Speech Language Pathology
Karen Mainess, Ph.D., Loma Linda University

Students requiring Tier 3 RTI due to weak language comprehension were given a six-week intensive training in Language Comprehension Strategies (LCS). Twenty-two middle and high-school students received RTI LCS. The student's pre and post tests and GPA were compared for changes in comprehension of grade level text and transfer to school grades. After completing LCS there was a significant increase in both post test scores and GPA in both middle and high school students.

INSTRUCTIONAL LEVEL: Advanced

MS 71 | 8:30-10:00 | Room 103

Collaboration, Communication and Classroom Meetings. A Model for Social and Emotional Learning

AUTHORS: Elizabeth Sautter, M.A., Communication Works
Ellen Pritchard Dodge, M.Ed., Kimochis

School-based SLPs must create effective ways to support their heavy and diverse caseloads of students with social and emotional needs. Join us to learn how to "push-in", collaborate, and co-teach with teachers to run successful classroom meetings. This practical and effective approach will help all students make social and emotional learning stick along with provide a meaningful RTI model, see students in a natural setting with their peers and work on common core goals.

INSTRUCTIONAL LEVEL: Beginner

MS 72 | 8:30-10:00 | Room 102

Grand Rounds: Dysphagia in the Schools

AUTHOR: Elisabeth (Lisa) D'Angelo, Ph.D., California State University, Sacramento

Many more children are surviving premature birth and complex medical diagnoses than in the past. These children are now in our school systems and may have complicated special education needs including dysphagia and feeding issues. The Speech-language pathologist is the lead in this area. Cases in everyday school caseloads will be reviewed and discussed. Discussion will focus on identification, assessment and management.

INSTRUCTIONAL LEVEL: Intermediate

MS 73 | 8:30-10:00 | Ballroom C

When is Enough, Enough? Dealing With Struggling Students in Clinic

AUTHOR: Kristen Nahrstedt, M.A., California State University, San Marcos

More and more university speech-language pathology programs are faced with challenges or concerns with a student's development and growth in their clinical placements. Is there a clear and well-defined process for providing support and remediation for when a student is struggling in their clinic placement? This seminar will discuss one university's process for addressing concerns in clinic with academic knowledge, clinical skills or professional behaviors along with developing a clinical coaching plan to support students.

INSTRUCTIONAL LEVEL: Intermediate

MS 74 | 8:30-10:00 | Ballroom F

Confidence and Joy: Discover Success Strategies for Kids With Learning Differences

AUTHORS: Dr. Elaine Schneider, Ph.D., California State University, Los Angeles; Long Beach Unified School District; TouchTime International
Dr. Deborah Ross-Swain, Ed.D., The Swain Center

This dynamic workshop will share Success Strategies to help children with learning differences succeed. You'll learn how to integrate these strategies into your therapeutic programs, coach parents, and guide educators. You'll recognize joy robbers and learn what you can do to dissolve them. You'll gain tools for building teams, and communities of confidence and joy. All children are smart and want to succeed, and by utilizing the principles shared in this exciting workshop, they will!

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Saturday | March 16, 2019 CONTINUED



CSHA

California Speech-Language-Hearing Association
Changing Lives Through Communication



Mini Seminar



Short Course



Poster Session



Student Research

SC 74 | 8:30-11:30 - INVITED SPEAKER | Room 211

From Talking to Writing, Part 1: Word and Sentence-Level Strategies

AUTHOR: Charles Haynes, Ed.D., MGH Institute of Health Professions

Part 1 of this two-part interactive presentation supports SLPs working with monolingual and ELL students with language learning difficulties in grade-school through high school settings. Engaging, hands-on self-regulation strategies that tap semantic feature analysis to expand disciplinary vocabulary and sentence skills are described. These techniques leverage listening, speaking, reading and writing modalities. The importance of these strategies for micro-discourse and discourse-level tasks is described briefly and will be elaborated on in Part 2.

INSTRUCTIONAL LEVEL: Intermediate

SC 68 | 8:30-11:30 - INVITED SPEAKER | Ballroom A

Achieving Functional Outcomes After TBI: Speech-Language Pathologists as Cognitive Coaches, Part Two

AUTHOR: Mary Kennedy, Ph.D., Chapman University

Many adolescents and adults who make good recovery after TBI have the potential to return successfully to the community, work and college. Part two of this two-part workshop focuses on: 1) using motivational interviewing in cognitive coaching; 2) creating functional performance goals and self-regulation goals; 3) instructing survivors in metacognitive strategies that enhance self-regulation; 4) using multiple outcomes as evidence, and; 5) therapy materials that guide coaches and clients in this dynamic process.

INSTRUCTIONAL LEVEL: Intermediate

SC 63 | 8:30-11:30 - INVITED SPEAKER | Ballroom H

My Life Journey With Apraxia: Identification, Assessment and Common Elements of Treatment

AUTHOR: Barbara Dabul, Ph.D., Health Pro Advantage

During her first year of professional employment in 1969, Dr. Barbara Dabul encountered a child with severe apraxia. In her efforts to help him communicate, she embarked on a 50-year career as a student of apraxia, including developing the Apraxia Battery for Adults (ABA-II), authoring articles on therapeutic approaches for adults and children, and identifying ten common elements in successful treatment of apraxia. This presentation is a sharing of her 50 years of insights.

INSTRUCTIONAL LEVEL: Intermediate

SC 71 | 8:30-11:30 - INVITED SPEAKER | Ballroom G

Late Starters

AUTHOR: Ken Bliele, Ph.D., University of Northern Iowa

This presentation discusses current topics on the nature and treatment of speech sound disorders in students. Topics include, what does hemispherectomy surgery tell us about speech treatment? Why may a student's worries be something for us to worry about? What influence does brain development have on speech acquisition? What are perception problems? What is the research basis of speech treatment? Why does a student improve in treatment?

INSTRUCTIONAL LEVEL: Intermediate

SC 24 | 8:30-11:30 | Room 107

Whole Body, Whole Brain: Toward Independence for Carryover

AUTHOR: Sandra Kaul, M.A., California State University, Sacramento

Incorporating whole body, whole brain, multimodal approaches are valuable methods for students to learn. We will have a lively demonstration of the best practices of teaching and explicit instruction using hierarchical, direct, engaging and success-oriented activities promote achievement for all students, any grade and content area. Self-directed recording, self-rating, and student goals setting provides methods that enables students to take responsibility for what they learn and to "own it". Attendees will receive reproducible templates.

INSTRUCTIONAL LEVEL: Intermediate

SC 25 | 8:30-11:30 | Ballroom E

Early Intervention: Redefining the Natural Environment and Coaching Parents

AUTHOR: Karyn Searcey, M.A., TERI Crimson Center for Speech & Language/ California State University, San Diego

Federal and state agencies have specific guidelines for early intervention (EI) services. Speech-Language Pathologists (SLPs) who serve this population are well-versed in content knowledge and implementation of services. This seminar provides an overview of policy, and implications for best practice in terms of place of service and effective strategies to coach parents. We will redefine "natural environments" and customize access to services for all families. Video examples will illustrate strategies of simulating the natural environment.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions



MS

Mini Seminar

SC

Short Course

PS

Poster Session

SR

Student Research

Saturday | March 16, 2019 CONTINUED

SC 26 | 8:30-11:30 | Ballroom B

Speech and Swallowing Facilitation in the Tracheostomized Patient

AUTHOR: Courtney Young, M.A., Community Regional Medical Center

The purpose of this session is to introduce a newer clinician to working with patients with tracheostomy tubes. It will include an overview of respiratory anatomy and physiology, components of tracheostomy tubes, different speaking/swallowing valves, benefits and use of valves. An overview of how to complete valve trials will be provided, including how to progress patients towards decannulation and appropriate timing of dysphagia and cognitive evaluations, as indicated.

INSTRUCTIONAL LEVEL: Beginner

SC 61 | 8:30-11:30 | Rooms 212-214

Use of FEES in Acute Care Setting

AUTHORS: Susie Nam, M.S., Keck Medical Center of USC
Melody Ouyoung, M.S., Keck Medical Center of USC
Brenda Villegas, M.S., Keck Medical Center of USC
Uttam Sinha, M.D., Keck Medical Center of USC

VFSS and FEES are equally effective in distinguishing between penetration and aspiration, detecting aspiration, managing patients with dysphagia, and producing patient outcomes. Despite these similarities and the unique benefits of FEES, VFSS remains the gold standard in the acute setting. Through discussion of clinical case studies, this presentation will focus on the potential of FEES as the primary instrumental assessment in the acute setting.

INSTRUCTIONAL LEVEL: Intermediate

SC 51 | 8:30-11:30 | Room 105

Mentorship in Pediatric Feeding and Swallowing

AUTHORS: Jennifer D'Attilio, M.S., Central Coast Language and Learning Center
Courtney Long, M.Ed., Central Coast Language and Learning Center/ Laurie Ross Brennan and Associates

Pediatric feeding and swallowing have become an important sub-specialty of the industry, and training and mentorship programs are not in-line with industry needs. Mentors and Mentees require guidelines when engaging in the mentorship process to ensure training and expertise in the NICU, private practice, early intervention programs and school settings. This course will outline the mentorship program used for externs, clinical fellows and speech pathologists wanting to enter into pediatric feeding and swallowing.

INSTRUCTIONAL LEVEL: Intermediate

SC 55 | 8:30-11:30 | Room 106

"I Didn't Learn This in School" Part 1: Assessment of Speech Production

AUTHOR: Jody Stratton, M.A., University of Redlands/University of the Pacific

I often have clinicians say "I didn't learn this in school" when it comes to comprehensive assessment of sound production disorders. Everyone can give an articulation test but there is more to it. Participants will look at all causes of speech disorders including oral motor skills and motor planning deficits. They will learn how to choose the right tests, how to interpret the results properly and how to establish the right goals for effective treatment.

INSTRUCTIONAL LEVEL: Intermediate

SC 60 | 8:30-11:30 | Room 101

SB 210 Legislation and the California Newborn Hearing Screening Program

AUTHORS: Julie Rems-Smario, M.S., California Department of Education
Laura Petersen, M.A., California School for the Deaf

California leads the nation in newborn hearing screening in both numbers and efficiency. Learn more about California's system and results. Is early hearing detection closing the achievement gap for Deaf and Hard of Hearing students? The new SB210 legislation requires the use of the Language Development Scale to assess Deaf and Hard of Hearing children's spoken and/or signed language. Identify how factors such as hearing level, language abilities and intervention services affect educational outcomes.

INSTRUCTIONAL LEVEL: Intermediate

MS 75 | 10:30-Noon | Room 102

Feeding and Swallowing in Schools With Medically Complex Children

AUTHORS: Jessica Haffar, M.S., Pacific Coast Speech Services, Victress Bower School for Exceptional Students
Angela Mandas, M.S., Chapman University

With medical and technological advances, more medically complex children are entering in the public school system to receive their Free and Appropriate Public Education. Many medically complex children have difficulties with feeding and swallowing. Participants will review the roles and responsibilities of speech-language pathologists regarding feeding and swallowing. This session will present case studies of several students, their challenges in the area of feeding, and practical solutions applicable to the school setting.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Saturday | March 16, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

MS 76 | 10:30-Noon | Ballroom C

Ethics: How SLPAs can Avoid Sticky Situations

AUTHORS: Leann Schouten, ClinScD, Jump and Schout Therapy
Danielle Sison, Student, Jump and Schout Therapy

What can a SLPA do? When an SLP ask a SLPA to perform a job that is not in their scope of practice, what should the SLPA do? Does the SLP truly understand the role of SLPA? In this presentation, the ethical concerns from SLPAs will be addressed and scenarios reviewed to determine what they should do to protect themselves and educate team members around them.

INSTRUCTIONAL LEVEL: Beginner

MS 77 | 10:30-Noon | Ballroom F

Am I Biased? An Introspective Discussion on Cultural and Linguistic Diversity Perspectives

AUTHOR: Marcella McCollum, M.A., California State University, San Jose

While much attention has been paid in our profession to explicit, external bias, implicit biases that shape our initial impressions of families that we work with may play a larger role in our interactions. This seminar will provide information and opportunities to discuss the differences between internal and external biases, and invite the participant to explore issues of preference, familiarity, and perspective.

INSTRUCTIONAL LEVEL: Beginner

MS 78 | 10:30-Noon | Room 103

Collaborating Tools in the School Setting: Old School and New School

AUTHORS: MaryLynn Dodge, M.S., Richmond Unified School District
Ellen Pritchard Dodge, M.Ed., Kimochis

Join this mother-daughter team as they share old school (Ellen Pritchard Dodge) and new school (MaryLynn Dodge) strategies for managing the challenges of a school setting. Get tips and tricks for the top challenges SLPs face in schools. Create a CSHA network that will support you when you return to your school that will keep your stress low, happy factor high, and have access to real tools for dealing with life in the schools.

INSTRUCTIONAL LEVEL: Beginner

MS 79 | 10:30-Noon | Ballroom D

Parent Coaching: Where Early Intervention is Headed in California

Author: Stacey Landberg, M.S., University of Southern California-Children's Hospital Los Angeles: Leadership Education in Neurodevelopmental and Related Disabilities (CA-LEND)

This presentation will describe the evidence, the challenges, and the practice of using everyday activities and routines as a context for coaching caregivers through family-centered early intervention. The process of coaching families will be addressed with tangible examples of 10 specific coaching strategies. Attendees will leave with an understanding of where routines-based intervention falls within the larger framework of family-centered services and how this early intervention model relates to our State Systemic Improvement Plan.

INSTRUCTIONAL LEVEL: Intermediate

MS 80 | 10:30-Noon | Room 207

The Secret to Making Teachers Unions Work for Public School SLPs

AUTHOR: Julie Malone, M.S., La Mesa-Spring Valley Schools

Are you a school based SLP that has more and more put on your plate? Does your district understand SLPs role and responsibilities and support you appropriately? Find out how to advocate for your students, profession and your yourself. This course will explain the basics of how SLPs can collaborate and work as a team with their teachers' union to work toward positive change.

INSTRUCTIONAL LEVEL: Beginner

MS 116 | 10:30-Noon | Room 104

Head Trauma Support Project: A Replicable Community-Based Model for Individuals With ABI

AUTHORS: Jennifer Ratcliff, M.S., The Speech Pathology Group
Darla Hagge, Ph.D., California State University, Sacramento

This mini-workshop will present one replicable model, Head Trauma Support Project (HTSP), that provides supportive programs free of charge to all those living with acquired brain injury (ABI). HTSP provides multiple support groups for all of those living with ABI including spouses/partners/significant others, children/siblings, parents, and individuals with ABI. Elements necessary for creation of and sustainability for such a program will be provided to the audience along with recent outcome data.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Saturday | March 16, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

MS 125 | 1:30-3:00 | Room 104

American Sign Language- Is it Helpful in Developing Speech and Language?

AUTHORS: Laura Petersen, M.A., California School for the Deaf
Michele Berke, Ph.D., California School for the Deaf

Families with Deaf/Hard of Hearing children are inundated with controversy regarding technology, communication modes and educational philosophies. Ninety percent of parents have no exposure or expertise in language acquisition with Deaf/Hard of Hearing children. We will share the differences between language acquisition and language learning. We will discuss whether American Sign Language (ASL) has a role in the early intervention and language development of most Deaf/HH children.

INSTRUCTIONAL LEVEL: Intermediate

MS 126 | 1:30-3:00 | Room 103

The Communication Workshop – Supports for AAC Core Word Strategies

AUTHOR: Brian Whitmer, M.S., Brigham Young University

Many AAC communicators can benefit from the gradual introduction and modeling of a small set of core words for the week or month. Focusing on a set of core words helps the support team have a concrete area of focus. In this session we will discuss the research backing up this educational strategy and introduce the Communication Workshop, a free, open-licensed, community-driven library of books, videos and activities to support core word implementations.

INSTRUCTIONAL LEVEL: Beginner

MS 81 | 1:30-3:00 | Ballroom G

When You Pick up a Pen, You Stop the Interaction

AUTHORS: Jill Duthie, Ph.D., University of the Pacific
Nicholaus Brock, M.S., University of the Pacific
Lisa Chattler, M.A., Los Alamitos Unified School District

The traditional manner of tracking treatment progress by taking data and reporting percent accuracy doesn't authentically measure many of our therapeutic goals. It interrupts the dynamic social interaction and confuses caregivers. This is an evidenced-based approach that addresses this challenge. A university training pilot study with clients who have severe communication delays, and a supervisor's and practicing clinician's experiences with middle school students with mild-moderate autism will be presented. Target audience: clinicians, supervisors, students, SLPAs.

INSTRUCTIONAL LEVEL: Intermediate

MS 82 | 1:30-3:00 | Ballroom F

The Intersection of SLP Perceptions and Practices and Aided AAC Users' Language

AUTHOR: Margaret Vento-Wilson, Ph.D., Chapman University

This presentation reviews the results of a dissertation analyzing the intersection of speech-language pathologists' beliefs, perceptions, and practices and the language acquisition and development of emerging aided communicators. This dissertation employed a survey methodology and targeted elementary-school based SLPs with aided emerging communicators on their caseloads. The central focus of this dissertation was to identify latent constructs that may be influencing linguistic outcomes for these emerging aided communicators.

INSTRUCTIONAL LEVEL: Advanced

MS 83 | 1:30-3:00 | Ballroom B

Evidence Based Practices (EBP): Naturalistic Interventions- An Overview

AUTHOR: Pamela Flores, MCD, Escondido Union School District/California State University, San Marcos

Naturalistic interventions (NI) are behaviorally-based practices including environmental arrangement, interaction techniques, and strategies. NI can be used to help learners to communicate or to become more social, across a range of persons, settings/environments, and throughout the day, increasing the probability of generalization of target skills. Naturalistic interventions can be used with learners who are prelinguistic or who communicate with words. NI interaction techniques to be discussed: Modeling Technique, Mand-Model Procedure, Modified Time Delay, Incidental Teaching.

INSTRUCTIONAL LEVEL: Intermediate

MS 84 | 1:30-3:00 | Room 105

Bridging Troubled Waters: How to Have a Productive IEP Team Meeting

AUTHOR: Francine Wenhardt, M.S., Chapman University

IEP meetings can be a collaborative and productive process that involves building relationships between professionals and families. IEP meetings can also become contentious and bitter. In this session we will discuss things to do before, during and after an IEP meeting in order to be successful.

INSTRUCTIONAL LEVEL: Beginner

Education Sessions

Saturday | March 16, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

MS 86 | 1:30-3:00 | Room 101

Adults With Special Needs: Considerations for Multidisciplinary Teams in Medical Facilities

AUTHORS: Lisa Youngblood, M.S., Casa Colina Hospital and Centers for Healthcare
Lacy Wright, M.S., Casa Colina Hospital and Centers for Healthcare
Kristin Clayton, B.S., Casa Colina Hospital and Centers for Healthcare

Autism and developmental disabilities are not just for pediatric clinicians any more. Hospital and outpatient clinicians are experiencing an increase in patients with special needs on their caseloads. Adults with developmental disabilities, including ASD, Down syndrome, and intellectual disabilities often present with unique challenges in communication, behavior, and motivation. Barriers to healthcare services should be considered to better facilitate the multidisciplinary approach to treatment.

INSTRUCTIONAL LEVEL: Beginner

MS 87 | 1:30-3:00 | Room 102

Capitalizing on the Concept of Intent in Speech Intervention in Parkinson's Disease

AUTHORS: Shelley Von Berg, Ph.D., California State University, Chico
Daniel Boone, Ph.D., University of Arizona
Samantha Elandary, M.A., Parkinson Voice Project

This tutorial describes how clinicians and patients can generate the potential for increased volitional movement in Parkinson's disease by engaging in "intent." Intent is thought to be supported by the central nervous system's pyramidal system, which helps drive the dexterous and discrete movements needed for greater respiratory support, vocal fold valving and articulatory accuracy. Physiological underpinnings of intent are explored, accompanied by numerous before and after videos of individuals with Parkinson's disease engaging in "intent."

INSTRUCTIONAL LEVEL: Intermediate

MS 88 | 1:30-3:00 | Room 106

Video-Based Assessment Techniques of Pragmatic Language Across Six New Pragmatic Language Constructs

AUTHORS: Adriana Lavi, Ph.D., Lavi Institute for Research and Professional Development
Karen Mainess, Ph.D., Loma Linda University

This session will introduce modern video-based assessment methods of pragmatic language across six new pragmatics domains (including nonverbal language) that produce a comprehensive pragmatic language profile and discuss how using these results lead to more accurate diagnosis and treatment planning. This presentation will review social communication profiles of individuals with various neurodevelopmental disorders to assist clinicians with differential diagnosis.

INSTRUCTIONAL LEVEL: Intermediate

MS 69 | 1:30-3:00 | Ballroom H

Long-Term Dysphagia in Head and Neck Cancer: Role of the Speech-Language Pathologist

AUTHORS: Brenda Capobres Villegas, M.S., University of Southern California
Laishyang (Melody) Ouyoung, M.S., University of Southern California
Uttam Sinha, M.D., University of Southern California

Individuals with head and neck cancer are at risk for long-term dysphagia. Studies have shown that many patients have nutritional deficits and aspiration pneumonia. How should these patients be managed? Do they continue to benefit from dysphagia treatment? This presentation will include discussion of the research and pathophysiology of swallowing in this population. Case studies will be used to illustrate considerations for assessment and treatment and the need for an interdisciplinary team approach.

INSTRUCTIONAL LEVEL: Intermediate

SC 75 | 1:30-4:30 - INVITED SPEAKER | Room 211

From Talking to Writing, Part 2: Micro-discourse and Discourse-Level Strategies

AUTHOR: Charles Haynes, Ed.D., MGH Institute of Health Professions

Part 2 of this two-session sequence, is for SLPs working with monolingual and ELL grade school through high school students with language learning difficulties, provides hands-on strategies for supporting language skills at the micro-discourse, paragraph and multi-paragraph levels. An emphasis is placed on leveraging semantic feature analysis and "micro-discourse" techniques for developing cohesion and elaboration of the personal sequence narrative (PSN). PSN elaboration techniques are explored that help to bridge narrative and expository discourse skills.

INSTRUCTIONAL LEVEL: Intermediate

SC 69 | 1:30-4:30 - INVITED SPEAKER | Ballroom D

Revisiting Larry P. and African American Student Language Assessments: Clarifications and Updates

AUTHOR: Toya Wyatt, Ph.D., California State University, Fullerton

This presentation will review the Larry P. v. Riles (1979) ruling and previous CSHA position guidelines regarding the assessment of African American students. Questions and misconceptions about this ruling, guidelines and relevant test bias issues will be addressed along with the review of a sample child case study. Participants are encouraged to bring standardized language tests for reference. The California Association of School Psychologists' (CASP) recent Larry P. position statement will also be discussed.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Saturday | March 16, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

SC 31 | 1:30-4:30 | Room 107

Social Language Skills Training Within School Based Curriculum – A Collaborative Approach

AUTHOR: Rosslyn Delmonico, M.A., Bubba & Munch Speech Language Services

An increasing number of children today would benefit from social language instruction. Through the framework of the MTSS model, we have the potential to impact whole school communities, which can directly benefit the children on our caseloads. This seminar explores five collaborative strategies that SLPs can consider for promoting social-emotional wellness across grade levels and curriculum. Research from two collaborative projects that resulted in social communication skills being targeted within school communities will be discussed.

INSTRUCTIONAL LEVEL: Intermediate

SC 35 | 1:30-4:30 | Ballroom E

“I Didn’t Learn This in School” Part 2: Treatment of Speech Production

AUTHOR: Jody Stratton, M.A., University of Redlands/University of the Pacific

Sound production receives limited focus in education, yet speech clients are a significant part of our caseload. Success begins with establishing treatable goals (Part 1). Participants learn which strategies work for motor planning, oral motor and traditional deficits. Techniques will address all sounds, not just a few. Extra time will be spent on hard to treat errors such as lateral productions. Clinicians will gain practical, no cost, hands-on, shaping tools for immediate implementation at work.

INSTRUCTIONAL LEVEL: Intermediate

SC 36 | 1:30-4:30 | Rooms 212-214

Experience Dyslexia Simulation

AUTHORS: Inge Henderson, M.Ed., The Speech Tree
Lorette Keane, M.A., Methods for Success

Experience Dyslexia® is a learning disabilities simulation workshop, developed by the Northern California Branch of the International Dyslexia Association (IDA). Speech pathologists are important members of an interdisciplinary team serving students with dyslexia and other language-based reading disorders. This first-hand experience will help SLPs understand the challenges that a student may encounter in learning to read and write, and in daily classroom situations. The simulation will be followed by a panel discussion.

INSTRUCTIONAL LEVEL: Beginner

SC 45 | 1:30-4:30 | Ballroom C

Serving the Social-Pragmatic Spectrum: Adolescent Case Studies

AUTHORS: Jillian Hall, M.A., Twin Rivers Unified School District
Kelly Dodge, M.S., Twin Rivers Unified School District

In today’s secondary school setting, there is pressure to complete legally compliant assessments, craft goals tied to the Common Core objectives, push in to the classroom rather than pull out ... and deal with teenagers! When social-pragmatic communication disorders are added to this mix, what’s a middle or high school Speech-Language Pathologist to do? This session will follow a variety of student case studies through the assessment process, to goals, and finally to therapy ideas.

INSTRUCTIONAL LEVEL: Intermediate

SC 46 | 1:30-4:30 – INVITED SPEAKER | Ballroom A

The Business of Telepractice

AUTHOR: Melissa Jakubowitz, M.A., eLiveNow

As telepractice continues to grow, more clinicians are considering telepractice. Whether it is contracting independently or adding it as a service to your private practice, it is important to understand how telepractice works, similarities and differences compared to in-person services and how to market it, successfully. This seminar will explore how to develop telepractice skills, technology and components needed to provide high-quality services along with how to market those services in a competitive marketplace.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Saturday | March 16, 2019 CONTINUED



Mini Seminar



Short Course



Poster Session



Student Research

MS 89 | 3:30-5:00 | Room 106

Practical Methods for SLP-SLPA Collaboration

AUTHORS: Kimberly Tan, M.A., Villa Esperanza Services, Chapman University
Libni Ambrose, Student, Villa Esperanza Services

In the school setting SLPs and SLPAs are continually challenged to meet the needs of a large and varied caseload with little time given for planning. This seminar will present practical solutions and materials for SLPs and SLPAs who are faced with these issues. Communication methods, therapy planning, treatment strategies, and documentation will be addressed. These solutions will demonstrate how SLPs and SLPAs can effectively work together to best serve their clients.

INSTRUCTIONAL LEVEL: Beginner

MS 90 | 3:30-5:00 | Ballroom H

CLD Considerations in the Schools: What New SLPs Need to Know

AUTHOR: Maret Wilson Walker, M.A., The Speech Pathology Group

Especially given the diversity that characterizes California, SLPs need to appropriately account for the diverse cultural and linguistic backgrounds of the students they serve. To help new SLPs navigate the treacherous legal and ethical intricacies of school-based practice, this training provides an overview of the dangers of disproportionality and bias, important cultural and linguistic considerations, and key legal responsibilities for serving CLD students in the public schools.

INSTRUCTIONAL LEVEL: Beginner

MS 92 | 3:30-5:00 | Ballroom F

Let's Collaborate - CSHA's Interprofessional Relationships with National and State Related Organizations!

AUTHORS: Beryl Fogel, M.A., CSHA Board President
Patti Solomon-Rice, Ph.D., Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board (SLPAHADB)
Shellie Bader, M.A., ASHA State Advocate for Reimbursement (STAR)
Kathleen Caterall, M.A., ASHA State Advocate for Medicare Policy (STAMP)
Joan Havard, M.A., California Academy of Audiology (CAA)
Holly Kaiser, M.A., ASHA State Education Advocacy Leader (SEAL)
Audrey Ostrowski-Gallagher, M.A., California Teacher Association (CTA)
Margaret "Dee" Parker, Ph.D., California Commission on Teacher Credentialing (CCTC)
Diatra Stearn, M.A., National Black Association for Speech-Language-Hearing Southern California (NBASLH-SCA)
Jeanne Ward-Lonergran, Ph.D., Decoding Dyslexia, California Association (DDCA)

This panel discussion, moderated by our CSHA President Beryl Fogel, will explore the current hot topics of organizations related to CSHA at the state and national levels. Learn about new and upcoming regulations and policies that affect your everyday employment including reimbursement, Medicare, audiology issues, school issues, scope of practice issues, and licensing board issues. Find out how CSHA works collaboratively with these important organizations and groups to support our CSHA membership.

INSTRUCTIONAL LEVEL: Intermediate

MS 93 | 3:30-5:00 | Ballroom G

Art/Cooking: Speech Therapy as Experiential Learning: See, Hear, Feel and Taste It!

AUTHOR: Eileen Sandler, M.A., Palm Springs Unified School District

Experiential/Thematic learning can touch on all aspects of the curriculum - Language, Science, Social Studies, Math, Social Skills. Participants will learn about integrating art and cooking as tools for vocabulary/communication development. In addition, they will also learn how to align speech/language goals with the Common Core Standards and have the opportunity to engage in an art project.

INSTRUCTIONAL LEVEL: Beginner

Education Sessions

Saturday | March 16, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

MS 95 | 3:30-5:00 | Room 102

Current Essential Knowledge in Audiology for the Speech-Language Pathologist

AUTHORS: Edward Garcia, M.S., California State University, Long Beach
Terrance Yuen, B.A., A.T. Still University of Health Sciences

Technological advances have led to hearing aids that translate foreign languages, send text messages, and even detect falls. Assessment using non-behavioral instrumentation that evaluates hearing by measuring loud tones emitted from the inner ear. Studies linking hearing loss and cognitive decline, and the fact that 50% of deaf children passed their newborn hearing screenings, have triggered significant changes in audiology. These developments emphasize the importance of understanding current audiological practices by other health professionals.

INSTRUCTIONAL LEVEL: Beginner

MS 96 | 3:30-5:00 | Ballroom B

Screen Time: What Every SLP Needs to Know About the Transfer Deficit

AUTHOR: Stacey Landberg, M.S., University of Southern California/Children's Hospital Los Angeles - Leadership Education in Neurodevelopmental and Related Disabilities (CA-LEND)

All speech-language pathologists working with very young children are concerned with the effectiveness of today's youngest and most vulnerable screen-users. Making recommendations that families will effectively implement is a real challenge. Understanding the "transfer deficit" and applying evidence-based strategies to reduce the transfer deficit can improve SLPs' self-efficacy for supporting caregivers who are tasked with raising children with special needs in the digital age.

INSTRUCTIONAL LEVEL: Intermediate

MS 97 | 3:30-5:00 | Room 105

Prescription for Play: Playtime Pearls for Optimizing Airway and Oral Functions

AUTHORS: Nicole Archambault Besson, Ed.S., Minds In Motion
Hila Robbins, M.D., DMD, INC.

For children, play is a vital part of development. Research demonstrates that beyond pleasure, the purpose of active play is to provide stimulation for proper perceptual, sensorimotor and neural development, executive and regulatory functions, language, physical and social development. With children's increasingly sedentary lifestyles and lack of active outdoor play, children's airway and oral functions are compromised. Through research and case studies, we will introduce how active play can prevent airway and oral dysfunction.

INSTRUCTIONAL LEVEL: Intermediate

MS 111 | 3:30-5:00 | Room 101

Collaboration Between SLPs and OTs: Enhancing Telepractice Service Delivery

AUTHOR: Kristin Martinez, M.A., PresenceLearning
Rachel Morris, B.S., PresenceLearning

This session will focus on collaboration between school-based SLPs and OTs when one or both clinicians are providing services via telepractice. Topics discussed will include barriers to interdisciplinary collaboration; collaboration best practices in a remote setting; co-treatment via telepractice; and resources available to facilitate this interdisciplinary collaboration.

INSTRUCTIONAL LEVEL: Beginner

MS 91 | 3:30-5:00 | Room 104

From Research to Practice in AAC: Developing Communication Through Engagement

AUTHORS: Karen Natoci, M.S., The Speech Pathology Group
Kathy Beatty, M.A., The Speech Pathology Group

This presentation is intended for SLPs who seek to develop powerful, engaging AAC interventions in the school community. A variety of activities will be shared along with a detailed rubric aligning potential goals with students' area of need based on assessment data from the results of The Communication Matrix, developmental levels of language learning, AAC competencies, and literacy needs.

Instructional Level: Intermediate

MS 130 | 5:30-7:00 | Ballroom D

CSHA Knowledge Bowl

AUTHOR: Shellie Bader, M.A., EBS Healthcare

Undergraduate and graduate students can prepare for the Praxis examination in speech-language pathology in a game show format competition. Test construction, presentation, and test taking strategies will be highlighted. Teams from each university will be asked questions from previous Praxis exams as well as practice exams. Subject matter experts will provide clarification and examples for questions requiring greater focus. Audience members will be encouraged to provide their perspectives.

INSTRUCTIONAL LEVEL: Beginner

Education Sessions

Saturday | March 16, 2019 CONTINUED



Mini Seminar



Short Course



Poster Session



Student Research

PS 28 | 10:30-Noon

Evaluation of Swallow Function on Healthy Adults Using High Flow Nasal Cannula

AUTHORS: Maria Flores, M.A., Community Hospital of the Monterey Peninsula
Kortney Eng, M.A., Community Hospital of the Monterey Peninsula
Elisabeth Gerrity, B.S., Community Hospital of the Monterey Peninsula

Poster Presentation: Evaluation of Swallow Function on Healthy Adults while Using High Flow Nasal Cannula.

INSTRUCTIONAL LEVEL: Advanced

PS 29 | 10:30-Noon

Technological Pedagogy Content (TPACK) as a Framework for Making Decisions About Technology

AUTHOR: Theresa Dawson, M.S., Pepperdine University

Clinicians working with individuals with cognitive impairments may recommend a variety of apps for use as compensatory memory and organizational strategies. Clinicians must decide which app best meets a client's needs in managing functional tasks. Technological Pedagogical Content Knowledge (TPACK) is an evidence-based framework for evaluating how the features of the tech will affect the process of training and content. And, conversely how pedagogy and content both affect the use of the technology.

INSTRUCTIONAL LEVEL: Beginner

PS 30 | 10:30-Noon

Time Pressure Effects in People Who Do and Do Not Stutter

AUTHOR: Michael Susca, Ph.D., University of the Pacific

There is little empirical evidence regarding time pressure effects on spoken fluency. This research studied the effects of time pressure on oral reading fluency in PWS and PWNs. The study examines the differences in perceived experiences during oral readings in the absence and presence of time constraints upon those oral readings. Statistical findings within and between the two groups will be presented. Results related to clinical and functional communicative domains will be discussed.

INSTRUCTIONAL LEVEL: Intermediate

PS 31 | 10:30-Noon

Turner Syndrome, Hearing Loss and Speech-Language Pathologists

AUTHORS: Laura Westfall, M.S., Chapman University
Faith Suh, M.S., Chapman University
Morgan Slater, M.S., Chapman University
Nicole Shute, M.S., Chapman University
Kayla Huenergardt, M.S., Chapman University
Andrea Hernandez, M.S., Chapman University
Judy Montgomery, Ph.D., Chapman University
Gilbert Herer, Ph.D., Chapman University
Charles Ruby, B.S., Chapman University

The purpose of this poster session is to provide speech-language pathologists (SLPs) with current information about Turner Syndrome (TS) in children. It reports the increased susceptibility of these children to hearing loss, speech-language deficits and cognitive problems compared to typical children. The poster will review the responsibilities of SLPs to identify problems, and to provide assessment and treatment that meet the needs of children with TS.

INSTRUCTIONAL LEVEL: Intermediate

PS 32 | 10:30-Noon

Speech Sound Acquisition in Korean-English Bilingual Children

AUTHORS: Minjung Kim, Ph.D., California State University, Sacramento
Joyce Lee, B.A., California State University, Los Angeles
Esther Joo, B.A., California State University, Fullerton
Jessica Shin, B.A., California State University, Fullerton
Na Young Shin, B.A., California State University, Northridge

This study examines the speech sound acquisition of typically developing Korean-English bilingual children aged 4 and 5 years. Speech data include single word productions of Korean and English. Data analyses include the phonetic inventory, error patterns, and percentage of consonants correct (PCC). Results from eight Korean-English bilingual children reveal the presence of cross-linguistic interference in the acquisition of English speech sounds.

INSTRUCTIONAL LEVEL: Beginner

Education Sessions

Saturday | March 16, 2019 CONTINUED



Mini Seminar

Short Course

Poster Session

Student Research

PS 33 | 10:30-Noon

Storytelling Narrative Development for Adults who Benefit from Augmentative and Alternative Communication

AUTHORS: Patti Solomon-Rice, Ph.D., California State University, San Francisco
Isabel Craik, B.A., California State University, San Francisco

This case study poster examines the effectiveness of teaching narrative development to adults who benefit from AAC using the model of a community Storytelling Club that incorporates peer-confederates. Methods for developing narratives and a story grammar checklist for providing peer feedback will be included. Survey results supporting the effectiveness of peer confederate modeling towards facilitating the narratives of adults with complex communication needs will be discussed.

INSTRUCTIONAL LEVEL: Beginner

PS 34 | 10:30-Noon

Survey of Bilingual Language Assessments in Los Angeles

AUTHORS: Heidi Yim, B.A., California State University, Los Angeles
Lonnie Wong, B.A., California State University, Los Angeles
Mary Kubalanza, Ph.D., California State University, Los Angeles
Erica Ellis, Ph.D., California State University, Los Angeles

This study examines the current practices of speech-language pathologists (SLPs) in bilingual language assessment. According to a bulletin published by LAUSD, only 33% of its students were English-only speakers, with the remaining 67% classified as English Learners, Reclassified English-Fluent-Proficient speakers, or Initially Identified Fluent-English-Proficient speakers (LAUSD Board of Education, 2009). SLPs in the Los Angeles area were surveyed using an online questionnaire. Results and clinical implications for assessment of linguistically diverse populations will be presented.

INSTRUCTIONAL LEVEL: Beginner

PS 25 | Noon-1:30

Teacher and Caregiver Perspectives of an Early Intervention Lending Library Program

AUTHORS: Ellen Turner, M.A., University of Southern California, Caruso Family Center for Childhood Communication
Leila Regio, Student, California State University, Los Angeles
Erica Ellis, Ph.D., California State University, Los Angeles
Gabriela Simon-Cerejido, Ph.D., California State University, Los Angeles

This project examines book borrowing trends and survey responses of families who participated in a library program at a diverse early intervention center in an urban area of Southern California. Data from 46 families were analyzed. Data collected via The Classroom Organizer app were used to examine access to books and identify trends. Additional teacher and caregiver participation are examined and clinical implications for practitioners in early intervention are discussed.

INSTRUCTIONAL LEVEL: Beginner

PS 35 | Noon-1:30

An International Study on Resiliency of Parents of Autistic Children

AUTHORS: Jean Novak, Ph.D., California State University, San Jose
Krzysztof Gerc, Ph.D., Jagiellonian University, Krakow, Poland
Katie Cordero, Student, California State University, San Jose

Resiliency in families with autistic children, can be challenging and need to be considered in the intervention plan of the child in order to insure appropriate treatment strategies and academic success. The ability of the family to adapt to an unexpected diagnosis of a child can alter family dynamics in many ways. This research study examines the cultural, communication and satisfaction characteristics related to resiliency within families with autistic children in California and Poland.

INSTRUCTIONAL LEVEL: Intermediate

PS 36 | Noon-1:30

Mentorship Matters: Exploring Student Perceptions of Mentorship in Speech-Language Pathology

AUTHORS: Belinda Daugherty, Ph.D., California State University, Long Beach
Candice Oakley, Student, California State University, Long Beach

This session will discuss strategies to foster academic and professional success for undergraduate students majoring in speech-language pathology. Authors will discuss current literature, and the current study. Lastly, authors will discuss possible strategies to implement with the goal of increasing diverse recruitment and retention of students in the major.

INSTRUCTIONAL LEVEL: Beginner

Education Sessions

Saturday | March 16, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

PS 37 | Noon-1:30

Stuttering Camp Effects: Intensive Camp for Children who Stutter and Their Caregivers

AUTHORS: Francie Arboleda, B.S., San Jose State University
Kelsea Moriarty, B.A., San Jose State University
Helena Tam, B.A., San Jose State University
Michelle Herrera, B.S., San Jose State University
Caitlin Busby, B.A., San Jose State University
Katherine Costa, B.A., San Jose State University
Pei-Tzu Tsai, Ph.D., San Jose State University

This study examined the effects of an intensive stuttering summer camp for children who stutter and their caregivers, focusing on altering negative attitudes related to stuttering.

INSTRUCTIONAL LEVEL: Beginner

PS 39 | Noon-1:30

Reading to Young Children: Accessibility of Children's Books in Low Income Households

AUTHORS: Tonia Davis, Ph.D., California State University, Sacramento
Laura Amrhein, B.S., California State University, Sacramento

101 parents enrolled in WIC (Women, Infants, and Children) were surveyed on shared storybook reading habits and accessibility of children's books. Monolingual English-speaking parents reported 6x greater accessibility of children's books than monolingual Spanish or multilingual parents. Implications are discussed.

INSTRUCTIONAL LEVEL: Beginner

PS 40 | Noon-1:30

Building Capacity: Implementation of a Consultative Model to Support Students With CEN

AUTHORS: Caitlin Francis, M.S., Irvine Unified School District
Lezlee Kerbrat, M.A., Irvine Unified School District

A California school district identified a need for collaborative support to improve team education regarding AAC at the site level. This poster explores the implementation of a tiered consultative model to support individual school sites to improve outcomes for students who benefit from access to AAC systems. The program outline and clinical implications will be discussed.

INSTRUCTIONAL LEVEL: Intermediate

PS 41 | Noon-1:30

Application of Self-Efficacy Training in Group Audiologic Rehabilitation: An Interprofessional Collaborative Model

AUTHORS: Stephen Roberts, Ph.D., California State University, Fresno
Nancy Delich, Ed.D., California State University, Fresno

Communication self-efficacy refers to the beliefs that persons have about their abilities to manage difficult communication situations. Self-efficacy training was used to address hearing loss-related quality of life issues with persons with hearing loss (PHLs) and their communication partners (CPs) during a two-day Interdisciplinary Psychosocial Group Audiologic Rehabilitation workshop. This poster will describe a self-efficacy intervention model for empowering PHLs and CPs through the application of communication self-efficacy training in interprofessional collaborative group audiologic rehabilitation.

INSTRUCTIONAL LEVEL: Beginner

PS 42 | Noon-1:30

Implementing FEES at Miller Children's and Women's Hospital Long Beach

AUTHORS: Jennafer Harrison, M.S., Miller Children's and Women's Hospital Long Beach
Rebecca Cote, M.S., Miller Children's and Women's Hospital Long Beach
Christine Marten, M.S., Miller Children's and Women's Hospital Long Beach
Karin Fucci, M.S., Miller Children's and Women's Hospital Long Beach

Fiberoptic Endoscopic Evaluation of Swallowing (FEES) has historically been utilized as a diagnostic tool more frequently within the adult population. This poster session will review benefits and limitations of FEES within the pediatric population and how Speech-Language Pathologists (SLPs) can be instrumental in building a successful pediatric FEES program.

INSTRUCTIONAL LEVEL: Intermediate

PS 43 | 1:30-3:00

Pulse Oximetry: 100ml Water Swallow in Healthy Adults and Those With COPD

AUTHORS: Salim Al-Ani, Ph.D., California State University, Long Beach
Julie Stierwalt, Ph.D., Mayo Clinic
Edward Garcia, M.S., California State University, Long Beach

This study examined pulse oximetry (PO) levels during a 100 ml water swallow in healthy adults and the same in a clinical sample of those with chronic obstructive pulmonary disease (COPD) and compared their results. Our study contributed information regarding the nature of PO levels in healthy adults and those in the end-stage of COPD.

INSTRUCTIONAL LEVEL: Beginner

Education Sessions

Saturday | March 16, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

PS 44 | 1:30-3:00

Right Hemisphere Loading as an Experimental Treatment for Chronic Aphasia

AUTHORS: Theresa Yao, M.Ed., California State University, East Bay
 Pradeep Ramanathan, Ph.D., California State University, East Bay
 Sarah Millar, B.A., California State University, East Bay
 Regina Monteiro, B.A., California State University, East Bay
 Kendall Finch, Student, California State University, East Bay

There is disagreement in the aphasia literature on the role of the right hemisphere in post-stroke recovery of primary language functions (e.g., phonology, morphology, syntax, and semantics). Our pilot project employs dichotic auditory and split visual field stimulus delivery to investigate whether providing language stimuli to the right hemisphere and to-be-ignored language stimuli to the left hemisphere will cause a rightward shift in language processing associated with naming in healthy adult controls.

INSTRUCTIONAL LEVEL: Intermediate

PS 45 | 1:30-3:00

Development of Liquid Sounds in Spanish-English Bilingual Children

AUTHORS: Nancy Hall, Ph.D., California State University Long Beach
 Lei Sun, Ph.D., California State University, Long Beach
 Bianca Godinez, Student, California State University, Long Beach
 Irene Orellana, Student, California State University, Long Beach
 Coleen Villegas, Student, California State University, Long Beach
 Megan Walsh, Student, California State University, Long Beach

Liquids tend to be mastered relatively late in Spanish and English because of their complex articulations. The development of liquids in Spanish English bilinguals may be different from monological English speakers since there may be phonetic variation between the liquids and possible linguistic transfer effect in two languages. Our study aims to gain a better understanding of cross linguistic transfer effect on liquid sounds in Spanish-English speaking young children.

INSTRUCTIONAL LEVEL: Beginner

PS 46 | 1:30-3:00

Speech-Language Pathologists and Behavior Analysts: How is Collaboration Viewed Among Their Professions?

AUTHORS: Nikki Manlapaz, M.A., California State University, Long Beach
 Alaine Ocampo, Ph.D., California State University, Long Beach

Results from a qualitative study that explored the perspectives of speech-language pathologists and behavior analysts related to their scopes of practice and their influence on collaborative practices will be shared. Themes identifying perceived barriers toward collaborative practices will be described. Specific implications regarding the importance of an interprofessional approach shared between these two professions when treating individuals with Autism Spectrum Disorders will be reviewed.

INSTRUCTIONAL LEVEL: Beginner

PS 47 | 1:30-3:00

There's More to Technology Than Twitter: A Multi-Modal Approach to Vocabulary Intervention

AUTHORS: Mary Kubalanza, Ph.D., California State University, Los Angeles
 Rebecca Bertran, B.A., California State University, Los Angeles

Technology and literacy are two critical considerations for modern educators as they prepare students for success inside and outside of the classroom. However, many elementary teachers report feeling underprepared to integrate these components within current instructional models. Survey and interview data from classroom teachers will be presented. Clinical implications for the unique role speech-language pathologists can play in developing new instructional paradigms with teachers to meet the high-tech needs of today's students will be discussed.

INSTRUCTIONAL LEVEL: Beginner

PS 48 | 1:30-3:00

Investigation of Speech Motor Learning and Feedback Frequency in Healthy Older Adults

AUTHORS: Joshua Stockton, B.A., California State University, Fullerton
 Crystal Munoz, B.A., California State University, Fullerton
 Danielle Urbina, B.A., California State University, Fullerton
 Phil Weir-Mayta, Ph.D., California State University, Fullerton

This study examined a motor learning principle, feedback frequency, and its effect on the learning of a novel speech production task in healthy older adults. The retention productions from different feedback schedules (i.e., every trial versus every 5th) are compared by measuring absolute error.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Saturday | March 16, 2019 CONTINUED



Mini Seminar



Short Course



Poster Session



Student Research

PS 56 | 3:30-5:00

A Comparison of Human Patient Simulators for Nasendoscopy Training With Graduate Students

AUTHOR: Teri Clemons, M.S., Biola University

Research has proven that simulation is an effective form of instruction, however there are still unanswered questions about how simulation tasks need to be modified to be the most efficient and useful. This includes a need to determine if different levels of simulation fidelity impact student learning. This study used human patient simulators to teach graduate students flexible nasendoscopy and examined whether the level of fidelity of the simulator had an impact on student learning.

INSTRUCTIONAL LEVEL: Beginner

PS 49 | 3:30-5:00

AAC and Interdisciplinary Team Approach in Rehabilitation for CPM: A Case Report

AUTHOR: Camila Guerrero, M.A., Casa Colina Hospital and Centers for Healthcare

This case study serves to increase the awareness of the possibility for recovery following diagnosis of Central Pontine Myelinolysis (CPM). It highlights the importance of augmentative alternative communication (AAC) as playing a critical role in the effectiveness of therapeutic intervention. The study demonstrated that interaction of the interdisciplinary team is a key component for maximizing the patient recovery in the rehabilitation setting.

INSTRUCTIONAL LEVEL: Beginner

PS 52 | 3:30-5:00

Parental Involvement in Child Therapy: Integrative Review and Implications for Evidence-Based Practice

AUTHORS: Joel Aranda, B.A., Pacific Coast Speech Services
Benjamin Becerra, DrPH, Loma Linda University, School of Allied Health Professions

According to the ASHA 2018 SLP Schools Survey, 31% of school-based professionals report limited parental involvement as a challenge to their practice. Therefore, the purpose of this integrative review is to provide a survey of the literature on parental involvement in child therapy and identify overarching elements that can contribute to evidence-based practice in child patient populations. A discussion of the intersectionality of the patient population and future direction for research will be presented.

INSTRUCTIONAL LEVEL: Beginner

PS 53 | 3:30-5:00

ASL Phonological Awareness and English Reading Skills: Examining New Relationships

AUTHOR: Keith Wolgemuth, Ph.D., Loma Linda University

The present study was conducted to replicate previously established findings that deaf children exposed to American Sign Language (ASL) earlier in life, have greater English literacy proficiency than deaf children who acquired ASL later in life. School-age subjects underwent ASL phonological awareness and the results were compared to two English reading assessments. Deaf children with stronger ASL skills tend to have higher English reading skills.

INSTRUCTIONAL LEVEL: Beginner

PS 54 | 3:30-5:00

All Referrals Are Equal but Some Are More Equal Than Others

AUTHOR: Paul bishop, M.A., Irvine Unified School District

Managing referrals for students to be evaluated for speech and language pathology services is a process outlined in the state education code and by individual district policy. Speech pathologists who practice in the school setting often face a large amount of referrals at the start of the school year. This presentation outlines how the speech pathologists in one southern California school district report prioritizing referrals. Results and implications of the survey are discussed.

INSTRUCTIONAL LEVEL: Beginner

PS 60 | 3:30-5:00

Bridging the Diagnostic Gap Between Underserved and Served Communities: A Literature Review

AUTHOR: Lahya Woodruff, Student, California State University, Long Beach

This mini-seminar is a literature review on the diagnostic gap of autism between ethnic minorities and Caucasian children. Research shows that Hispanic and African American children are typically diagnosed later than Caucasian children. It is important to raise clinical and community awareness. In order to assure timely diagnoses of children from all populations and cultural backgrounds, individuals should be aware of the disparities and the underlying factors of the divide.

INSTRUCTIONAL LEVEL: Beginner

Education Sessions

Sunday | March 17, 2019



MS Mini Seminar

SC Short Course

PS Poster Session

SR Student Research

MS 98 | 8:30-10:00 | Ballroom A

Treating Cleft Palate Speech

AUTHOR: Danielle DeWitt, M.S., Stanford Children's Health

Cleft palate speech can be overwhelming to treat without the right set of tools. This seminar is designed to provide you with the "need to know" in order to effectively treat the child with cleft palate speech. In this course you will learn how to perform low tech assessment for resonance, differentiate between compensatory speech errors and obligatory speech errors and understand the difference between typical articulation therapy and cleft palate speech therapy.

INSTRUCTIONAL LEVEL: Beginner

MS 99 | 8:30-10:00 | Ballroom E

Using Family Routines to Build Communication Skills During Early Language Intervention

AUTHOR: Toby Stephan, M.A., The Hanen Centre

Best practice supports using family routines as a context for early language intervention. This presentation will describe a strategy and planning process from It Takes Two to Talk® – The Hanen Program® for Parents, which helps parents' structure everyday routines in ways that are motivating to the child and scaffold their participation, thereby facilitating communication skills. Videos and case studies will illustrate this facilitative use of routines with children at different stages of communication.

INSTRUCTIONAL LEVEL: Intermediate

MS 100 | 8:30-10:00 | Ballroom B

Family Caregivers and Dysphagia

AUTHORS: Brenda Capobres Villegas, M.S., University of Southern California
Laishyang (Melody) Ouyang, M.S., University of Southern California
Uttam Sinha, M.D., University of Southern California

Management of dysphagia goes beyond the healthcare team. Family members are expected to provide care and support with managing dysphagia at home. This presentation will review current literature of caregiver burden and the role of the healthcare team especially the speech-language pathologist. Discussion will take place regarding guidelines to educate, train, and support the family caregivers caring for patients with dysphagia.

INSTRUCTIONAL LEVEL: Intermediate

MS 101 | 8:30-10:00 | Ballroom C

Beyond Standardized Assessment - Performance Based Assessments and Educational Standards (CCSS)

AUTHORS: Sharlee Mosburg-Michael, M.A., San Diego Unified School District
Sally Christian, M.S., San Diego Unified School District
Jena McWaters, M.A., San Diego Unified School District

This session will focus on how to collect assessment information which informs development of goals and service delivery that support student access to the general education curriculum and standards. You'll learn how to develop performance-based assessment tasks and protocols, to write language goals based on CCSS and design intervention.

INSTRUCTIONAL LEVEL: Intermediate

MS 102 | 8:30-10:00 | Rooms 212-214

Teaching Scanning Through Music: An Effective Strategy

AUTHOR: Dana Arce, M.A., California State University, San Jose

This presentation will highlight the use of music and sound as a strategy to teach auditory scanning to new AAC users. Students who access AAC through scanning have a steep hill to climb in order to learn where vocabulary is stored within a device. This presentation will share the thought and reason behind this strategy and how it has been applied to support multiple users in learning scanning patterns to navigate their AAC systems.

INSTRUCTIONAL LEVEL: Intermediate

MS 103 | 8:30-10:00 | Ballroom D

Implementation of Pragmatic Language Intervention in Natural Settings

AUTHOR: Uduak Osom, M.A., Innovative Therapy Services, Santa Clara

There is limited evidence demonstrating the long-term benefits of pragmatic language intervention for school age children in naturalistic settings. However, naturalistic pragmatic language intervention is widely supported within the field of speech pathology. This presentation will compare current research on formal structured pragmatic language intervention versus naturalistic pragmatic language intervention. It will provide current research on evidence based naturalistic pragmatic language intervention approaches and the long-term benefits of using naturalistic approaches.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Sunday | March 17, 2019 CONTINUED



Mini Seminar

Short Course



Poster Session

Student Research

MS 104 | 8:30-10:00 | Room 104

Refocusing the Learning Lens: Incorporating IPE and Standardized Patients Into Graduate Programs

AUTHOR: Danielle Urbina, B.A., California State University, Fullerton
Sarah Green, B.A., California State University, Fullerton
Stephanie Abbott, B.A., California State University, Fullerton
Leslie Chen, B.A., California State University, Fullerton
Joshua Stockton, B.A., California State University, Fullerton
Barbara Doyer, MSN RN, California State University, Fullerton
Phil Weir-Mayta, Ph.D., California State University, Fullerton

There is a growing need for Inter-Professional Education (IPE) and Simulated Patient (SP) use in speech-language pathology graduate programs. Using a pretest-posttest experimental design, nursing and SLP students were combined and participated in three IPE-SP experiences within a high-tech hospital simulation center using human patient simulators. Student perceptions of confidence, preparedness, knowledge, clinical competence, and anxiety levels will be presented. Course instructors plus SLP and nursing students will be present to share their experience.

INSTRUCTIONAL LEVEL: Beginner

MS 105 | 8:30-10:00 | Room 105

Updates in Cochlear Implant Technology and Continuum of Care for Adults

AUTHOR: Brennan Hefner, Au.D., Cochlear Americas

This 90-minute course will provide an overview of current cochlear implant and bone anchored hearing aid technology, candidacy criteria for adults across the lifespan, and recommendations for implantation for various implant types. In addition, expert audiologists will discuss how to optimize the use of mobile and wireless technology in a variety of lifestyle situations including: use of 2.4 GHz when listening in background noise, when watching TV, and streaming from iOS and Android technology.

INSTRUCTIONAL LEVEL: Beginner

MS 107 | 8:30-10:00 | Room 103

Successful Transition From Autism Specific Classroom to GenEd – Is it Possible?

AUTHOR: Cheryl Cates, M.S., Santa Ana Unified School District

This presentation highlights the implementation of a strategic transition program designed to provide crucial tools to students for their success in GenEd classes. It is ideally constructed for TK and Kinder students coming from Autism Specific Preschool classes who are performing academically at or above their grade level. It is constructed to provide the scaffolding for these students to perform effectively in a GenEd class with speech and language services and possibly mild/moderate services.

INSTRUCTIONAL LEVEL: Intermediate

MS 108 | 8:30-10:00

A Program Model: Developing a Culturally Responsive Clinical Training Program

AUTHOR: Eusabia Mont, M.S., University of Maryland, College Park

Infusing cultural and linguistic diversity training into pre-service clinical education is critical to cultivating well-rounded students and future speech-language pathologists. The Cultural-Linguistic Diversity Emphasis Program (CLD-EP) at the University of Maryland, College Park prepares graduate students for work with diverse populations through academic coursework, learning seminars, scholarly activities, and professional development. We provide an in-depth understanding of cultural and linguistic differences that impact access to services, assessment, family counseling and intervention across the lifespan.

INSTRUCTIONAL LEVEL: Intermediate

SC 8 | 8:30-11:30 | Ballroom H

Working Together to Create Communication Access: Interprofessional Tools & Strategies

AUTHOR: Nassrine Nouredine, Ed.D., California State University, Sacramento
Darla Hagge, Ph.D., California State University, Sacramento
Debra Brady, Ph.D., California State University, Sacramento

Today's healthcare professionals must be skilled at successful collaborative communication, ethical practice, understanding professional roles and responsibilities and serving effectively on healthcare teams. Communication breakdowns between patients and healthcare professionals are frequently exacerbated in the presence of acquired communication disorders. This presentation will discuss interprofessional education and practice, policies related to communication access, the different presentations and severities of communication disorders, and suggestions for healthcare teams to maximize patient safety and enhance health outcomes.

INSTRUCTIONAL LEVEL: Intermediate

Education Sessions

Sunday | March 17, 2019 CONTINUED



MS Mini Seminar

SC Short Course

PS Poster Session

SR Student Research

SC 62 | 8:30-11:30 | Ballroom G

Treating and Managing Pediatric Dysarthria

AUTHOR: Ignatius Nip, Ph.D., California State University, San Diego

Pediatric motor speech disorders, including dysarthria, are understudied. This leaves many clinicians confused about where to start with assessment, treatment, and management for children with dysarthria. This session will provide clinicians with tools, techniques, and updates to evidence-based practice with this population.

INSTRUCTIONAL LEVEL: Intermediate

SC 41 | 8:30-11:30 | Rooms 104 & 106

Literacy and the Role of the School Based SLP

AUTHOR: Jane Krider, M.S., The Speech Pathology Group

School based SLPs continue to struggle with increasing demands and larger caseloads. Current trends reveal that SLPs typically consider reading and writing the responsibility of Teachers and Resource Specialists. ASHA's 2001 position statement indicates "SLPs play a critical and direct role in the development of literacy for children and adolescents with communication disorders". Literacy and language development information will be presented. Evidence based literacy interventions with "ready to use" lessons and materials will be provided.

INSTRUCTIONAL LEVEL: Intermediate

MS 109 | 10:30-Noon | Ballroom C

Demystifying Voice Therapy: A Case-Based Interactive Seminar

AUTHOR: Lauren Timmons, M.S., University of Southern California, Voice Center
Edie Hapner, Ph.D., University of Southern California, Voice Center
Maria Eugenia Castro, M.S., University of Southern California, Voice Center

This case-based presentation will guide clinicians through the development and implementation of voice treatment protocols for a variety of voice disorders in adults. Participants will review patient history, voice recordings, laryngeal imaging examinations, and physician's impressions using an interactive style to develop clinical hypotheses and physiologically based functional therapy plans. Review of the physiological reasons for a variety of therapy methods will be presented.

INSTRUCTIONAL LEVEL: Intermediate

MS 110 | 10:30-Noon | Rooms 212-214

How to Improve Assessment Accuracy & Provide Better Service to CLD Population

AUTHOR: Helen Li, M.A., El Monte City School District

With the many languages spoken by our students and limited resources in terms of bilingual developmental norms and assessments, even multilingual SLPs are faced with the challenge of appropriately assessing, identifying, and working with the CLD population. The aim of this presentation is to share our experience and resources we have gathered in order to prevent overidentification and provide culturally sensitive services.

INSTRUCTIONAL LEVEL: Intermediate

MS 112 | 10:30-Noon | Room 104

Effects of Seat Surface Position on Breath Support in Children

AUTHOR: Leann Schouten, SLPD, Jump and Schout Therapy

This presentation will discuss the use of a Swiss ball for increasing the MPT, decreasing fatigue, and increasing attention in children with a diagnosis of mild to moderate hypotonia. A review of respiration and seat surface methods will be discussed. Participants will gain an understanding of positioning for increased respiration for speech and vocal production and how a client may experience a positive change in attention and fatigue over a 30-minute period.

INSTRUCTIONAL LEVEL: Intermediate

MS 113 | 10:30-Noon | Ballroom A

Learn from Yourself -- Video Self Modeling is Powerful Evidence Based Strategy

AUTHOR: Lois Brady, M.S., iTherapy, LLC

Video modeling is an evidence-based teaching strategy for people on the autism spectrum; its primary function is to show someone how he/she looks while correctly executing a task. Video modeling teaches a variety of skills -- from speech and language skills to reading (Buggley, 2009). With today's mobile technology capturing and/or editing videos is easier than ever. This presentation will show how to successfully use Video Self-Modeling to improve communication and almost any target skill.

INSTRUCTIONAL LEVEL: Beginner

Education Sessions

Sunday | March 17, 2019 CONTINUED



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MS

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SC

Short Course

PS

Poster Session

SR

Student Research

MS 114 | 10:30-Noon | Ballroom D

Autism: Joint Attention, Symbolic Play, Brain Network Connectivity, and Earlier Intervention

AUTHOR: Stacey Landberg, M.S., University of Southern California-Children's Hospital Los Angeles Leadership Education in Neurodevelopmental and Related Disabilities Fellowship Program Description (CA-LEND)

Default Mode Network (DMN) connectivity is impaired in individuals with ASD. Some of the many tasks requiring DMN activation include social interaction, joint attention and theory of mind. Clinical implications for SLPs who are working on joint attention and symbolic play (two core deficits of ASD) are discussed. Research-based strategies and findings are analyzed to guide evidence-based practice.

INSTRUCTIONAL LEVEL: Intermediate

MS 117 | 10:30-Noon | Rooms 212-214

SLP in Cambodia From the Ground Up! Creating Sustainability--the Five-Year Mark

AUTHOR: Elizabeth Chafcouloff, M.S., Speech Therapy Cambodia

Five years ago, in Cambodia, few pediatric SLP services were available, and no services at all for adult dysphagia or speech-language impairments existed. In 2013, two new nonprofit organizations targeting speech therapy sprang up. One is OiC Cambodia; the other is Speech Therapy Cambodia. We will discuss what each of these organizations has been doing to create and sustain speech pathology programs in Cambodia—steps forward and obstacles encountered, and the collaborative relationships developed.

INSTRUCTIONAL LEVEL: Beginner

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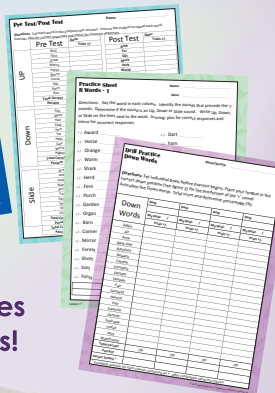
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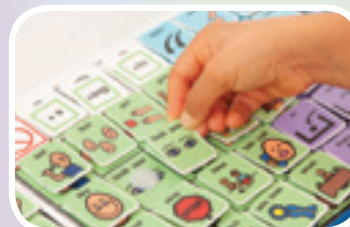
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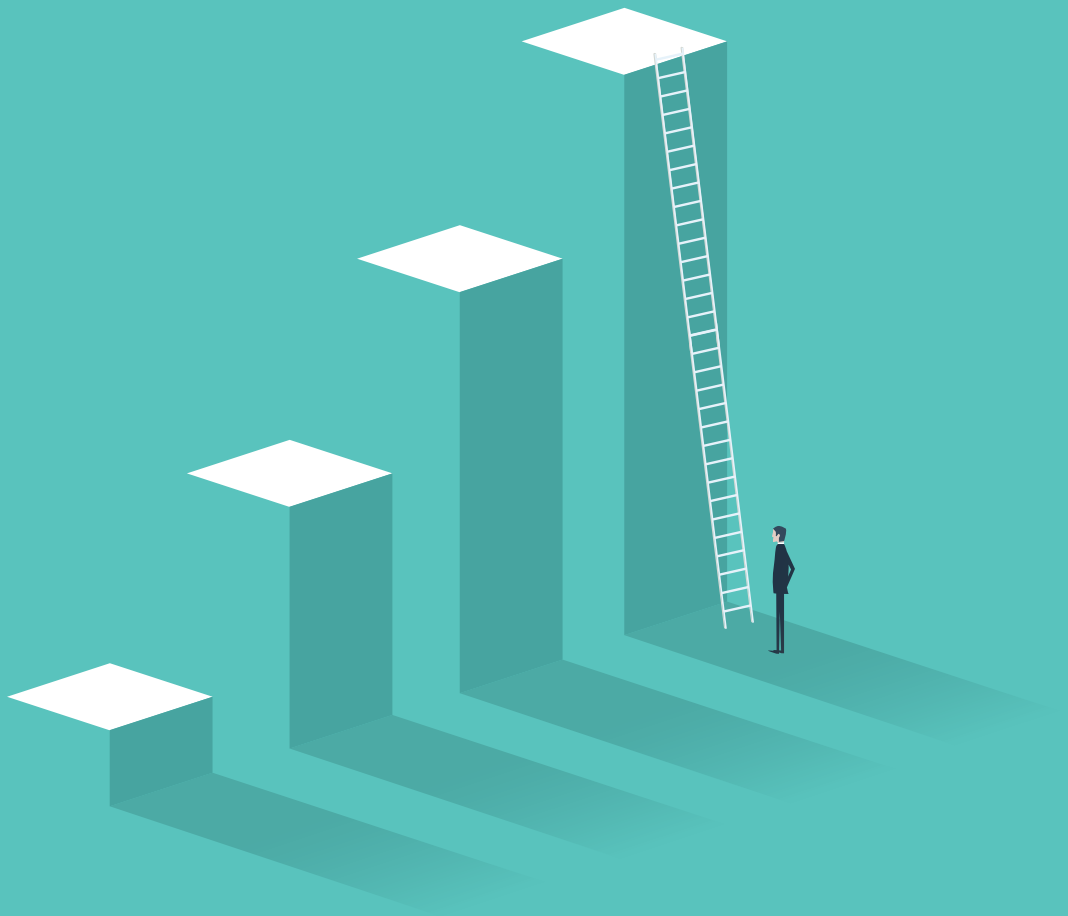
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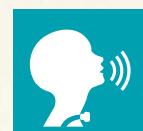
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