A Special “Thank You” to the Convergence 2020 Committee Co-Chairs
Karen Yaghoubian and Felicia Conlan
Come for the Knowledge and continuing education. Leave with the connections and resources for your career.

CSHA's Annual Convention provides you with the unique opportunity to advance your professional development alongside 3,000 peers, colleagues, and mentors from your field. Take advantage of a wide variety of cutting-edge education sessions taught by some of the best and brightest in your profession, network with peers and discover different products and services that will enhance your career. Whether you are a professional, paraprofessional or student, you have the exceptional opportunity to gain career insights, along with valuable CE hours.

Enjoy the opportunity to form new relationships and strengthen old ones as you discover ways to become more efficient and effective within your professional sphere. You will also have the opportunity to be inspired at the Celebration of Excellence Awards Ceremony. Explore the beautiful city of Pasadena and leave the event feeling rejuvenated and excited to apply new ideas to your practice.

State Licensing Continuing Education Credits
This program meets the qualifications for a maximum of 24 hours of continuing professional development credit for Speech-Language Pathologists and Audiologists as required by the CA Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board. CSHA/PDF-#1. CSHA maintains complimentary CE transcripts in the CSHA Database.

ASHA Continuing Education Units
This course is offered for up to a maximum of 2.45 ASHA CEUs (Various levels; Professional area.) Contact the ASHA CE Division at (310) 897-5700 for CE registry fee subscription information.

STEP 1  Register Today
Early bird registration ends February 14 at 11:59 pm.
https://www.csha.org/education/convergence/

STEP 2  Reserve your Hotel
Special discount rates often sell out! Book early!
We recommend the Marriott Anaheim.

STEP 3  Enjoy Convergence 2020

Be social at #CSHACON

The CSHA convention is an opportunity to be inspired by and connect with your colleagues. Every time you post something on social media during the convention, be sure to use the hashtag #CSHACON
Important Local Information

CONVERGENCE LOCATION
Anaheim Marriott
700 W Convention Way
Anaheim, CA 92802

JOHN WAYNE AIRPORT
The closest airport to Anaheim is the John Wayne Airport. Around 15 miles away Southwest has frequent flights from Sacramento, San Francisco, San Jose, and Oakland.

GETTING HERE
The Anaheim Marriott from John Wayne airport is $11 by shuttle (you will need to book ahead of time). The same shuttle service that serves John Wayne also serves LAX, approximately $55 by taxi, and approximately $30 by Uber or Lyft. (Note, however that although Uber/Lyft can drop you at the Burbank airport’s curb, you need to arrange to pick up Uber in the airport’s short term parking lot and the parking fee will add a little on to your fare.)

ANAHEIM RESORT AREA

Garden Walk Dining and Attractions:
Cheesecake Factory
California Pizza Kitchen
Bubba Gump Shrimp
Fire + Ice Grill + Bar
Johnny Rockets
McCormick & Schmick’s
P.F. Chang’s
Roy’s Restaurant
House of Blues

Grasslands
Snowopolis
Rumba Room
Billy Beez
Bowlmor Lanes
Mission Escape Games
Go VR Gaming
CaseMac Wireless
AMC Gardenwalk 6

Downtown Disney Dining:
Catal
Naples
Ralph Brennan’s Jazz Kitchen
Tortilla Jo’s
Black Tap
Ballast Point Brewery
Earl of Sandwich

Salt & Straw
Sprinkles
La Brea Bakery
Splitsville
Ballast Point Brewery
Black Tap

Walking Directions to Disneyland and Downtown Disney:
Right Out of Hotel, Left on Harbor Blvd, Enter Disneyland on the Left Hand Side (Labeled East Shuttle Area) (15-20 Min. Walk).
Floor Plan
WELLNESS AT CONVERGENCE 2020

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

HYDRATE
Bring your own bottle and drink plenty of water to keep you energized and focused for the learning and networking opportunities. There are water fountains located throughout the Anaheim Marriott if you need to refill.

GET OUTSIDE AND GET FRESH AIR
Fresh air makes you happier and strengthens your immune system! Be sure to wander around Anaheim and enjoy the sights.

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

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

### Wednesday, March 18

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00 p.m. - 7:00 p.m.</td>
<td>Registration</td>
<td>TBU</td>
</tr>
</tbody>
</table>

### Thursday, March 19

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m. - 5:00 p.m.</td>
<td>Registration</td>
<td>TBU</td>
</tr>
<tr>
<td>8:30 a.m. - Noon</td>
<td>Convention Courses</td>
<td>TBU</td>
</tr>
<tr>
<td>Noon - 1:30 p.m.</td>
<td>Lunch Break</td>
<td>TBU</td>
</tr>
<tr>
<td>1:30 p.m. - 5:00 p.m.</td>
<td>Convention Courses</td>
<td>TBU</td>
</tr>
<tr>
<td>5:00 p.m. - 7:00 p.m.</td>
<td>Exhibit Hall Opening Reception</td>
<td>TBU</td>
</tr>
</tbody>
</table>

### Friday, March 20

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m. - 5:00 p.m.</td>
<td>Registration</td>
<td>TBU</td>
</tr>
<tr>
<td>8:00 a.m. - 9:30 a.m.</td>
<td>Opening GeneralSession</td>
<td>TBU</td>
</tr>
<tr>
<td>10:00 a.m. - 11:30 a.m.</td>
<td>Convention Courses</td>
<td>TBU</td>
</tr>
<tr>
<td>10:00 a.m. - 5:00 p.m.</td>
<td>Exhibit Hall Hours</td>
<td>TBU</td>
</tr>
<tr>
<td>11:30 a.m. - 1:30 p.m.</td>
<td>Poster Sessions</td>
<td>TBU</td>
</tr>
<tr>
<td>Noon - 1:30 p.m.</td>
<td>Lunch Break</td>
<td>TBU</td>
</tr>
<tr>
<td>1:30 p.m. - 5:00 p.m.</td>
<td>Convention Courses</td>
<td>TBU</td>
</tr>
<tr>
<td>5:00 p.m. - 7:00 p.m.</td>
<td>Celebration of Excellence</td>
<td>TBU</td>
</tr>
</tbody>
</table>

### Saturday, March 21

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m. - 5:00 p.m.</td>
<td>Registration</td>
<td>TBU</td>
</tr>
<tr>
<td>8:30 a.m. - 10:00 a.m.</td>
<td>CSHA SLPA Forum Town Hall</td>
<td>TBU</td>
</tr>
<tr>
<td>8:30 a.m. - Noon</td>
<td>Convention Courses</td>
<td>TBU</td>
</tr>
<tr>
<td>9:00 a.m. - 3:00 p.m.</td>
<td>Exhibit Hall Hours</td>
<td>TBU</td>
</tr>
<tr>
<td>10:30 a.m. - Noon</td>
<td>CSHA Student Forum Town Hall Part 1</td>
<td>TBU</td>
</tr>
<tr>
<td>Noon - 1:30 p.m.</td>
<td>Lunch Break</td>
<td>TBU</td>
</tr>
<tr>
<td>Noon - 2:00 p.m.</td>
<td>Poster Sessions</td>
<td>TBU</td>
</tr>
<tr>
<td>2:00 p.m. - 3:30 p.m.</td>
<td>Student Research Symposium</td>
<td>TBU</td>
</tr>
<tr>
<td>2:00 p.m. - 5:30 p.m.</td>
<td>Convention Courses</td>
<td>TBU</td>
</tr>
<tr>
<td>3:45 p.m. - 5:30 p.m.</td>
<td>CSHA Student Forum Town Hall Part 2</td>
<td>TBU</td>
</tr>
<tr>
<td>5:30 p.m. - 7:00 p.m.</td>
<td>Knowledge Bowl</td>
<td>TBU</td>
</tr>
</tbody>
</table>

### Sunday, March 22

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m. - Noon</td>
<td>Convention Courses</td>
<td>TBU</td>
</tr>
</tbody>
</table>
Registration Information

Please read the following important information & instructions before submitting your registration form.

- **ADA:** Two clearly marked seats will be reserved in each session for any conference attendee who requires specialized seating at the front of the room or to accommodate a wheelchair or other mobility aid. Designated seating is prioritized for persons with a disability.

- **ADMISSION TO SESSIONS:** Registration badges must be worn at all times during the convention.

- **ATTIRE:** Business casual attire is recommended during the convention. Session rooms are often cool, and attendees are advised to dress in layers. Comfortable walking shoes are strongly recommended.

- **COURSE SYMBOLS:** SC = Short Course, MS = Miniseminar, CEU = Continuing Education Unit (ASHA), PS = Poster Session, SR = Student Research.

- **GUEST BADGE:** A guest badge may be purchased for $50. This is for a spouse or “accompanying person” who is not in the profession. The guest badge will allow a guest to attend the association’s social events and the exhibit area. It will NOT allow guests to attend other convention presentations. Guests attending any ticketed, social, or food functions that require fees must pay for these functions.

- **GENERAL SESSION:** All attendees are invited to attend the Opening Session on Friday, March 20, 2020.

- **LACTATION ROOM:** Will be available for nursing mothers in the Pasadena Conference Center Room 204 located on the second floor.

- **OVERCROWDING OF MEETING ROOMS:** Extensive planning goes into scheduling sessions in appropriately sized rooms, however, the popularity of sessions is not always predictable, and overcrowding occasionally occurs. If a session room reaches capacity, attendees must follow the instructions provided by CSHA staff, hotel security and staff, or student volunteers. Attendee may be instructed not to stand against the walls or block the aisles or doors, or they may be denied entry if the room is too crowded. Please be courteous and respectful to staff and or volunteers if you are instructed to attend another workshop.

- **RECEIPTS AND CERTIFICATES OF COMPLETION:** All attendees who register will receive a receipt/confirmation via e-mail upon completion of the registration and payment process. Certificates of completion are available to all attendees. You must have your badge upon entering any session you wish to receive credit for. Further information regarding continuing education can be found on CSHA’s website.

- **REFUND POLICY:** In order to cancel your registration you will need to send an email to csha@csha.org under the subject line “Convergence 2020 Cancellation Request.” In your email please list the names of the registered attendees and why you need to cancel.

  Below is the Convergence 2020 cancellation policy.
  • If received by February 21, 2020 — 80% refund
  • If received by March 9, 2020 — 20% refund
  • No refunds will be provided after March 9, 2020.
  • Note: You can transfer a registration without penalty.

- **REGISTRATION:** At the Anaheim Marriott, pick up your name badge, on-site convention program and convention tote.

- **ROOM ASSIGNMENTS:** Will be included in the onsite convention program.

- **SEATING:** Limited seating. Seating is done on a first-come basis. We suggest you arrive 15 minutes prior to session beginning.

- **SOCIAL MEDIA POLICY:** CSHA encourages the use of social media, including blogging, at the convergence 2020 as a way for attendees to summarize, highlight, and promote presentations or share their thoughts on their experiences in general, provided that presentation content and materials are not shared in full and that authors or presenters are referenced and cited when appropriate. Please keep in mind that presenters hold the intellectual property rights and copyrights to their materials.

- **SPEAKERS:** All presenters should pick up their program materials two hours prior to their presentation at the registration desk located in the registration area at the Anaheim Marriott.

- **SPONSORS:** CSHA thanks its sponsors. Sponsors are not responsible for the content of this convention, nor does CSHA endorse their products or services.

- **STATE LICENSE CE HOURS:** One (1) California Licensing CE hour equals 0.1 (one tenth) ASHA CE Unit. Short Course (3 hours) | Mini-seminar (1.5 hours)

  - **Posterm Session – Poster Session Continuing Education Units:** A minimum time required at each poster (i.e., 15 minutes at each of 4 poster equals 1 hour.

- **TEMPERATURE:** Meeting rooms are often cool. Plan to dress in layers or bring a sweater; temperatures may vary from room to room.
Complimentary Events

Thursday March 19, 2020 | 5:30 - 7:30 p.m.

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

Friday March 20, 2020 | 5:30 - 7:30 p.m.

Celebration of Excellence
This complimentary event is open to all convention attendees.
5:30 p.m. Doors Open
6:00 p.m. Awards Ceremony: Will include both state and district awards winners
7:00 p.m. Reception: Join us for light appetizers and a no-host bar and music. Come as casual or as formal as you would like!

Friday March 20, 2020 | 8:00 - 9:30 a.m.

Opening General Session
Jack Gallagher
Jack Gallagher, a former elementary educator, entertainer and parent of a son on the autism spectrum, takes to stages nationwide to share his insights and tell stories that make us laugh, cry and, ultimately, leave us inspired.

A few years ago, Jack spent four days in the dark with no visual or physical stimulation due to a brain injury caused by an accident. Working through those four days resulted in “Concussed: Four Days in the Dark,” one of eight shows he’s written and performed. Another show, “A Different Kind of Cool,” explores the differences between his two sons and coming to terms with the fact that “coolness” is a matter of perspective. His one-man performances showcase his wide-ranging introspection while providing an emotional and heartfelt appeal.

Jack’s keynotes are also drawn from his personal and professional experiences, and illustrate that sometimes when pushed to the limit, we learn new lessons and discover new ways of approaching complex situations. His very human and inspiring tales underscore how speech, language and hearing professionals, educators, students and loved ones, when working in unison, build understanding, perspective and celebration. He’s a real-life expression of CSHA’s emphasis on “Human lives. Human connection.”

In the early 1980s, Jack moved from the K-12 classroom to the comedy clubs of Boston, Los Angeles and more, where he developed his trademark style of combining humor with an important message. In addition to headlining virtually every major comedy club in the country, he’s appeared in concert with Dolly Parton, The Four Tops and Tony Bennett, to name a few. His work on network television includes his own ABC sitcom Bringing Up Jack, as well as a recurring role on the HBO Original Series Curb Your Enthusiasm. In addition, he’s a three-time Emmy Award winner for his work on PBS.

While we may not have lived Jack’s experiences, he makes them real and relevant to our own lives and shows us how his message can be applied to our work and daily interactions.
Complimentary Events

Celebration of Excellence and District Award Ceremonies
(meeting room locations will be printed in the convention program)

DISTRICT LEVEL AWARD

DISTRICT 1
Julia Navarro
Outstanding Student
Elizabeth Chafcouloff
Outstanding Achievement (SLP, AuD)

DISTRICT 3
Jessica Ong
Outstanding Student

DISTRICT 7
Karen Fahey
Outstanding Student
Christopher Quintana
Outstanding Student
Gilda Dominguez
Outstanding Leadership

DISTRICT 9
Karli Nestler
Outstanding Achievement (SLP, AuD)
Holly Fletcher
Outstanding Student

DISTRICT 10
Carsen Lane
Outstanding Student

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

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

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

Why Should I Attend?
1 hour of ASHA CEU: Clinical
Affiliate Group Events

Saturday March 21, 2020 | 7:30 - 8:30 a.m.
UOP SLP Alumni & Friends Breakfast

Saturday March 21, 2020 | 12:00 - 1:15 a.m.
California State University, Fullerton Alumni Luncheon
COST: $30
RSVP by February 14. Limited to the first 50 attendees.

Saturday March 21 | 12:00 - 1:30 p.m.
California State University, Northridge (CSUN) Alumni Luncheon
Join your fellow CSUN Alumni for a fun Luncheon!
Network! Connect! Socialize! Eat & Win a Door Prize!
COST:
$32 Alumni Assoc Members, Students
$37 Non-Alumni Assoc Members
$43 At the Door
RSVP by Thursday, March 5
Questions?
E-mail cds.alumni@csun.edu

REGISTER ONLINE AT CSHA.ORG

CSHA CONVERGENCE 2020 | ANAHEIM, CA | MARCH 19-22
Exhibit Hall

Thursday | March 19
5:00 p.m. – 7:00 p.m.

Friday | March 20
10:00 a.m. – 5:00 p.m.

Saturday | March 21
9:00 a.m. – 3:00 p.m.

Our Exhibit Hall features exhibiting companies presenting the latest products and services that you need to further your success. The career fair within the Exhibit Hall features companies and schools to help you advance your career.
CEUs

Important Information for Speech-Language Pathologists

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

Twenty-four hours of continuing education credits are required during the 24 month renewal cycle covered by your licensure. Each professional is individually responsible for tracking and maintaining proof of his or her own CE completion. The Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board enforces the CE requirement through random audits. In case of an audit, you should be prepared to provide documentation of your participation in the required number of CE activities. One (1) California Licensing CE hour equals 0.1 (one tenth) ASHA CE Unit. CSHA does maintain complimentary CSHA CE transcripts in the CSHA database.

State Licensing Continuing Education Credit

This program meets the qualifications for a maximum of 24.5 hours of continuing professional development credit for Speech-Language Pathologists and Audiologists as required by the California Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board. CSHA/ PDP-#1

ASHA Continuing Education Units

This course is offered for up to a maximum of 2.45 ASHA CEUs (Various levels; Professional area.)

An annual ASHA CE Registry fee is required to register ASHA CEUs. CE Registry fees are paid by the participant directly to the ASHA National office. The annual ASHA CE Registry fee allows registration of an unlimited number of ASHA CEUs for the calendar year. Contact the ASHA CE Division at (301) 897-5700 for CE registry fee subscription information.

Disclosure Information

The planners and speakers for this convention have disclosed if they have any financial or non-financial support that could have an effect on the content of the presentations in this activity. Disclosure statement summaries are available on CSHA’s website at www.csha.org.
## Education Sessions at a Glance

### Thursday, March 19, 2020

<table>
<thead>
<tr>
<th>WORKSHOP#</th>
<th>PROGRAM CATEGORY</th>
<th>PRESENTER</th>
<th>TIME</th>
<th>SUBMISSION TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC396</td>
<td>Clinical Issues</td>
<td>BUDSON</td>
<td>8:30-11:30</td>
<td>Speech &amp; Language Disorders in Dementia</td>
</tr>
<tr>
<td>SC246</td>
<td>Special Populations</td>
<td>FORD</td>
<td>8:30-11:30</td>
<td>Understanding and Treating Childhood Apraxia of Speech</td>
</tr>
<tr>
<td>SC300</td>
<td>Clinical Issues</td>
<td>LAVI</td>
<td>8:30-11:30</td>
<td>Power Up Your Pragmatic Language Assessment: Accuracy and Therapy Results</td>
</tr>
<tr>
<td>MS353</td>
<td>Special Populations</td>
<td>WRIGHT</td>
<td>8:30-10:00</td>
<td>It Takes a Team to Support Our Complex Communicators</td>
</tr>
<tr>
<td>SC391</td>
<td>Clinical Issues</td>
<td>TELESCA</td>
<td>8:30-11:30</td>
<td>Manipulating Complex Syntax for Adolescent Writing Success</td>
</tr>
<tr>
<td>MS028</td>
<td>Autism &amp; Related Issues</td>
<td>GINSBURG</td>
<td>8:30-10:00</td>
<td>The Autism Breakthrough: Treating ASD from the Inside Out</td>
</tr>
<tr>
<td>MS331</td>
<td>Clinical Issues</td>
<td>CARR</td>
<td>8:30-10:00</td>
<td>Phonological Processes Patterns and Treatment</td>
</tr>
<tr>
<td>SC043</td>
<td>Autism &amp; Related Issues</td>
<td>RANDLES</td>
<td>8:30-11:30</td>
<td>Using the LAMP Approach to Support AAC Users with Autism</td>
</tr>
<tr>
<td>MS080</td>
<td>Supervision, Leadership &amp; Management</td>
<td>OSTER</td>
<td>10:00-11:50</td>
<td>Shaping Supervisory Style: Matching Strategies to Career Stages</td>
</tr>
<tr>
<td>MS145</td>
<td>Swallowing Disorders</td>
<td>KIZNER</td>
<td>8:30-10:00</td>
<td>Critical Thinking through Complex...</td>
</tr>
<tr>
<td>MS259</td>
<td>Language &amp; Literacy</td>
<td>ALEXANDER</td>
<td>8:30-10:00</td>
<td>Got Grammar Goals? Grammatical Morphology and Morphological interventions from Roots to Plurals</td>
</tr>
<tr>
<td>SC038</td>
<td>Special Populations</td>
<td>SEARCY</td>
<td>8:30-11:30</td>
<td>Working with Parents During Stressful Times: Impact of Ambiguous Loss</td>
</tr>
<tr>
<td>SC089</td>
<td>Professional Issues</td>
<td>ROBINGSON</td>
<td>8:30-11:30</td>
<td>All Aboard the CA - Multi-Tiered System of Support (MTSS) Train!</td>
</tr>
<tr>
<td>MS265</td>
<td>Special Populations</td>
<td>GEFFNER</td>
<td>10:30 - Noon</td>
<td>The SLP and Audiologist’s Role with the 2E Auditory Processing Disordered Child</td>
</tr>
<tr>
<td>MS226</td>
<td>Professional Issues</td>
<td>OCAMPO</td>
<td>10:30-12:00</td>
<td>Promoting Peer-to-Peer Engagement Through Collaborative Practices Among SLPs &amp; APE Teachers</td>
</tr>
<tr>
<td>MS281</td>
<td>Medically-Based Disorders</td>
<td>COHICK</td>
<td>10:30-12:00</td>
<td>Face-to-Face Concussion for High School Athletes: UPDATED.</td>
</tr>
<tr>
<td>MS210</td>
<td>Language &amp; Literacy</td>
<td>DAVIS-PERKINS</td>
<td>10:30-12:00</td>
<td>Using Talk to Write: Adolescent Confidence Builder, Research Based, Successful</td>
</tr>
<tr>
<td>MS306</td>
<td>Clinical Issues</td>
<td>HAGGE</td>
<td>10:30-12:00</td>
<td>IPE: A University-based Interprofessional Stroke Recovery Resource &amp; Community Center</td>
</tr>
<tr>
<td>MS314</td>
<td>Professional Issues</td>
<td>MALONE</td>
<td>10:30-12:00</td>
<td>Essential Standards and Professional Learning Communities: Transforming SLP Practice in Public Schools</td>
</tr>
<tr>
<td>MS159</td>
<td>Clinical Issues</td>
<td>FOSNOT</td>
<td>10:30-12:00</td>
<td>Game Changer: A voice-controlled video game for people who stutter</td>
</tr>
<tr>
<td>SC400</td>
<td>Clinical Issues</td>
<td>GORE</td>
<td>1:30-4:30</td>
<td>The 3 Es of Stuttering: A new all-inclusive therapy model</td>
</tr>
<tr>
<td>MS391</td>
<td>Clinical Issues</td>
<td>TELESCA</td>
<td>1:30-3:00</td>
<td>Manipulating Complex Syntax for Adolescent Writing Success</td>
</tr>
<tr>
<td>SC231</td>
<td>Swallowing Disorders</td>
<td>RAMINICK</td>
<td>1:30-4:30</td>
<td>Infant and Pediatric Dysphagia - Beyond the Basics</td>
</tr>
<tr>
<td>SC313</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>NISHIDA</td>
<td>1:30-4:30</td>
<td>Newcomer Children Suspected of Having a Disability: What’s an MDAT To Do?</td>
</tr>
<tr>
<td>SC295</td>
<td>Professional Issues</td>
<td>CONLAN</td>
<td>1:30-4:30</td>
<td>The Invisible Injury: Professional perspectives on Sports-Related Concussions</td>
</tr>
<tr>
<td>SC360</td>
<td>Special Populations</td>
<td>KAUL</td>
<td>1:30-4:30</td>
<td>Down Syndrome, Apraxia, Dyslexia: WTF - Where’s The Focus?</td>
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<tr>
<td>MS171</td>
<td>Supervision, Leadership &amp; Management</td>
<td>SHOUTEN</td>
<td>1:30-3:00</td>
<td>Ethics, policies and procedure: Making a winning recipe for your practice.</td>
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<tr>
<td>MS164</td>
<td>Language &amp; Literacy</td>
<td>NEWBY</td>
<td>1:30-3:00</td>
<td>Empowering Adult Health Literacy in the Post Acute Setting</td>
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<tr>
<td>MS146</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>LI</td>
<td>1:30-3:00</td>
<td>The Dos and Don’ts When Working with Culturally and Linguistically Diverse Students</td>
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<tr>
<td>MS254</td>
<td>Special Populations</td>
<td>HEIDT</td>
<td>1:30-3:00</td>
<td>Taming the Wild Child: Proven Interventions for Mutiny and Meltdown</td>
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<tr>
<td>MS271</td>
<td>Clinical Issues</td>
<td>SUSCA</td>
<td>1:30-3:00</td>
<td>Dial It Down Individualized Therapy</td>
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<tr>
<td>MS253</td>
<td>Clinical Issues</td>
<td>BOHNTINSKY</td>
<td>1:30-3:00</td>
<td>Enhancing Rapport by Activating Vegus Nerve Pathways through Nonverbal Language Behaviors</td>
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<tr>
<td>MS348</td>
<td>Autism &amp; Related Issues</td>
<td>SEARCY</td>
<td>1:30-3:00</td>
<td>In-Home SLP Treatment for Children Over 3 with Autism and Challenging Needs</td>
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<tr>
<td>MS101</td>
<td>Autism &amp; Related Issues</td>
<td>GUERRERO</td>
<td>3:30-5:00</td>
<td>Peer Mediated Instruction &amp; Intervention - An Evidence Based Practice</td>
</tr>
<tr>
<td>MS198</td>
<td>Autism &amp; Related Issues</td>
<td>FENIG</td>
<td>3:30-5:00</td>
<td>Reimagining Game Play Through an Eclectic Social Competency Approach</td>
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<tr>
<td>MS042</td>
<td>Professional Issues</td>
<td>SWEN-ROMERO</td>
<td>3:30-5:00</td>
<td>Medicare Outpatient Speech Therapy Services; Providing and Documenting Reimbursable Care</td>
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<tr>
<td>MS064</td>
<td>Autism &amp; Related Issues</td>
<td>SWAIN</td>
<td>3:30-5:00</td>
<td>Cultivating Joint Attention Between Parents and their Toddlers with Autism Spectrum Disorder</td>
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<tr>
<td>MS079</td>
<td>Clinical Issues</td>
<td>RATCLIFF</td>
<td>3:30-5:00</td>
<td>Interactive Workshop: Group Activities for Persons With ABI Across the Care Continuum</td>
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# Education Sessions at a Glance

## Thursday, March 19, 2020

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<tbody>
<tr>
<td>MS291</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>MCKINNEY</td>
<td>3:30-5:00</td>
<td>Start Working With Accents</td>
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<tr>
<td>MS201</td>
<td>Clinical Issues</td>
<td>GREENE</td>
<td>3:30-5:00</td>
<td>Oral narrative screeners for at-risk Spanish-English dual-language learners: A case study approach</td>
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## Friday, March 20, 2020

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<tr>
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<tr>
<td>MS377</td>
<td>Professional Issues</td>
<td>MILLER</td>
<td>10:00-11:30</td>
<td>The Clinician-Researcher: Practical Methods to Achieve Paradigm Shift for Evidence-Based Clinical Practice</td>
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<tr>
<td>MS389</td>
<td>Autism &amp; Related Issues</td>
<td>ENGLAND</td>
<td>10:00-11:30</td>
<td>Ways SLPs Can Ensure EBP Implementation to Support Their Students with ASD</td>
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<td>MS401</td>
<td>Clinical Issues</td>
<td>GOMEZ</td>
<td>10:00-11:30</td>
<td>When I Stutter</td>
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<tr>
<td>MS301</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>SAENZ</td>
<td>10:00-11:30</td>
<td>Through the Looking Glass: School-Based SLPs Collaborating with Oral Language Interpreters</td>
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<tr>
<td>MS067</td>
<td>Autism &amp; Related Issues</td>
<td>FRANCIS</td>
<td>10:00-11:30</td>
<td>Social Skills and Sorcerers: Using Role-Playing Games to Address Social Pragmatic Difficulties</td>
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<td>MS236</td>
<td>Professional Issues</td>
<td>SCHENIDER</td>
<td>10:00-11:30</td>
<td>Keeping Yourself Tuned In &amp; Balanced: Personal Wellness for the Nurtured Practitioner</td>
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<tr>
<td>MS087</td>
<td>Language &amp; Literacy</td>
<td>COHEN</td>
<td>10:00-11:30</td>
<td>Auditory Manifestations of Traumatic Brain Injury (TBI)</td>
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<tr>
<td>MS335</td>
<td>Clinical Issues</td>
<td>SEARCY</td>
<td>10:00-11:30</td>
<td>Music Therapy and Enhancing Speech &amp; Language Development</td>
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<tr>
<td>MS189</td>
<td>Autism &amp; Related Issues</td>
<td>ELLIS</td>
<td>10:00-11:30</td>
<td>Challenges for Teens with Autism Spectrum Disorder Transitioning to Adulthood: Caregiver Perceptions</td>
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<tr>
<td>MS286</td>
<td>Medically-Based Disorders</td>
<td>HAPNER</td>
<td>10:00-11:30</td>
<td>Videostroboscopy: What am I looking at?</td>
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<td>MS332</td>
<td>Clinical Issues</td>
<td>SHIGETOMI-TOYAMA</td>
<td>10:00-11:30</td>
<td>Decisions, decisions: How do I decide which treatment to use?</td>
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<tr>
<td>PS027</td>
<td>Language &amp; Literacy</td>
<td>PIERETTI</td>
<td>11:30-1:30</td>
<td>The Sacramento State Literacy Connection: Empowering Parents to Develop Preschool Literacy</td>
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<tr>
<td>PS036</td>
<td>Medically-Based Disorders</td>
<td>KILGORE</td>
<td>11:30-1:30</td>
<td>Leading Interprofessional Education University-Based Clinics: A Literature Review</td>
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<td>PS037</td>
<td>Clinical Issues</td>
<td>NIDHI</td>
<td>11:30-1:30</td>
<td>Adults With Aphasia and Children With Stuttering Sing Together: An Intergenerational Study</td>
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<tr>
<td>PS053</td>
<td>Professional Issues</td>
<td>ROSEBERRY-MCKIBBON</td>
<td>11:30-1:30</td>
<td>Pedagogical Considerations for University Instructors Teaching Generation Z: Survey Results and Implications</td>
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<tr>
<td>PS096</td>
<td>Swallowing Disorders</td>
<td>RIVERA</td>
<td>11:30-1:30</td>
<td>Viscosity Matters: Using IDDSI Framework for Clinical Decision Making in Infant Dysphagia</td>
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<tr>
<td>PS102</td>
<td>Professional Issues</td>
<td>CROTWELL</td>
<td>11:30-1:30</td>
<td>NSSLHA’s First Intercultural Event at San Francisco State University</td>
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<td>PS126</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>HISAGI</td>
<td>11:30-1:30</td>
<td>English Vowel Perception in Late Spanish-English Bilinguals: An EEG study</td>
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<tr>
<td>PS134</td>
<td>Special Populations</td>
<td>HAY</td>
<td>11:30-1:30</td>
<td>The Psychological Benefits of Community Service for People who Stutter</td>
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<tr>
<td>PS151</td>
<td>Language &amp; Literacy</td>
<td>ROBERTS</td>
<td>11:30-1:30</td>
<td>Self-Efficacy Training for Adults...</td>
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<tr>
<td>PS155</td>
<td>Medically-Based Disorders</td>
<td>CONVEY</td>
<td>11:30-1:30</td>
<td>Visual Feedback in Voice Therapy for Individuals with Parkinson’s Disease</td>
</tr>
<tr>
<td>PS169</td>
<td>Special Populations</td>
<td>ISETTI</td>
<td>11:30-1:30</td>
<td>Effectiveness of Vocal Health Lectures Among at-Risk University Students</td>
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<tr>
<td>PS223</td>
<td>Professional Issues</td>
<td>MAYNE</td>
<td>11:30-1:30</td>
<td>SLP Graduate Students Teach Undergraduate Students: Results from a Three-Year Study</td>
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<tr>
<td>PS251</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>YU</td>
<td>11:30-1:30</td>
<td>Effects of age of English exposure on English proficiency of bilingual preschoolers</td>
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<tr>
<td>PS260</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>HIGBY</td>
<td>11:30-1:30</td>
<td>Bilingual Language Production: Investigating the Independent Components of Facilitation and Interference Control</td>
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<tr>
<td>PS268</td>
<td>Professional Issues</td>
<td>MALONE</td>
<td>11:30-1:30</td>
<td>Communication Severity Scales (CSS): Service Guidelines for Public School SLPs</td>
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<tr>
<td>PS274</td>
<td>Clinical Issues</td>
<td>DAVIS</td>
<td>11:30-1:30</td>
<td>Co-speech Gesture as Meaning and Marking: Occurrence with Lexical Selection and Dysfluency</td>
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<tr>
<td>PS019</td>
<td>Professional Issues</td>
<td>MARTINEZ</td>
<td>11:30-1:30</td>
<td>Stronger Together: Reimagining School-Based SLP Teams with a Blended Service-Delivery Model</td>
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## Education Sessions at a Glance

### Friday, March 20, 2020 Continued

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<th>WORKSHOP#</th>
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<th>SUBMISSION TITLE</th>
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<tr>
<td>PS190</td>
<td>Clinical Issues</td>
<td>MILLAR</td>
<td>11:30-1:30</td>
<td>Comparison of Right Hemisphere Loading Paradigms: Attention/Intention vs. Constrained Hemisphere Training</td>
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<tr>
<td>PS280</td>
<td>Clinical Issues</td>
<td>POMAVILLE</td>
<td>11:30-1:30</td>
<td>Efficacy of the SPEAK OUT® Voice Therapy for Individuals with Parkinson’s Disease</td>
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<td>PS285</td>
<td>Clinical Issues</td>
<td>TRZASKA</td>
<td>11:30-1:30</td>
<td>Cognitive Profiles in Persistent Concussion Syndrome</td>
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<td>PS297</td>
<td>Language &amp; Literacy</td>
<td>SCHWAGERL</td>
<td>11:30-1:30</td>
<td>Cytomegalovirus (CMV) and Hearing Loss</td>
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<tr>
<td>PS304</td>
<td>Language &amp; Literacy</td>
<td>TORTORICH</td>
<td>11:30-1:30</td>
<td>Parent-Child Literacy Interactions of Deaf or Hard of Hearing and Hearing Preschoolers</td>
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<tr>
<td>PS305</td>
<td>Professional Issues</td>
<td>GITLIN</td>
<td>11:30-1:30</td>
<td>Lessons Learned from Interprofessional Collaboration – Examining Parent-Child Interactions During Grocery Shopping</td>
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<tr>
<td>PS318</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>WALSH</td>
<td>11:30-1:30</td>
<td>Developmental Language Disorder in Bilinguals: A Longitudinal Investigation of English Grammatical Performance</td>
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<tr>
<td>PS319</td>
<td>Medically-Based Disorders</td>
<td>LUCAS</td>
<td>11:30-1:30</td>
<td>Efficacy of the LOUD Crowd® Voice Therapy for Individuals with Parkinson’s Disease</td>
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<tr>
<td>PS329</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>POTAPOVA</td>
<td>11:30-1:30</td>
<td>Cognate sensitivity in preschool-aged Spanish-English bilinguals with varying language skills</td>
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<td>PS336</td>
<td>Special Populations</td>
<td>TOM</td>
<td>11:30-1:30</td>
<td>Integrating transgender voice and communication training into the graduate clinical education program</td>
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<tr>
<td>PS362</td>
<td>Supervision, Leadership &amp; Management</td>
<td>HUDNALL</td>
<td>11:30-1:30</td>
<td>Early to Mid-Career Professional SLP Perspectives on the Practice of “Cultural Competence”</td>
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<tr>
<td>SC383</td>
<td>Clinical Issues</td>
<td>BURNS</td>
<td>1:30-4:30</td>
<td>The Adolescent Brain: Cognitive/Communication Intervention</td>
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<tr>
<td>SC384</td>
<td>Clinical Issues</td>
<td>CABBAGE</td>
<td>1:30-4:30</td>
<td>Treatment decisions to optimize outcomes for children with speech sound disorders</td>
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<tr>
<td>SC388</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>WYATT</td>
<td>1:30-4:30</td>
<td>Developing Appropriate Assessment and Intervention Plans for African-American Students</td>
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<tr>
<td>SC233</td>
<td>Clinical Issues</td>
<td>HOBBS</td>
<td>1:30-4:30</td>
<td>Cleft Palate, Craniofacial and Resonance Disorders: Diagnosis, Treatment and Completion of Care</td>
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<tr>
<td>SC058</td>
<td>Language &amp; Literacy</td>
<td>RICHMOND</td>
<td>1:30-4:30</td>
<td>Print Possibilities! Improve Speech Intelligibility and Support Literacy with Orthographic Instruction.</td>
</tr>
<tr>
<td>MS020</td>
<td>Clinical Issues</td>
<td>MCGILL</td>
<td>1:30-3:00</td>
<td>Speaking of Stuttering: Successfully Normalizing Stuttering in the Classroom</td>
</tr>
<tr>
<td>MS301</td>
<td>Clinical Issues</td>
<td>CONLAN</td>
<td>1:30-3:00</td>
<td>Say Ahhh: Beyond the Oral Mech</td>
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<tr>
<td>MS302</td>
<td>Professional Issues</td>
<td>BLACKSTONE</td>
<td>1:30-3:00</td>
<td>Clinical and Administrative Roles for SLPs in Disaster Readiness, Response and Recovery</td>
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<tr>
<td>MS222</td>
<td>Clinical Issues</td>
<td>SCHNEIDER</td>
<td>1:30-3:00</td>
<td>Building Successful Teams for Kids with Learning Differences: Treatment Strategies that Work!</td>
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<tr>
<td>MS140</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>PRUITT-LORD</td>
<td>1:30-3:00</td>
<td>A Tale of Collaboration:</td>
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<tr>
<td>MS099</td>
<td>Professional Issues</td>
<td>ROBERTS</td>
<td>1:30-3:00</td>
<td>Assistive Technology for School-Based SLPs: How to Increase Access for All</td>
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<tr>
<td>MS289</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>JUAREZ</td>
<td>1:30-3:00</td>
<td>Panel discussion: The role of SLPs, advocates and families during IEP meetings</td>
</tr>
<tr>
<td>MS020</td>
<td>Clinical Issues</td>
<td>MCGILL</td>
<td>1:30-3:00</td>
<td>Speaking of Stuttering: Successfully Normalizing Stuttering in the Classroom</td>
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<tr>
<td>MS279</td>
<td>Autism &amp; Related Issues</td>
<td>WEINER</td>
<td>1:30-3:00</td>
<td>From Behavior to Communication: Empowering SLPs to Evaluate and Manage Challenging Behavior</td>
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<tr>
<td>MS333</td>
<td>Supervision, Leadership &amp; Management</td>
<td>RODGERS</td>
<td>1:30-3:00</td>
<td>Ethical Decision-Making: Implications for Successful Practice</td>
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<td>MS380</td>
<td>Language &amp; Literacy</td>
<td>NITTA</td>
<td>3:30-5:00</td>
<td>Concussive Brain Injury (mTBI) in the Military Population</td>
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<td>MS369</td>
<td>Professional Issues</td>
<td>MCCOLLUM</td>
<td>3:30-5:00</td>
<td>S.W.I.F.T. Seminar: SLPS/AuDs Working to Interrupt Fallible Tendencies (Gender Identity)</td>
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<td>MS349</td>
<td>Clinical Issues</td>
<td>TOM</td>
<td>3:30-5:00</td>
<td>Adapted Yoga Techniques for Voice Therapy and Singing Voice Rehabilitation</td>
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<td>MS266</td>
<td>Autism &amp; Related Issues</td>
<td>OSOM</td>
<td>3:30-5:00</td>
<td>Implementation of Pragmatic Language in Natural Settings</td>
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<td>MS110</td>
<td>Language &amp; Literacy</td>
<td>TUMOLO</td>
<td>3:30-5:00</td>
<td>Middle School Therapy Made Easy Using Novels and Picture Books</td>
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<td>MS368</td>
<td>Professional Issues</td>
<td>ERWIN-DAVIDSON</td>
<td>3:30-5:00</td>
<td>“Know Thyself”: Fostering Theory-Driven AAC Intervention in Pre-Service Speech-Language Clinicians</td>
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<td>MS327</td>
<td>Language &amp; Literacy</td>
<td>ANDERSON</td>
<td>3:30-5:00</td>
<td>When Our Tests Don’t Agree: Evidence-based Explanations for Conflicting Test Scores</td>
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**Saturday, March 21, 2020**

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<tr>
<td>SC394</td>
<td>Clinical Issues</td>
<td>MACLENNAN</td>
<td>8:30-11:30</td>
<td>Beyond Workbooks: Six Approaches to Cognitive Rehabilitation</td>
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<tr>
<td>SC383</td>
<td>Clinical Issues</td>
<td>BURNS</td>
<td>8:30-11:30</td>
<td>The Adolescent Brain: Opportunities and Clinical Challenges</td>
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<tr>
<td>SC398</td>
<td>Clinical Issues</td>
<td>RAJ</td>
<td>8:30-11:30</td>
<td>Creative ideas for using apps in speech-language therapy</td>
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<tr>
<td>SC358</td>
<td>Clinical Issues</td>
<td>STRATTON</td>
<td>8:30-11:30</td>
<td>“I Didn’t Learn This in School” Part 1: Assessment of Speech Production</td>
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<tr>
<td>SC356</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>MCCOLLUM</td>
<td>8:30-11:30</td>
<td>The Renaissance of Bilingual Education and Implications for Speech-Language Pathologists in California</td>
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<tr>
<td>SC273</td>
<td>Medically-Based Disorders</td>
<td>MANDAS</td>
<td>8:30-11:30</td>
<td>Challenging Neurological Cases- Grand Rounds</td>
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<tr>
<td>SC181</td>
<td>Autism &amp; Related Issues</td>
<td>HSEIIH</td>
<td>8:30-11:30</td>
<td>Beyond the Classroom: How Districts Can Support Successful AAC Implementation at Home</td>
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<tr>
<td>SC261</td>
<td>Supervision, Leadership &amp; Management</td>
<td>CHRISTIAN</td>
<td>8:30-11:30</td>
<td>Building the Supervisory Relationship: Going Beyond Rules and Regulations</td>
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<tr>
<td>MS250</td>
<td>Clinical Issues</td>
<td>HOBBS</td>
<td>8:30-10:00</td>
<td>The Tongue Tie Controversy: Issues Related to Feeding, Dentition, Airway and Speech</td>
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<tr>
<td>MS179</td>
<td>Special Populations</td>
<td>KIM</td>
<td>8:30-10:00</td>
<td>Comprehensive SETT Approach for a Successful AAC Implementation within Education Professionals</td>
</tr>
<tr>
<td>MS212</td>
<td>Language &amp; Literacy</td>
<td>RUSVOLD</td>
<td>8:30-10:00</td>
<td>Caregiver Perceptions and Use of Listening and Spoken Strategies for DHH Students</td>
</tr>
<tr>
<td>MS303</td>
<td>Clinical Issues</td>
<td>KUMAR</td>
<td>8:30-10:00</td>
<td>University-based Student-Run Interprofessional Clinics: A Systematic Review</td>
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<tr>
<td>MS186</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>CAMPOS</td>
<td>8:30-10:00</td>
<td>Trilingual speech-language assessment: Differentiating disorder from difference working with Mayan immigrant families</td>
</tr>
<tr>
<td>MS012</td>
<td>Special Populations</td>
<td>BABAJANIANs</td>
<td>10:30-12:00</td>
<td>Transgender Voice Therapy: A Holistic Approach to Assessment and Therapy Strategies</td>
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<tr>
<td>MS258</td>
<td>Language &amp; Literacy</td>
<td>SAGER</td>
<td>10:30-12:00</td>
<td>Audiology Students’ Beliefs About Deaf People</td>
</tr>
<tr>
<td>MS170</td>
<td>Swallowing Disorders</td>
<td>KIZNER</td>
<td>10:30-12:00</td>
<td>Critical Concepts in the Head…</td>
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<tr>
<td>MS023</td>
<td>Language &amp; Literacy</td>
<td>HALL</td>
<td>10:30-12:00</td>
<td>Working With and Advocating for Adolescents with Moderate/Severe Disabilities in Public Schools</td>
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<tr>
<td>MS083</td>
<td>Supervision, Leadership &amp; Management</td>
<td>NISHIDA</td>
<td>10:30-12:00</td>
<td>Legal Update: How Recent Court Cases Impact Speech-Language Pathologists in Schools</td>
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<tr>
<td>MS372</td>
<td>Professional Issues</td>
<td>WRIGHT</td>
<td>10:30-12:00</td>
<td>SLPs: Maximizing Professional, Supervision and Advocacy Outcomes</td>
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<tr>
<td>PS011</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>WEIR-MAYTA</td>
<td>12:00-2:00</td>
<td>Socioeconomic Status, Culture, and Ethnicity’s Role in Awareness Levels of Speech-Pathology Services</td>
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<tr>
<td>PS051</td>
<td>Language &amp; Literacy</td>
<td>ROSEBERRY-MCKIBBON</td>
<td>12:00-2:00</td>
<td>Engaging University Students in Community Literacy Outreach Programs for Children in Poverty</td>
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<tr>
<td>PS056</td>
<td>Autism &amp; Related Issues</td>
<td>JOHNSTON</td>
<td>12:00-2:00</td>
<td>Effects of Aided Language Input Intensity on Speech: A Case Study</td>
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<tr>
<td>PS057</td>
<td>Professional Issues</td>
<td>ROSEBERRY-MCKIBBON</td>
<td>12:00-2:00</td>
<td>Reaching the Newest Generation of SLPs through Social Media: Facebook and Instagram</td>
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<tr>
<td>PS072</td>
<td>Clinical Issues</td>
<td>ENEVOLDSEN</td>
<td>12:00-2:00</td>
<td>LSVT LOUD in Adolescents and Young Adults</td>
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<tr>
<td>PS097</td>
<td>Medically-Based Disorders</td>
<td>FULTON</td>
<td>12:00-2:00</td>
<td>The Association between Paradoxical Vocal Fold Motion (PVFM) and Dysphonia in Adolescents</td>
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<tr>
<td>PS160</td>
<td>Swallowing Disorders</td>
<td>CHARNY</td>
<td>12:00-2:00</td>
<td>Accuracy of Screening Measures in Predicting Reduced Airway Protection in Parkinson’s Disease</td>
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<tr>
<td>PS162</td>
<td>Medically-Based Disorders</td>
<td>PENG</td>
<td>12:00-2:00</td>
<td>Switch Costs and Mixing Costs in Bilingual Aphasia</td>
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<tr>
<td>PS168</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>ESCOBEDO</td>
<td>12:00-2:00</td>
<td>Grammatical Productivity in English-Spanish Preschool-aged Bilingual Children</td>
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<tr>
<td>PS175</td>
<td>Clinical Issues</td>
<td>JONES</td>
<td>12:00-2:00</td>
<td>An Examination of Psychophysiological Responses of Healthy Adults to Stuttered Speech</td>
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<tr>
<td>PS176</td>
<td>Language &amp; Literacy</td>
<td>GOUSSAK</td>
<td>12:00-2:00</td>
<td>Representation of Implicitly-learned Words in School-aged Children With and Without Language Disorders</td>
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<tr>
<td>PS188</td>
<td>Professional Issues</td>
<td>ROMANO</td>
<td>12:00-2:00</td>
<td>Creation, Development, and Growth of a Student Led Interprofessional Education Organization</td>
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<tr>
<td>PS191</td>
<td>Special Populations</td>
<td>KIMBAR</td>
<td>12:00-2:00</td>
<td>Treating Patients with Head and Neck Cancer in Acute Rehabilitation</td>
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## Education Sessions at a Glance

### Saturday, March 21, 2020

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<tr>
<td>PS196</td>
<td>Supervision, Leadership &amp; Management</td>
<td>FINDLEY</td>
<td>12:00-2:00</td>
<td>The Self-Care Practices and Clinical Self-Efficacy of Speech-Language Pathology Graduate Students</td>
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<td>PS214</td>
<td>Swallowing Disorders</td>
<td>ARENDS</td>
<td>12:00-2:00</td>
<td>Lingual Strength Training in Adults with Early Stage Parkinson's Disease</td>
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<tr>
<td>PS235</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>HALL</td>
<td>12:00-2:00</td>
<td>Development of Liquid Sounds in Spanish-English Bilingual Children</td>
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<tr>
<td>PS256</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>LANG</td>
<td>12:00-2:00</td>
<td>Immersion effect on English Vowel Accuracy of Mandarin Speakers</td>
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<tr>
<td>PS267</td>
<td>Audiology</td>
<td>SURESH</td>
<td>12:00-2:00</td>
<td>Search for Electrophysiological Indices of Hidden Hearing Loss using sustained brainstem measures</td>
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<tr>
<td>PS277</td>
<td>Professional Issues</td>
<td>MACE</td>
<td>12:00-2:00</td>
<td>“Unicorns” of Communication and Behavior: A Survey of Dual-Certified SLP-BCBAs and SLP-BCaBAs</td>
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<tr>
<td>PS287</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>KIM</td>
<td>12:00-2:00</td>
<td>Speech sound productions of Korean-English bilingual children in single-words and connected speech</td>
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<td>PS294</td>
<td>Medically-Based Disorders</td>
<td>HAGGERTY</td>
<td>12:00-2:00</td>
<td>Redefining Self: Using Patients' Narratives to Find Hope after Aphasia</td>
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<tr>
<td>PS311</td>
<td>Special Populations</td>
<td>GITLIN</td>
<td>12:00-2:00</td>
<td>Cognitive-Communication Disorders &amp; the Juvenile Justice System</td>
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<td>PS312</td>
<td>Clinical Issues</td>
<td>REXROTH</td>
<td>12:00-2:00</td>
<td>Childhood Apraxia of Speech &amp; Perspectives of Speech-Language Pathologists: Systematic Literature Review</td>
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<td>PS344</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>HALL</td>
<td>12:00-2:00</td>
<td>An Acoustic Analysis of /l/ Sounds in Spanish-English Bilingual Children</td>
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<tr>
<td>PS352</td>
<td>Language &amp; Literacy</td>
<td>ALBADAH</td>
<td>12:00-2:00</td>
<td>Semantic Category Sorting and Verbal Fluency Tasks in Bilingual Adults</td>
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<tr>
<td>PS357</td>
<td>Professional Issues</td>
<td>MORGAN</td>
<td>12:00-2:00</td>
<td>Transitioning to Medical Pediatric Speech-Language Pathology</td>
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<td>PS370</td>
<td>Medically-Based Disorders</td>
<td>TADOKORO</td>
<td>12:00-2:00</td>
<td>Effects of Progressive Nonfuntial Aphasia on Language and Cognition: A Case Study</td>
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<tr>
<td>SC382</td>
<td>Clinical Issues</td>
<td>MACLENNAN</td>
<td>2:00-5:00</td>
<td>Pathways to Functional Cognitive Rehabilitation: Collaborative Care and Assistive Technology for Cognition</td>
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<tr>
<td>SC397</td>
<td>Clinical Issues</td>
<td>RAJ</td>
<td>2:00-5:00</td>
<td>Unique speech-language therapy: Wonderful websites with practical therapy tips</td>
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<tr>
<td>SR400</td>
<td>Autism &amp; Related Issues</td>
<td>Uribe</td>
<td>2:00-3:30</td>
<td>Searching for Neural Mechanisms for Social Cognition</td>
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<tr>
<td>SR400</td>
<td>Autism &amp; Related Issues</td>
<td>Navarro</td>
<td>2:00-3:30</td>
<td>The Effect of Training Abstract Words in a Bilingual Aphasia Treatment</td>
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<td>SR400</td>
<td>Clinical Issues</td>
<td>AMPIL-ALCID</td>
<td>2:00-3:30</td>
<td>Parental Anxiety and its Effects on the Severity of Childhood Developmental Dysfluency</td>
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<td>SR400</td>
<td>Clinical Issues</td>
<td>ZHAO</td>
<td>2:00-3:30</td>
<td>Efficacy of the SPEAK OUT! Voice Therapy for Individuals with Parkinson's Disease</td>
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<td>SR400</td>
<td>Clinical Issues</td>
<td>DU</td>
<td>2:00-3:30</td>
<td>MECO-LAB: An Online Language Assessment Bank for Mandarin-English Speaking Children</td>
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<td>SR400</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>HOWENSTEIN</td>
<td>2:00-3:30</td>
<td>Got Diversity? Cultural and Linguistic Topics in a Graduate Program Curriculum</td>
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<tr>
<td>SR400</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>QUINTANA</td>
<td>2:00-3:30</td>
<td>The Effects of Parental Age on Child Language Development</td>
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<tr>
<td>SR400</td>
<td>Language &amp; Literacy</td>
<td>QUIBIN</td>
<td>2:00-3:30</td>
<td>Muscle Strength Treatment for Chronic Cough</td>
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<td>SR400</td>
<td>Professional Issues</td>
<td>KENNEDY</td>
<td>2:00-3:30</td>
<td>Academic Challenges of College Students with mTBI and Musculoskeletal Injury</td>
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<tr>
<td>SR400</td>
<td>Special Populations</td>
<td>QUINTANA</td>
<td>2:00-3:30</td>
<td>Effects of Student Leadership on Graduate School Readiness - An Ethnographic Perspective</td>
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<td>SR400</td>
<td>Supervision, Leadership &amp; Management</td>
<td>QUINTANA</td>
<td>2:00-3:30</td>
<td>“I Didn't Learn This in School” Part 2: Treatment of Speech Production</td>
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<tr>
<td>SC361</td>
<td>Clinical Issues</td>
<td>STRATTON</td>
<td>2:00-5:00</td>
<td>YouCue Bootcamp - 3 Pathways for Social Learning</td>
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<tr>
<td>SC024</td>
<td>Autism &amp; Related Issues</td>
<td>VAGIN</td>
<td>2:00-5:00</td>
<td>Beyond the Basics - Supervising Between the Lines</td>
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<tr>
<td>SC084</td>
<td>Supervision, Leadership &amp; Management</td>
<td>MIDDLETON</td>
<td>2:00-5:00</td>
<td>Pediatric Dysphagia and Feeding from A-Z</td>
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<tr>
<td>SC209</td>
<td>Swallowing Disorders</td>
<td>D'ANGELO</td>
<td>2:00-5:00</td>
<td>Interviewing, Resumes &amp; RPE/CF Regulations...Be Informed!</td>
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<tr>
<td>SC206</td>
<td>Professional Issues</td>
<td>KISSACK</td>
<td>2:00-5:00</td>
<td>AAC Fun and Functional Application Across Settings</td>
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<tr>
<td>MS278</td>
<td>Special Populations</td>
<td>ARCHER</td>
<td>2:00-3:30</td>
<td>You get an IEPI! You Get an IEPI! Everyone Gets an IEPI!</td>
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<tr>
<td>MS199</td>
<td>Professional Issues</td>
<td>COLE</td>
<td>2:00-3:30</td>
<td>The Power of Music: Enhancing Learning Efficiency, Attention, and Positivity in Therapy</td>
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## Education Sessions at a Glance

### Saturday, March 21, 2020 Continued

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<tbody>
<tr>
<td>MS154</td>
<td>Medically-Based Disorders</td>
<td>MCMICKEN</td>
<td>2:00-3:30</td>
<td>Reduce, Reuse, and Recycle: AAC Toolkit for Communication Partners on the Go!</td>
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<tr>
<td>MS085</td>
<td>Autism &amp; Related Issues</td>
<td>UDUEHI</td>
<td>2:00-3:30</td>
<td>The Ties That Bind Us: Evidenced-Based Interdisciplinary Management of Tongue-Ties</td>
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<tr>
<td>MS347</td>
<td>Clinical Issues</td>
<td>ARCHAMBAULT</td>
<td>2:00-3:30</td>
<td>Working with SLPAs: Navigating the ethical road.</td>
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<tr>
<td>MS172</td>
<td>Supervision, Leadership &amp;</td>
<td>SHOUTEN</td>
<td>2:00-3:30</td>
<td>Sensory Activities to Enhance Speech and Language Therapy for Children with SPD</td>
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<td>Management</td>
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<tr>
<td>MS055</td>
<td>Special Populations</td>
<td>HARMS</td>
<td>2:00-3:30</td>
<td>When a water polo mom has Frontotemporal Dementia.</td>
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<tr>
<td>MS366</td>
<td>Medically-Based Disorders</td>
<td>CATTERALL</td>
<td>3:30-5:00</td>
<td>Blending Social and Medical Model Approaches for PWA: A Case Study</td>
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<td>MS322</td>
<td>Clinical Issues</td>
<td>HAGGE</td>
<td>3:30-5:00</td>
<td>Cricopharyngeal Dysfunction: Role of the Speech-Language Pathologists</td>
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<tr>
<td>MS321</td>
<td>Swallowing Disorders</td>
<td>OUYOUNG</td>
<td>8:30-10:00</td>
<td>Super Literacy Power (SLP) in Schools: Intervention Targets Go Beyond Magical</td>
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<td>Thinking</td>
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<tr>
<td>MS174</td>
<td>Language &amp; Literacy</td>
<td>OCAMPO</td>
<td>3:30-5:00</td>
<td>Classroom Based Intervention Strategies for Students with Social Pragmatic</td>
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<td>Communication (SCD) Disorders</td>
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### Sunday, March 22, 2020

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<tr>
<td>SC052</td>
<td>Language &amp; Literacy</td>
<td>GAROFOLA</td>
<td>8:30-11:30</td>
<td>Fairness in the Assessment of English Learners: Toward True Peer Group Measurement</td>
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<tr>
<td>MS299</td>
<td>Language &amp; Literacy</td>
<td>CAPOBRES-</td>
<td>8:30-10:00</td>
<td>Functional Outcomes of Patients with Chronic Aspiration After Elective Laryngectomy</td>
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<td>VILLEGAS</td>
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<tr>
<td>MS022</td>
<td>Swallowing Disorders</td>
<td>PERRY</td>
<td>8:30-10:00</td>
<td>When Therapy Doesn’t Work: Effective Methods for Identifying Resistance and</td>
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<td>Increasing Motivation</td>
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<tr>
<td>MS272</td>
<td>Clinical Issues</td>
<td>REECE</td>
<td>8:30-10:00</td>
<td>A hierarchical approach to clinical supervision</td>
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<tr>
<td>MS115</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>BAX</td>
<td>8:30-10:00</td>
<td>Linguist-SLP Intereprofessional Collaboration: Mixtecd Speech, Language, and Culture in TD Children</td>
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<tr>
<td>MS326</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>DAVID</td>
<td>8:30-10:00</td>
<td>Helping the General Ed Teacher with Pragmatics Strategies in the Classroom</td>
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<td>MS120</td>
<td>Clinical Issues</td>
<td>VADLA</td>
<td>8:30-10:00</td>
<td>Is it Articulation Impairment or Difference in Children with Telugu Language</td>
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<td>MS284</td>
<td>Medically-Based Disorders</td>
<td>CASTRO</td>
<td>8:30-10:00</td>
<td>Vocal Health: Fact or Fiction?</td>
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<tr>
<td>MS247</td>
<td>Clinical Issues</td>
<td>LEHMAN</td>
<td>10:30-12:00</td>
<td>Writing Comprehensive AAC Goals for All Users</td>
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<tr>
<td>MS032</td>
<td>Clinical Issues</td>
<td>WENDHARDT</td>
<td>10:30-12:00</td>
<td>Public Schools: From Angst to Advocacy</td>
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<tr>
<td>MS323</td>
<td>Professional Issues</td>
<td>DAVID</td>
<td>10:30-12:00</td>
<td>The DRAMA (David-Relf Autism Management Through Acting) Protocol (Update)</td>
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<td>MS205</td>
<td>Swallowing Disorders</td>
<td>ROSS</td>
<td>10:30-12:00</td>
<td>Aspiration Pneumonia: Are You Practicing Fear-Based Dysphagia Treatment and</td>
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<td>Management?</td>
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<td>MS367</td>
<td>Swallowing Disorders</td>
<td>DANTUMA</td>
<td>10:30-12:00</td>
<td>They Should Know this Stuff: Supervision Strategies for Teaching Basic Professional Skills</td>
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<td>MS328</td>
<td>Language &amp; Literacy</td>
<td>PANATIER</td>
<td>10:30-12:00</td>
<td>Local Public Libraries Foster Literacy Skills in Speech and Language Therapy</td>
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<td>MS092</td>
<td>Language &amp; Literacy</td>
<td>CASCELLA</td>
<td>10:30-12:00</td>
<td>Guided Research Readings: Identifying Questions and Finding the Evidence</td>
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Education Sessions
Thursday | March 19, 2020

**MS028  8:30-10:00**

The Autism Breakthrough: Treating ASD from the Inside Out

**AUTHORS:** Jessie Ginsburg, M.S., Pediatric Therapy Playhouse
Chris Wenger, M.S., Chaffey Unified School District

This presentation will go beyond the basics of targeting language in children with autism. The presenters will discuss three foundational skills needed for successful and purposeful communication: regulation, engagement, and intrinsic motivation. These three areas must be strengthened for children to develop novel, flexible language. SLPs will walk away with effective hands-on tools, along with cutting-edge strategies that can be used immediately in treatment sessions.

**INSTRUCTIONAL LEVEL:** Intermediate

**MS259  8:30-10:00**

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

**AUTHOR:** Cathy Alexander, M.A., Kids Vocabulary

This course focuses on innovative strategies and techniques for teaching grammatical morphology and morphological awareness for the school-age child. Children with language impairments often have difficulties in many areas of language, but in particularly grammar. The presenter will demonstrate evidence-based practices targeting verb tenses, plurals, and possessives. SLPs will apply morphological-based interventions and activities to facilitate vocabulary development for the school-age child. Finally, this session will provide numerous “ready-to-use” activities that target morphological goals.

**INSTRUCTIONAL LEVEL:** Intermediate

**MS145  8:30-10:00**

Critical Thinking through Complex Adult Case Studies in Dysphagia Management

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

This session will focus on complex adult dysphagia cases in a quaternary care facility presented by Board Certified Specialists in Swallowing and Swallowing Disorders (BCS-S). We will include bedside assessment, video-fluoroscopic Swallow Study (VFSS) and Flexible Endoscopic Evaluation of Swallow (FEES). Using clinical reasoning we will review the importance of the entire clinical picture including acuity, co-morbidities, risk factors, prognosis, pt. and family wishes in guiding our recommendations, treatment plan, referrals, and discharge planning.

**INSTRUCTIONAL LEVEL:** Intermediate

**MS353  8:30-10:00**

Phonological Processes Patterns and Treatment

**AUTHOR:** Jackie Carr, M.A., Redding Elementary School District, Redding, CA

This presentation will help the Speech Pathologist to analyze articulation error patterns to seek the systematic changes that affect phoneme classes and/or phoneme sequences. When error patterns are found to fit into phonological processes, the direction of articulation therapy is directed at the phonological process. In this way entire phoneme classes are remediated.

**INSTRUCTIONAL LEVEL:** Intermediate

**MS331  8:30-10:00**

It Takes a Team to Support Our Complex Communicators!

**AUTHORS:** Jennifer Wright, M.A., Placer County Office of Education
Jennifer Mitchell, M.A., Placer County Office of Education

The most important measurement of successful AAC intervention is how it improves access and participation in the critical learning and social activities of school. In order to do this, our role as Speech-Language Pathologists is to support developing the confidence and competence of the entire educational team as partners with shared beliefs, knowledge and skills that will enable complex communicators to be successful with AAC strategies and tools.

**INSTRUCTIONAL LEVEL:** Intermediate
SC038  8:30-11:30

Working with Parents During Stressful Times: Impact of Ambiguous Loss

AUTHOR: Karyn Searcy, M.A., TERI Crimson Center for Speech & Language; Clinical Faculty SDSU

This presentation will review the development of typical parent-child interaction and how the discovery of a developmental disability impacts that process. Knowing each parent-child dynamic is different, video interviews with families who have gone through the Early Start process will be reviewed and discussed. Parents reflect back on what that period in their lives felt like and articulate what they wish they had been able to tell providers at the time. Course Content Disclosure: The presenters have published a book titled Here’s How to Do Early Intervention for Speech and Language: Empowering Parents. This course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Intermediate

SC043  8:30-11:30

Using the LAMP Approach to Support AAC Users with Autism

AUTHOR: Josie Randles, M.S., Member/American Speech-Language-Hearing Association

This seminar will focus on the LAMP (Language Acquisition through Motor Planning) therapeutic approach for supporting AAC users with autism. The five key elements of the LAMP approach and their connections to language development will be presented and discussed. Video examples of intervention will be presented and attendees can expect to learn about how early developing core vocabulary can be taught using a motor planning approach. Course Content Disclosure: The presenters have developed and patented a licensed technology trademarked as the LAMP. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Beginner

SC089  8:30-11:30

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

AUTHORS: Nancy Robinson, Ph.D., Professor Emerita, San Francisco State University
Holly Kaiser, M.A., Creative Strategies for Special Education
Jean Blosser, Ed.D, Professor Emerita, The University of Akron PLUS Creative Strategies for Special Education

The MTSS Train is chugging through California! Be ready to hop-on! MTSS is a national initiative to support ALL students. Research shows that it can be especially beneficial for students with disabilities! This session explains MTSS and initiatives in CA. Three case studies will be shared to highlight different stages of school involvement and SLPs’ engagement. Actions to advance interprofessional practice (IPP) will be recommended. Let’s enjoy the ride together!

Course Content Disclosure: The presenters have developed and patented a licensed technology trademarked as the MTSS Train. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Intermediate

SC246  8:30-11:30

Understanding and Treating Childhood Apraxia of Speech

AUTHORS: Denise Ford, M.S., Speech Marin
Shannon Archer, M.S., Coronado Unified School District

Research regarding the diagnosis and treatment of Childhood Apraxia of Speech has increased over the past 10 years. But what does this mean for therapy? Learn about CAS and consider how to apply the principles of motor learning, EBP treatment approaches, and therapy activities (toddlers to school-aged). Examine the literature on treatment approaches and practical implementation. This session will help you better understand CAS and support your development of fun and interactive research-based treatment.

INSTRUCTIONAL LEVEL: Beginner
Power Up Your Pragmatic Language Assessment Accuracy and Therapy Results

AUTHORS: Adriana Lavi, Ph.D., Lavi Institute
Julian Madison, M.A., Lavi Institute
Ansley Davis, M.A., Lavi Institute
Alexa Mazurek, M.A., Lavi Institute
Kylene Wenner, M.A., Lavi Institute
Rachel Kowalski, M.S., Lavi Institute

This session will discuss modern assessment methods of pragmatics and paralinguistic aspects of social language and explore how using these results lead to more accurate diagnosis and treatment planning, followed by a presentation of an evidence-based treatment approach for pragmatics. A real-life video-based peer modeling method that targets visual and auditory bombardment techniques, facial expressions/vocal inflections exercises, comprehension of social context cues, facial expressions, vocal inflections and tone of voice will be explained.

Course Content Disclosure: The presenters have developed and patented a licensed assessment. This course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Intermediate

Speech & Language Disorders in Dementia

AUTHOR: Andrew Budson, M.D., Veterans Affairs Boston Healthcare System; Boston University School of Medicine; Harvard Medical School

Through a 1 hour talk with videos of actual patients and 2 hours of small group, case-based work, participants will understand how speech and language disorders present in different dementias, including Alzheimer’s disease, vascular dementia, progressive supranuclear palsy, normal pressure hydrocephalus, chronic traumatic encephalopathy, primary progressive aphasia, and primary progressive apraxia of speech.

Course Content Disclosure: The presenter has published several books on this topic. This course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Intermediate

Manipulating Complex Syntax for Adolescent Writing Success

AUTHOR: Lynne Teleseca, Ph.D., CCC-SLP, State University of New York at New Paltz

This session will help speech-language pathologists develop knowledge and skills for success when working with adolescents that struggle with writing, specifically writing in academic subjects. The session will include information related to common syntax errors for adolescents who struggle with writing, syntax characteristics of the academic subjects of science and history, as well as appropriate goal selection and intervention to target these areas.

INSTRUCTIONAL LEVEL: Intermediate

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

AUTHOR: Ann England, M.A., SELPA Content Lead-ASD Marin County SELPA and CAPTAIN

Evidence-based practices (EBPs) for ASD and how to consider the unique needs of students with Autism when universally supporting students in inclusive education settings will be discussed. Specific EBPs that benefit ALL learners will be described to increase the likelihood of implementation. Strategies to leverage existing initiatives to ensure implementation of EBPs and improve student achievement will be recommended. CAPTAIN and the SELPA Content Lead-ASD as technical assistance resources for the SLPs will be shared.

Course Content Disclosure: The presenters have developed specific programs regarding this topic. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Intermediate
Education Sessions

Thursday | March 19, 2020

**MS210** 10:30-Noon

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

AUTHOR: Maria Davis-Perkins, Ph.D., Alumnus, Claremont Graduate University

Our students, learners of English or SLI, often feel unable or less valued by peers and adults. Writing to persuade others is empowering. Students must also write to prove learning (Nippold, 2005). Presented is a writing skills program that: teaches students to tap existing language skills; is used in push-in, pull-out sessions; was successfully piloted in Barstow with English Language Learners; and is based on research regarding effective writing instruction, neuro-linguistic skills, and learning.

Course Content Disclosure: The presenters have developed the Engagement/Training/Education Programs for Diverse Language & Literacy program. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Intermediate

**MS226** 10:30-Noon

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

AUTHORS: Belinda Daughrity, Ph.D., California State University, Long Beach
Alaine Ocampo, Ph.D., California State University, Long Beach
Melissa Bittner, Ph.D., California State University, Long Beach
Barry Lavay, Ph.D., California State University, Long Beach
Susana Jimenez, B.A., California State University, Long Beach
Shauna Chevalier, B.A., California State University, Long Beach

A collaborative model between speech-language pathologists (SLPs) and adapted physical education teachers (APE) will highlight how practitioners from both disciplines can use ASHA’s Interprofessional Practice (IPP) model. The model was implemented during a summer program by SLPs and pre-service students from an APE program. Implications regarding IPP practices for targeting goals in movement and communication while promoting peer-to-peer engagement among school-age students with social communication difficulties within the context of natural activities will be shared.

INSTRUCTIONAL LEVEL: Intermediate

**MS265** 10:30-Noon

**The SLP and Audiologist’s Role with the 2E Auditory Processing Disordered Child**

AUTHOR: Donna Geffner, Ph.D., Donna Geffner and Associates

This presentation will describe the 2E child and how many children with CAPD qualify as twice exceptional. Given the myriad of symptoms along with solid cognitive and intellectual abilities, many straddle between a world of giftedness and disability. How to identify them, assess and manage them will be discussed with an overview of TECA, a national association, which provides support and materials for those special children and care givers. The goal is to reduce demoralization.

INSTRUCTIONAL LEVEL: Intermediate

**MS281** 10:30-Noon

**Face-to-Face Concussion for High School Athletes: UPDATED**

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

Millions of sports-related concussions occur annually. Most are sustained by 10 to 19-year-olds. CA state law requires parents/athletes to sign a Concussion Information Sheet. The problem, many likely sign it without reading it. A face-to-face concussion program ensures that athletes hear the information, goes above the minimum requirements of the law, and may reduce athletes’ risk for greater harm. See the UPDATED program and learn how you could implement it in your school.

Course Content Disclosure: The presenters have developed the Face-to-Face program. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Beginner
IPE: A University-based Interprofessional Stroke Recovery Resource & Community Center

AUTHORS: Darla Hagge, Ph.D., California State University Sacramento
        Nassrine Noureddine, Ed.D, California State University Sacramento

Interprofessional education is now a required accreditation standard for most healthcare disciplines. This presentation will discuss one Northern California model for an on-campus Interprofessional Stroke Recovery Resource & Community Center that is grounded in international and national policy, best practice and evidence-based. Attendees will participate in active learning activities that are designed to enhance learning and will receive foundation information that is necessary to design a center at their own university or in the community.

INSTRUCTIONAL LEVEL: Intermediate

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

AUTHORS: Helen Li, M.A., El Monte City School District
          Ashley Africa, M.S., El Monte City School District

As the communities we serve are ever evolving in terms of cultural linguistic diversity, it’s our responsibility to keep up to date with evidence-based methodology and current resources to provide higher quality services. Attendees will leave this presentation with information about legal requirements, assessment procedures, goal writing, intervention, and staff/family education.

INSTRUCTIONAL LEVEL: Intermediate

Empowering Adult Health Literacy in the Post-Acute Setting

AUTHORS: Suzanne Newby, M.A., Genesis Rehab Services
          Lynn Young, M.A., Genesis Rehab Services

This presentation will define health literacy, influencing factors, and its impact on SLP practice. Tools and methods used to assess and improve health literacy will be explored. Case studies of patients will be used to illustrate how SLPs can assess, treat and incorporate functional health literacy into goal writing and individualized plans of care. By addressing health literacy, SLPs can help to reduce hospital readmissions and create sustainable positive health outcomes.

INSTRUCTIONAL LEVEL: Intermediate

Enhancing Rapport by Activating Vagus Nerve Pathways through Nonverbal Language Behaviors

AUTHOR: Dorothy Bohntinsky, M.A., Kindred Hospital - San Francisco Bay Area

A jugular vein compression collar for preventing concussions in sports and its functional similarity to the yawn has inspired a theory of how the ventral vagus nerve (VVN) is naturally activated to enhance rapport. Evidence regarding the yawn and precuneus, the Polyvagal Theory, heart rate variability, and clinical practices within pragmatics are interwoven to identify the specific nonverbal behaviors that, very likely, activate VVN pathways. Examples from cases and opportunities for formal research are discussed.

Course Content Disclosure: The presenter is writing a book on this topic. This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Beginner
**Taming the Wild Child: Proven Interventions for Mutiny and Meltdown**

**AUTHOR:** Sheryl Heidt, M.A., Effective Speech Therapy; Task Mechanic, LLC

Terrible Twos? "Threenagers?" Developmental Delay? Tantrums? Crying? Want to spend more time doing therapy and less time wrangling? I do! Behavior management is not just for animal training and ABA. Train little learners to attend and cooperate... fast. No Stickers, no bribes. Learn how to use the knowledge and materials you already have in a more productive way. You call the shots so that you get cooperation from the start. (Videos show children between ages 2-6.)

**INSTRUCTIONAL LEVEL:** Beginner

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**Dial It Down Individualized Therapy**

**AUTHORS:** Michael Susca, Ph.D., University of the Pacific  
Benjamin Reece, M.S., University of the Pacific

Many treatments for stuttering are centered upon developing use of behavioral, cognitive, or affective techniques and skills through a present/absent process. This presentation will introduce a novel approach that develops client competence in managing therapy interventions via a rheostatic approach, thus enhancing self-regulation and independent application of skills into real life contexts.

**Course Content Disclosure:** The presenters have developed a program on this topic. This course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

**INSTRUCTIONAL LEVEL:** Intermediate
SC295  1:30-4:30
The Invisible Injury: Professional perspectives on Sports-Related Concussions

          Nancy Cohick, Ph.D., California State University, Los Angeles
          Elisabeth (Lisa) D’Angelo, Ph.D., California State University, Sacramento; Davis Joint Unified School District; Mercy General Hospital, Sacramento, CA
          Brittany Bingham, M.A., ATI Physical Therapy
          Aaron Weinstein, M.A., California State University, Northridge
          Cris Ward, M.A., Action-Sports Athletes

After a sports-related concussion, students from elementary school through college and professional sports athletes are impacted in various ways cognitively, physically, socio-emotionally, and with sleep disturbances. An interprofessional panel including athletic trainers, a performance coach, and SLPs will discuss insights on the complexity and effects of the injury, concussion management and the process of transitioning from injury, provide strategies for cognitive rehabilitation, highlight athlete perspectives and mindsets, and SLP involvement in concussion education and treatment.

INSTRUCTIONAL LEVEL: Intermediate

SC313  1:30-4:30
Newcomer Children Suspected of Having a Disability: What’s an MDAT To Do?

AUTHORS: Beth Nishida, M.A., Norwalk La Mirada Unified School District
          Barbara Moore, Ed.D, University of Southern California

Children who are newcomers to the country may present with “obvious” or suspected disabilities. Multi-disciplinary assessment teams (MDAT) must first determine if an assessment is indicated, and if so, how to gather information to make an informed and appropriate decision. There are several challenges along the way! This session will review the traps to avoid in conducting such an assessment and provide guidance which will lead to a correct and meaningful decision for the student.

INSTRUCTIONAL LEVEL: Advanced

SC360  1:30-4:30
Down Syndrome, Apraxia, Dyslexia: WTF - Where’s the Focus?

AUTHOR: Sandy Kaul, M.A., California State University, Sacramento; FONEMZ:Speak and Read

This presentation examines the interrelationship of students with Down Syndrome, apraxia and dyslexia in regard to some of their shared underlying symptoms: the inability to focus on auditory and visual stimulus. An examination of the research suggests that incorporating multimodal approaches facilitates focus and therefore, student learning. We will demonstrate the best practices, various multimodal tools and how these approaches assist with focus for speech sound production and literacy skill development.

Course Content Disclosure: The presenters will be using multimodal tools. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Intermediate

SC400  1:30-4:30
The 3 Es of Stuttering: A new all-inclusive therapy model

AUTHORS: Katie Gore, M.A., speech IRL
          Courtney Luckman, M.A., speech IRL

Recent stuttering research emphasizes the importance of socially-focused, non-traditional behavioral interventions. However, traditional frameworks for “how to do therapy” don’t integrate these considerable advances in EBP. We present a practical, robust, accessible “three-letter model” that builds on the “ABCs of stuttering” foundation. Participants will learn about the latest updates in stuttering EBP, framed in this new model. We will practice applying the model using case studies, with ample time for interactive discussion and questions.

Course Content Disclosure: The presenters have developed the framework for this program. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Intermediate
**Education Sessions**

**Thursday | March 19, 2020**

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**MS020  3:30-5:00**

**Speaking of Stuttering: Successfully Normalizing Stuttering in the Classroom**

**AUTHORS:** Stephanie Rodriguez, M.S., El Monte Unified School District  
Amanda Bloemhof, M.S., Redwood Elementary and Richland Junior High School  
Loryn McGill, M.S., Chapman University

This presentation highlights specific therapy approaches and activities that prepare children who stutter for self-disclosure in a school setting. Self-disclosure via a classroom presentation is often a final step within the hierarchy of stuttering therapy. We will discuss benefits of self-disclosure and how to neutralize negative feelings towards stuttering. Therapist will be provided with appropriate pre and post clinical checklist of how to incorporate the self-disclosure presentation into their therapeutic goals.

**INSTRUCTIONAL LEVEL:** Beginner

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**MS064  3:30-5:00**

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

**AUTHORS:** Deborah Swain, Ed.D, The Swain Center  
Lindsay Lerro, Ph.D., The Swain Center  
Jessica Hobson, Ph.D., The Swain Center

Difficulty coordinating and sharing attention with caregivers can thwart the language development in toddlers. In order to provide effective speech and language therapy, it may be necessary to begin by developing their capacity to share attention with social partners. We will provide examples of a developmental approach for promoting joint attention through the parent-child relationship which may hold special promise for cultivating conditions conducive to optimal therapeutic outcomes for young children on the autism spectrum.

**INSTRUCTIONAL LEVEL:** Intermediate

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**MS042  3:30-5:00**

**Medicare Outpatient Speech Therapy Services; Providing and Documenting Reimbursable Care**

**AUTHOR:** Pamela Swen-Romero, M.S., Sharp Healthcare

Speech pathology services in the outpatient setting are essential to the quality of life and well-being of our clients. In order to provide these necessary services, clinicians must not only provide skilled assessment and intervention. We must be knowledgeable of all regulatory guidelines and effective in our documentation, so that the care provided is both beneficial to our clients and reimbursable.

**INSTRUCTIONAL LEVEL:** Intermediate

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**MS079  3:30-5:00**

**Interactive Workshop: Group Activities for Persons with ABI Across the Care Continuum**

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

How to prep and stay prepared in the complex and fast-paced healthcare environment when serving adults and children with acquired brain injury, regardless of level of care. This interactive workshop will engage participants in hands-on learning to design, plan and execute a group activity for persons with acquired brain injury that can be implemented at work the next day whether at a hospital, outpatient, school, or community-based setting.

**INSTRUCTIONAL LEVEL:** Intermediate

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Peer Mediated Instruction & Intervention - An Evidence Based Practice

AUTHOR: Casandra Guerrero, M.S., San Benito High School District, Hollister; Circle of Friends - The Path to Inclusion, Los Angeles

Participants will learn how to utilize typically developing peers to promote pragmatic language, social skills, and positive school culture. This training will explore both structured and unstructured models of Peer Mediated Instruction and Intervention (PMII) as part of a service delivery model, MTSS tiered support, and Evidence Based Practice for students with ASD, through the lenses of the California Autism Professional Training and Information Network (CAPTAIN) and Circle of Friends - The Path to Inclusion.

Course Content Disclosure: The presenter has developed specific training on this topic. This course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Intermediate

Reimagining Game Play Through an Eclectic Social Competency Approach

AUTHOR: Marshall Fenig, M.A., Los Angeles Unified School District

Game play is an important microcosm in which children practice and hone their learned social competencies. Children with ASD or social challenges rarely share the same meaningful game play experience as their peers, due to poor understanding and/or expression of learned social competencies. Through this approach, social based vocabulary, structure and strategies are be imbedded into game play and its design, thus developing a child’s ability to learn “how” to build better relationships.

INSTRUCTIONAL LEVEL: Intermediate

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

AUTHORS: Kai Greene, Ph.D., California State University, Dominguez Hills
Casey Taliancich-Klinger, Ph.D., University of Texas, San Antonio

Numerous challenges confront many practitioners concerning emerging dual-language learners and when to consider referrals for special education services. This presentation will share how to differentiate and determine typical and atypical dual-language development via screening measures of oral narrative macro- and microstructure skills. This case study approach will demonstrate how readily available Spanish-English oral narrative screening tools can inform efficient and effective considerations specific to placement decisions specific to address the speech-language-communication needs of dual-language learners.

INSTRUCTIONAL LEVEL: Intermediate

Start Working with Accents

AUTHORS: Robert McKinney, M.A., San Diego State University; Sweetwater Union High School District

Speech-Language Pathologists are uniquely suited to help non-native-speaking clients become more effective communicators in their new language. Nevertheless, many SLPs and clinical supervisors are unsure about how to begin working in accent modification, a rewarding subfield within their scope of practice. This seminar is designed to provide insights into how interested professionals can start working with accents to share their expertise, change lives, and enrich their careers.

Course Content Disclosure: The presenter has written a book on this topic. This course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Beginner
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<th>MS031</th>
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<td><strong>Through the Looking Glass: School-Based SLPs Collaborating with Oral Language Interpreters</strong></td>
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| **AUTHORS:** Henriette Langdon, Ed.D, Sunflower Therapies, Rancho Cucamonga  
Terry Saenz, Ph.D., California State University, Fullerton |
Given the demographics of California especially, school-based SLPs frequently need to collaborate with interpreters/translator, particularly in assessments and I.E.P.s. The following interactive presentation includes the results of interviews with seven school SLPs who have had significant experience in working with interpreters/translator. Their experiences and advice to follow best practices will be discussed. Participants will be encouraged to share their own experiences and react to the information presented.

**Course Content Disclosure:** The presenters have developed a book on this topic. This course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

**INSTRUCTIONAL LEVEL:** Intermediate

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<td><strong>Auditory Manifestations of Traumatic Brain Injury (TBI)</strong></td>
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<tr>
<td><strong>AUTHOR:</strong> SHAHRZAD COHEN, Au.D., Hearing Loss Solutions</td>
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Traumatic Brain Injury (TBI) affects many aspects of the patient’s communication skills and proper attention to the auditory aspects are necessary for maximizing treatment outcome. This course will describe the mechanism of a TBI injury, enlist the diagnostic criteria, and will explain the auditory manifestations that should be addressed for increasing the life quality of a patient and the families suffering from TBI.

**INSTRUCTIONAL LEVEL:** Intermediate

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<th>MS189</th>
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<td><strong>Challenges for Teens with Autism Spectrum Disorder Transitioning to Adulthood: Caregiver Perceptions</strong></td>
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| **AUTHORS:**  
Erica Ellis, Ph.D., California State University, Los Angeles  
Belinda Daughrity, Ph.D., California State University, Long Beach; Los Angeles Speech and Language Therapy Center, Inc.  
Ashley Wiley, Ph.D., Los Angeles Speech and Language Therapy Center, Inc.  
Pamela Wiley, Ph.D., Los Angeles Speech and Language Therapy Center, Inc.  
Alexandra Morales, B.A., California State University, Long Beach |
This presentation will review results of a focus group to explore parent perceptions of challenges for teens with autism preparing to transition into young adulthood. Thirteen parents of 11 teens participated in the 90-minute focus group. Particular recurring themes will be discussed and findings can be used to inform innovative clinical practices for clients with ASD who are preparing to transition out of high school.

**INSTRUCTIONAL LEVEL:** Intermediate
**Education Sessions**

**Friday | March 20, 2020**

**MS236  10:00-11:30**

**Keeping Yourself Tuned In & Balanced: Personal Wellness for the Nurtured Practitioner**

**AUTHOR:** Dr. Elaine Fogel Schneider, Ph.D., California State University, Los Angeles

Do you ever wonder how you’re going to make it through another day? Do you find yourself getting heart palpitations, feeling anxious, developing a headache, not knowing what you can do for yourself? Do you wish you had a way of getting away from documentation, computer screens, Smartphones, IEPs, and staff meetings? Come explore 5 simple exercises you can do in less than 10 minutes each so you can feel tuned in and relaxed.

Course Content Disclosure: The presenter has written a book on this topic. This course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

**INSTRUCTIONAL LEVEL:** Intermediate

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**MS286  10:00-11:30**

**Videostroboscopy: What am I looking at?**

**AUTHORS:** Edie Hapner, Ph.D., USC Voice Center
Lauren Timmons Sund, M.S., USC Voice Center
M. Eugenia Castro, M.S., USC Voice Center
Mariah Morton, M.S., USC Voice Center

Videostroboscopy has changed the way clinicians treat voice disorders, allowing a peek into the anatomical and physiological functions of the larynx. Yet, many clinicians do not have access to videostroboscopy or the confidence in its interpretation and application to the voice therapy process. This session will be an interactive opportunity for clinicians to better hone their interpretation skills and use this information to gauge the prognosis and usefulness of voice therapy as a treatment modality.

**INSTRUCTIONAL LEVEL:** Intermediate

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**MS332  10:00-11:30**

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

**AUTHOR:** Sandra Shigetomi-Toyama, ClinScD, Rocky Mountain University of Health Professions

You have two treatments that may work for your client. How do you decide which to use? Using evidence-based practice and comparison designs, this session will demonstrate how to choose the more efficacious treatment.

**INSTRUCTIONAL LEVEL:** Advanced

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**MS335  10:00-11:30**

**Music Therapy and Enhancing Speech & Language Development**

**AUTHORS:** Vanessa Contopulos, M.A., Amplify Music
Karyn Searcy, M.A., TERI Crimson Center for Speech & Language; SDSU

This presentation will highlight philosophical and strategical supports included in a music therapy curriculum designed for children diagnosed with autism and related disorders. These supports were developed by a music therapist and SLP to target receptive/expressive language and speech sound production. Examples of one video program implemented in a pilot study is included, as well as pre/post program communication, interaction and parent stress outcomes. The impact on parent-child through this program and will be explored.

Course Content Disclosure: The presenters will be showing one video program during this program. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

**INSTRUCTIONAL LEVEL:** Beginner

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**MS377  10:00-11:30**

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

**AUTHOR:** Suzanne Miller, Ph.D., Bridgewater State University, Bridgewater MA

Research guides clinical practice, answers questions related to our patient population, and allows clinicians to engage in evidence-based clinical practice. This session will discuss the presenter’s views that a paradigm shift from a clinician model to a clinician-researcher model is long overdue in speech-language pathology and audiology. Practical methods of empirical clinical research available to working clinicians will be presented. Examples of qualitative and quantitative research designs, easily embedded into clinical practice, will be offered.

**INSTRUCTIONAL LEVEL:** Intermediate
当我在结巴时：结巴的影响及干预的考虑

作者：John Gomez, M.A., Los Angeles Unified School District

“当我在结巴时”是由语音病理学家/制片人John Gomez制作的纪录片。该片的目的是展示结巴对一个人生活产生的深刻心理影响以及治疗整个个人在治疗中的重要性。本片将包含3个来自电影的片段，并且将在每个片段后进一步分析所展示的技术。本课程内容披露：演讲者已经开发和专利一项名为“当我在结巴时”的技术和产品。因为没有其他类似的产品可用，这个课程将只涵盖关于有效和安全使用上述产品（s）的信息。本次演讲将专注于此并将不包括关于其他类似或相关方法的信息。

教育水平：初级

MS099  1:30-3:00

为学校-based SLPs的辅助技术：如何为所有人提供更好的访问

作者：Brianna Roberts, M.A., Communication Works; Castro Valley Unified School District

您知道学校团队必须考虑并讨论学生的需要吗？每次IEP会议？SLPs经常被要求处理与AAC有关的问题，但他们可能对其他类型的AT（例如为学生提供听力辅助设施）不那么自信。了解如何有效协作与您的IEP和AT团队（如果没有发生在您的范围之外）合作，支持您的学生，并找到免费的AT设备和工具！

教育水平：初级

MS140  1:30-3:00

合作的故事：PUEDE项目！

作者：Sonja Pruitt-Lord, Ph.D., San Diego State University
Carol Robinson-Zaňartu, Ph.D., San Diego State University
Jennica Paz, Ph.D., San Diego State University
Luisa Alanis, Ed.S., San Diego Unified School District
Emily Momand, M.A., San Diego Unified School District

我们展示了一个跨专业教育项目，证明了创新和协作学习环境可以提升学术和临床培训，特别是在为西班牙语母语儿童（EL）提供服务方面。我们强调了在服务来自不同背景的儿童时，语言病理学家和学校心理学家的角色，以及我们项目的合作模式、评估以及我们从多样的背景，合作模式，评估我们的项目，以及我们学到的教训。

教育水平：初级

MS222  1:30-3:00

为有学习差异的孩子建立成功的团队：有效的策略！

作者：Dr. Elaine Fogel Schneider, Ph.D., California State University, Los Angeles
Dr. Deborah Ross-Swain, Ed.D, The Swain Center

您是否曾想知道如何鼓励父母“接受”您为他们有学习差异的孩子设计的治疗计划？您是否曾质疑如何帮助父母承担儿童的未来？这次充满活力的展示将着眼于SLP和/或SLPA的角色，评估策略，以及建立团队的现有策略，使父母和每个孩子都成为英雄。

教育水平：中级
Panel discussion: The role of SLPs, advocates and families during IEP meetings

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

The Individuals with Disabilities Education Act (IDEA, 2004) ensures that students with a disability are provided with a Free Appropriate Public Education (FAPE) tailored to their individual needs and provided in the least restrictive environment (LRE). Seasoned and new clinicians will most likely encounter challenging Individualized Education Plan (IEP) meetings that involve due process. This panel discussion will bring together attorneys, advocates, speech-language pathologists, and district employees to discuss due process procedures during IEP meetings.

INSTRUCTIONAL LEVEL: Intermediate

Say Ahhh: Beyond the Oral Mech

           Michele Linares, M.S., The Learning Grove: Speech-Language Pathology, Inc.
           Juliette Tamkin, Ph.D., Dental Group of Sherman Oaks
           Zahra Peeran, B.S., Trymyo; Happy Kids Dental Planet

The interprofessional panel discusses the oral mechanism examination and oral-facial structures from the perspectives of SLPs, a dentist, and dental hygienist specializing in orofacial myofunctional therapy. An overview of the oral peripheral exam will be provided as well as a discussion of changes in oral-facial structures that impact functions of chewing, swallowing, breathing, sleep, as well as speech intelligibility and language development across the lifespan.

INSTRUCTIONAL LEVEL: Intermediate

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

AUTHORS:  Sarah Blackstone, Ph.D., Community Emergency Response Volunteers of the Monterey Peninsula; United States Society for Augmentative and Alternative Communication (USSAAC)
           Harvey Pressman, B.S., Community Emergency Response Volunteers of the Monterey Peninsula; United States Society for Augmentative and Alternative Communication (USSAAC); Central Coast Children’s Foundation

This presentation aims to engage the CSHA community in discussions about the unique roles SLPs can play in the effort to keep the children and adults with severe communication safe and able to maintain their access to communication during and after a disaster. Presenters have local, state and national experience and are currently part of the Listos (Ready) California Campaign, a state-wide initiative to prepare 1 million of CA’s most vulnerable populations.

INSTRUCTIONAL LEVEL: Intermediate

Print Possibilities! Improve Speech Intelligibility and Support Literacy with Orthographic Instruction.

AUTHOR:  Keli Richmond, M.S., CCC-SLP, M.S., Northside Independent School District; Northern Speech Services; Literacy Speaks!

Many children with speech sound disorders struggle to develop robust phonological awareness skills. Weak phonological representations put a student at risk for reading, spelling, language and cognitive delays. Incorporating print-based cues (orthographic instruction) into evidence-based approaches improves speech intelligibility while supporting language and literacy skills. The rationale for utilizing printed cues will be discussed and functional intervention techniques will be demonstrated. Participants will be able to implement orthographic instruction principles on Monday!

Course Content Disclosure: The presenter has written a book on this topic. This course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Intermediate
## Education Sessions

**Friday | March 20, 2020**  

<table>
<thead>
<tr>
<th>SC383</th>
<th>1:30-4:30</th>
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<tbody>
<tr>
<td><strong>The Adolescent Brain: Opportunities and Clinical Challenges</strong></td>
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<tr>
<td><strong>AUTHOR:</strong> Marty Burns, PhD., Northwestern University/Scientific Learning Corporation</td>
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<td>A general overview of the neuroscience research on the period of adolescence as a second critical period of brain maturation in which emotional, social skill, and executive function capacities show strong growth trends and implications for clinical intervention.</td>
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<td><strong>INSTRUCTIONAL LEVEL:</strong> Intermediate</td>
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<tr>
<th>SC233</th>
<th>1:30-4:30</th>
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<tr>
<td><strong>Cleft Palate, Craniofacial and Resonance Disorders: Diagnosis, Treatment and Completion of Care</strong></td>
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</tbody>
</table>
| **AUTHORS:** Julia Hobbs, M.A., Providence Saint John’s Hospital Cleft Palate Center  
Aaron Tanner, M.A., Children’s Hospital Los Angeles Craniofacial Team  
Barbara Moore, M.A., Children’s Hospital Orange County Orofacial Team |
| Cleft palate, craniofacial anomalies and resonance disorders present numerous challenges for speech clinician in any setting. Three senior clinicians representing three established Cleft/Craniofacial Teams in Southern California combine efforts to present an informative and comprehensive picture of the complex array of symptoms often seen in these patients. Didactic information will be followed by case presentations with clarifying videos discussing differential diagnosis and treatment planning options as well as expectations for ultimate outcomes and treatment completion. |
| **INSTRUCTIONAL LEVEL:** Intermediate |

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<thead>
<tr>
<th>SC384</th>
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<tbody>
<tr>
<td><strong>Treatment decisions to optimize outcomes for children with speech sound disorders</strong></td>
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<tr>
<td><strong>AUTHOR:</strong> Katy Cabbage, Ph.D., Brigham Young University</td>
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<td>When planning treatment for children with speech sound disorders, clinicians must make two key decisions: what approach to use and what to target. In this short course, we will use a case study approach with multiple video examples, to practice tailoring intervention and treatment target selection to meet the needs of individual clients with SSD.</td>
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<td><strong>INSTRUCTIONAL LEVEL:</strong> Intermediate</td>
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**Developing Appropriate Assessment and Intervention Plans for African-American Students**

**AUTHOR:** Toya Wyatt, Ph.D., California State University, Fullerton; American Speech-Language-Hearing Association; California Speech-Language-Hearing Association; National Black Association of Speech-Language-Hearing

This presentation will review implications and recommendations related to the Larry P. vs. Riles court ruling and speech-language assessment plans for African American students in California schools from varied age, cultural and linguistic (dialect) backgrounds. Sample standardized language assessments will be discussed in light of these criteria and previous recommendations. The use of supporting test administration/scoring modifications, language sampling, other informal testing procedures and the development of linguistically appropriate intervention goals will also be addressed.

**Course Content Disclosure:** The presenter has written an assessment on this topic. This course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

**INSTRUCTIONAL LEVEL:** Intermediate

**Middle School Therapy Made Easy Using Novels and Picture Books**

**AUTHOR:** Annick Tumolo, M.S., San Carlos Elementary School District; Naturally Speaking San Francisco

Exhilarating, informative and addictive - No, not the latest App. This is the power of a novel or picture book used in therapy with middle schoolers. In this session you will learn the benefits of implementing on-going therapy sessions centered around a book with well-developed, relatable characters, interesting stories that will excite, pull at their heart strings, and engage them in fun/functional therapy activities directly related to these stories. You’ll even hear from the students themselves!

**Course Content Disclosure:** The presenter has written a book on this topic and has a business related to this topic. This course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

**INSTRUCTIONAL LEVEL:** Beginner
## Education Sessions  
**Friday | March 20, 2020**

**MS266**  
3:30-5:00  
*Implementation of Pragmatic Language in Natural Settings*  
**AUTHOR:** Uduak Osom, M.A., San Jose State University  
This presentation will describe some of the challenges of evaluating and implementing pragmatic language when using the naturalistic framework model. The presentation will also provide evidenced based frameworks on how to create functional goals and treatments for individuals struggling with pragmatic language related issues. Additionally, it will provide strategies on how to collect data in the natural setting using an interdisciplinary team approach.  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS327**  
3:30-5:00  
*When Our Tests Don’t Agree: Evidence-based Explanations for Conflicting Test Scores*  
**AUTHOR:** Michele Anderson, Ph.D., Western Michigan University  
Results from different tests can yield very different information concerning children’s abilities, including information about the presence of an impairment, the severity of the impairment, and the profile of skills tested. Sometimes different disciplines testing similar constructs obtain different results, requiring reconciliation. This session will provide evidence-based principles for understanding the sources of conflicting test results and answer frequently-asked questions about test scores. We will also suggest methods for bridging test scores and functional abilities.  
**Course Content Disclosure:** The presenter has authored tests on this topic. This course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.  
**INSTRUCTIONAL LEVEL:** Beginner

**MS349**  
3:30-5:00  
*Adapted Yoga Techniques for Voice Therapy and Singing Voice Rehabilitation*  
**AUTHOR:** Kenneth Tom, Ph.D., California State University Fullerton  
This session will provide a brief overview of the tools of yoga, then demonstrate examples of movement and breath work with focused attention for use in voice therapy and singing voice rehabilitation.  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS368**  
3:30-5:00  
*“Know Thyself”: Fostering Theory-Driven AAC Intervention in Pre-Service Speech-Language Clinicians*  
**AUTHORS:** Lisa Erwin-Davidson, Ph.D., California State University, Fullerton  
Russel Johnston, Ph.D., California State University, Fullerton; California State University Fullerton  
This session is designed to help both preservice clinicians and practicing AAC clinicians to identify their underlying epistemological beliefs about how language is learned. Clinicians are bombarded with contrasting information on social media regarding how to teach (symbolically-represented) words to preliterate children with complex communication needs. Preservice students especially need to enter the workforce theoretically grounded and armed with evidence-based strategies that will shape their client’s daily AAC intervention and positively impact language outcomes.  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS369**  
3:30-5:00  
*S.W.I.F.T. Seminar: SLPS/AuDs Working to Interrupt Fallible Tendencies (Gender Identity)*  
**AUTHOR:** Marcella McCollum, M.A., San Jose State University  
Speech-language pathologists are diverse in their personal experiences, backgrounds, and perspectives. The purpose of this session is to interrupt potential pre-existing biases about gender, and issues surrounding gender diversity. A brief history of gender perceptions will be provided, along with definitions regarding gender/sex. Participants will analyze their personal perspectives that could impact their ability to provide excellent, equitable services, and to take an evidence-based step toward shedding some constructs that may be outdated.  
**INSTRUCTIONAL LEVEL:** Beginner

**MS380**  
3:30-5:00  
*Concussive Brain Injury (mTBI) in the Military Population*  
**AUTHOR:** Leslie Nitta, M.S., Greater Los Angeles VA Healthcare System, Speech Pathology Department, retired  
This talk discusses CBI/mTBI and deployment-related co-morbid conditions that may influence the neuropsychological functioning of those who have served in the military.  
**INSTRUCTIONAL LEVEL:** Intermediate
**Stronger Together: Reimagining School-Based SLP Teams with a Blended Service-Delivery Model**

**AUTHOR:** Kristin Martinez, M.A., PresenceLearning

This session will focus on telepractice as a viable service-delivery model for school-based speech-language pathology services, and specifically on how SLPs providing online services can most effectively team with and support their onsite colleagues to maintain the highest level of services for children in all regions of the United States. Participants will be provided with practical strategies and will be able to identify and address common misconceptions of virtually based speech-language services.

*Course Content Disclosure: Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of telepractice. This presentation will focus exclusively on and will not include information about other similar or related approaches.*

**INSTRUCTIONAL LEVEL:** Beginner

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**The Sacramento State Literacy Connection: Empowering Parents to Develop Preschool Literacy**

**AUTHORS:**
- Robert Pieretti, Ph.D., California State University, Sacramento
- Maram Abed, B.S., California State University, Sacramento
- Kirstin Fitzgerald, B.S., California State University, Sacramento
- Maleah Cherry, B.S., California State University, Sacramento
- Marisa Dix, B.S., California State University, Sacramento
- Celeste Roseberry-Mckibbin, Ph.D., California State University, Sacramento

Lack of literacy among low-income families is a concern to SLPs. This poster describes training programs designed for parents in Sacramento and presents practical strategies for attendees who wish to provide resources to families. The program has empowered over 2,520 families from low-income backgrounds to develop preschool literacy by providing them with techniques and materials to support their children. The resulting community response has been positive, with a local agency reporting record program attendance.

**INSTRUCTIONAL LEVEL:** Intermediate

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**Leading Interprofessional Education University-Based Clinics: A Literature Review**

**AUTHORS:**
- Bradley Kilgore, B.S., California State University, Sacramento
- Darla Hagge, Ph.D., California State University, Sacramento
- Nassrine Noureddine, Ed.D, California State University, Sacramento

Interprofessional education is a mandated accreditation standard across most healthcare disciplines including speech-language pathology and audiology. This poster presentation will describe the findings of a review of the literature regarding best practice for an interprofessional, university-based clinic. The presented data includes literature-based recommendations for clinic leadership, frameworks and models, possible benefits as well as potential barriers for success.

**INSTRUCTIONAL LEVEL:** Intermediate

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**Adults with Aphasia and Children with Stuttering Sing Together: An Intergenerational Study**

**AUTHORS:**
- Nidhi Mahendra, Ph.D., San Jose State University
- Pei-Tzu Tsai, Ph.D., San Jose State University
- Jessica Brym, B.S., San Jose State University
- Mia Dessenberger, B.A., San Jose State University
- Tiffany Park, B.A., San Jose State University
- Ashlyn Tadokoro, B.A., San Jose State University

This presentation features a pilot study, grounded in the Life Participation Approach for Aphasia (LPAA), on the effects of an intergenerational choir-based therapeutic activity for children with stuttering and adults with aphasia. Preliminary results indicate tangible communicative and social benefits for clients, as well as enhanced learning for graduate students and clinical researchers.

**INSTRUCTIONAL LEVEL:** Intermediate
Education Sessions
Friday | March 20, 2020
CONTINUED

PS053  11:30-1:30

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

AUTHORS: Robert Pieretti, Ph.D., California State University, Sacramento
          Kelsey Pipkins, B.S., University of Nevada, Reno
          Celeste Roseberry-McKibbin, Ph.D., California State University, Sacramento
          Apryl Sullivan-Hunter, B.S., California State University, Sacramento
          Hailey Elias, B.S., California State University, Sacramento

University instructors nationwide recognize the increased importance of updating classroom teaching strategies to accommodate the needs of Generation Z students (born in 1996-2010). They are different than Millennials, and require updated teaching strategies in university classrooms. This session shares results of surveys of 185 Gen Z university students and what they view as effective pedagogical practices that meet their needs. Implications for university instructors are discussed.

INSTRUCTIONAL LEVEL: Beginner

PS096  11:30-1:30

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

AUTHORS: Sydney Rivera, B.A., California State University, Chico
          Blair Yager, M.S., UC Davis Medical Center

The purpose of this poster is to inform speech-language pathologists (SLPs) on the importance of creating more standardization and objective data for guiding successful feeding interventions and outcomes in NICU and pediatric populations. This presentation will discuss objective viscosity measurements of common infant nutrition offered in the hospital according to the International Dysphagia Diet Standardization Initiative (IDDSI).

Course Content Disclosure: The presenter will focus on the International Dysphagia Diet Standardization Initiative (IDDSI). Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information about other similar or related approaches.

INSTRUCTIONAL LEVEL: Intermediate

PS102  11:30-1:30

NSSLHA’s First Interprofessional Event at San Francisco State University

AUTHORS: Nicole Lara, Student, San Francisco State University
          Lara Crotwell, Student, San Francisco State University
          Anusha Sundararajan, Ph.D., San Francisco State University

The first Interprofessional education (IPE) event was conducted and planned by Speech-Language and Hearing Sciences (SLHS) students and faculty. The purpose of the event was twofold: goal 1 was to include the undergraduate students from the San Francisco State University National Student Speech, Language, and Hearing Association (NSSLHA) chapter to plan and organize this event, and goal 2 was to provide opportunities for professionals from diverse backgrounds, to meet and collaborate.

INSTRUCTIONAL LEVEL: Intermediate

PS126  11:30-1:30

English Vowel Perception in Late Spanish-English Bilinguals: An EEG study

AUTHORS: Miwako Hisagi, Ph.D., California State University, Los Angeles
          Eve Higby, Ph.D., California State University, Los Angeles; California State University, East Bay; University of California, Riverside
          Daniela Castillo, Student, California State University, Los Angeles; The Graduate Center, CUNY
          Nancy Vidal-Finnett, Ph.D., California State University, Los Angeles; The Graduate Center, CUNY
          Ingrid Davidovich, M.A., California State University, Los Angeles; Iona College
          Valerie Shafer, Ph.D., California State University, Los Angeles; The Graduate Center, CUNY

Late learners of a second language (L2) often struggle to perceive critical phonemic contrasts in their L2. We explored non-native phoneme perception and neural processing in late Spanish-English bilinguals using behavioral and neurophysiological responses. Our findings, thus far, reveal that native Spanish listeners rely more on spectral than temporal differences for English vowel discrimination.

INSTRUCTIONAL LEVEL: Intermediate
The Psychological Benefits of Community Service for People who Stutter

AUTHORS: Daniella Hay, B.A., California State University, Northridge
Dr. Vickie Yu, DrPH, California State University, Northridge
Aaliyeh Ayub, Student, California State University, Northridge

Evidence has suggested positive benefits of support group involvement for people who stutter (PWS). Little is known about whether participating in community service would yield similar positive effects on the psychological well-being in PWS. We investigate the effect of community service involvement on the Quality-of-life (QoL) in PWS. The findings would provide insight into the outcome measures for improving QoL in PWS.

INSTRUCTIONAL LEVEL: Beginner

Self-Efficacy Training for Adults with Hearing Loss and Their Communication Partners

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

Four adults with hearing loss and their spouses participated in a two-day Interprofessional Psychosocial Group Audiologic Rehabilitation (IPGAR) workshop. The workshop focused on increasing communication self-efficacy and hearing loss-related quality of life (HLQoL). In aural rehabilitation, self-efficacy refers to the beliefs that individuals have about their abilities to manage difficult communication situations. Treatment outcomes on self-efficacy and HLQoL from the IPGAR communication self-efficacy training for both adults with hearing loss and their spouses will be presented.

Course Content Disclosure: The presenters have developed and patented a licensed technology trademarked as the Interprofessional Psychosocial Group Audiologic Rehabilitation (IPGAR) workshop. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

INSTRUCTIONAL LEVEL: Beginner

Visual Feedback in Voice Therapy for Individuals with Parkinson’s Disease

AUTHORS: Rachel Convey, B.S., University of the Pacific
Derek Isetti, Ph.D., University of the Pacific

This single-subject ABAB design examined the influence of visual feedback on the efficacy of voice therapy in Parkinson’s disease. Modifications were made to the existing Lee Silverman Voice Treatment program through the use of a color-coded paper scale with a sliding bar corresponding to differing loudness levels. Effects of the visual feedback seemed to provide a modest positive effect on loudness/duration levels and an increase in patient satisfaction compared to the no-feedback condition.

Course Content Disclosure: The presenters have developed the ABAB design. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

INSTRUCTIONAL LEVEL: Beginner

Effectiveness of Vocal Health Lectures Among At-Risk University Students

AUTHOR: Derek Isetti, Ph.D., University of the Pacific

This presentation highlights the implementation and outcomes associated with an interdisciplinary vocal health seminar series delivered by an SLP for at-risk university students (those majoring in vocal performance, music therapy, and early childhood education). Seminars highlighted vocal anatomy, habits which might help/harm the voice, types of voice disorders, and treatment options. Interested students had their vocal folds screened on campus via rigid endoscopy. Pre/post survey data was collected to ascertain the utility of the seminars.

INSTRUCTIONAL LEVEL: Beginner
**Comparison of Right Hemisphere Loading Paradigms: Attention/Intention vs. Constrained Hemisphere Training**

**AUTHORS:** Sarah Millar, B.A., California State University, East Bay  
Pradeep Ramanathan, Ph.D., California State University, East Bay  
Kendall Finch, B.S., California State University, East Bay

There is disagreement in the aphasia literature on the role of the right hemisphere in post-stroke recovery of primary language functions (e.g., phonology, morphology, syntax, and semantics). We compare a variation of attention/intention treatment (Crosson et al., 2009) with hemisphere-specific endogenous attentional suppression and contralateral stimulus loading using dichotic auditory and split visual field presentation. Electrophysiology (EEG/ERP) data from healthy adult controls will be presented, with discussion of implications for treatment of chronic non-fluent aphasia.

**INSTRUCTIONAL LEVEL:** Intermediate

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**Effects of age of English exposure on English proficiency of bilingual preschoolers**

**AUTHORS:** Vickie Yu, Ph.D., California State University Northridge  
Aaliyeh Ayub, B.S., California State University Northridge  
Christine Strike-Roussos, Ph.D., California State University Northridge  
Nathaile Halajian, B.S., California State University Northridge  
Na Young Shin, B.A., California State University Northridge  
Heidi Sasaki, B.S., California State University Northridge

We investigate the effects of socioeconomic and age of English exposure on the English proficiency of bilingual preschoolers in Los Angeles. The findings will not only contribute to the existing knowledge on bilingualism, but also reveal the potential influential factors that may impact English language development in bilingual children before entering a structural and formal educational setting.

**INSTRUCTIONAL LEVEL:** Beginner

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

**AUTHORS:** Monica Plascencia, B.S., California Baptist University  
Lesley Mayne, Ph.D., California Baptist University  
Daniel Castillo, B.S., California Baptist University

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

**INSTRUCTIONAL LEVEL:** Intermediate

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

**AUTHORS:** Eve Higby, Ph.D., California State University, East Bay  
Katherine Lockary, B.A., California State University, East Bay  
Jennifer Truong, B.A., California State University, East Bay

Most models of language production don’t take bilingual speakers into account. Bilinguals inhibit the dominant language when speaking in the non-dominant language. Yet, translation equivalents can facilitate word retrieval in the target language. The current study tests an integrative model of inhibition and facilitation proposed in Higby et al. (in press). This research has implications for understanding bilingual cognitive and linguistic processes and has potential applications to clinical populations with word-finding difficulties.

**INSTRUCTIONAL LEVEL:** Beginner
PS268  11:30-1:30

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

AUTHOR:  Julie Malone, M.S., La Mesa-Spring Valley Schools; ASHA Special Interest Group 16, School Based Issues Coordinating Committee Member; ASHA Schools Finance Committee Member; Vice-President La Mesa-Spring Valley Teachers Association

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

Course Content Disclosure: The presenters will be using the Communication Severity Scales (CSS). Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

INSTRUCTIONAL LEVEL:  Beginner

PS280  11:30-1:30

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

AUTHORS:  Frances Pomaville, Ph.D., California State University, Fresno
Feifei Zhao, B.A., California State University, Fresno

This poster session presents research outcomes of a multiple baseline study designed to assess the effectiveness of SPEAK OUT!® Voice Therapy for improving voice and intelligibility in individuals with Parkinson’s Disease. SPEAK OUT!® emphasizes using “intent” to improve vocal production and consists of 12 individual treatment sessions. Measures include vocal intensity, speech intelligibility, and VHI scores. Data from the baseline phase, treatment phase, and the final probe will be presented.

Course Content Disclosure: The has developed and patented a licensed technology trademarked as the SPEAK OUT. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

INSTRUCTIONAL LEVEL:  Beginner

PS274  11:30-1:30

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

AUTHORS:  Deanna Davis, B.A., The University of the Pacific
Jeannene Ward-Lonergan, Ph.D., The University of the Pacific

Co-speech gesture (i.e., gestures that accompany speech), like auditory aspects of prosody, contains information about both language form and content. Video recordings of 16 adult speakers were selected for analysis. The results of this research indicate that 1) co-speech gesture aligns fairly regularly with prosodic boundaries, although it is predictably more disorganized in some speakers; and 2) that certain types of co-speech gesture correlate with dysfluencies and lexical selection behavior. Clinical implications will be discussed.

INSTRUCTIONAL LEVEL:  Beginner

PS285  11:30-1:30

Cognitive Profiles in Persistent Concussion Syndrome

AUTHORS:  Lauren Trzaska, Student, California State University, Sacramento
Elisabeth (Lisa) D’Angelo, Ph.D., California State University, Sacramento; Davis Joint Unified School District; Mercy General Hospital, Sacramento

Persistent Concussion Syndrome (also called Mild TBI, concussion, Persistent Concussion Symptoms, Complex Mild TBI) is now reaching the public eye. Although Concussion is more discussed, the disorder and symptoms and approaches to assessment and treatment are less understood. This poster will demonstrate the cognitive profiles of the participants in an ongoing study on cognitive rehabilitation for concussion.

INSTRUCTIONAL LEVEL:  Beginner
Cytomegalovirus (CMV) and Hearing Loss

AUTHORS: Andrew Schwagerl, M.S., Chapman University
Jose Rodriguez, M.S., Chapman University
Megan Winer, M.S., Chapman University
Shirin Hakimi, M.S., Chapman University
Katie Reinard, M.S., Chapman University
Sam Cyrus, M.S., Chapman University
Judy Montgomery, Ph.D., Chapman University
Gilbert Here, Ph.D., Chapman University
Charles Ruby, Au.D., Chapman University

The purpose of this poster session is to provide speech-language pathologists (SLPs) with current information regarding Cytomegalovirus (CMV) and hearing loss. It reports the latest figures regarding congenital CMV, along with current theories of the pathogenesis and cost-effective screening. This poster describes the SLP’s role within the treatment team, along with detection of congenital CMV, intervention, and client advocacy.

INSTRUCTIONAL LEVEL: Intermediate

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

AUTHORS: Cara Tortorich, M.S., University of the Pacific
Natalie Miller, M.S., University of the Pacific
Jeannene Ward-Lonergan, Ph.D., University of the Pacific

Research has indicated that interactive reading is more effective than traditional storybook reading for the emergent literacy skills in DHH and hearing preschoolers, however, there is an overall lack of research related to emergent literacy skills in DHH children. The purpose of this study was to compare the frequency and type of parent-child literacy interactions experienced by DHH and hearing preschoolers, as reported by their parents or caregivers. Results and clinical implications will be discussed.

INSTRUCTIONAL LEVEL: Beginner

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

AUTHORS: Guadalupe Ayala, Ph.D., San Diego State University
Veronica Reyes, B.S., San Diego State University
Karen Gitlin, B.A., San Diego State University
Sonja Pruitt-Lord, Ph.D., San Diego State University
Iana Castro, Ph.D., San Diego State University

Community-Based Research (CBR) is a collaborative approach to research in which researchers partner with the community to solve real world problems. Interprofessional Practice (IPP) incorporates the patients, their families, and communities, along with healthcare professionals, to best provide care for the individuals. We present a research project framed in CBR-IPP, highlighting the research methodology, levels of CBR-IPP employed, and lessons learned.

INSTRUCTIONAL LEVEL: Beginner

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

AUTHORS: Megan Walsh, Student, California State University, Long Beach
Amy Pratt, Ph.D., University of California, Irvine
Elizabeth Pena, Ph.D., University of California, Irvine

There is a lack of developmental language norms for English learners that inform intervention for this population. In this study, we aim to examine English acquisition by Spanish-speaking children with and without developmental language disorder (DLD). We tested English grammatical performance in 323 (46 with DLD) bilingual Spanish-English children using a cross-sequential design. We found effects for age, impairment status, and form. These data can be used to inform clinical targets in EL children.

INSTRUCTIONAL LEVEL: Intermediate
Efficacy of the LOUD Crowd® Voice Therapy for Individuals with Parkinson’s Disease

AUTHORS: Michael Lucas, B.A., California State University, Fresno
Fran Pomaville, Ph.D., California State University, Fresno

This poster session presents research outcomes of a pre- and post-test case series designed to assess the effectiveness of LOUD Crowd® Voice Therapy for maintaining voice and intelligibility in individuals with Parkinson’s Disease (PD). LOUD Crowd® emphasizes using “intent” to improve vocal production and consists of a single group treatment session, every week. Measures include vocal intensity, speech intelligibility, and VHI scores. Data from the pre- and post-tests will be presented.

Course Content Disclosure: The has developed and patented a licensed technology trademarked as the LOUD Crowd. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

INSTRUCTIONAL LEVEL: Beginner

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

AUTHOR: Irina Potapova, Ph.D., San Diego State University

Enhanced performance for cognates (elephant/elefante in English/Spanish) relative to non-cognates (bird/pájaro) is characteristic of mature bilingualism. Presently, we use a word learning task to investigate how cognate sensitivity manifests in young bilinguals with typical and atypical language development. Resulted indicated that only typically developing bilinguals with Spanish exposure at home and school demonstrated cognate sensitivity, with enhanced accuracy for and fixations to cognate targets. Research in this area will support clinical approaches for young bilinguals.

INSTRUCTIONAL LEVEL: Intermediate

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

AUTHORS: Kenneth Tom, Ph.D., California State University, Fullerton
Michelle Gordon, M.A., California State University, Fullerton

At the California State University Fullerton Speech and Hearing Clinic, we initiated a Transgender Voice and Communication Clinic. The clinic expands our outreach to the Transgender community providing (1) vital services to persons in the transition process: bringing congruence to their verbal and non-verbal communication, and (2) specialized training in this area to graduate students within their clinical speech-language pathology education program. We will describe our model for training and service provision.

INSTRUCTIONAL LEVEL: Intermediate

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

AUTHOR: Monica Hudnall, M.A., Mills College, Oakland, CA

This conference program will focus on early to mid-career professional speech language pathologists’ perspectives on how their lived experiences, and education/training have informed or influenced their decision making when working with culturally diverse families with children who have Spoken Language and Communication Disorders (S/LCD) in public schools. The program will describe how SLPs manage interactions and relationships with families from cross-cultural backgrounds, trends in preparation and their reflections of the term “cultural competence”.

INSTRUCTIONAL LEVEL: Intermediate
Comprehensive SETT Approach for a Successful AAC Implementation within Education Professionals

AUTHORS:  
John Kim, M.S., Riverside Unified School District  
Meagan Ukwu, M.S., Riverside Unified School District  
Ivan Campos, M.S., Riverside Unified School District

Speech language pathologists (SLPs), teachers, and staff members often face the challenge of successfully implementing AAC in their “curriculum”, which limits communication and participation for students with complex communication disorders. A literature review and case study will focus on the Student, Environment, Task, and Tool (SETT) framework measuring multidisciplinary practices to implement AAC in the classroom.

Course Content Disclosure: The presenters have developed the SETT approach. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

INSTRUCTIONAL LEVEL: Intermediate

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

AUTHORS:  
Ronda Rufsvold, Ph.D., Teachers College, Columbia University; CCHAT Center  
Maria Hartman, Ph.D., Teachers College, Columbia University  
Elaine Smolen, M.Ed, Teachers College, Columbia University  
Ye Wang, Ph.D., Teachers College, Columbia University

Using qualitative methods, the aim was to investigate caregivers’ perception and use of evidence-informed listening and spoken language (LSL) strategies for their infant/toddler who is D/HH. Caregivers were interviewed and recorded during play sessions. Preliminary results will be discussed, as well as implications for practice.

INSTRUCTIONAL LEVEL: Intermediate

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

AUTHORS:  
Julia Hobbs, M.A., Julia Hobbs Speech Pathology, Inc.; Providence Saint John’s Health Center Cleft Palate Center  
Danelle Fisher, M.D., Providence Saint John’s Health Center Cleft Palate Center; Playa Vista Pediatrics  
Alisha West, M.D., UCLA Medical Center Department of Otolaryngology

The surgical treatment of ankyloglossia increased 10-fold between 1997 and 2012 in the US. There is no evidence of an increased incidence of ankyloglossia. It appears some professionals have expanded the diagnostic and treatment rationale, often recommending procedures which may or may not ultimately be necessary. Controversy surrounds lactation, dental, airway and speech concerns. A pediatrician, pediatric otolaryngologist and speech pathologist will present current evidence-based information, refuting observed trends and outlining current best practices.

INSTRUCTIONAL LEVEL: Advanced
MS321  8:30-10:00

Cricopharyngeal Dysfunction: Role of the Speech-Language Pathologists

AUTHORS:  Laishyang Ouyoung, M.S., Keck Medicine of USC, Los Angeles
           Brenda Villegas, Ed.D, Keck Medicine of USC, Los Angeles
           Uttam Sinha, M.D., Keck Medicine of USC, Los Angeles

Individuals with cricopharyngeal (CP) dysfunction are at risk for dysphagia. There are no consistent practice patterns for speech pathologists to evaluate and treat CP dysfunction. Medical management for CP dysfunction varies. This presentation will include four cases with CP dysfunction. The outcome of different medical management with or without swallowing treatment will be presented. The interdisciplinary team approach and the role of speech pathologists in management of CP dysfunction will be shared and discussed.

INSTRUCTIONAL LEVEL:  Intermediate

MS303  8:30-10:00

University-based Student-Run Interprofessional Clinics: A Systematic Review

AUTHORS:  Karishma Kumar, Student, California State University Sacramento
           Alyssa Colbert, Student, California State University Sacramento
           Darla Hagge, Ph.D., California State University Sacramento
           Nassrine Noureddine, Ed.D, California State University Sacramento

Given the international and national policies along with accreditation mandates for interprofessional education and practice, one Northern California university is exploring an on-campus, student-run interprofessional clinic to provide team-based learning along with service to the community. This presentation will provide the results of a systematic review of the literature regarding the use and framework for an interprofessional, student-run university-based clinic.

INSTRUCTIONAL LEVEL:  Intermediate

SC181  8:30-11:30

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

AUTHORS:  Kathleen Garcia-Lita, M.A., Montebello Unified School District
           Wan Li (Vicky) Hsieh, M.A., Montebello Unified School District

School-based AAC specialists face a myriad of challenges immediately following an assessment, including device training and implementation. Traditional school-based intervention models are limited in their ability to address generalization of functional communication across environments. This presentation will share Montebello Unified School District’s unique practice of creating an individualized Google Site for each student AAC user, to create a home to school online interface for shared vocabulary and targeted learning videos.

Course Content Disclosure: The presenters will be focusing on specific apps. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

INSTRUCTIONAL LEVEL:  Intermediate

SC273  8:30-11:30

Challenging Neurological Cases- Grand Rounds

AUTHORS:  Angela Mandas, M.A., Brain Rehabilitation and Injury Network; Private Practice
           Lynn Gallandt, M.S., Brain Rehabilitation and Injury Network; Private Practice; Precision Rehabilitation, Chapman University
           Betty McMicken, Ph.D., Private Practice
           Samantha Welch, B.S., Graduate Student Chapman University

Clinicians should know that the potential to rehabilitate is limitless. During this session we will present complex cases of clients who continue to make gains post injury. Diagnoses included are CVA following a traumatic brain injury and an update of Wernicke’s Aphasia post Herpes Encephalitis. This presentation will also include an open discussion for the audience’s input.

INSTRUCTIONAL LEVEL:  Advanced
**Education Sessions**

**Saturday | March 21, 2020**

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**SC356  8:30-11:30**

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

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

This session offers a brief overview of bilingual education in California, with an emphasis on the current status of dual language immersion programs post Proposition 58. The political landscape that created the current situation will be discussed, along with the results of preliminary research analyzing the number, distribution, and models of immersion programs in California. An initial discussion on how to encourage Speech-Language Pathologists to meet the evolving needs of the field will be introduced.

**INSTRUCTIONAL LEVEL:** Beginner

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**SC358  8:30-11:30**

**“I Didn’t Learn This in School” Part 1: Assessment of Speech Production**

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

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

**Course Content Disclosure:** The presenters have developed specific tests regarding this topic. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

**INSTRUCTIONAL LEVEL:** Intermediate

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**SC394  8:30-11:30**

**Beyond Workbooks: Six Approaches to Cognitive Rehabilitation**

**AUTHOR:** Don MacLennan, M.A., Minneapolis VA Health Care System

The face of cognitive rehabilitation is changing, moving from drill and practice exercises toward therapies that target functional activities that facilitate integration. This session will describe six approaches to cognitive rehabilitation as described by McKay Sohlberg and outline a mindfulness approach to workbooks consistent with functional rehabilitation. The six approaches will be applied to current Evidence-Based Practice in cognitive rehabilitation.

**Course Content Disclosure:** The presenter will be discussing 6 specific approaches. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

**INSTRUCTIONAL LEVEL:** Intermediate

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**SC398  8:30-11:30**

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

**AUTHOR:** Erik Raj, Ph.D., Monmouth University

In this digital age, speech-language pathologists who provide therapy to school-aged children with various communication difficulties have access to numerous technologies to educate and motivate young learners. Specifically, mobile apps can be utilized as a valid and relevant way to provide meaningful and memorable therapy to today’s youth. The purpose of this workshop is to discuss and demonstrate a variety of iPad apps that can be used to grow the speech-language abilities of school-aged children.

**Course Content Disclosure:** The presenters will be focusing on specific apps. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

**INSTRUCTIONAL LEVEL:** Intermediate
### Transgender Voice Therapy: A Holistic Approach to Assessment and Therapy Strategies

**AUTHORS:** Tina Babajanians, M.S., The Voice Stylist
Celina Torres, M.S., The Voice Stylist

Voice is a deep integral part of our identities. When addressing the needs of transgender and non-binary people we must allow space for our clinical work to integrate with the human we are serving. By addressing the voice from a holistic perspective, we allow integration and generalization to be a more fluid experience. Consultation, assessment, treatment strategies along with vocal mindfulness, guided visualizations, vocal hygiene and counseling will be discussed.

Course Content Disclosure: The presenter has published a book on this topic and will be referencing it in this presentation. This presentation will focus exclusively on and will not include information other similar or related.

**INSTRUCTIONAL LEVEL:** Beginner

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

**AUTHORS:** Beth Nishida, M.A., Norwalk La Mirada Unified School District
Ricardo Silva, J.D., Adams, Silva, & McNally, LLP

How should the decisions of judges impact the practice of speech-language pathologists in schools? This session will review recent court cases and highlight those court cases that address speech-language assessment or service delivery. Attendees at this session will also learn how to apply judges’ rulings to their own practice. Attendees will receive useful tools and pointers for identifying legally defensible assessment and service delivery practices.

**INSTRUCTIONAL LEVEL:** Intermediate

### Working with and Advocating for Adolescents with Moderate/Severe Disabilities in Public Schools

**AUTHORS:** Jillian Hall, M.A., Twin Rivers Unified School District
Kelly Dodge, M.S., Twin Rivers Unified School District; California State University, Sacramento

SLPs working in secondary schools have the unique opportunity to work with students in both small-group settings and with other staff in their classrooms and across campus. We often have the ability to influence the perceptions of and campus opportunities for students with moderate/severe disabilities. In this session, we will discuss strategies for push-in services and approaches to address common attitudes that may limit our students’ abilities to gain more independence.

**INSTRUCTIONAL LEVEL:** Intermediate

### Critical Concepts in the Head and Neck Cancer SLP Rehabilitation

**AUTHOR:** Jennifer Kizner, M.ED, Stanford Healthcare, California; Stanford Healthcare

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

**INSTRUCTIONAL LEVEL:** Intermediate

### Audiology Students’ Beliefs About Deaf People

**AUTHOR:** Nancy Sager, Ed.D, California Hands and Voices

With the advent of newborn hearing screening, infants who are Deaf or Hard of Hearing are being identified as infants. Typically, the audiologist is the first professional that parents of newly identified infants meet. This presentation explores the beliefs that audiology students have about Deaf and Hard of Hearing people. Further, this presenter asks whether the beliefs these future audiologists have may affect the way they speak to parents of newly identified infants.

**INSTRUCTIONAL LEVEL:** Intermediate
The Adolescent Brain: Cognitive/Communication Intervention

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

An overview of Social-Emotional Learning (SEL) objectives for addressing Social Communication Skills as well as Executive Function Interventions for adolescents.

INSTRUCTIONAL LEVEL: Intermediate

Sensory Activities to Enhance Speech and Language Therapy for Children with SPD

AUTHORS: Celeste Roseberry-McKibbin, Ph.D., California State University, Sacramento
Debra Harms, M.A., California State University, Sacramento

Children with speech and language disorders may have accompanying sensory deficits and be diagnosed with Sensory Processing Disorder (SPD). In this seminar, we briefly describe the nature of SPD and its relationship to speech-language disorders. The primary focus of the seminar is to provide hands-on, practical therapy strategies and materials for children ages 0-12 with SPD and speech-language disorders.

INSTRUCTIONAL LEVEL: Beginner

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

AUTHORS: Kimiya Maghzi, Ph.D., University of Redlands
Emily Sadeghi, M.S., Jurupa Unified School District

This workshop will offer practical ways to incorporate music when targeting semantics, morphosyntax, articulation, and pragmatics. Facilitators will also discuss evidence that music as an evidence-based practice to enhance memory of concepts, engagement, and also positivity, which, in turn, facilitates learning. Participants will learn how music can be an avenue for teachers and families to reinforce target concepts as well. Additionally, participants will learn the process of creating new therapy songs regardless of musical abilities.

INSTRUCTIONAL LEVEL: Intermediate

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

AUTHOR: Elizabeth Uduehi, M.B.A., Speech Pathology Group

IEP meetings, growing caseloads or classroom sizes, and goal progress monitoring. Does that sound like a typical school day? Those that support Augmentative and Alternative Communication (AAC) users and their systems, often struggle to find time to incorporate AAC throughout the day. This presentation will offer practical, fun, and age-appropriate ways to support K-12 students as they use AAC throughout their day to meet their educational needs, while growing in their independence and self-advocacy skills.

INSTRUCTIONAL LEVEL: Beginner

You get an IEP! You Get an IEP! Everyone Gets an IEP!

AUTHOR: Diane Cole, M.S., Tehachapi Unified School District

School based SLPs spend a great amount of time testing for, writing, and implementing IEPs. But do we really know why we have them, how students qualify, and what each type of an IEP meeting is for? This presentation will look at aspects of IEPs as well as how students qualify, and other ways students may receive speech services. We will also explore some common myths about qualifying for speech services in the schools.

INSTRUCTIONAL LEVEL: Beginner

AAC Fun and Functional Application Across Settings

AUTHOR: Shannon Archer, M.S., A Gift of Speech; Coronado Unified School District

Do you need ideas and tips for implementing AAC for your students/clients? Join this session to learn strategies for modeling, building multi-word utterances, and multi-setting implementation. This session was designed to support you and your communication team with fun and practical ideas for implementing AAC.

Course Content Disclosure: The presenter authors tools for Teachers pay teachers. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

INSTRUCTIONAL LEVEL: Beginner
The Ties That Bind Us: Evidenced-Based Interdisciplinary Management of Tongue-Ties

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

While tongue-ties have been around for thousands of years, a plethora of confusion has surrounded this often-allusive clinical topic. The impact of tongue-ties on airway function, oral resting postures, swallowing, chewing, speaking, and malocclusion in pediatrics from SLP and dental perspectives will be explored. This session will offer practicing clinicians insights and clarity on the interdisciplinary assessment and management of tongue-ties in children through a literature review, evidenced-based practices, and through case studies.

INSTRUCTIONAL LEVEL: Intermediate

YouCue Bootcamp – 3 Pathways for Social Learning

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

A number of studies over the past decade tell us that students on the Autism Spectrum struggle to process the intention behind social movement, so it really makes sense to use material that moves. We will review 3 pathways using YouTube videos as social learning material, covering critical concepts including resilience, perspective taking, and cooperation. You will leave with a new list of great videos and activities to pair with them.

Course Content Disclosure: The presenter authors a book regarding social learning. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

INSTRUCTIONAL LEVEL: Intermediate

Interviewing, Resumes & RPE/CF Regulations...Be Informed!

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

The purpose of this workshop is to help Clinical Fellows be informed and prepared to secure that first job. Many bright therapists find themselves fumbling through the process of developing a strong resume and preparing for interviews. They are frequently faced with confusing and conflicting information and not knowing important questions to ask along the way. Understanding the State Board and ASHA requirements and timelines are vital to securing that dream job.

INSTRUCTIONAL LEVEL: Beginner

Pediatric Dysphagia and Feeding from A-Z

AUTHORS: Blair Yager, M.S., UC Davis Medical Center
          Michelle Ramirez, M.S., UC Davis Medical Center
          Elisabeth D’Angelo, Ph.D., California State University, Sacramento; Davis Joint Unified School District; Mercy General Hospital, Sacramento, CA
          Meredith Stawicki, M.A., UC Davis Medical Center

Pediatric Dysphagia and Feeding issues are becoming an extreme specialty in our field, while the need itself is growing at a rapid pace. This course will cover pediatric feeding and swallowing development, disorders, assessment, and treatment for birth to school age children. Case studies will be reviewed, and issues in delivery such as how to work with a mentor in this area, medically fragile children, school services, and how to develop a collaborative interprofessional team.

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

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

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

Course Content Disclosure: The presenters have developed specific tests regarding this topic. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

INSTRUCTIONAL LEVEL: Intermediate

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

AUTHOR: Don MacLennan, M.A., Minneapolis VA Health Care System

When providing cognitive rehabilitation, therapists who focus only on cognitive symptoms may only be treating the tip of the iceberg. Beneath the surface of this iceberg there are a number of ‘non-cognitive’ factors that may amplify and maintain cognitive symptoms. Process factors related to interview style, collaborative goal setting, and dynamic coaching, are clinical tools that address these factors and improve outcomes. Assistive Technology for Cognition is presented as powerful path toward functional cognitive rehabilitation.

Course Content Disclosure: The presenter will be discussing a specific program of treatment. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

INSTRUCTIONAL LEVEL: Intermediate

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

AUTHOR: Erik Raj, Ph.D., Monmouth University

In this digital age, a majority of school based SLPs have access to the Internet during therapy. A substantial number of websites exist that are valid for today’s youth; and these websites can be utilized as digital talking points to trigger meaningful therapy-centered conversations. The purpose of this workshop is to discuss and explore a variety of age-appropriate websites that can be used to grow the speech-language abilities of school-aged children.

INSTRUCTIONAL LEVEL: Intermediate

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

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

The seminar will cover the continuum from foundation literacy, through content-based literacy, to disciplinary literacy. Highlighting the distinctive and changing role of language ability across literacy “levels,” we will evaluate goals, address student and professionals’ expectations, and question questionable practices. A focus on meaning-based and organizational strategies will underpin the themes introduced within the presentation. Assessment and intervention prototypes will provide brainstorming opportunities for participants who will evaluate different clinical decisions.

INSTRUCTIONAL LEVEL: Intermediate
Classroom Based Intervention Strategies for Students with Social Pragmatic Communication (SCD) Disorders

AUTHORS: Bonnie Plummer, Ph.D., National University
Michelle Archibald, M.A., Elk Grove Unified School District
Amanda Pride, M.A., Elk Grove Unified School District

This presentation used applied research methodology to assess the outcomes of using multiple pragmatic interventions to improve the initial social interactions of students with SCD. Data collection included strategies of modeling, rehearsing, visuals, scripts, correction and peer interactions. These strategies were implemented for 50 days with two sessions per day three times per week in special education classrooms. The presentation will detail interventions utilized at grades K - 2 and ages 18 - 22.

INSTRUCTIONAL LEVEL: Intermediate

When a Water Polo Mom has Frontotemporal Dementia

AUTHOR: Kathleen Catterall, M.A., Sharp Healthcare; San Diego State University; CSU San Marcos

The Dementias, from Alzheimer’s to Frontal Temporal Dementia, have become increasingly visible in society and the practice of Speech Language Pathology. Early onset Dementia is marked by subtle changes in personality and language and is difficult to diagnosis. An overview of neural degeneration and the resulting forms of FTD will be discussed. We will explore the reality of how these communicative and behavioral changes have been catastrophic for one active young woman and her family.

INSTRUCTIONAL LEVEL: Intermediate

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

AUTHORS: Darla Hagge, Ph.D., California State University
Sacramento
Tom Doughty, B.S., California State University
Sacramento
Rebeca Boroica, M.S., Sutter Health

How do we begin to blend a medical and social model approach for our services while maximizing outcomes and providing patient-centered care? In addition to a brief review of current best practices, this presentation will deconstruct one case study for the purpose of exploring the patient’s perspective and goals across the continuum of care, the clinician’s expertise and knowledge, and the purposeful integration of a social model approach utilizing a local community-based aphasia group.

INSTRUCTIONAL LEVEL: Intermediate

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

AUTHORS: Phil Weir-Mayta, Ph.D., California State University, Fullerton
Elisabeth Alvarado, B.A., California State University, Fullerton
Nicolette Smith, B.A., California State University, Fullerton
Joshua Ayala, Student, California State University, Fullerton
Shannon Lee, B.A., California State University, Fullerton
Minjung Kim, Ph.D., California State University, Fullerton

In an increasingly global society, there is interest in understanding how culture, ethnicity, and socioeconomic status influences awareness and knowledge of Speech-Language Pathology (SLP) services. Recently, ASHA found that almost half of ASHA members suggested a lack of awareness as the most important barrier to early detection of communication disorders. Thus, identifying a lack of knowledge and awareness could aid in developing community educational programs to help members be more empowered to seek out services.

INSTRUCTIONAL LEVEL: Beginner
**Engaging University Students in Community Literacy Outreach Programs for Children in Poverty**

**AUTHORS:** Celeste Roseberry-McKibbin, Ph.D., California State University, Sacramento  
Marisa Dix, B.S., California State University, Sacramento  
Kirstin FitzGerald, B.S., California State University, Sacramento  
Mary Persons, Student, California State University, Sacramento

In public schools, many children in poverty don’t own books. This has a negative impact on their literacy development. Simultaneously, more university students are members of Generation Z. Gen Z students desire to make a positive difference in their communities. This poster describes the results of a targeted book collection for children in poverty who were impacted in 2018 by Camp Fire in Paradise and Gen Z university students’ positive response to the collection.

**INSTRUCTIONAL LEVEL:** Intermediate

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

**AUTHOR:** Russell Johnston, Ph.D., California State University, Fullerton

Utilizing an alternating treatments design consisting of low-intensity and high-intensity conditions, this study investigated the effects that aided language input had on (1) the number of device activations produced by people who use AAC and (2) the number of different words/pre-stored messages used by the people who use AAC, and (3) communication via speech and sign.

**INSTRUCTIONAL LEVEL:** Beginner

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

**AUTHORS:** Celeste Roseberry-McKibbin, Ph.D., California State University, Sacramento  
Haley Charlesworth, Student, California State University, Sacramento  
Phoebe Fielding, Student, California State University, Sacramento  
Courtney Gallion, Student, California State University, Sacramento  
Alyssa Gonzalez, Student, California State University, Sacramento  
Lauren Trzaska, Student, California State University, Sacramento

Many university instructors are attempting to connect with their youngest students, those who are members of Generation Z. Born between 1996-2010, Gen Z students relate well to social media. Research has shown that in contrast to Millennials, Gen Z students use Instagram more than Facebook. This study shows the results of attempts to engage Gen Z students with both Facebook and Instagram. Results showed that Instagram was more effective. Implications for university instructors are discussed.

**INSTRUCTIONAL LEVEL:** Beginner

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**LSVT LOUD in Adolescents and Young Adults**

**AUTHOR:** Rachel Enevoldsen, M.A., Nova Southeastern University; Hueneme Elementary School District

LSVT LOUD treatment in children, adolescents, and young adults with dysarthria is an available option for school-based intervention. Outcomes, barriers, and options for setting and dosage are presented. Students with dysarthria in high school, high school transitional programs, and community college programs are discussed. Individuals in this population may benefit from access to school-based LSVT LOUD services.

**INSTRUCTIONAL LEVEL:** Intermediate
The Association between Paradoxical Vocal Fold Motion (PVFM) and Dysphonia in Adolescents

AUTHOR: Nicole Fulton, M.A., El Camino Hospital

There are known associations between paradoxical vocal fold motion (PVFM) and dysphonia in the adult population, but do similar associations exist for adolescents?

This poster will share findings from a recent study of 48 adolescents with PVFM, regarding significant differences between adolescents with PVFM with and without dysphonia, factors associated with voice handicap, and clinical implications for the treatment of PVFM in this population.

INSTRUCTIONAL LEVEL: Beginner

Accuracy of Screening Measures in Predicting Reduced Airway Protection in Parkinson’s Disease

AUTHOR: Sara Charney, M.S., Oregon Health & Science University

Before undergoing video-fluoroscopic evaluation, 87 patients with Parkinson’s Disease completed three dysphagia screening measures to examine their accuracy in predicting reduced airway protection. Increased age and history of pneumonia were associated with reduced airway protection. Using a single cut-off value, none of the screening measures was predictive. Using age and gender-based normative values increased sensitivity but reduced specificity. Further investigation is necessary to develop evidence-based guidelines for referring individuals with PD for objective dysphagia evaluation.

INSTRUCTIONAL LEVEL: Intermediate

Switch Costs and Mixing Costs in Bilingual Aphasia

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

The aim of this study was to examine codeswitching within verbal and nonverbal contexts in bilingual aphasia. Participants included Spanish-English healthy bilingual adults (BHA) and Spanish-English bilingual adults with aphasia (BPWA). Although BHA and BPWA results exhibited a dissociation between switch costs (single vs repeat conditions) and mixing costs (repeat vs switch conditions), both groups exhibited significant correlations between verbal and nonverbal contexts for mixing cost variables which may be indicative of domain-general cognitive control.

INSTRUCTIONAL LEVEL: Beginner

Grammatical Productivity in English-Spanish Preschool-aged Bilingual Children

AUTHORS: Alicia Escobedo, B.A., San Diego State University;
University of California, San Diego
John Gallagher, B.S., San Diego State University

Recent work has established productivity of tense and agreement (T/A) in English monolingual preschoolers as a valid indicator of language ability and established that Spanish-English bilingual preschoolers reflect a different pattern of English T/A morpheme acquisition compared to their monolingual counterparts (Potapova, Kelly, Combiths, & Pruitt-Lord, 2018). This study aims to extend previous work on grammatical productivity in Spanish-English bilingual children by analyzing the diversity and accuracy of preschoolers’ morphology in both English and Spanish.

INSTRUCTIONAL LEVEL: Intermediate
An Examination of Psychophysiological Responses of Healthy Adults to Stuttered Speech

AUTHORS: Natalie Jones, Student, California State University, Long Beach
Salim Alani, Ph.D., California State University, Long Beach

This study examined psychophysiological responses of healthy adults to stuttered speech. Instrumentation included heart rate (ECG), electrocardiogram (EKG), electromyography (EMG) surface air temperature of the skin, galvanic skin response (GSR), and respiration. This study aims to demonstrate and measure these specific electrophysiological responses before, during, and after a healthy adult subject, listens to a recording of a person who stutters.

INSTRUCTIONAL LEVEL: Beginner

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

AUTHORS: Ashley Goussak, B.S., San Diego State University
Alyson Abel, Ph.D., San Diego State University

The present study examines the behavioral and neural responses during recognition of implicitly learned nonsense words in school-age children with developmental language disorder (DLD; n=11) and typically developing peers (n=12). Overall, the results revealed that children with DLD had poorer behavioral recognition and different patterns of neural engagement during recognition compared to typical peers. Results suggest that implicit learning may not result in robust word learning outcomes in teaching children with DLD.

INSTRUCTIONAL LEVEL: Beginner

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

AUTHORS: Gabriella Romano, B.S., California State University, Sacramento
Claudia Phene, B.S., California State University, Sacramento
Danielle Baldwin, Student, California State University, Sacramento
Kylie DeLaney, Student, California State University, Sacramento
Ashley Stone, Student, California State University, Sacramento
Makalah Alexander, Student, California State University, Sacramento
Catherine Cunha, B.S., California State University, Sacramento
Christian Carreon, B.S., University of California, Davis Medical Center
Nassrine Noureddine, Ed.D, California State University, Sacramento
Darla Hagge, Ph.D., California State University, Sacramento

This presentation will describe one university’s model of an interprofessional education (IPE) student-led organization/club. The authors will describe the purpose of IPE, and will discuss the infrastructure of a student organization, the purpose and mission of the student-led organization, typical barriers and facilitators to a successful student organization, the current accomplishments, reported future goals, and qualitative program outcome data.

INSTRUCTIONAL LEVEL: Beginner
TREATING PATIENTS WITH HEAD AND NECK CANCER IN ACUTE REHABILITATION

AUTHORS: Dana Kimbar, M.S., California Rehabilitation Institute
Lily Schneiderman, M.A., California Rehabilitation Institute
Shannon Crow, M.S., California Rehabilitation Institute
Tim Pannara, M.S., California Rehabilitation Institute

California Rehabilitation Institute has admitted a number of patients with head and neck cancer (H&N CA) as a primary or secondary rehab diagnosis over the past three years. Patients with H&N CA have unique needs and have benefited from intensive interdisciplinary treatment. The rehab SLP must be familiar with the basics of treating this population. This poster discusses the SLP’s role in education, treatment planning, and benefits of participating in an intensive multidisciplinary rehab program.

INSTRUCTIONAL LEVEL: Intermediate

LINGUAL STRENGTH TRAINING IN ADULTS WITH EARLY STAGE PARKINSON’S DISEASE

AUTHOR: Jill Arends, ClinScD, Rocky Mountain University of Health Professions, Provo, Utah; California Rehabilitation Institute, Los Angeles, CA

This investigation introduced intensive lingual exercise using the Iowa Oral Pressure Instrument (IOPI) and a home training unit to two participants, with early stage Parkinson’s Disease. Results were inconclusive but steady therapeutic change was exhibited in the anterior position by the second participant. These findings support continued research into clinical use of the IOPI device and the IOPI home trainer as a potential intervention to improve lingual strength and swallow function.

INSTRUCTIONAL LEVEL: Intermediate

DEVELOPMENT OF LIQUID SOUNDS IN SPANISH-ENGLISH BILINGUAL CHILDREN

AUTHORS: Nancy Hall, Ph.D., California State University Long Beach
Lei Sun, Ph.D., California State University Long Beach
Araceli Carmona, Student, California State University Long Beach
Sarah Garcia, Student, California State University Long Beach
Bianca Godinez, Student, California State University Long Beach
Megan Walsh, Student, California State University Long Beach

Liquid consonants are mastered relatively late in Spanish and English because of their complex articulatory demands. Their development in Spanish-English bilinguals may be different from that of English monolinguals due to a larger combined phonetic inventory and possible effects of cross-linguistic influence. Our study compares liquids in three bilingual and three English monolingual preschoolers who are typically developing, using controlled phonetic environments across both languages. We compare patterns and variations across sounds and across groups.

INSTRUCTIONAL LEVEL: Beginner
**Education Sessions**

**Saturday | March 21, 2020**

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**PS256**  
**Noon-2:00**

**Immersion effect on English Vowel Accuracy of Mandarin Speakers**

**AUTHORS:** Yu Lang, B.S., California State University, Northridge  
Vickie Yu, Ph.D., California State University, Northridge  
Aaliyah Ayub, Student, California State University, Northridge

This study investigates English pronunciations of Mandarin speakers with and without immersion experiences. The production of English monophthongs and diphthongs in various phonetic contexts are examined in both segmental and phonotactic aspects. The findings will be useful references and can be applied to not only English pronunciation training in the clinical setting but also in ESL programs.

**INSTRUCTIONAL LEVEL:** Beginner

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**PS267**  
**Noon-2:00**

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

**AUTHORS:** Chandan Suresh, Ph.D., California State University - Los Angeles  
Ananthanarayan Krishnan, Ph.D., Purdue University

Noise exposure has been shown to cause cochlear synaptopathy (hidden hearing loss). In an effort to develop sensitive clinical electrophysiologic measures we evaluated the frequency following response elicited by steady-state vowel and tonal sweeps among normal-hearing college-age students who participated in marching band for at least 5 years (high-risk group) and non-marching band group with low noise-exposure history (low-risk group). The results suggest complex interaction of music experience, sound over-exposure, and homeostatic central compensation.

**INSTRUCTIONAL LEVEL:** Intermediate

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**PS277**  
**Noon-2:00**

**“Unicorns” of Communication and Behavior: A Survey of Dual-Certified SLP-BCBAs and SLP-BCaBAs**

**AUTHORS:** Catherine Mace, B.A., California State University, East Bay  
Anna Krajcin, M.S., California State University, East Bay

Only 407 dual-certified SLP-BCBAs and SLP-BCaBAs have been identified worldwide, making them the “unicorns” of their fields. Currently, there is little information available on this small but growing population of professionals. A survey distributed in the fall of 2019 yielded information about dual-certification and clinical practice trends, as well as how professional beliefs were influenced by training and education in both fields of study.

**INSTRUCTIONAL LEVEL:** Beginner

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**PS287**  
**Noon-2:00**

**Speech Sound Productions of Korean-English Bilingual Children in Single-Words and Connected Speech**

**AUTHORS:** Minjung Kim, Ph.D., California State University, Fullerton  
Joyce Lee, B.A., California State University, Los Angeles  
Jessica Shin, B.A., California State University, Fullerton  
Esther Joo, B.A., California State University, Fullerton  
Nayoung Shin, B.A., California State University-Northridge

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

**INSTRUCTIONAL LEVEL:** Beginner
**Redefining Self: Using Patients’ Narratives to Find Hope after Aphasia**

**AUTHORS:** Kerry Anne Haggerty, B.S., Biola University  
Suzanne Welty, Ed.D, Biola University

What is it like to suddenly lose the ability to communicate and then attempt to relearn what came so naturally? This poster session seeks to inform the participants on the current research and practical applications of biographic narrative intervention for people with aphasia. This therapy approach targets both language skills and counseling for people with aphasia and provides a framework for these people to see their lives with a new perspective.

**INSTRUCTIONAL LEVEL:** Intermediate

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**Cognitive-Communication Disorders & the Juvenile Justice System**

**AUTHORS:** Sonja Pruitt-Lord, Ph.D., San Diego State University  
Karen Gitlin, B.A., San Diego State University

Recent studies have revealed a disproportionate number of youths in the juvenile system with Communication Disorders; over half of juvenile offenders could classify as having a language impairment (Snow, Bagley, & White, 2018). According to experts, speech-language pathologists have an important role to play in advocating for these at-risk youth (Snow, 2019). This presentation will outline the current research on the topic and identify the role of speech-language pathologists.

**INSTRUCTIONAL LEVEL:** Beginner

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

**AUTHORS:** Emily Rexroth, B.S., California State University Sacramento  
Darla Hagge, Ph.D., California State University Sacramento  
Karen Fittinger, M.S., California State University Sacramento

The authors of this study were interested in learning the perspectives and preferred clinical approaches of clinicians in the United States who assess and provide services for children with apraxia of speech. This poster presentation will present the findings of a systematic literature review on childhood apraxia of speech and the self-reported perspectives of speech-language pathologists. Procedures, results, discussion and recommendations for future research will be provided.

**INSTRUCTIONAL LEVEL:** Intermediate

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

**AUTHORS:** Nancy Hall, Ph.D., California State University Long Beach  
Lei Sun, Ph.D., California State University Long Beach  
Araceli Carmona, Student, California State University Long Beach  
Sarah Garcia, Student, California State University Long Beach  
Bianca Godinez, Student, California State University Long Beach  
Megan Walsh, Student, California State University Long Beach

This study examines the acoustic realization of /l/ in Spanish-English bilingual and English monolingual preschoolers. English /l/ typically has a ‘darker’ quality than Spanish /l/, and also exhibits allophonic variation, with darker realizations in syllable coda position. We compare /l/ in three bilingual and three English monolingual preschoolers, using phonetically controlled environments across the two languages.

**INSTRUCTIONAL LEVEL:** Beginner
Education Sessions  Saturday | March 21, 2020 CONTINUED

**PS352 Noon-2:00**

**Semantic Category Sorting and Verbal Fluency Tasks in Bilingual Adults**

**AUTHORS:** Raghad Albadah, Student, California State University, Los Angeles
Isabel Valdovinos, B.A., California State University, Los Angeles
Joanna Riley, B.A., California State University, Los Angeles
Gabriela Simon-Cereijido, Ph.D., California State University, Los Angeles

This study explores the lexical and semantic skills of 35 bilingual English-Spanish adults across their two languages. Performance in an experimental category sorting task and on verbal fluency tasks (category fluency and letter fluency) were compared across languages.

**INSTRUCTIONAL LEVEL:** Intermediate

**PS357 Noon-2:00**

**Transitioning to Medical Pediatric Speech-Language Pathology**

**AUTHOR:** Maria Morgan, M.A., Kaiser Permanente Santa Clara

Opportunities for SLPs to work in pediatric medical settings are increasing as health care organizations develop new services to meet the needs of patients and families. These opportunities are ideal for SLPs who are compassionate, flexible and organized, and who have a passion for learning and using evidence-based approaches. This poster session is designed to increase SLPs’ knowledge of roles, responsibilities, and opportunities in a pediatric medical setting.

**INSTRUCTIONAL LEVEL:** Beginner

**PS370 Noon-2:00**

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

**AUTHORS:** Ashlyn Tadokoro, B.A., San Jose State University
Nidhi Mahendra, Ph.D., San Jose State University

The purpose of this case report is to present longitudinal data from a single client diagnosed with nonfluent, agrammatic PPA, revealing a timeline of the dissolution of language and cognition from the point of diagnosis. Further, we present specific therapeutic techniques that were meaningful for this client, at distinct points in time over the course of progressing impairments of communication.

**INSTRUCTIONAL LEVEL:** Beginner

**SR400 2:00-3:30**

**Academic Challenges of College Students with TBI and Musculoskeletal Injury**

**AUTHORS:** Mary Kennedy, Ph.D., Chapman University
Sarah Yabroff, M.S., Chapman University; Rehab Alliance
Alexi Berg, M.S., Chapman University; Irvine Unified School District
Karla Neri, M.S., Chapman University; Fullerton Unified School District
Megan Winer, M.S., Chapman University; Julia Hobbs Speech Pathology, Inc.
Morgan Harris, M.S., Chapman University; Genesis Rehab Services

College students who experienced mild TBI (i.e., concussion) anonymously completed an on-line version of the College Survey for Students with Concussion. Compared with college students who had musculoskeletal injuries (MSK), college students with mTBI reported significantly more effects, or symptoms and more academic challenges. The number of symptoms was positively associated with the number of academic challenges reported by both groups. Clinicians will be shown how academic challenges can be turned into functional treatment goals.

**Course Content Disclosure:** One or more of the presenters has published a book on this topic and it will be discussed. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

**INSTRUCTIONAL LEVEL:** Intermediate
SR400  2:00-3:30
Effects of Student Leadership on Graduate School Readiness - An Ethnographic Perspective.

AUTHORS: Christopher Quintana, Student, California State University, Fullerton
Simone Moss, B.A., California State University, Fullerton

The demand for admittance into CSD graduate school program can often exceed the supply. Despite the competitive nature of the graduate school admissions and stressful undergraduate experience, students seek leadership positions to stand out from the rest. However, how ready are they for graduate school? How do these leaders feel their service distinguished them from the rest? This presentation analyzes the effects of student leadership on graduate school readiness and acceptance.

No CEUs will be offered for this course.
INSTRUCTIONAL LEVEL: Beginner

SR400  2:00-3:30
Got Diversity? Cultural and Linguistic Topics in a Graduate Program Curriculum

AUTHORS: Briana Howenstein, B.A., California State University, Chico
Supreet Kaur, B.A., California State University, Chico

The aim of this study was twofold. First, the principal investigators evaluated the curriculum of a communication sciences and disorders graduate program on the basis of cultural and linguistic diversity, as measured by instances of diverse content placed on matrices. The second aim of this study was to implement a student-generated supplemental curriculum in the format of an interactive discussion, which was designed based upon the areas selected as deficient in the matrices.

No CEUs will be offered for this course.
INSTRUCTIONAL LEVEL: Beginner

SR400  2:00-3:30
Efficacy of the SPEAK OUT!® Voice Therapy for Individuals with Parkinson’s Disease

AUTHOR: Feifei Zhao, B.A., California State University, Fresno

This presentation presents results from a multiple baseline study designed to assess the effectiveness of SPEAK OUT!® Voice Therapy for improving voice and intelligibility in individuals with Parkinson’s Disease (PD). SPEAK OUT!® emphasizes using “intent” to improve vocal production and consists of 12 individual treatment sessions, twice a week for 6 weeks. Measures include vocal intensity, speech intelligibility, and VHI scores. Data from the baseline phase, treatment phase, and the final probe will be presented.

No CEUs will be offered for this course.
INSTRUCTIONAL LEVEL: Beginner

SR400  2:00-3:30
MECO-LAB: An Online Language Assessment Bank for Mandarin-English Speaking Children

AUTHORS: Yao Du, M.A., University of California, Irvine
Li Sheng, Ph.D., University of Delaware, Newark
Katie Salen, M.A., University of California, Irvine

Chinese is the second most spoken minority language in the US (after Spanish), however, there are currently no assessment tools for bilingual Mandarin-English speaking children. We evaluated MECO-LAB, a bilingual Mandarin-English language assessment tool designed for parents to use with their children, and found 11 out of 16 parents adhered to the protocol and all children completed the test. This study suggests parents may be used as test administrators for bilingual Mandarin-English language assessment.

No CEUs will be offered for this course.
INSTRUCTIONAL LEVEL: Beginner
**SR400  2:00-3:30**

**Muscle Strength Treatment for Chronic Cough**

**AUTHORS:** Kassandra Quibin, B.S., Loma Linda University  
Thomas Murry, Ph.D., Loma Linda University

Coughing plays a vital role in protecting the airway by clearing irritation and preventing aspiration. Despite these beneficial functions, cough has disabling effects that can impact a patient’s quality of life. There is evidence from standard voice therapy techniques that breath training is important in reducing cough severity, but this has not yet been measured. This study is the first to examine the effects of muscle strength training as a technique to reduce cough severity.

No CEUs will be offered for this course.  
**INSTRUCTIONAL LEVEL:** Beginner

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**SR400  2:00-3:30**

**Searching for Neural Mechanisms for Social Cognition**

**AUTHOR:** Cristina Uribe, Student, Chapman University

Social cognition involves the integration and pruning of perceptual information which leads to the formation of an abstract representation, which is also known as the perceptual gist. This study examined differences in visual perception of Mooney face stimuli of differing sizes and the relationship to gist formation in ten individuals with autism compared to neurotypical controls. Parents of both groups completed the Social Responsiveness Scale (SRS-2) to assess social functioning in real world scenarios.

No CEUs will be offered for this course.  
**INSTRUCTIONAL LEVEL:** Advanced

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**SR400  2:00-3:30**

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

**AUTHORS:** Franchesca Ampil-Alcid, Student, California State University Northridge  
Vickie Yu, Ph.D., California State University Northridge

Based on the evidence suggesting a negative impact of elevated anxiety levels on the symptoms of stuttering, the importance of including the management of factors which increase anxiety as a component of evidenced based practice when working with children who stutter is highlighted. The purpose of this study is to examine whether parental anxiety would affect stuttering severity in children with developmental dysfluency.

No CEUs will be offered for this course.  
**INSTRUCTIONAL LEVEL:** Beginner

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**SR400  2:00-3:30**

**The Effect of Training Abstract Words in a Bilingual Aphasia Treatment**

**AUTHORS:** Julia Navarro, M.A., San Francisco State University  
Chaleece Sandberg, Ph.D., The Pennsylvania State University  
Teresa Gray, Ph.D., San Francisco State University

The aim of this single-subject research study is to investigate the direct training and generalization effects within and across languages of training abstract words during anoma treatment for a Russian-English bilingual person with aphasia. We found that training abstract words in the nondominant language can improve the retrieval of abstract and concrete words in the same language, as well as increase the retrieval of abstract words in the dominant language, within one training category.

No CEUs will be offered for this course.  
**INSTRUCTIONAL LEVEL:** Beginner
SR400  2:00-3:30

The Effects of Parental Age on Child Language Development

AUTHORS:  Christopher Quintana, Student, California State University, Fullerton
          Terry Saenz, Ph.D., California State University, Fullerton
          HyeKyeung Seung, Ph.D., California State University, Fullerton

This exploratory, quasi-experimental study is to understand the possible relationship that parental age might have on child language development all the while considering the context of a child’s upbringing. To what extent are there differences between a child’s language with mothers in their 30s compared to mothers in their 40s? This will explore the possible relationships and findings from a comprehensive language sample project in one of the nation’s most diverse and progressive areas.

No CEUs will be offered for this course.

INSTRUCTIONAL LEVEL:  Beginner
When Therapy Doesn’t Work: Effective Methods for Identifying Resistance and Increasing Motivation

AUTHOR: Elizabeth Perry, M.S., Speech Therapy and Accent Group, Inc.

Why is the best therapy sometimes ineffective? Even the most evidence-based therapy methods are often not enough to help clients achieve their speech-language goals. Exciting research in the field of psychiatry is promoting the use of “agenda setting”, or identifying and overcoming various types of a client’s resistance to a therapeutic outcome, as a key component of effective therapy. Learn how to help clients address their own resistance to therapy, increase motivation and meet goals.

INSTRUCTIONAL LEVEL: Beginner

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

AUTHORS: Rachel Enevoldsen, M.A., Hueneme Elementary School District; Nova Southeastern University
Anna Bax, M.A., University of California, Santa Barbara

California is home to a growing number of speakers of Mixtec, an indigenous Mexican language that is completely unrelated to Spanish. This presentation discusses the results of an ongoing interprofessional collaborative effort between a practicing school-based SLP and a linguist to develop resources for the description of typically developing Mixtec-speaking students in Southern California, as well as offer recommendations for those seeking to pursue similar collaborations.

INSTRUCTIONAL LEVEL: Beginner

Is it Articulation Impairment or Difference in Children with Telugu Language Background?

AUTHOR: Govardhanachary Vadla, M.S., LEUSD

Telugu is the third most widely spoken and fastest growing Indian language in the US. The 80% of Telugu speaking claim, they speak English very well, which complicates the diagnostic process that requires differentiating the speech impairment from language difference. Hence, it is important to know the similarities and differences between the phonetic (rather a syllabic) system of Telugu and English and how they influence each other. This presentation addresses the same.

INSTRUCTIONAL LEVEL: Intermediate

Vocal Health: Fact or Fiction?

AUTHORS: Lauren Timmons Sund, M.S., USC Voice Center
M. Eugenia Castro, M.S., USC Voice Center

Vocal hygiene recommendations: Don’t whisper. Don’t yell. Don’t eat that. We’ve learned these, but where did they come from and which are evidence-based? Join us for a game show-like interactive presentation with anonymous audience polling on the “fact or fiction” of common vocal health and hygiene recommendations. Then, we’ll delve into the research for each.

INSTRUCTIONAL LEVEL: Beginner

Functional Outcomes of Patients with Chronic Aspiration After Elective Laryngectomy

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

Dysphagia is a challenge for patients with head and neck cancer and impacts health and quality of life. For patients with chronic aspiration, there is a risk for recurrent aspiration pneumonia with chronic lung injury. A total laryngectomy is a viable option for this population of patients. This presentation will review the literature on aspiration, discuss management options for chronic aspiration, and provide case studies of patients who underwent elective total laryngectomy.

INSTRUCTIONAL LEVEL: Intermediate

Helping the General Ed Teacher with Pragmatics Strategies in the Classroom

AUTHOR: Francis Albert David, M.A., Glendora Unified School District; Emanate Health

The number of referrals for pragmatic difficulties in school-aged children has increased significantly in the past decade. Teachers are identifying more students with social language impeding their ability to access the curriculum or impeding them to adequately participate in classroom activities. This session aims to provide the SLP with tips and tricks that they could share with the classroom teacher to help facilitate increasing pragmatic skills in the classroom setting.

INSTRUCTIONAL LEVEL: Intermediate
**Fairness in the Assessment of English Learners: Toward True Peer Group Measurement**

**AUTHOR:** Samuel Ortiz, Ph.D., St. John’s University, New York

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

Course Content Disclosure: The presenters will be using examples from his book. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

**INSTRUCTIONAL LEVEL:** Intermediate

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**Guided Research Readings: Identifying Questions and Finding the Evidence**

**AUTHORS:** Paul Cascella, Ph.D., San Jose State University
Lyle Lustigman, Ph.D., San Jose State University

This hands-on and interactive workshop is meant to be a refresher for practicing clinicians interested in being able to 1) critically assess the content of contemporary research articles, and 2) identify whether published research evidence applies to their professional practice settings. Using concrete examples, the workshop will guide participants through a reasoning process to search for, evaluate, and discern applicable evidence.

**INSTRUCTIONAL LEVEL:** Intermediate

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

**AUTHOR:** Susie Nam, M.S., USC Keck Medical Center
Michelle Ross, M.S., USC Keck Medical Center
Brenda Villegas, Ed.D, USC Keck Medical Center
Laishyang Ouyoung, M.S., USC Keck Medical Center

Dysphagia evaluation, treatment and management is centered around identifying the pathophysiology contributing to aspiration and making informed recommendations to decrease the likelihood of aspiration pneumonia. Delve into the research on the pillars of aspiration pneumonia, highest risk factors and start making confident, evidence-based decisions for your patients in a variety of settings.

**INSTRUCTIONAL LEVEL:** Intermediate
**Writing Comprehensive AAC Goals for All Users**

**AUTHORS:** Briana Lehman, B.A., Chapman University  
Melissa Chmelik, Student, Chapman University  
Deanna Hughes, Ph.D., Chapman University

This presentation will provide attendees with strategies to create and implement comprehensive AAC goals for pediatric and adult users. Goals will target the following Beukelman and Mirenda AAC competencies: strategic, operational, linguistic, and social. This organizational framework is particularly robust for developing measurable goals in a variety of users with differing AAC systems. Presenters will discuss implications for data collection, progress monitoring, and clinical decision making.

Course Content Disclosure: The presenters will be using the AAC program for competencies. Because there are no other similar products available, this course will only cover information that pertains to the effective and safe use of the above-named product(s). This presentation will focus exclusively on and will not include information other similar or related.

**INSTRUCTIONAL LEVEL:** Beginner

**Local Public Libraries Foster Literacy Skills in Speech and Language Therapy**

**AUTHOR:** Megan Panatier, M.S., LAUSD; Children’s Literature Council of Southern California

SLPs can utilize their local public libraries to foster literacy skills in speech/language therapy sessions and beyond. Visiting all 72 branches of the Los Angeles Public Library with my young daughter was a reminder of how libraries and librarians are vital resources for speech and language pathologists in every area of our scope of practice. Find out how I use my library card for therapy materials, resources and inspiration - and how you can too.

**INSTRUCTIONAL LEVEL:** Beginner
Please note: Both sessions and poster presentations are subject to change due to cancellations or presenter changes. The on-site convention program will be available five days before the convention begins, and will have the most up to date information available.