Convergence 2020: Program Learner Outcomes

MS028 - The Autism Breakthrough: Treating ASD from the Inside Out

- Describe the Language Staircase and the skills children need in order to develop novel, flexible language.
- Explain why regulation, engagement and intrinsic motivation to communicate are foundational skills in developing meaningful language.
- Describe strategies that can be used in therapy sessions to help improve a child’s intrinsic motivation, engagement, and regulation.

MS080 - Shaping Supervisory Style: Matching Strategies to Career Stages

- As a result of this presentation, the participant will be able to compare and contrast supervision and mentoring.
- As a result of this presentation, the participant will be able to describe key aspects to consider when supervising and mentoring individuals through four distinct career stages and in a wide variety of settings.
- As a result of this presentation, the participant will be able to implement practical tools and strategies for supervising and mentoring for each career stage.

MS145 - Critical Thinking through Complex Adult Case Studies in Dysphagia Management

- Participants will identify appropriate patient and clinician reported outcome tools to be used with complex dysphagia patients
- Participants will be able to explain rationale for when to recommend an instrumental evaluation and decide which evaluation tool is most effective to answer your clinical question.
- Participants will be able to identify and describe evidence based protocols for swallowing therapy in the acute care and outpatient clinical settings

MS259 - Got Grammar Goals? Grammatical Morphology and Morphological interventions from Roots to Plurals

- 1. The participant will be able to define and describe evidence-based strategies for teaching grammatical morphology.
- 2. The participant will be able to implement strategic instruction and activities for affixes (prefixes and suffixes) and root words
• 3. The participant will learn morphological-inference strategies to discern meanings of unknown words

MS307 - Video Based Assessment of Spanish Morphosyntax

• Will identify the areas of grammar known to be diagnostically important for evaluating language disorders in Spanish speaking children.
• Will identify current assessment tools available to evaluating morphosyntax in Spanish speaking children.
• Will compare and contrast different methods of assessing Spanish grammar, including video based assessment, and how these can be used during a comprehensive bilingual language evaluation.

MS331 - Phonological Processes Patterns and Treatment

• The Speech and Language Pathologist will identify the frequent phonological processes that affect entire sound classes or sequences, as well as the age that the phonological processes are considered to be appropriate.
• The Speech and Language Pathologist will identify other infrequent phonological process error patterns and the age at which the phonological processes are considered to be appropriate.
• The Speech and Language Pathologist will specify the phonological process or processes that are areas of remediation and write remediation (IEP) goal(s) to address the student's error pattern(s).

MS353 - It Takes a Team to Support Our Complex Communicators!

• Participants will be able to define critical areas of understanding and skill that IEP team members need in order to successfully partner in developing the communicative competence of our students who require AAC in order to communicate.
• Participants will be able to compare and contrast collaborative teaming tools and will be able to explain their purpose and when each might be used to support building a strong team.
• Participants will be able to describe at least two high-leverage or evidence-based practices that can enhance a classroom learning environment to support developing a student’s skill with using an AAC system.

SC038 - Working with Parents During Stressful Times: Impact of Ambiguous Loss

• As a result of this presentation, the participant will define the difference between the organic parent-child interaction that develops between typically developing children and their supportive parents versus what can develop between children with developmental differences and their supportive parents.
• As a result of this presentation, the participant will describe ambiguous loss and the differences between the sense of loss experienced by parents whose children disappear physically versus those who do not develop on a standard trajectory.
• As a result of this presentation, the participant will identify ways to collaborate and directly coach parents in effective ways to facilitate communication using playful obstruction and communicative temptations, in addition to related strategies.

SC043 - Using the LAMP Approach to Support AAC Users with Autism

• Describe the 5 key elements of LAMP (Language Acquisition through Motor Planning).
• Describe how core vocabulary can be taught through the use of motor planning.
• Identify methods of motivating clients to use AAC through the use of LAMP strategies.

SC089 - All Aboard the CA – Multi-Tiered System of Support (MTSS) Train!

• List the key elements of MTSS and two ways it impacts SLP service delivery in schools.
• Identify the stage of development of MTSS in my district based on three indicators presented.
• Specify three steps you will take to increase interprofessional practice in your program.

SC246 - Understanding and Treating Childhood Apraxia of Speech

• As a result of the presentation, the participant will be able to explain how to integrate at least one principle of motor learning into a therapy session.
• As a result of the presentation, the participant will be able to determine the efficacy of treatment techniques by placing a verified technique into a category of strong evidence or some evidence.
• As a result of the presentation, the participant will be able to state a goal and activity for a child with severe CAS, a child with moderate CAS and a child with mild CAS.

SC300 - Power Up Your Pragmatic Language Assessment Accuracy and Therapy Results

• 1. will define communicative intent and explain instrumental versus affective intent and Pragmatic Judgment versus Performance in context of social communication, and their implications in social skills treatment.
• 2. Will explain how teaching paralinguistics such as paralinguistic decoding and use of paralinguistic cues is critical in improving social communication, specifically the ability to understand communicative intent and social context
• 3. will design and create a protocol for the informal assessment of paralinguistic judgment and performance based on interactive self-made video-based assessment tasks.

SC391 - (no title)

SC396 - Speech & Language Disorders in Dementia

• As a result of this presentation, the participant will be able to Identify speech and language problems which occur in Alzheimer’s disease, the most common neurodegenerative disease.
• As a result of this presentation, the participant will be able to Diagnose speech and language problems which occur in the primary progressive aphasias.
• As a result of this presentation, the participant will be able to Diagnose speech and language problems which occur in primary progressive apraxia of speech and other dementias.

MS157 - Ethics and Supervision for School SLPs

• As a result of this presentation, the participant will be able to identify what is needed in order to supervise a CF candidate, a SLP-A, or a graduate student in a public school setting
• As a result of this presentation, the participant will be able to problem solve through ethical dilemmas that may arise during the course of the supervision of the CF candidate, the SLP-A or the graduate student
• As a result of this presentation, the participant will be able to walk away with some resources and strategies for ethically supervising these new professionals to our field

MS210 - Using Talk to Write: Adolescent Confidence Builder, Research Based, Successful

• Attendees will 1) identify at least one technique or activity that builds student confidence in the ability to write.
• 2) list at least two of the three instructional routines enabling effective instruction.
• 4) identify one activity that builds students' ability to tap talking oral language skills for writing tasks.

MS226 - Promoting Peer-to-Peer Engagement Through Collaborative Practices Among SLPs & APE Teachers

• As a result of this presentation, the participant will be able to: Describe how Speech-Language Pathologists and Adaptive Physical Education Teachers can engage in Interprofessional Practices (IPP) in a school-based setting to facilitate peer engagement among students with challenges in social communication
• As a result of this presentation, the participant will be able to: Identify three specific facilitating activities that can be used among Speech-Language Pathologists and Adaptive Physical Education Teachers to facilitate peer interaction.
• As a result of this presentation, the participant will be able to: Explain the impact of SLP training on peer engagement for APE teachers.

MS265 - The SLP and Audiologist's Role with the 2E Auditory Processing Disordered Child

• The participant will be able to define and identify a 2E child.
• The participant will be able to engage other professionals in the exploration and discovery of the child's giftedness and talents to qualify as a 2E child.
• The participant will describe procedures and management for such 2E children so that their self esteem is elevated.
MS281 - Face-to-Face Concussion for High School Athletes: UPDATED.

- As a result of this presentation, the participant will be able to differentiate between signs and symptoms of concussion.
- As a result of this presentation, the participant will be able to explain what it means to "Team Up Speak Up".
- As a result of this presentation, the participant will be able to describe ways to implement a concussion education program at his/her own school.

MS306 - IPE: A University-based Interprofessional Stroke Recovery Resource & Community Center

- Describe the World Health Organization’s framework for individual with chronic conditions
- Explain the need for continuity of care for individuals living with stroke including family members/significant others
- Identify the purpose of having a community- or university-based interprofessional stroke resource and recovery center

MS314 - Essential Standards and Professional Learning Communities: Transforming SLP Practice in Public Schools

- Attendees will be able to identify the 4 questions of PLC.
- Attendees will synthesize the purpose of identifying and applying essential standards.
- Attendees will enhance their therapy by utilizing essential standards.

MS146 - The Dos and Don’ts When Working with Culturally and Linguistically Diverse Students

- Audience will improve assessment methods for the culturally and linguistically diverse population.
- Speakers will compile resources for assessment and treatment.
- Speakers will discuss resources to facilitate parent involvement and to expand skills beyond the speech room.

MS164 - Empowering Adult Health Literacy in the Post Acute Setting

- As a result of this presentation, the participant will be able to define health literacy and its influencing factors.
- As a result of this presentation, the participant will be able to integrate health literacy into the SLP practice, and explain how increased health literacy directly influences positive health population outcomes.
- As a result of this presentation, the participant will be able to identify tools for assessment and intervention related to health literacy.

MS171 - Ethics, policies and procedure: Making a winning recipe for your practice.
Identify and describe the basic policies and procedures needed to provide effective management and protection for your company and employees.

Develop and summarize the importance of an employee handbook and state the main areas to include and add as your practice grows and changes.

Describe why a parent handbook is important for effective administration and management and list the items that are needed.

MS253 - Enhancing Rapport by Activating Vagus Nerve Pathways through Nonverbal Language Behaviors

- As a result of this presentation, the participant will be able to explain interrelationships between specific nonverbal language behaviors, neurotransmitters, and autonomic nervous system activation from sympathetic immobilization and fight/flight to parasympathetic homeostasis generated by vagal braking.
- As a result of this presentation, the participant will be able to describe how the ventral vagus nerve’s (VVN) role for establishing social engagement through vagal braking may be triggered through nonverbal language behaviors in order to establish optimal states for rapport.
- As a result of this presentation, the participant will be able to perform a rapport setting exercise by briefly explaining the rationale and then guiding another in moving through a series of nonverbal language behaviors that spans from the toes to the top of the head.

MS254 - Taming the Wild Child: Proven Interventions for Mutiny and Meltdown

- As a result of this presentation, the participant will be able to maximize preschooler cooperation by manipulating the treatment environment and controlling access to toys and attention.
- As a result of this presentation, the participant will be able to increase desirable behaviors in preschoolers by identifying, modeling, and shaping expected behaviors.
- As a result of this presentation, the participant will be able to reduce undesirable behaviors in preschoolers by selecting, shaping, and reinforcing incompatible behaviors.

MS271 - Dial It Down Individualized Therapy

- Learners will learn modulating skills regarding the ABC's of stuttering treatment
- Learners will acquire knowledge to help develop self-therapy skills in the clients they serve.
- Learners will acquire strategies and techniques to enhance client's ability to independently transfer and generalize therapeutic gains.

MS348 - In-Home SLP Treatment for Children Over 3 with Autism and Challenging Needs

- As a result of this presentation, the participant will be able to list criteria relevant to the selection of in-home candidates for in-home SLP services over the age of 3
As a result of this presentation, the participant will be able to identify strong communication targets to establish for children over three with varying communication deficits related to their diagnosis of ASD.

As a result of this presentation, the participant will be able to describe the value of direct parent involvement in the in-home treatment process and strategies that may accelerate the parent-child interaction process.

SC231 - Infant and Pediatric Dysphagia - Beyond the Basics

As a result of this presentation, the participants will be able to define higher-level neural processes involved in swallowing.
As a result of this presentation, the participants will be able to describe maturation of the lungs, chronic aspiration, and high-risk groups for aspiration pneumonia.
As a result of this presentation, the participants will be able to perform dysphagia therapy for infants and pediatrics given research-based, skill-orientated dysphagia treatment strategies that challenge the swallow and promote improved health.

SC295 - The Invisible Injury: Professional perspectives on Sports-Related Concussions

As a result of this presentation, the participant will be able to define and describe symptoms of a concussion/Mild TBI/Persistent Concussion symptoms.
As a result of this presentation, the participant will be able to explain prevention and recovery approaches for sports related concussion.
As a result of this presentation, the participant will be able to specify assessment and treatment techniques, and the role of the Speech-Language Pathologist in Concussion.

SC313 - Newcomer Children Suspected of Having a Disability: What’s an MDAT To Do?

As a result of this presentation, the participants will be able to determine when a culturally diverse student should be assessed because of a suspected disability.
As a result of this presentation, the participants will be able to explain culturally and linguistically sensitive assessment practices that should be implemented with newcomers to the United States.
As a result of this presentation, the participants will be able to describe how to determine whether newcomers to the United States are eligible under the IDEA.

SC360 - Down Syndrome, Apraxia, Dyslexia: WTF - Where's The Focus?

As a result of this presentation the participant will be able to analyze how poor auditory and visual focus affects the speech sound production and literacy skills of students with Down Syndrome, Apraxia (CAS) and Dyslexia.
As a result of this presentation the participant will be able to identify five of the best practices of teaching.
As a result of this presentation the participant will be able to analyze how multimodal tools can be used in various activities for teaching speech sound production and reading to individuals with Down Syndrome, Apraxia and Dyslexia.
SC400 - The 3 Es of Stuttering: A new all-inclusive therapy model

- 1. Describe and explain the "3 Es" of stuttering and why they are important for holistic, evidence-based treatment.
- 2. Create two different therapy activities that target non-behavioral aspects of the stuttering experience.
- 3. Explain how to use the 3Es to create differentiated treatment plans that prioritize client values and individualized needs

MS020 - Speaking of Stuttering: Successfully Normalizing Stuttering in the Classroom

- Clinicians will become familiar with the resource guide that has been created to aid in understanding the criteria that deems a student’s preparedness. The learner will be able to clinically measure whether someone is ready to disclose they are a person who stutters via a classroom presentation by the use of standardized and non standardized assessments to help the school aged child reduce negative reactions to stuttering, overcome the adverse impact of the disorder, educate others, identify a supportive team of people and communicate effectively and successfully.
- Clinicians will identify and summarize strategies that address and respond to bullying that support self-esteem and confidence in children who stutter. Clinicians will be given specific strategies to decrease teasing by support their students to advocate for themselves.
- Clinicians will identify therapy approaches to facilitate self acceptance in stuttering therapy such as ACT, CBT, ADT that promote self acceptance and advocacy in the classroom setting.

MS042 - Medicare Outpatient Speech Therapy Services; Providing and Documenting Reimbursable Care

- Attendees can describe reasonable and necessary services
- Attendees can formulate functional goals which are objective and measurable.
- Attendees can access Noridian Medicare and CMS websites as a resource for further education.

MS064 - Cultivating Joint Attention Between Parents and their Toddlers with Autism Spectrum Disorder

- As a result of this presentation the participants will be able to observe and recognize specific limitations in toddler joint attention that may be obstacles to the development of verbal communication
- As a result of this presentation the participants will be able to incorporate principles of social-emotional engagement in their clinical practice
- As a result of this presentation the participants will be able to list specific skills and behaviors of parent-child interactions that are precursors to expressive language development in children with ASD
MS079 - Interactive Workshop: Group Activities for Persons With ABI Across the Care Continuum

- Discuss best practice for adults and children with cognitive-communication deficits.
- Describe barriers that persons with acquired brain injury face in their social relationships, work places, and/or academic lives.
- Design original group activities by integrating literature-based best practice.

MS101 - Peer Mediated Instruction & Intervention - An Evidence Based Practice

- Learners will understand what the California Autism Professional Training and Information Network (CAPTAIN), how PMII is an Evidence Based Practice, and where to find more resources.
- Learners will understand structured and models of PMII through the CAPTAIN lens, learn how to implement them using the steps of planning, using, and tracking using the implementation fidelity checklist, and how to provide resources to other professionals and families.
- Learners will understand unstructured and models of PMII through the CAPTAIN lens as well as with the support of social inclusion programs such as Circle of Friends, learn how to implement with fidelity and use as a service delivery model and MTSS tiered support.

MS198 - Reimagining Game Play Through an Eclectic Social Competency Approach

- Summarize the key social competencies and explain why their absences may affect the building of relationships for children with social challenges.
- Identify and describe the methodologies that influenced the eclectic social competency game play approach and explain how the combination of these competencies can support a better social game play experience.
- Describe and practice the steps required to modify-adapt a commercially made game using an eclectic social competency approach, then list the social benefits from the reimagined game.

MS201 - Oral narrative screeners for at-risk Spanish-English dual-language learners: A case study approach

- 1. Participants will be able to conduct a dual-language cross-linguistic analysis in Spanish-English.
- 2. Participants will be able to administer macrostructure and microstructure screening measures.
- 3. Participants will explain key elements that differentiate typical and atypical Spanish-English dual language development.

MS291 - Start Working With Accents

- As a result of this presentation, the participant will be able to explain the principles of second language phonological acquisition and accent modification.
• As a result of this presentation, the participant will be able to identify the rewards and challenges of providing accent modification services to private clients.
• As a result of this presentation, the participant will be able to describe the features of a successful university clinic accent program.

MS031 - Through the Looking Glass: School-Based SLPs Collaborating with Oral Language Interpreters

• As a result of this presentation, the participant will be able to describe common experiences of SLPs in the schools in collaborating with interpreters/ translators.
• As a result of this presentation, the participant will be able to describe best practices of SLPs in the schools in collaborating with interpreters/translators.
• As a result of this presentation, the participant will be able to describe ways for SLPs to remedy situations that are problematic when collaborating with an interpreter/translators.

MS067 - Social Skills and Sorcerers: Using Role-Playing Games to Address Social Pragmatic Difficulties

• Participants will identify client profiles and potential goal areas that may be targeted in a structured role-playing setting.
• Participants will compare and contrast multiple methods of data collection to measure client progress towards pragmatic goals and objectives.
• Participants will describe how to incorporate EBP approaches to treating social pragmatic difficulties through the context of a table-top role-playing game.

MS087 - Auditory Manifestations of Traumatic Brain Injury (TBI)

• Clinicians will be able to identify symptoms that indicate a mild-TBI diagnosis from the patient's reports of the events.
• Clinicians will be able to identify auditory comorbidities of a m-TBI.
• Clinicians will learn about the treatment recommendations for the auditory manifestation of a m-TBI.

MS189 - Challenges for Teens with Autism Spectrum Disorder Transitioning to Adulthood: Caregiver Perceptions

• As a result of this presentation, the participant will be able to list challenges for teens with autism spectrum disorder preparing to transition to young adulthood.
• As a result of this presentation, the participant will be able to discuss reported concerns of mothers and fathers of teens with ASD preparing for their child's future.
• As a result of this presentation, the participant will be able to explain potential supports speech-language pathologists can offer to families of teens with autism transitioning to young adulthood to facilitate optimal outcomes.

MS236 - Keeping Yourself Tuned In & Balanced: Personal Wellness for the Nurtured Practitioner
• 1. Identify signs of burn out.
• List 5 simple activities you can use to regulate and center yourself during "chaos", and avoid burnout during a session in school, in the clinic and/or at home.
• Explain brain function, respiratory system function, and bodily functions that impede or foster emotional and/or physical well-being.

MS286 - Videostroboscopy: What am I looking at?

• Following the presentation, the participant will identify parameters of importance in the interpretation of videostroboscopy.
• Following the presentation, the participant will describe the differences between videostroboscopy and other laryngeal imaging.
• Following the presentation, the participant will explain how videostroboscopy aides in decision making about voice therapy.

MS332 - Decisions, decisions: How do I decide which treatment to use?

• As a result of this presentation, the participant will be able to identify the different ways to compare treatments.
• As a result of this presentation, the participant will be able to design a comparison study.
• As a result of this presentation, the participant will be able to determine which treatment may be the more efficacious treatment and justify the results using quantifiable data.

MS335 - Music Therapy and Enhancing Speech & Language Development

• The participant will be able to describe how gestures and music can accelerate language development and word retrieval
• The participant will be able to identify no less than 3 music-based strategies that will facilitate speech language development in children with communication and interaction differences and their parents
• The participant will be able to list no less than 3 songs that can be used to build communication skills between children with developmental differences and their parents

MS377 - The Clinician-Researcher: Practical Methods to Achieve Paradigm Shift for Evidence-Based Clinical Practice

• Identify empirical and non-empirical types of clinical research
• List types of quantitative and qualitative research designs applicable to clinical practice.
• Describe a specific patient population and clinical setting where this model can be applied.

MS389 - Ways SLPs Can Ensure EBP Implementation to Support Their Students with ASD

• 1. Define the evidence-based practices (EBPs) for Autism Spectrum Disorder (ASD) as determined by the critical review of research conducted by the National Professional Development Center on ASD and the National Autism Center’s National Standards
Project, Phase 2 Report (NSP2) 2. Discuss how a collaborative approach is efficacious to improve outcomes and effectiveness of evidence based practices implementation. Describe how to leverage statewide initiatives and policies to ensure implementation of EBPs.

3. Identify and apply those EBPs for ASD to support inclusive education for students with ASD 4. Explain how implementation of EBPs with fidelity is a critical component of intervention and how the AFIRM (Autism Focused Intervention and Resource Modules) is an important tool to support fidelity of implementation of these focused interventions

5. Describe the statewide ASD initiative in California known as CAPTAIN (California Autism Professional Training And Information Network) as a premier resource of evidence based/research based information on ASD that supports the dissemination and implementation of EBPs with fidelity.

6. Describe the Statewide System of Support, SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA

MS401 - WHEN I STUTTER: The Emotional Impact of Stuttering & Considerations in Intervention

- As a result of this presentation, the participant will be able to initiate a conversation with a client to discuss the emotional impact that stuttering has had in their life.
- As a result of this presentation, the participant will be able to identify ways to help their clients generalize the skills learned in the therapy room to the "outside world." For Example, using the phone, visiting businesses and talking to strangers.
- As a result of this presentation, the participant will be able to consider the essential role of active listening in therapy.

MS099 - Assistive Technology for School-Based SLPs: How to Increase Access for All

- As a result of this presentation, the participant will be able to define Assistive Technology (AT) by referencing relevant laws (Tech Act, IDEA).
- As a result of this presentation, the participant will be able to explain their role in implementing AT and how it relates to their scope of practice as an SLP.
- As a result of this presentation, the participant will be able to list at least 3 free or low-cost resources to obtain AT tools.

MS140 - A Tale of Collaboration: Project PUEDE!

- List the benefits of interprofessional education (IPE) and interprofessional practice (IPE) for student training and the individuals we serve
- Describe challenges and solutions in developing and maintaining transdisciplinary collaboration
- Discuss examples of how to develop collaborative student training practices

MS222 - Building Successful Teams for Kids with Learning Differences: Treatment Strategies that Work!
• As a result of this presentation, the participant will be able to Identify the key characteristics of a kid with learning differences.
• As a result of this presentation, the participant will be able to define the role of the SLP/SLPA when working with parents of kids with learning differences.
• As a result of this presentation, the participant will be able to list at least 5 benefits of building a "Stellar Success Team" for kids with learning differences.

**MS279 - From Behavior to Communication: Empowering SLPs to Evaluate and Manage Challenging Behavior**

• As a result of this presentation, the participant will be able to explain how antecedents and consequences influence a student’s behavior
• As a result of this presentation, the participant will be able to identify the communicative function of the behavior
• As a result of this presentation, the participant will be able to choose strategies that will help the student to replace challenging behavior with appropriate communication

**MS289 - Panel discussion: The role of SLPs, advocates and families during IEP meetings**

• The participant will define Public Law 94-142 and its relevance to school-based services.
• The participant will define due process and clinical implications for the SLP.
• The participant will explain best practice as related to the diagnostic process and identification of communication disorders in diverse learners

**MS301 - Say Ahhh: Beyond the Oral Mech**

• 1) Identifying early signs of atypical growth and development in oral-facial health that may impact speech-language development and swallowing.
• 2) Discuss procedure of oral mechanism examination in children and young adults.
• 3) Discuss how oral-facial structural anomalies and dental alignment impact airway and tongue placement

**MS302 - Clinical and Administrative Roles for SLPs in Disaster Readiness, Response and Recovery**

• Describe 3 reasons why SLPs need to address emergency/disaster readiness content as part of professional practice goals with their clients and with their colleagues.
• Focusing on people of all ages with severe speech and language challenges, discuss some specific steps SLPs can take to increase the capacity of their clients to maintain access to communication throughout a disaster/emergency scenario.
• Discuss ways in which SLPs can support the people they serve with severe speech and language impairments by learning more about preparedness, response and recover issues; joining volunteer efforts, setting goals for their clients using content that relates to readiness, discussing issues with family members of clients, etc.
SC058 - Print Possibilities! Improve Speech Intelligibility and Support Literacy with Orthographic Instruction.

- As a result of this presentation, the participant will be able to implement strategic interventions that build phonological awareness and remediate speech sound disorders simultaneously.
- As a result of this presentation, the participant will be able explain the role of the reading processors (orthographic, phonological, meaning and context) in relation to literacy development.
- As a result of this presentation, the participant will be able to explain the rationale for introducing orthographic instruction (printed cues) into therapy and classroom activities.

SC233 - Cleft Palate, Craniofacial and Resonance Disorders: Diagnosis, Treatment and Completion of Care

- Describe the normal embryology and development of the facial complex as well as the clefting process.
- Describe techniques for diagnosing as well as planning treatment for patients with resonance and articulation disorders with and without cleft palate.
- Describe several fairly common syndromes which may be associated with cleft, craniofacial and resonance disorders.

SC384 - Treatment decisions to optimize outcomes for children with speech sound disorders

- As a result of this presentation, the participant will be able to differentiate articulatory-based errors from phonologically-based errors that might be produced by children with speech sound disorders.
- As a result of this presentation, the participant will be able to describe the evidence base for various speech sound disorder intervention types.
- As a result of this presentation, the participant will be able to describe major differences in evidence-based target selection strategies across speech sound disorder characteristics.

SC388 - Developing Appropriate Assessment and Intervention Plans for African-American Students

- Develop appropriate assessment plans that are in alignment with the Larry P. vs. Riles court ruling guidelines, related CDE/CSHA task force recommendations, federal/state regulations, and professional best practices for African American students
- Determine the most appropriate informal and formal speech-language assessment procedures for African American students based on their individual cultural/linguistic backgrounds
- Develop appropriate intervention goals that focus on disorder vs. difference for those students who are acutely identified as being eligible for speech-language and related services

MS110 - Middle School Therapy Made Easy Using Novels and Picture Books
• As a result of this presentation, the participant will be able to identify multiple titles of novels and picture books to target middle school language goals.
• As a result of this presentation, participants will be able to list at least three rationales for using picture books with their middle school students.
• As a result of this presentation, participants will be able to specify at least three language goals they can target through the use of novels and picture books with their middle school students.

MS266 - Implementation of Pragmatic Language in Natural Settings

• As a result of this presentation, the participants will be able to explain the challenges of implementing pragmatic language in natural settings.
• As a result of this presentation, the participants will be able to identify evidence based instruments that can be used to evaluate pragmatic language intervention in natural settings.
• As a result of this presentation, the participants will be able to define and implement functional goals and objectives for school age individuals struggling with pragmatic language issues in natural settings.

MS327 - When Our Tests Don't Agree: Evidence-based Explanations for Conflicting Test Scores

• As a result of this presentation, the participant will be able to explain why it is important to know the sensitivity and specificity measurements of a screening or diagnostic tool and be able to advocate for policy changes related to arbitrary eligibility criteria (e.g. -1.5 SD) in favor of evidence-based cut-scores that maximize sensitivity and specificity.
• As a result of this presentation, the participant will be able to identify 2 potential sources for why a student obtains conflicting standardized scores.
• As a result of this presentation, the participant will be able to explain the danger of selecting treatment targets from test materials.

MS349 - Adapted Yoga Techniques for Voice Therapy and Singing Voice Rehabilitation

• As a result of this presentation, the participant will be able to describe the rationale for use of adapted yoga postures/movements in voice therapy and singing voice rehabilitation.
• As a result of this presentation, the participant will be able to describe and perform simple adapted yoga postures/movements applicable in voice therapy and singing voice rehabilitation.
• As a result of this presentation, the participant will be able to describe and perform simple conscious breathwork exercises that may increase somatic awareness and function with respect to respiratory support for phonation.

MS368 - “Know Thyself”: Fostering Theory-Driven AAC Intervention in Pre-Service Speech-Language Clinicians
• As a result of this presentation, participants will identify their underlying epistemological beliefs pertaining to how they teach core vocabulary and language so their clients can access academic material and participate in classroom learning.
• As a result of this presentation, participants will discuss how their underlying beliefs about learning may impact AAC intervention (goal writing and instructional practices) especially for school-age children who are presymbolic and emerging symbolic communicators who require aided AAC.
• As a result of this presentation, participants will explain how their underlying belief systems may impact long-term language and communication outcomes for preliterate students with significant cognitive disabilities and complex communication needs.

MS369 - S.W.I.F.T. Seminar: SLPS/AuDs Working to Interrupt Fallible Tendencies (Gender Identity)
• As a result of this presentation, the participant will be able to describe historical nature of gender and gender identity.
• As a result of this presentation, the participant will be able to identify potential biases with regard to gender and gender identity.
• As a result of this presentation, the participant will be able to describe evidence based practices to potentially decrease bias.

MS380 - (no title)

PS019 - Stronger Together: Reimagining School-Based SLP Teams With a Blended Service-Delivery Model
• As a result of the presentation, the participant will be able to identify and address common misconceptions of telepractice as an effective service delivery model.
• As a result of the presentation, the participant will be able to describe at least three ways that onsite and virtual SLPs can effectively team to address student needs and to meet all compliance requirements.
• As a result of the presentation, the participant will be able to explain how integration of telepractice into school-based SLP teams supports student needs as well as clinical best practices of our profession.

PS027 - The Sacramento State Literacy Connection: Empowering Parents to Develop Preschool Literacy
• Describe ways to encourage parent involvement in oral and literate language activities at home.
• Identify and locate specific materials for use in preschool settings to build English language and literacy skills through increased interactions between and among parents, educators, and children.
• Identify strategies for setting up and conducting parent literacy training programs in a variety of contexts and settings.
PS036 - Leading Interprofessional Education University-Based Clinics: A Literature Review

- Identify the purpose of a university-based interprofessional clinic
- Describe the literature reported benefits of an interprofessional university-based clinic
- Identify the recommended literature-based frameworks to create an interprofessional university-based clinic

PS037 - Adults With Aphasia and Children With Stuttering Sing Together: An Intergenerational Study

- As a result of this presentation, attendees will be able to: 1. Articulate at least 3 benefits of intergenerational therapeutic activities for clients with communication disorders
- 2. Describe the Life Participation Approach for Aphasia (LPAA), and its implications for considering life participation for any client with a communication disorder.
- 3. Summarize the effects of an intergenerational activity on the communication and social interaction of children with stuttering and adults with aphasia.

PS053 - Pedagogical Considerations for University Instructors Teaching Generation Z: Survey Results and Implications

- As a result of this presentation, the participant will be able to: 1. List characteristics of Generation Z
- As a result of this presentation, the participant will be able to: 2. Explain results of a survey of Gen Z students in terms of their preferred pedagogical practices in the university classroom setting
- As a result of this presentation, the participant will be able to: 3. Discuss practical implications of the survey for university instructors teaching Generation Z students

PS096 - Viscosity Matters: Using IDDSI Framework for Clinical Decision Making in Infant Dysphagia

- Learner will be able to identify why more standardization and objective data are important for guiding successful feeding interventions and outcomes.
- Learner will be able to identify viscosity differences between different kinds of formula and the amounts of calorie fortification for the infant/pediatric population according to the International Dysphagia Diet Standardization Initiative (IDDSI)
- Learner will summarize limitations and ideas for future research that is needed in the field of infant dysphagia for creating a standardized protocol to reliably conduct VFSS assessment for infants.

PS102 - NSSLHA’s First Interprofessional Event at San Francisco State University

- As a result of this presentation, participants will be able to identify the importance of student’s ability to effectively communicate with team members and collaborate over approaches on case studies for patient outcomes.
• As a result of this presentation, participants will be able to describe the importance of involvement from multiple spheres of knowledge, disciplines and professions when planning client diagnosis, treatment, and goals.
• As a result of this presentation, participants will be able to specify the importance of Interprofessional Education for Inclusive Schools and why it is crucial to patient goals, outcomes, and success.

PS105 - Parent Perspectives on Fatigue and Burnout with Children in Multiple Therapies
• As a result of this presentation, the participant will be able to define parent burnout in a therapeutic context.
• As a result of this presentation, the participant will be able to summarize factors associated with parent burnout.
• As a result of this presentation, the participant will be able to identify ways in which therapeutic services might exasperate or mitigate parent burnout and stress.

PS126 - English Vowel Perception in Late Spanish-English Bilinguals: An EEG study
• Identify possible reasons for late bilinguals’ difficulty perceiving non-native speech sounds.
• Compare the acoustic cues used by native English and Spanish speakers in native vowel perception.
• Describe how the Mismatch Negativity (MMN) neurophysiological component can be used to measure automatic aspects of native and non-native speech perception.

PS134 - The Psychological Benefits of Community Service for People who Stutter
• PWS illustrate negative psychological effects including low life participation.
• PWS who are in stuttering support groups gain psychological benefits that in turn produce higher levels of self-esteem, self-efficacy, and life satisfaction.
• Involvement in community service may yield higher levels of psychological benefits that improve the quality of life of PWS.

PS151 - Self-Efficacy Training for Adults with Hearing Loss and Their Communication Partners
• As a result of this poster session, the participant will be able to define communication self-efficacy in aural rehabilitation.
• As a result of this poster session, the participant will be able to identify the interventions used for both PHLs and CPs in the IPGAR Workshop.
• As a result of this poster session, the participant will be able to describe the treatment outcomes from self-reported assessment measures that emerged from the IPGAR Workshop.

PS155 - Visual Feedback in Voice Therapy for Individuals with Parkinson's Disease
As a result of this presentation, the participant will be able to: 1. Describe the components of Lee Silverman Voice Therapy (LSVT) for individuals with Parkinson's disease.
2. Explain how color coded visual feedback was utilized to correspond with various loudness levels during voice therapy.
3. Describe how and why visual feedback in the form of a color coded system might be beneficial as an augment to the existing LSVT protocol.

PS169 - Effectiveness of Vocal Health Lectures Among at-Risk University Students

As a result of this presentation, the participant will be able to: 1. Describe the necessary components of a vocal health lecture for students in vocally intense professional programs.
2. Discuss a way of assessing the effectiveness of such lectures.
3. Explain why information on voice care is important for those in the fields of music and education.

PS190 - Comparison of Right Hemisphere Loading Paradigms: Attention/Intention vs. Constrained Hemisphere Training

As a result of this presentation, this participant will be able to identify the potential effects of a novel means of differential stimulus loading of the right hemisphere, and attentional down-regulation of the left (language dominant) hemisphere, during traditional multimodal stimulation treatment.
As a result of this presentation, this participant will be able to define and differentiate two right Hemisphere Loading Paradigms: Attention/Intention and Constrained Hemisphere Training.
As a result of this presentation, this participant will be able to summarize the findings of a meta-analysis of two randomized controlled trials, comparing the roles of attention/intention and hemisphere constraints in rightward brain activity shift.

PS223 - SLP Graduate Students Teach Undergraduate Students: Results from a Three-Year Study

Attendees will compare and contrast the quantitative results of a pedagogical model study in which graduate students in speech language pathology provided peer-teaching to undergraduate students across two years of data.
Attendees will describe the procedures for duplicating this peer-teaching and learning among students at the university or continuing education level at schools or clinics where SLPs share knowledge with SLPAs.
Attendees will list the benefits a graduate-undergraduate peer teaching and learning format has on positive outcomes for content knowledge and professional experience.

PS251 - Effects of age of English exposure on English proficiency of bilingual preschoolers

Understand the language development between bilingual and monolingual children.
- The important concept of bilingual language development beyond the purely linguistic aspects
- Understand the effect of socioeconomics and age of English exposure influencing English proficiency in preschoolers

PS260 - Bilingual Language Production: Investigating the Independent Components of Facilitation and Interference Control

- Define bilingual language co-activation.
- Compare and contrast bilingual language facilitation and inhibition.
- Identify how language usage affects word accessibility in multiple languages.

PS268 - Communication Severity Scales (CSS): Service Guidelines for Public School SLPs

- Attendees will be able to synthesize the purpose of implementing the CSS.
- Attendees will be able to identify the five Scales.
- Attendees will enhance their therapy practice using service guidelines.

PS274 - Co-speech Gesture as Meaning and Marking: Occurrence with Lexical Selection and Dysfluency

- As a result of this presentation, the participant will be able to identify gestures that occur at prosodic boundaries.
- As a result of this presentation, the participant will be able to differentiate different types of fluency and lexical selection - or "searching" - behaviors.
- As a result of this presentation, the participant will be able to specify which types of gestures signal dysfluencies and lexical selection events.

PS280 - Efficacy of the SPEAK OUT!® Voice Therapy for Individuals with Parkinson’s Disease

- 1. As a result of this presentation, participants will be able to identify key components of the SPEAK OUT!® Voice Therapy for individuals with Parkinson’s Disease (PD)
- 2. As a result of this presentation, participants will be able to describe an evidence based treatment strategy for improving voice and intelligibility in individuals with Parkinson’s Disease.
- 3. As a result of this presentation, participants will be able to describe the results of a research study supporting the use of the SPEAK OUT!® Voice Therapy with individuals with Parkinson’s Disease.

PS285 - Cognitive Profiles in Persistent Concussion Syndrome

- As a result of this presentation, the participant will be able to identify and describe cognitive-communication deficits in Persistent Concussion Syndrome.
- As a result of this presentation, the participant will be able to define Persistent Concussion Syndrome.
As a result of this presentation, the participant will be able to specify assessment tools for cognitive-communication domains targeting Persistent Concussion Syndrome symptoms.

PS297 - Cytomegalovirus (CMV) and Hearing Loss

- As a result of this presentation, the participant will be able to explain the implications of congenital CMV for the child and the child's family, as well as how to implement treatment.
- As a result of this presentation, the participant will be able to describe the current understanding of the pathogenesis of CMV.
- As a result of this presentation, the participant will be able to list the ways speech-language pathologists play a role on the treatment team of a child with CMV.

PS304 - Parent-Child Literacy Interactions of Deaf or Hard of Hearing and Hearing Preschoolers

- As a result of this presentation, the participant will be able to identify the differences in the types of literacy interactions used and preferred by hearing preschoolers.
- As a result of this presentation, the participant will be able to list the differences in the types of interactions used and preferred by DHH.
- As a result of this presentation, the participant will be able to compare the types and amounts of literacy interactions between DHH and hearing preschoolers.

PS305 - Lessons Learned from Interprofessional Collaboration – Examining Parent-Child Interactions During Grocery Shopping

- As a result of this presentation, the participant will be able to define Community-Based Research and Interprofessional Practice.
- As a result of this presentation, the participant will be able to describe the key principles of CBR-IPP.
- As a result of this presentation, the participant will be able to identify possible implications of CBR-IPP for practice.

PS318 - Developmental Language Disorder in Bilinguals: A Longitudinal Investigation of English Grammatical Performance

- Participants will be able to identify easy and difficult forms for children learning English as a second language.
- Participants will be able to describe forms that are appropriate grammatical targets for children with DLD learning English as an L2.
- Participants will be able to list targets for different ages in developmental order.

PS319 - Efficacy of the LOUD Crowd® Voice Therapy for Individuals with Parkinson’s Disease

- As a result of this presentation, participants will be able to identify key components of the LOUD Crowd® Voice Therapy for individuals with Parkinson’s Disease (PD)
• As a result of this presentation, participants will be able to describe an evidence-based treatment strategy for maintaining voice and intelligibility in individuals with Parkinson’s Disease.
• As a result of this presentation, participants will be able to describe the results of a research study supporting the use of the LOUD Crowd® Voice Therapy with individuals with Parkinson’s Disease.

PS329 - Cognate sensitivity in preschool-aged Spanish-English bilinguals with varying language skills

• As a result of this presentation, the participant will be able to summarize available research on cognate effects in typically developing children.
• As a result of this presentation, the participant will be able to explain potential uses for cognates in bilingual language assessment and treatment.
• As a result of this presentation, the participant will be able to discuss how cognate effects may differ across children with varying language profiles.

PS336 - Integrating transgender voice and communication training into the graduate clinical education program

• As a result of this presentation, the participant will be able to describe a model for integrating transgender voice and communication training into clinical education in an SLP program.
• As a result of this presentation, the participant will be able to describe the preparation of student clinicians for the delivery of individualized voice and communication training to transgender persons.
• As a result of this presentation, the participant will be able to describe the assessment and voice, speech and language modification approaches used by student clinicians with their individual clients.

PS362 - Early to Mid-Career Professional SLP Perspectives on the Practice of “Cultural Competence”

• As a result of this presentation, the participant will be able to describe current research trends on the topic of "cultural competence".
• As a result of this presentation, the participant will be able to define social science conceptual frameworks applicable to clinical practice and educational research.
• As a result of this presentation, the participant will be able to compare and contrast cross-cultural perspectives on how SLPs lived experiences, and their education/training have informed or influenced their decision making when working with children and families in public schools.

MS179 - Comprehensive SETT Approach for a Successful AAC Implementation within Education Professionals
• Identify the SETT framework components to establish and or incorporate AAC into the classroom curriculum.
• Describe how the SETT framework strategy can be utilized to increase interprofessional collaboration to effectively implement AAC in the classroom.
• Discuss the primary hesitations and prerequisites necessary to support a system of equitable service to establish student centered perceptions of incorporating AAC in the classroom.

MS186 - Trilingual speech-language assessment: Differentiating disorder from difference working with Mayan immigrant families

• Describe the cultural and linguistic contexts of Mayan immigrants to the U.S.
• Describe linguistic features of a bilingual or trilingual Mayan student.
• Describe the implications for assessment and treatment of speech-language disorders in students from trilingual Mayan backgrounds.

MS187 - Emergent Literacy for AAC Communicators

• List parts of a strong literacy framework for those who are learning language with AAC tools and systems.
• Formulate ideas for implementing sound literacy, language, and AAC practices in the classroom in collaboration with the teaching team.
• Integrate authentic literature into lessons geared to enhance communication via AAC and balanced vocabulary.

MS212 - Caregiver Perceptions and Use of Listening and Spoken Strategies for DHH Students

• As a result of this presentation, the participant will be able to list LSL strategies for supporting language development in DHH children.
• As a result of this presentation, the participant will be able to discuss caregiver understandings of LSL strategies in the infant/toddler years.
• As a result of this presentation, the participant will be able to explain how to apply findings to their work with families in their own practice.

MS250 - The Tongue Tie Controversy: Issues Related to Feeding, Dentition, Airway and Speech

• Identify the oral anatomical structures involved in the tongue tie controversy, including variations in the lingua frenum and upper lip tie.
• Describe the rationale for tongue clipping (frenectomy) pertaining to feeding difficulties, airway maintenance issues or speech disorders, including which practitioners should perform the procedure and suggested timing.
• Differentiate between speech disorders which require good articulation therapy compared to those cases which MAY require modification of the lingua frenum.

MS303 - University-based Student-Run Interprofessional Clinics: A Systematic Review
• Identify the purpose of a university-based student-run interprofessional clinic
• Describe the literature reported use of an interprofessional, student-run university-based clinic
• Identify the reported interprofessional student benefits for an on-campus student-run clinic

SC181 - Beyond the Classroom: How Districts Can Support Successful AAC Implementation at Home

• 1. Identify strategies to increase parent participation and buy-in of device use at home and community, through use of individualized student websites using Google Sites.
• 2. Identify practical ways to use individualized student website for structured practice of device navigation of high frequency words and phrases, both at home and at school.
• 3. Adapt multimedia materials by embedding symbols within high interest YouTube videos.

SC261 - Building the Supervisory Relationship: Going Beyond Rules and Regulations

• As a result of this presentation, the participant will be able to identify and explain the foundational aspects of coaching and mentoring.
• As a result of this presentation, the participant will be able to identify sources of conflict in supervision and develop a plan to manage and resolve it.
• As a result of this presentation, participants will summarize key ethical considerations in supervision and identify ways to manage and mitigate ethical risks.

SC273 - Challenging Neurological Cases- Grand Rounds

• 1. By the end of the session, the learner will identify treatments utilized to address the needs of the patients with complex neurological conditions.
• 2. By the end of the session, the learner will share personal clinical expertise/experience to further address the continued needs of the cases presented.
• 3. By the end of the session, the learner will be able to apply new knowledge gained in the session (through lecture, demonstration and open discussion) to treat similar patients on their respective caseloads.

SC356 - The Renaissance of Bilingual Education and Implications for Speech-Language Pathologists in California

• As a result of this presentation, the participant will be able to identify key laws and lawsuits related to bilingual education in California.
• As a result of this presentation, the participant will be able to describe the current landscape of bilingual education in California.
• As a result of this presentation, the participant will be able to summarize models for RTI and assessment of bilingual students.

SC358 - “I Didn’t Learn This in School” Part 1: Assessment of Speech Production
• As a result of this presentation, the participant will be able to describe how articulation, phonological processing, oral motor and motor planning are assessed and specify which assessments should be utilized to determine the likely ‘cause’ of speech sound production errors.
• As a result of this presentation, the participant will be able to use a percentage plan to determine which type of therapy is best suited for each client based on integrating the statistical results with clinical intuition to aid in more effective remediation of sound production disorders.
• As a result of this presentation, the participant will be able to write reports that reflect the cause and solution to remediating the speech disorder. They will be able to write clear and effective goals that can be easily treated by an SLP or SLPA who works with the child.

SC394 - Beyond Workbooks: Six Approaches to Cognitive Rehabilitation

• Will identify 6 approaches to cognitive rehabilitation
• Will understand the limits of workbook-assisted treatment and how to apply workbooks to functional cognitive rehabilitation.
• Will understand application of the six principles of cognitive rehabilitation to Evidence-Based Practice cognitive rehabilitation for attention, memory, executive functions, and pragmatic communication.

SC398 - Creative ideas for using apps in speech-language therapy

• Identify iPad apps that are appropriate to use with school-aged children with various communication disorders.
• Use iPad apps to assist school-aged children with practicing numerous speech and language goals.
• Summarize unique digital motivational strategies to help school-aged children with various communication disorders become more effective communicators.

MS012 - Transgender Voice Therapy: A Holistic Approach to Assessment and Therapy Strategies

• Perform a consultation, assessment and provide treatment using strategies that facilitate a more gender congruent voice.
• Compare and contrast the differences in vocal characteristics, verbal and nonverbal communication that are perceived as masculine and feminine.
• List specific strategies that address the whole person you are treating including mindfulness, meditation and lifestyle considerations when planning treatment.

MS023 - Working With and Advocating for Adolescents with Moderate/Severe Disabilities in Public Schools
• As a result of this presentation, the participant will be able to identify at least 3 strategies and/or activities to work with adolescents with moderate to severe disabilities during push-in speech and language sessions.
• As a result of this presentation, the participant will be able to describe and challenge common attitudes and beliefs held about adolescents with moderate to severe disabilities.
• As a result of this presentation, the participant will be able to identify target areas for training and modeling of speech and language techniques to paraprofessionals.

MS083 - Legal Update: How Recent Court Cases Impact Speech-Language Pathologists in Schools

• As a result of this presentation, the participant will be able to explain the importance of understanding due process, the legal system, and legal cases in their own practice.
• As a result of this presentation, the participant will be able to identify the trends in legal cases and how it impacts speech-language pathology in public schools.
• As a result of this presentation, the participant will identify the practical implications of judges' rulings and how to implement important changes in their own practice.

MS170 - Critical Concepts in the Head and Neck Cancer SLP Rehabilitation

• The participant will identify importance of the SLP as a member of the HNC multidisciplinary team
• The participant will identify when it is appropriate to complete objective evaluations when treating patients with head and neck cancer
• The participant will identify Head and Neck cancer specific patient and clinician reported outcome tools that should be using throughout treatment to objectively track patient progress

MS258 - Audiology Students’ Beliefs About Deaf People

• The learners will be able to specify that the purpose of this presentation is to delve deeply into the beliefs of audiology (AuD) students about Deaf and Hard of Hearing people.
• The learners will be able to summarize the beliefs of these AuD students about people who are Deaf or Hard of Hearing.
• The learners will be able to list eight recommendations for AuD students, related to providing them with social/cultural views of Deaf people.

MS372 - SLPAs: Maximizing Professional, Supervision and Advocacy Outcomes

• As a result of this presentation, the participant will be able to define and list critical components of the SLPA scope of practice as outlined by the California Speech Language Pathology & Audiology & Hearing Aid Dispenser’s Board.
• As a result of this presentation, the participant will be able to summarize resources one can use to enhance communication and collaboration between a supervisor and supervisee.
• As a result of this presentation, the participant will be able to describe possible responses one can utilize when advocating for appropriate use of SLPAs on the treatment team.
MS055 - Sensory Activities to Enhance Speech and Language Therapy for Children with SPD

- As a result of this presentation, the participant will be able to: 1. List the symptoms of sensory processing disorder (SPD) and their relevance to communication disorders.
- As a result of this presentation, the participant will be able to: 2. Describe materials and activities for speech-language therapy for children with SPD who are 0-4 years old.
- As a result of this presentation, the participant will be able to: 3. Describe materials and activities for speech-language therapy for children with SPD who are 5-12 years old.

MS059 - The Power of Music: Enhancing Learning Efficiency, Attention, and Positivity in Therapy

- Participants will be able to explain how music affects learning, retaining information and attention.
- Participants will be able to explain how music can be implemented in speech therapy to target various concepts, and to promote generalization at home and/or in the classroom.
- Participants will be able to explain how to create their own songs to target concepts.

MS085 - Reduce, Reuse, and Recycle: AAC Toolkit for Communication Partners on the Go!

- As a result of this presentation, the participant will be able to identify academic and functional annual goals that can be used within an IEP.
- As a result of this presentation, the participant will be able to list various communicative opportunities during a typical school day to incorporate and implement AAC with its user.
- As a result of this presentation, the participant will be able to perform a variety of activities and specify tools that can be used to promote more social interaction and communicative independence during curriculum-based activities and events.

MS154 - Remarkable speech change post mandibular distraction, an international child with congenital aglossia

- 1 As a result of this presentation, the participant will be able to explain the consequences of the deficit of congenital aglossia (CA).
- 2 As a result of this presentation, the participant will be able to identify the vocal tract changes necessary to produce intelligible speech in CA.
- 3 As a result of this presentation, the participant will be able to explain the benefits of mandibular distraction in a pediatric case of CA.

MS172 - Working with SLPAs: Navigating the ethical road.

- To enhance and assess solutions to ethical dilemmas using the ASHA Code of Ethics.
- To increase knowledge in the scope of practice for SLPs and SLPAs and compare and contrast the differences between CSHA and ASHA.
- To build skills needed to list resources and references to provide to team members and administration in all settings for staff education.
MS199 - You get an IEP! You Get an IEP! Everyone Gets an IEP!

- As a result of this presentation, the participant will be able to describe the components of an Individualized Education Plan.
- As a result of this presentation, the participant will be able to identify how students qualify for an Individualized Education Plan.
- As a result of this presentation, the participant will be able to compare common myths about qualifying for IEPs with California Education code and IDEA guidelines.

MS278 - AAC Fun and Functional Application Across Settings

- As a result of this presentation, the participant will be able to instruct and model the use of multi-word utterances on a variety of AAC devices.
- As a result of this presentation, the participant will be able to describe to team members strategies for implementing AAC programs.
- As a result of this presentation, the participant will be able to define strategies for implementing AAC with a variety of ADL’s.

MS347 - The Ties That Bind Us: Evidenced-Based Interdisciplinary Management of Tongue-Ties

1.) As a result of this presentation, the participant will be able to relate 5 areas of impact of tongue ties on oral functions and the cranio-facial-respiratory complex.
2.) As a result of this presentation, the participant will be able to list 3 validated assessments for tongue-ties in pediatrics.
3.) As a result of this presentation, the participant will be able to describe at least 5 interdisciplinary professionals and their corresponding treatments in the management of pediatric tongue-ties.

SC024 - YouCue Bootcamp – 3 Pathways for Social Learning

- Explain why using materials that contain social movement makes sense when working with students on the Autism Spectrum.
- Demonstrate how to work on inference using a YouTube video with a student with whom they work.
- State 2 activities they can use to build resilience in a student with whom they work.

SC084 - Beyond the Basics - Supervising Between the Lines

1. Explain how multi-generational diversity affects the development of interpersonal relationships and the way in which supervisors interact with supervisees.
2. Demonstrate specific skills needed to be a top-performing supervisor including both soft skills and technical skills.
3. Implement the specific supervision compliance requirements and administrative duties required by ASHA and the California Speech-Language Pathology & Audiology Board.
SC206 - Interviewing, Resumes & RPE/CF Regulations...Be Informed!

- How to write an appropriate and well formatted resume which highlights ones strengths and talents.
- How to prepare for a professional interview and what critical information needs to be obtained through the interview process.
- Awareness of State Board and ASHA regulations and guidelines as it relates to the RPE and CF requirements.

SC209 - Pediatric Dysphagia and Feeding from A-Z

- As a result of this participation, the participant will be able to define and describe developmental processes, differences, and disorders/diagnoses with infants, toddlers and school-age children for feeding and swallowing.
- As a result of this participation, the participant will be able to specify assessment practices for infants, toddler and school-age children in feeding and swallowing.
- As a result of this participation, the participant will be able to explain and differentiate treatment techniques for infants, toddlers and school-age children.

SC361 - “I Didn’t Learn This in School” Part 2: Treatment of Speech Production

- As a result of this presentation, the participant will be able to describe the functions of placement, airflow, voicing and tone in shaping sounds.
- As a result of this presentation, the participant will be able perform at least 2 different methodologies for treating each consonant sound in the English language. They will learn multiple strategies specifically for the hard to treat sounds they encounter.
- As a result of this presentation, the participant will be able to provide 3 strategies for sound generalization outside the therapy room. They will also be able to describe the family and teacher role in aiding sound transfer to daily conversation.

SC382 - Pathways to Functional Cognitive Rehabilitation: Collaborative Care and Assistive Technology for Cognition

- Will understand how underlying, non-cognitive factors can amplify and maintain cognitive symptoms.
- Will outline how treatment process (goal setting, interview style, coaching as a treatment delivery process) can reduce impact cognitive symptoms by enhancing patient autonomy, engagement, and self-efficacy.
- Will understand how to apply collaborative, functional treatment in the context of inpatient treatment in the context of Assistive Technology for Cognition.

SC397 - Unique speech-language therapy: Wonderful websites with practical therapy tips

- Identify websites that are appropriate to use with school-aged children with various communication disorders.
• Use websites to assist school-aged children with practicing numerous speech and language goals.
• Summarize unique digital motivational strategies to help school-aged children with various communication disorders become more effective communicators.

MS174 - Super Literacy Power (SLP) in Schools: Intervention Targets Go Beyond Magical Thinking

• As a result of this presentation, the participant will be able to: Describe the underlying language abilities relevant to Common Core State Standards for content area subjects and explain why students with Language Learning Disabilities may struggle in these content areas
• As a result of this presentation, the participant will be able to: Generate intervention plans that support the development of disciplinary literacy in content area subjects
• As a result of this presentation, the participant will be able to: Explain how the reciprocal relationship between spoken and written language systems can inform how SLPs should be involved in the decision-making and intervention process to support the reading and writing needs of students with language learning disabilities

MS255 - Classroom Based Intervention Strategies for Students with Social Pragmatic Communication (SCD) Disorders

• 1. To summarize effective strategies to change pragmatic communication behaviors of students with Social Communication Disorders for initial greetings and verbal interactions with staff, peers, etc. on the school campus.
• 2. To compare the results of implementing various pragmatic intervention methods
• 3. To contrast the most effective the strategies with across two different age groups of students, K - 2 and 18 - 22.

MS321 - Cricopharyngeal Dysfunction: Role of the Speech-Language Pathologists

• The audiences will be familiar with anatomy and pathophysiology of CP dysfunction
• The audiences will be familiar with different medical management for CP dysfunction
• The audiences will become familiar with the role of speech pathologists in management of CP dysfunction

MS322 - Blending Social and Medical Model Approaches for PWA: A Case Study

• Compare and contrast the social model versus the medical model approach to healthcare
• Identify multiple literature-based best practices including the history and components of patient-centered care, disability studies perspective, and the life participation
• Describe the life participation approach to aphasia therapy and available relevant resources including the National Aphasia Association and Aphasia Access.

MS366 - When a water polo mom has Frontotemporal Dementia..
• 1. Participants will identify the basic neuropathologies responsible for Frontotemporal Dementia and the associated Speech, Language and Cognitive deficits
• Participants will differentiate between bv FTD and PPA and the impact on evaluation and intervention.
• Participants will describe the psychosocial challenges faced by caregivers when a family member is diagnosed with bv FTD and the role of the SLP in managing behavior and communicative challenges.

PS011 - Socioeconomic Status, Culture, and Ethnicity's Role in Awareness Levels of Speech-Pathology Services

• As a result of this presentation, the participant will be able to list reasons why certain groups may lack awareness of or be hesitant to seek out SLP services based on their cultural group, ethnicity, and/or socioeconomic status.
• As a result of this presentation, the participant will be able to identify ways SLPs can better educate the community about SLPs and the services they offer while being aware of and sensitive to differences among groups of people based on their cultural identity, ethnicity, and/or socioeconomic status.
• As a result of this presentation, the participant will be able to explain the purpose behind the study, its methodology, and discuss its importance and how it may relate to their own community.

PS051 - Engaging University Students in Community Literacy Outreach Programs for Children in Poverty

• As a result of this presentation, the participant will be able to: 1. Explain why children in poverty are at risk for literacy deficits
• As a result of this presentation, the participant will be able to: 2. Summarize characteristics of Generation Z university students
• As a result of this presentation, the participant will be able to: 3. Describe the results of a children's book collection created by university students for at-risk children in poverty impacted by Camp Fire.

PS056 - Effects of Aided Language Input Intensity on Speech: A Case Study

• Explain the importance of aided language input in language development of non-verbal communicators.
• Describe strategies for increasing aided language input across a student's school day.
• Describe intrinsic and extrinsic factors involved in language development of people who use AAC.

PS057 - Reaching the Newest Generation of SLPs through Social Media: Facebook and Instagram

• As a result of this presentation, the participant will be able to: 1. Explain the social media interests and preferences of members of Generation Z
• As a result of this presentation, the participant will be able to: 2. Describe the results of a study comparing Facebook to Instagram to reach and engage Generation Z university students
• As a result of this presentation, the participant will be able to: 3. Explain implications of this study for university instructors who wish to increase their Generation Z students' engagement

PS072 - LSVT LOUD in Adolescents and Young Adults

• As a result of this presentation, the participant will be able to describe LSVT LOUD intensive speech treatment and a potential school-based treatment schedule to support curriculum-based learning
• As a result of this presentation, the participant will be able to explain how activity-dependent neuroplasticity and motor learning principles impact outcomes in this population
• As a result of this presentation, the participant will be able to discuss why using a single-target approach for dysarthria might have a broader impact across speech production, thereby supporting a programming decision for school-based intensive treatment

PS097 - The Association between Paradoxical Vocal Fold Motion (PVFM) and Dysphonia in Adolescents

• Attendee will describe how adolescent patients with PVFM and dysphonia responded to respiratory retraining strategies as compared to patients with PVFM alone.
• Attendee will explain why targeting dysphonia during PVFM treatment often results in better treatment outcomes.
• Attendee will identify the laryngeal exam findings frequently observed among adolescent patients with PVFM and dysphonia.

PS153 - Early Speech and Gesture Development in Singleton and Twin Children

• As a result of this presentation, the participant will be familiar with the language development of twin children.
• As a result of this presentation, the participant will be able to explain how singleton and twin children differ in the amount and diversity of their speech and gesture production.
• As a result of this presentation, the participant will learn about the close link between gesture and speech production among singleton and twin children.

PS160 - Accuracy of Screening Measures in Predicting Reduced Airway Protection in Parkinson's Disease

• As a result of this presentation, the participant will be able to explain the importance of screening for dysphagia in individuals with Parkinson's Disease (PD).
• As a result of this presentation, the participant will be able to describe the prevalence of abnormal airway protection on MBSS in individuals with PD.
• As a result of this presentation, the participant will be able to report the accuracy of 3 different screening measures in predicting abnormal findings on MBSS in individuals with PD.

PS162 - Switch Costs and Mixing Costs in Bilingual Aphasia

• Discuss global control vs transient control.
• Describe switch costs vs mixing cost variables.
• Compare verbal and nonverbal mixing cost performance in bilingual healthy adults and bilingual adults with aphasia.

PS168 - Grammatical Productivity in English-Spanish Preschool-aged Bilingual Children

• As a result of this presentation, the participant will be able to identify grammatical productivity patterns for Spanish-English bilingual preschoolers in both English and Spanish.
• As a result of this presentation, the participant will be able to describe the relationship between productivity and other language ability measures.
• As a result of this presentation, the participant will be able to compare productivity patterns of Spanish to patterns of English.

PS175 - An Examination of Psychophysiological Responses of Healthy Adults to Stuttered Speech

• As a result of this presentation, the participant will be able to identify the psychophysiological responses that occur in adults who stutter. These results will exhibit the electrocardiogram (EKG), electromyography (EMG), heart rate (ECG), galvanic skin response (GSR), respiration levels, and the surface air temperature of the skin of the test participants.
• As a result of this presentation, the participant will be able to identify the psychophysiological responses which occur in healthy adults before, during, and after they listen to a person who stutters.
• As a result of this presentation, the participant will be able to adopt new knowledge of psychophysiological responses of college adults in response to stuttered speech, and apply it clinically within the field of stuttering.

PS176 - Representation of Implicitly-learned Words in School-aged Children With and Without Language Disorders

• 1. Identify the brain’s electrical activity associated with different aspects of language, such as semantic processing (N400).
• 2. Describe the differences in underlying neural mechanisms needed for implicit word learning for typically developing children and children with developmental language disorder (DLD)
3. Describe how the results of this study can inform speech-language pathologists on how to best facilitate semantic learning for school-aged children with developmental language disorder (DLD).

PS188 - Creation, Development, and Growth of a Student Led Interprofessional Education Organization

- Describe the potential barriers and facilitators to the development of a university, student-led interprofessional education organization.
- Identify four IPEC competencies and several related sub-competencies.
- Describe the purpose and benefits of a university, student-led interprofessional education organization.

PS191 - Treating Patients with Head and Neck Cancer in Acute Rehabilitation

- As a result of this presentation, the participant will be able to describe the benefits for patients with head and neck cancer participating in an inpatient rehabilitation program.
- As a result of this presentation, the participant will be able to describe the challenges speech-language pathologists encounter when working with patients with head and neck cancer in the inpatient rehabilitation setting.
- As a result of this presentation, the participant will be able to describe the role of the speech-language pathologist in educating staff regarding the special needs of caring for patients with head and neck cancer.

PS196 - The Self-Care Practices and Clinical Self-Efficacy of Speech-Language Pathology Graduate Students

- As a result of this presentation, the participant will be able to describe the degree to which students in the field of speech-language pathology engage in a variety of self-care practices during their graduate degree programs.
- As a result of this presentation, the participant will be able to describe the levels of self-efficacy speech-language pathology graduate students report when engaging in a variety of clinical tasks.
- As a result of this presentation, the participant will be able to discuss the relationships between a variety of self-care practices and students’ clinical self-efficacy.

PS214 - Lingual Strength Training o in Adults with Early Stage Parkinson’s Disease

- As a result of this presentation, the participant will be able to identify the evidenced based research to date and the limitations of the Iowa Oral Pressure Instrument (IOPI) and IOPI home trainer for use with adults with Parkinson's Disease.
- As a result of this presentation, the participant will be able to describe the functions of the IOPI and how to interpret the values (maximum anterior/posterior pressures, maximum endurance) in impaired populations and specifically with individuals with Parkinson's Disease.
As a result of this presentation, the participant will be able to summarize the outcomes, implications and future directions for use of the IOPI devices in individuals with Parkinson's Disease.

PS235 - Development of Liquid Sounds in Spanish-English Bilingual Children

- Participants will identify typical developmental patterns for liquids in Spanish-English bilinguals.
- Participants will describe reasons that a bilingual’s development may differ from a monolingual’s.
- Participants will identify differences between the liquid sounds of Spanish and English.

PS256 - Immersion effect on English Vowel Accuracy of Mandarin Speakers

- As a result of this presentation, the participant will be able to explain language transfer theories by comparing the vowel productions of Mandarin Chinese and English vowels.
- As a result of this presentation, the participant will be able to discuss the effect of immersion on speech production in second language acquisition.
- As a result of this presentation, the participant will be able to describe the effect of phonotactic constraints on L2 pronunciation.

PS267 - Search for Electrophysiological Indices of Hidden Hearing Loss using sustained brainstem measures

- Describe what “hidden hearing loss” is.
- Describe the electrophysiological effects of hidden hearing loss.
- Explain the complex interaction of music experience and noise exposure on hearing.

PS277 - "Unicorns" of Communication and Behavior: A Survey of Dual-Certified SLP-BCBAs and SLP-BCaBAs

- As a result of this presentation, the participant will be able to identify trends in certification and clinical practice for dual-certified SLP-BCBAs/BCaBAs.
- As a result of this presentation, the participant will be able to describe the major differences in theoretical orientation of language development between the fields of speech-language pathology and applied behavior analysis.
- As a result of this presentation, the participant will be able to identify any directional correlations between education and professional beliefs for dual-certified SLP-BCBAs/BCaBAs.

PS287 - Speech sound productions of Korean-English bilingual children in single-words and connected speech

- As a result of this presentation, the participant will be able to describe English and Korean phonemes that are acquired by Korean-English bilingual children aged 4 to 5 years.
• As a result of this presentation, the participant will be able to describe common error patterns Korean-English bilingual children exhibit in their production of single-words and connected speech of Korean and English.
• As a result of this presentation, the participant will be able to identify cross-linguistic interference in Korean-English bilingual children’s speech productions.

PS294 - Redefining Self: Using Patients’ Narratives to Find Hope after Aphasia

• Explain current research findings regarding the efficacy of the biographic narrative approach to therapy.
• Describe the biographic narrative approach to therapy for individuals diagnosed with aphasia.
• Identify specific ways that individuals diagnosed with aphasia can benefit from the biographic narrative approach to therapy.

PS311 - Cognitive-Communication Disorders & the Juvenile Justice System

• As a result of this presentation, the participant will be able to summarize the current relationship between students with CCD and the youth justice system.
• As a result of this presentation, the participant will be able to identify specific reasons as to why children with CCD and other disabilities may be at higher risk for experiencing legal trouble.
• As a result of this presentation, the participant will be able to specify the ways in which speech-language pathologists can support children at each point of the school-to-prison pipeline

PS312 - Childhood Apraxia of Speech & Perspectives of Speech-Language Pathologists: Systematic Literature Review

• Identify ASHA’s definition of and description for childhood apraxia of speech.
• Describe the published perspectives of speech-language pathologists outside of the United States.
• List recommendations for future research related to childhood apraxia of speech

PS344 - An Acoustic Analysis of /l/ Sounds in Spanish-English Bilingual Children

• The attendee will be able to identify differences between Spanish and English /l/.
• The attendee will be able to explain how English /l/ is produced differently depending on the position in the syllable.
• The attendee will be able to identify ways in which monolingual and bilingual children may differ in their production of English /l/.

PS352 - Semantic Category Sorting and Verbal Fluency Tasks in Bilingual Adults

• As a result of this presentation, the participant will be able to explain lexical and semantic tasks such as verbal fluency tasks and semantic category sorting tasks.
• As a result of this presentation, the participant will be able to describe associations between verbal fluency tasks and semantic category sorting tasks across languages in bilingual typical adults.
• As a result of this presentation, the participant will be able to contrast the performance in lexical and semantic tasks across languages bilingual typical adults.

PS357 - Transitioning to Medical Pediatric Speech-Language Pathology

• As a result of this presentation, the participant will be able to describe the roles and responsibilities of the SLP in a pediatric medical setting.
• As a result of this presentation, the participant will be able to describe collaboration as a member of specialty clinics and teams within a pediatric medical setting.
• As a result of this presentation, the participant will be able to identify, understand and communicate their strengths during a transition to the pediatric medical setting.

PS370 - Effects of Progressive Nonfluent Aphasia on Language and Cognition: A Case Study

• List the cardinal diagnostic signs of the nonfluent variant of primary progressive aphasia (PPA).
• Describe the impact of the nonfluent variant of PPA on speech, language, and cognition over 4 years.
• Identify at least three distinct therapeutic approaches that are of benefit to persons with PPA, and their families.

SR400 - Academic Challenges of College Students with mTBI and Musculoskeletal Injury

• As a result of this presentation, the participant will be able to identify common symptoms that college students with mild TBI report.
• As a result of this presentation, the participant will be able to identify the common academic challenges that college students with mTBI report.
• As a result of this presentation, the participant will be able to summarize the relationships between mTBI symptoms and academic challenges that these students report.

SR400 - Effects of Student Leadership on Graduate School Readiness - An Ethnographic Perspective.

• Participants will be able to identify 5 key benefits of undergraduate student leadership as well as actionable protocols to get involved on-campus.
• Participants will be able to describe the academic and professional pathways taken by the study’s interviewees.
• Participants will be able to characterize the effects and importance of diversity within the undergraduate student leadership positions.

SR400 - Efficacy of the SPEAK OUT!® Voice Therapy for Individuals with Parkinson’s Disease
1. As a result of this presentation, participants will be able to identify key components of the SPEAK OUT!® Voice Therapy for individuals with Parkinson’s Disease (PD).
2. As a result of this presentation, participants will be able to describe an evidence based treatment strategy for improving voice and intelligibility in individuals with Parkinson’s Disease.
3. As a result of this presentation, participants will be able to describe the results of a research study supporting the use of the SPEAK OUT!® Voice Therapy with individuals with Parkinson’s Disease.

SR400 - Got Diversity? Cultural and Linguistic Topics in a Graduate Program Curriculum

- Explain the importance of centering diversity in graduate level programs.
- Describe the process of quantifying cultural and linguistic diversity subject matter in a graduate program curriculum.
- Summarize the implementation and outcomes from a graduate-student-facilitated discussion using a workshop format.

SR400 - MECO-LAB: An Online Language Assessment Bank for Mandarin-English Speaking Children

- List at least two challenges in developing bilingual language assessment for children
- List two potential benefits of utilizing parents in bilingual language assessment
- List three design features that can potentially reduce parent interference in the administration of web-based language screening

SR400 - Muscle Strength Treatment for Chronic Cough

- As a result of this presentation, the participant will be able to describe the effects that chronic cough and chronic refractory cough have on an individual.
- As a result of this presentation, the participant will be able to explain how a respiratory muscle training device can be used to improve cough function.
- As a result of this presentation, the participant will be able to determine whether a calibrated breath trainer is effective in reducing the severity of cough in individuals diagnosed with chronic cough or chronic refractory cough.

SR400 - Parental Anxiety and its Effects on the Severity of Childhood Developmental Dysfluency

- As a result of this presentation, the participant will be able to understand the effects of parental anxiety on the stuttering severity of a child with developmental dysfluency.
- As a result of this presentation, the participant will be able to gain more knowledge about the nature of stuttering as a general communication disorder.
- As a result of this presentation, the participant will be able to apply the data effectively when creating comprehensive treatment plans for children with dysfluency.

SR400 - Searching for Neural Mechanisms for Social Cognition
• 1. Participants will describe the Reverse Hierarchy Theory (RHT) as a framework for social cognition.
• Participants will define gist formation and its relationship to stimuli size.
• 3. Participants will detail the potential impact of visual perceptual differences in autism on social communication abilities.

SR400 - The Effect of Training Abstract Words in a Bilingual Aphasia Treatment

• Explain the effect of training abstract and concrete words for a person with anomia
• Describe the Bilingual Abstract Semantic Associative Network Training (BAbSANT) that is based on training abstract words, and its effect on the improvement of abstract and concrete word retrieval
• Summarize the effects of cross-linguistic generalization in training abstract words in a nondominant to a dominant language

SR400 - The Effects of Parental Age on Child Language Development

• Participants will be able to explain and list the necessary steps needed to complete an institutional review board (IRB) protocol submission.
• Participants will be able to describe the benefits of using comprehensive language transcript analysis software such as SALT.
• Participants will be able to identify the possible relationships between the parental age and child language development, as well as possible areas for further research.

MS022 - When Therapy Doesn’t Work: Effective Methods for Identifying Resistance and Increasing Motivation

• As a result of this presentation, the participant will be able to identify process resistance and outcome resistance in clients.
• As a result of this presentation, the participant will be able to explain agenda setting and its benefits in increasing motivation and reducing or eliminating resistance.
• As a result of this presentation, the participant will use agenda setting to help clients determine whether or not they are ready to work on and achieve speech-language goals.

MS115 - Linguist-SLP Interprofessional Collaboration: Mixtec Speech, Language, and Culture in TD Children

• As a result of this presentation, the participant will be able to identify the benefits of interprofessional collaborative efforts in the identification of Mixtec student language difference vs. disability.
• As a result of this presentation, the participant will be able to describe typical Mixtec phonetic inventory, syntax/morphology, and cultural norms as compared to Spanish and English.
• As a result of this presentation, the participant will be able to compare and contrast how typically developing Spanish-speaking students in Southern California may differ from Mixtec-speaking students in Southern California in communication skills.
MS120 - Is it Articulation Impairment or Difference in Children with Telugu Language Background?

- Participants will describe the phonetic (rather syllabic) system of the Telugu language in four different dialects.
- Participants will differentiate the phonetic (rather syllabic) system of the Telugu language (four different dialects) from English.
- Participants will differentiate the speech impairment from language difference in students with Telugu language background.

MS272 - A hierarchical approach to clinical supervision

- 1. Describe five levels of progression towards speech/language goals using a rubric that is made available to participants.
- 2. Discuss preliminary research findings of graduate student outcomes as measured by their clinical supervisors in a comparative study of two methods of clinical instruction in a university training clinic with adult speech and language disorders.
- 3. Discuss three adaptations of a hierarchical framework to monitor progress that is used in a university training clinic with clients who have intellectual disability.

MS284 - Vocal Health: Fact or Fiction?

- As a result of this presentation, the participant will be able to describe current research on vocal health and hygiene.
- As a result of this presentation, the participant will be able to distinguish anecdotal from research-based vocal health recommendations.
- As a result of this presentation, the participant will be able to apply systematic method for researching evidence-based practice recommendations.

MS299 - Functional Outcomes of Patients with Chronic Aspiration After Elective Laryngectomy

- As a result of this presentation, the participant will be able to describe dysphagia and aspiration in patients with head and neck cancer.
- As a result of this presentation, the participant will be able to explain the management options for chronic aspiration in patients with head and neck cancer.
- As a result of this presentation, the participant will identify the benefits and outcomes of a total laryngectomy on quality of life for patients with chronic aspiration.

MS326 - Helping the General Ed Teacher with Pragmatics Strategies in the Classroom

- For participants to identify key pragmatic difficulties that are impeding student progress in the classroom environment
- For participants to identify effective strategies that the teacher could use to help students with pragmatic difficulties in the classroom
- For the participant to plan collaboration sessions with the classroom teacher to help facilitate social language in the classroom
SC052 - Fairness in the Assessment of English Learners: Toward True Peer Group Measurement

- Explain the inherent limitations in typical methods of evaluating English Learners’ English language development and acquisition.
- Describe the importance of exposure to and opportunity to learn English, in predicting test performance for English Learners, above and beyond demographic variables such as race/ethnicity.
- Articulate an appropriate method for evaluating English Learners’ English language acquisition and how advances in fairness in testing begins to answer the question of “language difference vs. language disorder.”

MS032 - Public Schools: From Angst to Advocacy

- As a result of this presentation, the participant will be able to explain the role of district administration, local union, state union, legislators and SEAL regarding advocating for salaries and caseload/workload
- As a result of this presentation, the participant will be able to identify roadblocks to advocacy
- As a result of this presentation, the participant will be able to state 3 ways to get involved in advocating for salary and caseload/workload

MS092 - Guided Research Readings: Identifying Questions and Finding the Evidence

- 1. Participants will apply critical reasoning to contemporary research articles
- 2. Participants will describe validity and reliability applications in evidence-based research
- 3. Participants will critically contrast research evidence and evidence-based practice applications

MS205 - Aspiration Pneumonia: Are You Practicing Fear-Based Dysphagia Treatment and Management?

- Participants will be able to list the most prevalent co-morbidities associated with increased aspiration pneumonia risk for a variety of populations.
- Participants will be able to describe at least three myths associated with aspiration for presentation to an interdisciplinary team.
- Participants will be able to explain the relationship between laryngeal sensory deficits on aspiration and pneumonia risk.

MS247 - Writing Comprehensive AAC Goals for All Users

- Participants will identify four areas of AAC competencies.
- Participants will generate and apply AAC goals to individuals from their own caseloads.
- Participants will develop a data collection strategy based on created goal.

MS323 - The DRAMA (David-Relf Autism Management Through Acting) Protocol (Update)
1. The participant would identify, define, and demonstrate all 8 levels of DRAMA Protocol
2. The participant would demonstrate all 3 sections of each stage (Pre-Production, Production, and Post-Production)
3. Participant will demonstrate incorporation of DRAMA Protocol in Pragmatic Therapy

MS328 - Local Public Libraries Foster Literacy Skills in Speech and Language Therapy

- As a result of this presentation, the participant will be able to define literacy and the role of the SLP in literacy skills.
- As a result of this presentation, the participant will identify speech and language materials/resources (including in-library events and online library resources) available at local public libraries for speech language pathologists, classroom teachers, parents, caregivers and students.
- As a result of this presentation, the participant will be able to explain specifically how those library materials/resources/events foster literacy in speech and language therapy for any speech and language skill. Participants will also learn literacy interaction techniques to use library materials for specific speech and language goals.

MS367 - They Should Know this Stuff: Supervision Strategies for Teaching Basic Professional Skills

- Learners will name the skills that are expected of entry level professionals in our field.
- Learners will describe strategies to teach professional skills to entry level professionals.
- Learners will be able to develop supervisor plans that address the supervisees professional competency skills.

SC383 - The Adolescent Brain: Opportunities and Clinical Challenges

- Identify core social, emotional and executive function capacity maturation factors in adolescents
- Describe prefrontal lobe maturational differentiation of executive function components that mature during adolescence
- Recognize effects of stress and poverty on adolescent maturation
- Utilize new neuroscience research to set appropriate clinical cognitive/communication goals for adolescents

SC393 - The Adolescent Brain: Cognitive/Communication Intervention

- Describe Social-emotional Learning (SEL) components including self-awareness, self-regulation, and empathy that are appropriate for speech-language intervention
- Generate cognitive-communication goals for organization, goal setting, problem solving, taking initiative, error-monitoring and interactive social discourse
- Utilize evidence based cognitive-communication adolescent interventions

SC391 – Manipulating Complex Syntax for Adolescent Writing Success
• The learner will communicate evidence to support the speech-language pathologist’s role in targeting disciplinary literacy in academic writing.

• The learner will be able to explain common syntax errors for adolescents who struggle with academic writing.
• The learner will list syntax characteristics of the academic subjects of science and history.
• The learner will identify syntax goals for adolescents who struggle with academic writing.