

# Registration Brochure



# Table of Contents

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- 3 Convention & Hotel Information
- 4 Anaheim Information
- 5 Convention Center Floor Plan
- 6 Wellness at CSHA 2020
- 7 Schedule At a Glance
- 8 Registration Information
- 9 Special Events/General Sessions
- 9 Opening General Session
- 9-10 Celebration of Excellence and Knowledge Bowl
- 11 Affiliate Events
- 12 Exhibit Hall
- 13 CEU Information
- 14 Convention Courses & Poster Sessions At a Glance
- 20 Convention Courses and Poster Sessions

**A Special "Thank You" to the Convergence 2020 Committee Co-Chairs**  
**Karen Yaghoubian and Felicia Conlan**



# CSHA Convergence ANAHEIM 2020

MARCH 19-22



## 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

<https://www.csha.org/education/convergence/>

## STEP 2 Reserve your Hotel

Special discount rates often sell out! Book early!

## 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	Grasslands
California Pizza Kitchen	Snowopolis
Bubba Gump Shrimp	Rumba Room
Fire + Ice Grill + Bar	Billy Beez
Johnny Rockets	Bowlmor Lanes
McCormick & Schmick's	Mission Escape Games
P.F. Chang's	Go VR Gaming
Roy's Restaurant	CaseMac Wireless
House of Blues	AMC Gardenwalk 6

### Downtown Disney Dining:

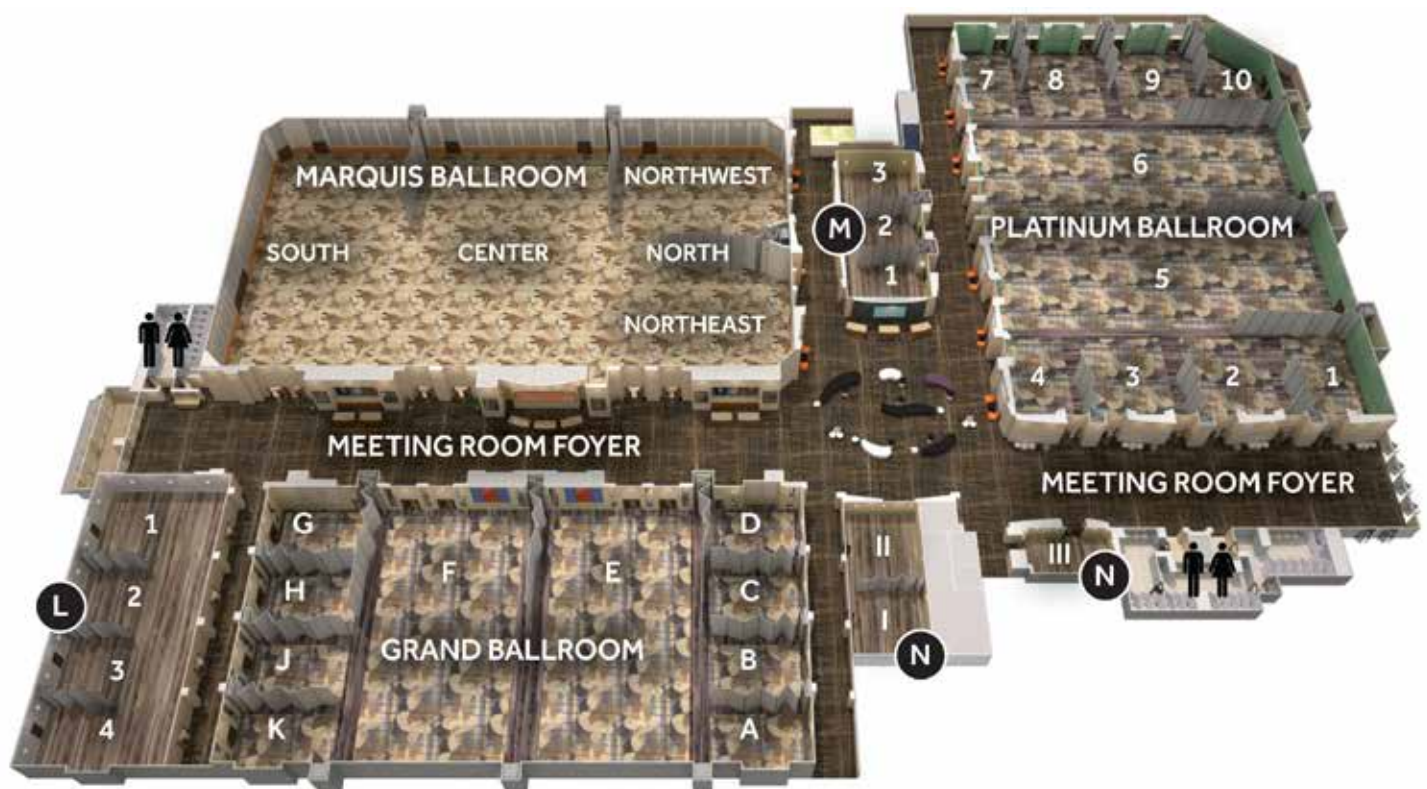
Catal	Salt & Straw
Naples	Sprinkles
Ralph Brennan's Jazz Kitchen	La Brea Bakery
Tortilla Jo's	Splitsville
Black Tap	Ballast Point Brewery
Ballast Point Brewery	Black Tap
Earl of Sandwich	

### 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!

# Schedule At a Glance

## Wednesday, March 18

TIME	EVENT	LOCATION
3:00 p.m. – 7:00 p.m.	Registration	Marquis Ballroom Foyer

## Thursday, March 19

TIME	EVENT	LOCATION
7:00 a.m. – 5:00 p.m.	Registration	Marquis Ballroom Foyer
8:30 a.m. – Noon	Convention Courses	Platinum, Elite, Orange County and Grand Ballrooms
Noon – 1:30 p.m.	Lunch Break	Anaheim Marriott Restaurants
1:30 p.m. – 5:00 p.m.	Convention Courses	Platinum, Elite, Orange County and Grand Ballrooms
5:00 p.m. – 7:00 p.m.	Exhibit Hall Opening Reception	Marquis Ballroom

## Friday, March 20

TIME	EVENT	LOCATION
7:00 a.m. – 5:00 p.m.	Registration	Marquis Ballroom Foyer
8:00 a.m. – 9:30 a.m.	Opening General Session	Platinum 5 & 6
10:00 a.m. – 11:30 a.m.	Convention Courses	Platinum, Elite, Orange County and Grand Ballrooms
10:00 a.m. – 5:00 p.m.	Exhibit Hall Open	Marquis Ballroom
11:30 a.m. – 1:30 p.m.	Poster Sessions	Platinum Foyer
Noon – 1:30 p.m.	Lunch Break	Anaheim Marriott Restaurants
1:30 p.m. – 5:00 p.m.	Convention Courses	Platinum, Elite, Orange County and Grand Ballrooms
5:30 p.m. – 5:30 p.m.	Doors Open: Celebration of Excellence	Platinum 5 & 6
5:30 p.m. – 6:30 p.m.	Celebration of Excellence	Platinum 5 & 6
6:30 p.m. – 7:30 p.m.	Celebration of Excellence Reception	Platinum 5 & 6

## Saturday, March 21

TIME	EVENT	LOCATION
7:00 a.m. – 5:00 p.m.	Registration	Marquis Ballroom Foyer
8:30 a.m. – 10:00 a.m.	CSHA SLPA Forum Town Hall	Grand Ballroom J & K
8:30 a.m. – Noon	Convention Courses	Platinum, Elite, Orange County and Grand Ballrooms
9:00 a.m. – 3:00 p.m.	Exhibit Hall Open	Marquis Ballroom
10:30 a.m. – Noon	CSHA Student Forum Town Hall Part 1	Platinum 7 & 8
Noon – 1:30 p.m.	Lunch Break	Anaheim Marriott Restaurants
Noon – 2:00 p.m.	Poster Sessions	Platinum Foyer
2:00 p.m. – 3:30 p.m.	Student Research Symposium	Platinum 7 & 8
2:00 p.m. – 5:30 p.m.	Convention Courses	Platinum, Elite, Orange County and Grand Ballrooms
3:45 p.m. – 5:30 p.m.	CSHA Student Forum Town Hall Part 2	Platinum 7 & 8
5:30 p.m. – 6:00 p.m.	Knowledge Bowl Reception	Platinum 5 & 6
6:00 p.m. – 7:30 p.m.	Knowledge Bowl	Platinum 5 & 6

## Sunday, March 22

TIME	EVENT	LOCATION
8:30 a.m. – Noon	Convention Courses	Grand and Orange County Ballrooms

# 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.
- ◆ **MOTHER'S ROOM:** A Mother's Room will be available for nursing mothers.  
Thursday: Grand Ballroom J & K  
Friday: Los Angeles/La Jolla  
Saturday: Grand Ballroom C
- ◆ **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 [csa@csa.org](mailto:csa@csa.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)  
  
Poster 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.



# Special Events/General Sessions

**Thursday March 19, 2020 | 5:00 - 7:00 p.m.**  
**Room: Marquis Ballroom**

## 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 | 5:00 - 7:00 p.m.**  
**Room: Platinum 5 & 6**

## Celebration of Excellence

**This complimentary event is open to all convention attendees.**

**5:00 p.m. - 5:30 p.m.**

Doors Open

**5:30 p.m. - 6:30 p.m.**

**Awards Ceremony:** Will include both state and district awards winners

**6:30 p.m. - 7:30 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!

## Statewide Award Recipients

**Program of the Year:**  
**Camp SAY West Coast**

**Fellow of the Association:**  
**Terry Kappe**

**Fellow of the Association:**  
**Beth Nishida**

**Honors of the Association:**  
**Deborah Ross-Swain**  
**Distinguished Consumer-Adult:**  
**Kamri Whitehead**

**Friday March 20, 2020 | 8:00 - 9:30 a.m.**  
**Room: Platinum 5 & 6**

## 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.



# Special Events/General Sessions

Open to all convention registered participants

Friday March 20, 2020 | 5:00 - 7:30 p.m.  
Room: Platinum 5 & 6

## Celebration of Excellence and District Award Ceremonies

### 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*

Saturday March 21, 2020 | 5:30 - 6:00 p.m.  
Room: Platinum 5 & 6

## 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!

Saturday March 21, 2020 | 6:00 - 7:30 p.m.  
Room: Platinum 5 & 6

## CSHA Knowledge Bowl


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.**  
**Room: Platinum 9 & 10**

## **UOP SLP Alumni & Friends Breakfast**


 **Saturday March 21, 2020 | 12:00 - 1:30 p.m.**  
**Room: Platinum 9**

## **California State University, Fullerton Alumni Luncheon**

**COST:**

**\$30**

*RSVP by February 14. Limited to the first 50 attendees.*

 **Saturday March 21, 2020 | 12:00 - 1:30 p.m.**  
**Room: Platinum 10**

## **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](mailto:cds.alumni@csun.edu)



# 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](http://www.csha.org).

APPROVED PROVIDER



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



# Thursday Morning Courses

**MS** Mini Seminar  
**SC** Short Course

**PS** Poster Session  
**SR** Student Research

**MS028** 8:30-10:00 | Room: Platinum 9

## 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 in order 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.

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS080** 8:30-10:00 | Room: Platinum 9

## Shaping Supervisory Style: Matching Strategies to Career Stages

**AUTHOR:** Jean Blosser, Ed.D, MedBridge; ASHA; National Academies of Practice

SLPs and audiologists encounter different supervisors and mentors along their career journey. This session describes four career stages: Pre-service, Early Career, Mid-Career, and Seasoned Professional and recommends best practices for supervision and mentoring. One style or approach to supervision or mentoring does not fit all stages and work settings! This session shares unique strategies designed to shape goals, build expertise, promote professionalism, and lead to quality services while considering the supervisee's or mentee's career stage.

**CONTENT AREA:** Supervision, Leadership & Management  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS145** 8:30-10:00 | Room: Orange County 2

## 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 quadriary care facility presented by Board Certified Specialists in Swallowing and Swallowing Disorders (BCS-S). We will include bedside assessment, videofluoroscopic 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.

**CONTENT AREA:** Swallowing Disorders  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS259** 8:30-10:00 | Room: Orange County 3

## 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.

**CONTENT AREA:** Language & Literacy  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS331** 8:30-10:00 | Room: Platinum 10

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

# Thursday Morning Courses

MS353

8:30-10:00 | Room: Platinum 6

## 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.

**CONTENT AREA:** Special Populations  
**INSTRUCTIONAL LEVEL:** Intermediate

MS389

8:30-10:00 | Room: Orange County 1

## 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).*

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

SC038

8:30-11:30 | Room: Grand Ballroom E

## 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).*

**CONTENT AREA:** Special Populations  
**INSTRUCTIONAL LEVEL:** Intermediate

SC043

8:30-11:30 | Room: Elite Ballroom

## Using the LAMP Approach to Support AAC Users with Autism

**AUTHOR:** Josie Randles, M.S., Member/American Speech-Language-Hearing Association; Member/Arizona Speech & 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 taught using a motor planning approach.

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Beginner

# Thursday Morning Courses

SC089

8:30-11:30 | Room: Grand Ballroom F

## 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).*

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

SC246

8:30-11:30 | Room: Platinum 3 & 4

## 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.

**CONTENT AREA:** Special Populations  
**INSTRUCTIONAL LEVEL:** Beginner

SC300

8:30-11:30 | Room: Platinum 5

## 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).*

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

SC391

8:30-11:30 | Room: Platinum 7 & 8

## Manipulating Complex Syntax for Academic Writing Success-Practical Lab

**AUTHOR:** Lynne Telesca, DrPH, State University of New York at New Paltz

This session will review the syntax interventions of sentence decombining and sentence combining to improve reading and writing of complex sentences. The session will then continue with the participants interacting with the presenter to practice using the techniques with history and science academic text at the secondary school level.

**CONTENT AREA:** Language & Literacy  
**INSTRUCTIONAL LEVEL:** Advanced

# Thursday Morning Courses

SC396

8:30-11:30 | Room: Platinum 1 & 2

## Speech & Language Disorders in Dementia

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

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.

**CONTENT AREA:** Clinical Issues

**INSTRUCTIONAL LEVEL:** Intermediate

MS210

10:30-Noon | Room: Orange County 2

## 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).*

**CONTENT AREA:** Language & Literacy

**INSTRUCTIONAL LEVEL:** Intermediate

MS226

10:30-Noon | Room: Orange County 10

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

**AUTHORS:** Belinda Daugherty, 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.

**CONTENT AREA:** Professional Issues

**INSTRUCTIONAL LEVEL:** Intermediate



# Thursday Morning Courses

MS281 10:30-Noon | Room: Orange County 1

## Face-to-Face Concussion for High School Athletes

**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.*

**CONTENT AREA:** Medically-Based Disorders  
**INSTRUCTIONAL LEVEL:** Beginner

MS306 10:30-Noon | Room: Orange County 3

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

**AUTHORS:** Darla Hagge, Ph.D., California State University Sacramento  
Nassrine Nouredine, 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

MS314 10:30-Noon | Room: Orange County 4

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

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

Are you familiar with the power of Essential Standards and Professional Learning Communities? Do you struggle with bridging SLP goals to the Common Core? This session will assist SLPs in understanding the fundamentals of PLC, the process and importance of unpacking the Speaking and Listening Common Core State Standards and using them to drive goal writing for student IEPs.

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Beginner

# Thursday Afternoon Courses

MS146

1:30-3:00 | Room: Elite Ballroom

## 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.

**CONTENT AREA:** Cultural & Linguistic Diversity  
**INSTRUCTIONAL LEVEL:** Intermediate

MS164

1:30-3:00 | Room: Platinum 10

## Empowering Adult Health Literacy in the Post-Acute Setting

**AUTHORS:** Suzanne Newby, M.A., Genesis Rehab Services;  
Mansbach Health Tools LLC  
Lynn Young, M.A., Mansbach Health Tools LLC

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.

**CONTENT AREA:** Language & Literacy  
**INSTRUCTIONAL LEVEL:** Intermediate

MS171

1:30-3:00 | Room: Platinum 6

## Ethics, policies and procedure: Making a winning recipe for your practice

**AUTHOR:** Leann Schouten, ClinScD, Chapman University,  
Orange; Jump and Schout Therapy, Brea

Starting a private practice is the dream of many professionals. It has never been an easy path and has become increasingly more difficult over time. Efficient administrative systems, proper protection, and management skills all play a vital role in a successful practice. This course will review and outline ethics, policies, and procedures that should be implemented in your practice. It will provide information on additional documents and handbooks to implement as your practice grows.

**CONTENT AREA:** Supervision, Leadership & Management  
**INSTRUCTIONAL LEVEL:** Beginner

MS253

1:30-3:00 | Room: Orange County 3

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Beginner

MS254

1:30-3:00 | Room: Orange County 1

## Taming the Wild Child: Proven Interventions for Mutiny and Meltdown

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

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.)

**CONTENT AREA:** Special Populations  
**INSTRUCTIONAL LEVEL:** Beginner

# Thursday Afternoon Courses

MS271 1:30-3:00 | Room: Orange County 2

## 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).

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

MS348 1:30-3:00 | Room: Orange County 4

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

**AUTHORS:** Karyn Searcy, M.A., SDSU  
Sarah Erline, M.A., TERI Crimson Center for Speech & Language

This presentation will include detailed information about a pilot program funded by a private donor corporation that allowed us to provide four children with ASD a total of 12 hours of in-home therapy targeting parent involvement. We will discuss pre and post measure data, criteria to participate in the program, varied treatment targets, and pre-program data as well as post-treatment outcomes. Video interviews will be presented in an effort to provide parent observations on outcomes.

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

SC231 1:30-4:30 | Room: Orange County 4

## Infant and Pediatric Dysphagia - Beyond the Basics

**AUTHORS:** Hema Desai, M.S., CHOC Children's  
Jennifer Raminick, M.A., CHOC Children's

This course will discuss intermediate topics in the management of pediatric dysphagia through review of neuroanatomy/physiology related to swallowing, the sensory-motor components of swallowing, the pediatric lung and how aspiration can affect lung function and development. Clinical assessment of the pediatric patient with dysphagia and implications of complex medical diagnoses on swallowing will be discussed. Goal development and evidence based therapeutic interventions to improve swallow function in the pediatric patient will also be reviewed.

**CONTENT AREA:** Swallowing Disorders  
**INSTRUCTIONAL LEVEL:** Intermediate

SC295 1:30-4:30 | Room: Platinum 3 & 4

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

**AUTHORS:** Felicia Conlan, Ed.D, Los Angeles Unified School District  
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.

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

# Thursday Afternoon Courses

SC313 1:30-4:30 | Room: Grand Ballroom F

## 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.

**CONTENT AREA:** Cultural & Linguistic Diversity  
**INSTRUCTIONAL LEVEL:** Advanced

SC360 1:30-4:30 | Room: Platinum 5

## 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.*

**CONTENT AREA:** Special Populations  
**INSTRUCTIONAL LEVEL:** Intermediate

SC400 1:30-4:30 | Room: Platinum 1 & 2

## 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).*

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

MS042 3:30-5:00 | Room: Platinum 10

## 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.

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Intermediate



# Thursday Afternoon Courses

MS064

3:30-5:00 | Room: Elite Ballroom

## 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.

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

MS079

3:30-5:00 | Room: Orange County 1

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

MS101

3:30-5:00 | Room: Platinum 6

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

**AUTHOR:** Casandra Guerrero, M.S., San Benito High School District, Hollister; California Autism Professional Training and Information Network - CAPTAIN; 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).

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

MS198

3:30-5:00 | Room: Platinum 7 & 8

## 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 it's design, thus developing a child's ability to learn "how" to build better relationships.

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

# Thursday Afternoon Courses

MS201 3:30-5:00 | Room: Orange County 3

## 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

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

MS291 3:30-5:00 | Room: Orange County 2

## Start Working with Accents

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

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).

**CONTENT AREA:** Cultural & Linguistic Diversity  
**INSTRUCTIONAL LEVEL:** Beginner

MS 139 10:30-Noon | Room: Platinum 9

## Game Changer: A voice-controlled video game for people who stutter

**AUTHORS:** Susan Fosnot, Ph.D., American board of fluency and fluency disorders; Chapman University  
Lukas Latacz, Ph.D., SAY IT Labs  
Erich Reiter, M.S., SAY IT Labs

Did you ever wonder if speech recognition could work for people who stutter? What about a video game that uses one's own voice as a joystick specifically for people who stutter? This interdisciplinary mini-seminar combines expertise from computer-science, linguistics, and speech-language pathology to showcase a novel method of stuttering therapy both in and out of the clinic. Data collected reveals how a speech-technology based video game could be used to motivate and promote independent practice.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Advanced

# Friday Morning Courses

MS031 10:00-11:30 | Room: Platinum 1 & 2

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

**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/translators, 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/translators. 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).

**CONTENT AREA:** Cultural & Linguistic Diversity  
**INSTRUCTIONAL LEVEL:** Intermediate

MS067 10:00-11:30 | Room: Platinum 7 & 8

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

**AUTHOR:** Caitlin Francis, M.S., Irvine Unified School District  
Table-top role playing games (RPGs) are continuing to grow in popularity and are becoming more mainstreamed in popular culture. These games can be customized to provide opportunities for students with social pragmatic challenges to practice reading social scenarios, collaborate with peers, work in groups, and establish friendships. Participants will learn a simplified structure of game play to use as a therapy activity including developing the story, creating characters, applying individualized goals, and data collection.

**INSTRUCTIONAL LEVEL:** Intermediate

MS410 10:00-11:30 | Room: Elite Ballroom

## CSHA Legislative Advocacy Briefing

**AUTHORS:** Kyle Epps, California Speech-Language-Hearing Association (CSHA)  
Laura Preston, California Speech-Language-Hearing Association (CSHA)

Join CSHA Board Chair-Elect and Advocacy Chair Kyle Epps, and CSHA Legislative Advocate Laura Preston for an update on CSHA's advocacy agenda and activities. This course is not eligible for ASHA CEUs.

**CONTENT AREA:** Supervision, Leadership & Management  
**INSTRUCTIONAL LEVEL:** Beginner

MS087 10:00-11:30 | Room: Orange County 1

## Auditory Manifestations of Traumatic Brain Injury (TBI)

**AUTHOR:** Shahrazad Cohen, Au.D., Hearing Loss Solutions  
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.

**CONTENT AREA:** Audiology  
**INSTRUCTIONAL LEVEL:** Intermediate

# Friday Morning Courses

**MS189** 10:00-11:30 | Room: Orange County 3

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

**AUTHORS:** Erica Ellis, Ph.D., California State University, Los Angeles  
Belinda Daugherty, 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.

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS236** 10:00-11:30 | Room: Platinum 10

## 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).

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS286** 10:00-11:30 | Room: Orange County 4

## 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.

**CONTENT AREA:** Medically-Based Disorders  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS332** 10:00-11:30 | Room: Grand G & H

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Advanced

**MS377** 10:00-11:30 | Room: Platinum 3 & 4

## 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.

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Intermediate



# Friday Morning Courses

MS401

10:00-11:30 | Room: Grand Ballroom F

## **WHEN I STUTTER: The Emotional Impact of Stuttering & Considerations in Intervention**

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

"WHEN I STUTTER" Is a documentary by speech pathologist/filmmaker John Gomez. The film's purpose is to demonstrate the profound psychological impact that stuttering can have on one's life and the importance of treating the whole person in therapy. This presentation will include 3 segments from the film and will highlight a client receiving therapy by fluency specialist Gail Wilson Lew. After each segment, further analysis of the techniques demonstrated in the film will be provided.

**Course Content Disclosure:** *The presenters have developed and patented a licensed technology trademarked as the film When I Stutter. 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).*

**CONTENT AREA:** Clinical Issues

**INSTRUCTIONAL LEVEL:** Beginner

# Friday Poster Sessions

11:30 a.m. - 1:30 p.m.

PS027

11:30-1:30 | Room: Poster 1

## 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.

**CONTENT AREA:** Language & Literacy  
**INSTRUCTIONAL LEVEL:** Intermediate

PS036

11:30-1:30 | Room: Poster 2

## 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 Nouredine, 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.

**CONTENT AREA:** Medically-Based Disorders  
**INSTRUCTIONAL LEVEL:** Intermediate

PS037

11:30-1:30 | Room: Poster 3

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

PS053

11:30-1:30 | Room: Poster 4

## 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  
Apyrl 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.

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Beginner

# Friday Poster Sessions

11:30 a.m. - 1:30 p.m.

PS096

11:30-1:30 | Room: Poster 5

## 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).

**CONTENT AREA:** Swallowing Disorders

**INSTRUCTIONAL LEVEL:** Intermediate

PS102

11:30-1:30 | Room: Poster 6

## 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 Sundarajan, 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 two fold: 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.

**CONTENT AREA:** Professional Issues

**INSTRUCTIONAL LEVEL:** Intermediate

PS126

11:30-1:30 | Room: Poster 7

## 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-Finnerty, Ph.D., California State University, Los Angeles; Iona College  
Ingrid Davidovich, M.A., California State University, Los Angeles; The Graduate Center, CUNY  
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.

**CONTENT AREA:** Cultural & Linguistic Diversity

**INSTRUCTIONAL LEVEL:** Intermediate

PS134

11:30-1:30 | Room: Poster 8

## 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  
Aaliyah 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-beings 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.

**CONTENT AREA:** Special Populations

**INSTRUCTIONAL LEVEL:** Beginner

# Friday Poster Sessions

11:30 a.m. - 1:30 p.m.

PS151

11:30-1:30 | Room: Poster 9

## 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 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.

**CONTENT AREA:** Audiology  
**INSTRUCTIONAL LEVEL:** Intermediate

PS155

11:30-1:30 | Room: Poster 10

## 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).

**CONTENT AREA:** Medically-Based Disorders  
**INSTRUCTIONAL LEVEL:** Beginner

PS169

11:30-1:30 | Room: Poster 11

## 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.

**CONTENT AREA:** Special Populations  
**INSTRUCTIONAL LEVEL:** Beginner

PS190

11:30-1:30 | Room: Poster 28

## 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.

**CONTENT AREA:** Medically-Based Disorders  
**INSTRUCTIONAL LEVEL:** Intermediate

# Friday Poster Sessions

11:30 a.m. - 1:30 p.m.

PS223

11:30-1:30 | Room: Poster 12

## 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.

**CONTENT AREA:** Professional Issues

**INSTRUCTIONAL LEVEL:** Intermediate

PS251

11:30-1:30 | Room: Poster 13

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

**AUTHORS:** Vickie Yu, Ph.D., California State University Northridge  
Aaliyah 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.

**CONTENT AREA:** Cultural & Linguistic Diversity

**INSTRUCTIONAL LEVEL:** Beginner

PS260

11:30-1:30 | Room: Poster 14

## 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.

**CONTENT AREA:** Cultural & Linguistic Diversity

**INSTRUCTIONAL LEVEL:** Beginner

PS268

11:30-1:30 | Room: Poster 15

## 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.

**CONTENT AREA:** Professional Issues

**INSTRUCTIONAL LEVEL:** Beginner



# Friday Poster Sessions

11:30 a.m. - 1:30 p.m.

PS274

11:30-1:30 | Room: Poster 16

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Beginner

PS280

11:30-1:30 | Room: Poster 17

## 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).

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Beginner

PS285

11:30-1:30 | Room: Poster 18

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Beginner

PS297

11:30-1:30 | Room: Poster 19

## 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 sessions 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.

**CONTENT AREA:** Audiology  
**INSTRUCTIONAL LEVEL:** Intermediate

# Friday Poster Sessions

11:30 a.m. - 1:30 p.m.

PS304

11:30-1:30 | Room: Poster 20

## 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-Loneragan, 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.

**CONTENT AREA:** Language & Literacy  
**INSTRUCTIONAL LEVEL:** Beginner

PS305

11:30-1:3 | Room: Poster 21

## 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 health-care 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.

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Beginner

PS318

11:30-1:30 | Room: Poster 22

## 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.

**CONTENT AREA:** Cultural & Linguistic Diversity  
**INSTRUCTIONAL LEVEL:** Intermediate

PS319

11:30-1:30 | Room: Poster 23

## 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).

**CONTENT AREA:** Medically-Based Disorders  
**INSTRUCTIONAL LEVEL:** Beginner

# Friday Poster Sessions

11:30 a.m. - 1:30 p.m.

PS329

11:30-1:30 | Room: Poster 24

## 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. Results 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.

**CONTENT AREA:** Cultural & Linguistic Diversity

**INSTRUCTIONAL LEVEL:** Intermediate

PS336

11:30-1:30 | Room: Poster 25

## 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.

**CONTENT AREA:** Special Populations

**INSTRUCTIONAL LEVEL:** Intermediate

PS362

11:30-1:30 | Room: Poster 26

## 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”.

**CONTENT AREA:** Supervision, Leadership & Management

**INSTRUCTIONAL LEVEL:** Intermediate

PS019

11:30-1:30 | Room: Poster 27

## 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.

**CONTENT AREA:** Professional Issues

**INSTRUCTIONAL LEVEL:** Beginner

# Friday Afternoon Courses

**MS406** 1:30-3:00 | Room: Elite Ballroom

## Ethical Decision-Making: Implications for Successful Practice

**AUTHOR:** Theresa Rodgers, MA, CCC-SLP, EdS (LD), President, American Speech-Language-Hearing Association (ASHA)

Audiologists and speech-language pathologists may face challenges in adhering to adopted codes of ethics and practicing in a manner consistent with the prescriptions contained therein. Defining what is ethical is often opaque as most ethical situations are multi-faceted with countervailing considerations that must be weighed to reach the best possible outcome. The American Speech-Language-Hearing Association (ASHA) Code of Ethics (2016) will be highlighted, ethical frameworks will be described, and a decision-making model will be delineated which can be applied as practice issues are encountered. Situations depicting potential ethical violations and dilemmas in a variety of practice settings will be analyzed by participants.

**CONTENT AREA:** Supervision, Leadership & Management  
**INSTRUCTIONAL LEVEL:** Intermediate

**SC383** 1:30-4:30 | Room: Platinum 1 & 2

## The Adolescent Brain: Cognitive/Communication Assessment and Intervention

**AUTHOR:** Marty Burns

An overview of Adolescent Language Assessment, Mechanisms of Head Injury, Social-Emotional Learning (SEL) objectives for addressing Social Communication Skills as well as Executive Function Interventions for adolescents.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS020** 1:30-3:00 | Room: Platinum 5

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Beginner

**MS411** 1:30-3:00 | Room: Platinum 6

## CSHA Board Strategic Planning Input Session - Friday

**AUTHOR:** CSHA

The CSHA Board of Directors is in the process of gathering information from the CSHA community to inform the development of the board's next strategic plan. Convention registrants are encouraged to join this session, facilitated by members of CSHA's Strategic Planning Task Force and Board Connection Committee in order to share their input on key strategic questions designed to inform the board's work. This course is not be offered for ASHA CEUs.

**CONTENT AREA:** Supervision, Leadership & Management  
**INSTRUCTIONAL LEVEL:** Beginner

# Friday Afternoon Courses

MS099 1:30-3:00 | Room: Orange County 3

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

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

Did you know that school teams must consider and discuss a student's needs for assistive technology at every IEP meeting? SLPs are often consulted with regard to AAC, but may feel less confident about other types of AT such as literacy accommodations for students with dyslexia. Learn how you can collaborate effectively with your IEP and AT teams (without going outside your scope of practice), support your students, and find free AT devices and tools!

**CONTENT AREA:** Professional Issues

**INSTRUCTIONAL LEVEL:** Beginner

MS140 1:30-3:00 | Room: Orange County 2

## A Tale of Collaboration: Project PUEDE!

**AUTHORS:** Sonja Pruitt-Lord, Ph.D., San Diego State University  
Carol Robinson-Zañartu, 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

We present an interprofessional education project that demonstrates innovative and collaborative learning environments to enhance academic and clinical training in serving Spanish-speaking dual language learner children (EL). We highlight the roles of speech language pathologists and school psychologists when serving children with high intensity needs from diverse backgrounds, models of collaboration, evaluation of our project, and lessons learned.

**CONTENT AREA:** Cultural & Linguistic Diversity

**INSTRUCTIONAL LEVEL:** Beginner

MS222 1:30-3:00 | Room: Orange County 1

## Building Successful Teams for Kids with Learning Differences: Treatment Strategies that Work!

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

Dr. Deborah Ross-Swain, Ed.D, The Swain Center

Did you ever wonder how you can encourage parents to "buy into" the therapy program you've designed for their child with learning differences? Have you been stumped about how to facilitate them taking the lead for their child's success? Search no further. This dynamic presentation will look at the role of the SLP and/or SLPA, assessment strategies, and the value of building teams so every parent becomes a hero and every child a champion.

**Course Content Disclosure:** The presenters have 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).

**CONTENT AREA:** Clinical Issues

**INSTRUCTIONAL LEVEL:** Intermediate

MS289 1:30-3:00 | Room: Grand Ballroom G & H

## 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.

**CONTENT AREA:** Cultural & Linguistic Diversity

**INSTRUCTIONAL LEVEL:** Intermediate



# Friday Afternoon Courses

MS301

1:30-3:00 | Room: Platinum 9

## Say Ahhh: Beyond the Oral Mech

**AUTHORS:** Felicia Conlan, Ed.D., Los Angeles Unified School District  
Michele Linares, M.S., The Learning Grove: Speech-Language Pathology, Inc.  
Juliette Tamkin, Ph.D., Dental Group of Sherman Oaks  
Zahra Peeran, B.S., Happy Kids Dental Planet; Trymyo

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.

**CONTENT AREA:** Clinical Issues

**INSTRUCTIONAL LEVEL:** Intermediate

MS302

1:30-3:00 | Room: Platinum 10

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

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

**CONTENT AREA:** Professional Issues

**INSTRUCTIONAL LEVEL:** Intermediate

SC058

1:30-4:30 | Room: Orange County 4

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

**AUTHORS:** 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).

**CONTENT AREA:** Language & Literacy

**INSTRUCTIONAL LEVEL:** Intermediate

SC233

1:30-4:30 | Room: Platinum 3 & 4

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

**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.

**CONTENT AREA:** Clinical Issues

**INSTRUCTIONAL LEVEL:** Intermediate

# Friday Afternoon Courses

SC384

1:30-4:30 | Room: Platinum 7 & 8

## Treatment decisions to optimize outcomes for children with speech sound disorders

**AUTHOR:** Katy Cabbage, Ph.D., Brigham Young University

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.

**CONTENT AREA:** Clinical Issues

**INSTRUCTIONAL LEVEL:** Intermediate

SC388

1:30-4:30 | Room: Grand Ballroom F

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

**AUTHORS:** 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).

**CONTENT AREA:** Cultural & Linguistic Diversity

**INSTRUCTIONAL LEVEL:** Intermediate

MS110

3:30-5:00 | Room: Orange 2

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

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

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).

**CONTENT AREA:** Language & Literacy

**INSTRUCTIONAL LEVEL:** Beginner

MS266

3:30-5:00 | Room: Orange County 1

## 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.

**CONTENT AREA:** Autism & Related Issues

**INSTRUCTIONAL LEVEL:** Intermediate

# Friday Afternoon Courses

MS327 3:30-5:00 | Room: Grand Ballroom G & H

## 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).*

**CONTENT AREA:** Language & Literacy  
**INSTRUCTIONAL LEVEL:** Beginner

MS349 3:30-5:00 | Room: Platinum 10

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

MS368 3:30-5:00 | Room: Orange County 3

## "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.

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

MS369 3:30-5:00 | Room: Platinum 9

## 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.

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Beginner

MS380 3:30-5:00 | Room: Elite Ballroom

## Concussive Brain Injury (mTBI) in the Military Population Instruction Level: Intermediate

**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.

**CONTENT AREA:** Special Populations  
**INSTRUCTIONAL LEVEL:** Intermediate

# Saturday

## CSHA STUDENT FORUM TOWN HALLS & THE STUDENT RESEARCH SYMPOSIUM

All student special events on Saturday will be held in Platinum 7 & 8

MS408

10:30-Noon | Room: Platinum 7 & 8

**CSHA Student Forum Town Hall Part 1: Clinical Practice Research in the field of Communication Sciences and Disorders**

SR400

2:00-3:30 | Room: Platinum 7 & 8

**Student Research Symposium**

MS409

4:00-5:30 | Room: Platinum 7 & 8

**CSHA Student Forum Town Hall Part 2: Diversity, A Top Priority for the Future of Professionals in Communication Sciences and Disorders**

See full descriptions of these session in the listing of convention courses by day and time.

# Saturday Morning Courses

MS407 8:30-10:00 | Room: Grand Ballroom J & K

## CSHA SLPA Forum Town Hall

**AUTHORS:** Chris Wenger, M.S., CCC-SLP, Wings Speech & Language Center  
Jessie Ginsberg, M.S., CCC-SLP, Pediatric Therapy Playhouse

**MODERATOR:** Celina Wright, B.S.-SLPA, CSHA Board SLPA representative

**PANELISTS:** Gwen Harper, B.A.-SLPA, Long Beach Unified School District  
Adina M. Whittenburg, B.A.-SLPA, Private Pediatric Clinic  
Rosemary Montiel, A.S.-SLPA, Kaiser Permanente, Panorama City  
Nicole R. Wilson-Friend, B.A.-SLPA, School-based Therapist, Stockton

Speech language pathology assistants (SLPAs) possess specific education, training and experience that makes them vital members of a treatment team. The CSHA SLPA Forum Town Hall will provide SLPAs a platform to increase or solidify the understanding of their scope, motivational and professional tools to improve their presence and contribution to a treatment team and a critical opportunity to network with other professionals who have expertise in supervision, clinical application and advocacy.

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

MS179 8:30-10:00 | Room: Orange County 1

## 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

**CONTENT AREA:** Special Populations  
**INSTRUCTIONAL LEVEL:** Intermediate

MS212 8:30-10:00 | Room: Orange County 2

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

**AUTHORS:** Ronda Rufsvold, Ph.D., CCHAT Center; Teachers College, Columbia University  
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

**CONTENT AREA:** Audiology  
**INSTRUCTIONAL LEVEL:** Intermediate

MS250 8:30-10:00 | Room: Platinum 7 & 8

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

**AUTHORS:** Julia Hobbs, M.A., Providence Saint John's Health Center Cleft Palate Center; Julia Hobbs Speech Pathology, Inc.  
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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Advanced



# Saturday Morning Courses

MS303

8:30-10:00 | Room: Orange County 3

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

MS321

8:30-10:00 | Room: Grand Ballroom A & B

## 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.

SC403

8:30-11:30 | Room: Platinum 5

## The Adolescent Brain: Opportunities and Clinical Challenges

**AUTHOR:** Marty Burns

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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

SC181

8:30-11:30 | Room: Grand Ballroom F

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

**AUTHORS:** Kathleen Garcielita, 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.*

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

# Saturday Morning Courses

SC261 8:30-11:30 | Room: Grand Ballroom G & H

## Building the Supervisory Relationship: Going Beyond Rules and Regulations

**AUTHORS:** Sally Christian, M.S., San Diego Unified School District  
Jena McWaters, M.A., San Diego Unified School District

Establishing a positive and effective working alliance is essential in a supervisory relationship. This holds true for our work with SLPAs, RPE/CF and student interns. Join us for a helpful discussion that will unpack the nuances of building a strong working alliance, including managing conflict and potential ethical pitfalls. Go beyond rules and regulations as we equip ourselves to make the supervisory experience one that is growth-producing for both mentor/supervisor and mentee/supervisee.

**CONTENT AREA:** Supervision, Leadership & Management  
**INSTRUCTIONAL LEVEL:** Intermediate

SC273 8:30-11:30 | Room: Grand Ballroom C & D

## Challenging Neurological Cases- Grand Rounds

**AUTHORS:** Angela Mandas, M.A., Brain Rehabilitation and Injury Network; Private Practice  
Lynn Gallandt, M.S., Precision Rehabilitation, Chapman University; Brain Rehabilitation and Injury Network; Private Practice  
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.

**CONTENT AREA:** Medically-Based Disorders  
**INSTRUCTIONAL LEVEL:** Advanced

SC356 8:30-11:30 | Room: Grand Ballroom E

## 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.

**CONTENT AREA:** Cultural & Linguistic Diversity  
**INSTRUCTIONAL LEVEL:** Beginner

SC358 8:30-11:30 | Room: Platinum 1 & 2

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

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

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

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

# Saturday Morning Courses

SC394

8:30-11:30 | Room: Platinum 3 & 4

## Beyond Workbooks: Six Approaches to Cognitive Rehabilitation

**AUTHOR:** IDon 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).

**CONTENT AREA:** Clinical Issues

**INSTRUCTIONAL LEVEL:** Intermediate

SC398

8:30-11:30 | Room: Platinum 6

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

**AUTHOR:** I 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).

**CONTENT AREA:** Clinical Issues

**INSTRUCTIONAL LEVEL:** Intermediate

MS408

10:30-Noon | Room: Platinum 7 & 8

## CSHA Student Forum Town Hall Part 1: Clinical Practice Research in the field of Communication Sciences and Disorders

**AUTHOR:** Suzanne Miller, PhD CCC-SLP, Professor at Bridgewater State College

**MODERATOR:** Allison Vine, M.A. student, California State University, Fullerton

Dr. Suzanne Miller will speak about clinical practice research in our field by students and practitioners. The issue of the increased need for clinical practice research is a national hot topic and a leadership challenge for our professions considering the breadth of our scopes of practice in Speech-Language Pathology and Audiology. To advance the science of communication disorders for SLPs, there is a need to accelerate evidence-based practice and to document outcomes for our services. High caseloads, excessive paperwork and limited time to engage in research impacts all of us in which Dr. Miller welcomes the opportunity to encourage the next generation of colleagues to consider conducting research that would impact clinical practice and influence policy. This session will not be offered for ASHA CEUs.

**CONTENT AREA:** Professional Issues

**INSTRUCTIONAL LEVEL:** Beginner

MS012

10:30-Noon | Room: Orange County 1

## Transgender Voice Therapy: A Holistic Approach to Assessment and Therapy Strategies

**AUTHORS:** Tina Babajianians, 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.

**CONTENT AREA:** Special Populations

**INSTRUCTIONAL LEVEL:** Beginner

# Saturday Morning Courses

**MS023** 10:30-Noon | Room: Orange County 4

## 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., California State University, Sacramento; Twin Rivers Unified School District

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.

**CONTENT AREA:** Language & Literacy  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS083** 10:30-Noon | Room: Grand Ballroom A & B

## 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.

**CONTENT AREA:** Supervision, Leadership & Management  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS170** 10:30-Noon | Room: Orange County 3

## 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.

**CONTENT AREA:** Swallowing Disorders  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS186** 10:30-Noon | Room: Elite Ballroom

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

**AUTHORS:** Amalia Hernandez, Ed.D, California State University, Northridge; Los Angeles Unified School District  
Ivan Campos, M.S., Riverside Unified School District  
Karen Zyskind, M.S., Riverside Unified School District

School-based speech-language pathologists are challenged with completing comprehensive diagnostic assessments to determine eligibility for speech and language services for students from a Mayan background. In this session, participants will explore the cultural and linguistic background of Mayan immigrants to the United States. Participants will delve into three case studies of trilingual Mayan students to determine possible speech and language needs.

**CONTENT AREA:** Cultural & Linguistic Diversity  
**INSTRUCTIONAL LEVEL:** Intermediate

# Saturday Morning Courses

MS258

10:30-Noon | Room: Orange County 2

## 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 effect the way they speak to parents of newly identified infants.

**CONTENT AREA:** Audiology

**INSTRUCTIONAL LEVEL:** Intermediate

MS372

10:30-Noon | Room: Grand Ballroom J & K

## SLPAs: Maximizing Professional, Supervision and Advocacy Outcomes

**AUTHORS:** Celina Wright, B.S., Wings Speech and Language Center, Inc.  
Shellie Bader, M.A., EBS Healthcare

When stakeholders in the treatment process value diversity and inclusion, professional and clinical outcomes benefit greatly. An SLPA contributes a vital perspective on a treatment team. When equipped with accurate knowledge of their scope of practice, clear expectations, and invited with a collaborative spirit, an SLPA's contribution can be invaluable. This presentation will equip any member of the treatment team, specifically SLPAs, with tools to enhance supervision and professional advocacy efforts.

**CONTENT AREA:** Professional Issues

**INSTRUCTIONAL LEVEL:** Intermediate



# Saturday Poster Sessions

Noon - 2:00 p.m.

PS011

Noon-2:00 | Room: Poster 1

## 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.

**CONTENT AREA:** Cultural & Linguistic Diversity  
**INSTRUCTIONAL LEVEL:** Beginner

PS051

Noon-2:00 | Room: Poster 2

## 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.

**CONTENT AREA:** Language & Literacy  
**INSTRUCTIONAL LEVEL:** Intermediate

PS056

Noon-2:00 | Room: Poster 3

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

**AUTHORS:** 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.

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Beginner

# Saturday Poster Sessions

Noon - 2:00 p.m.

PS057

Noon-2:00 | Room: Poster 4

## 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.

**CONTENT AREA:** Professional Issues

**INSTRUCTIONAL LEVEL:** Beginner

PS072

Noon-2:00 | Room: Poster 5

## LSVT LOUD in Adolescents and Young Adults

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

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.

**CONTENT AREA:** Clinical Issues

**INSTRUCTIONAL LEVEL:** Intermediate

PS097

Noon-2:00 | Room: Poster 6

## 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.

**CONTENT AREA:** Medically-Based Disorders

**INSTRUCTIONAL LEVEL:** Beginner

PS160

Noon-2:00 | Room: Poster 7

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

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

Before undergoing videofluoroscopic 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.

**CONTENT AREA:** Swallowing Disorders

**INSTRUCTIONAL LEVEL:** Intermediate

# Saturday Poster Sessions

Noon - 2:00 p.m.

PS162

Noon-2:00 | Room: Poster 8

## 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.

**CONTENT AREA:** Medically-Based Disorders  
**INSTRUCTIONAL LEVEL:** Beginner

PS168

Noon-2:00 | Room: Poster 9

## 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.

**CONTENT AREA:** Cultural & Linguistic Diversity  
**INSTRUCTIONAL LEVEL:** Intermediate

PS175

Noon-2:00 | Room: Poster 10

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Beginner

PS176

Noon-2:00 | Room: Poster 11

## 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.

**CONTENT AREA:** Language & Literacy  
**INSTRUCTIONAL LEVEL:** Beginner

# Saturday Poster Sessions

Noon - 2:00 p.m.

PS188

Noon-2:00 | Room: Poster 12

## 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 Nouredine, 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.

**CONTENT AREA:** Professional Issues

**INSTRUCTIONAL LEVEL:** Beginner

PS191

Noon-2:00 | Room: Poster 13

## 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.

**CONTENT AREA:** Special Populations

**INSTRUCTIONAL LEVEL:** Intermediate

PS196

Noon-2:00 | Room: Poster 14

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

**AUTHORS:** Brooke Findley, Ed.D, California State University, Fresno  
Jennifer Gong, B.A., California State University, Fresno

This study explored the relationship between self-care practices and the clinical self-efficacy of graduate students in the field of speech-language pathology. This topic was explored using a non-experimental research design. Surveys were electronically distributed to graduate students in a speech-language pathology master's program (n=60). Results of the study indicated significant positive correlations between supportive relationships and clinical self-efficacy in working with pediatric clients. Implications for current practice and future research will be discussed.

**CONTENT AREA:** Supervision, Leadership & Management

**INSTRUCTIONAL LEVEL:** Beginner

# Saturday Poster Sessions

Noon - 2:00 p.m.

PS214

Noon-2:00 | Room: Poster 15

## Lingual Strength Training in Adults with Early Stage Parkinson's Disease

**AUTHORS:** 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.

**CONTENT AREA:** Swallowing Disorders

**INSTRUCTIONAL LEVEL:** Intermediate

PS235

Noon-2:00 | Room: Poster 16

## 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.

**CONTENT AREA:** Cultural & Linguistic Diversity

**INSTRUCTIONAL LEVEL:** Beginner

PS256

Noon-2:00 | Room: Poster 17

## 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.

**CONTENT AREA:** Cultural & Linguistic Diversity

**INSTRUCTIONAL LEVEL:** Beginner

PS267

Noon-2:00 | Room: Poster 18

## 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.

**CONTENT AREA:** Audiology

**INSTRUCTIONAL LEVEL:** Intermediate

# Saturday Poster Sessions

Noon - 2:00 p.m.

PS277

Noon-2:00 | Room: Poster 19

## **“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.

**CONTENT AREA:** Professional Issues

**INSTRUCTIONAL LEVEL:** Beginner

PS287

Noon-2:00 | Room: Poster 20

## **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.

**CONTENT AREA:** Cultural & Linguistic Diversity

**INSTRUCTIONAL LEVEL:** Beginner

PS294

Noon-2:00 | Room: Poster 21

## **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.

**CONTENT AREA:** Medically-Based Disorders

**INSTRUCTIONAL LEVEL:** Intermediate

PS311

Noon-2:00 | Room: Poster 22

## **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 youth 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

**CONTENT AREA:** Special Populations

**INSTRUCTIONAL LEVEL:** Beginner



# Saturday Poster Sessions

Noon - 2:00 p.m.

PS312

Noon-2:00 | Room: Poster 23

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

PS344

Noon-2:00 | Room: Poster 24

## 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.

**CONTENT AREA:** Cultural & Linguistic Diversity  
**INSTRUCTIONAL LEVEL:** Beginner

PS352

Noon-2:00 | Room: Poster 25

## 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-Cerejido, 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.

**CONTENT AREA:** Language & Literacy  
**INSTRUCTIONAL LEVEL:** Intermediate

PS357

Noon-2:00 | Room: Poster 26

## Transitioning to Medical Pediatric Speech-Language Pathology

**AUTHORS:** 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.

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Beginner

PS370

Noon-2:00 | Room: Poster 27

## 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.

**CONTENT AREA:** Medically-Based Disorders  
**INSTRUCTIONAL LEVEL:** Beginner

# Saturday Student Research Symposium

2:00 p.m. - 3:30 p.m.

The Student Research Symposium will run from 2 – 3:30 pm on Platinum 7 & 8. Below are the topics that will be covered. ASHA CEUs will not be awarded for the student research symposium, except for the session titled: Academic Challenges of College Students with mTBI and Musculoskeletal Injury

SR400

2:00-3:30 | Room: Platinum 7 & 8

## Academic Challenges of College Students with mTBI and Musculoskeletal Injury

**AUTHORS:** Mary Kennedy, Ph.D., Chapman University  
Sarah Yabroff, M.S., Chapman University; Rehab Alliance  
Alexi Berg, M.S., Irvine Unified School District; Chapman University  
Karla Neri, M.S., Fullerton Unified School District; Chapman University  
Megan Winer, M.S., Julia Hobbs Speech Pathology, Inc.; Chapman University  
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. This session is eligible for ASHA CEUs.

**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).

**CONTENT AREA:** Special Populations  
**INSTRUCTIONAL LEVEL:** Intermediate

SR400

2:00-3:30 | Room: Platinum 7 & 8

## 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. This session will not be offered for ASHA CEUs.

**CONTENT AREA:** Supervision, Leadership & Management  
**INSTRUCTIONAL LEVEL:** Beginner

SR400

2:00-3:30 | Room: Platinum 7 & 8

## 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. This session will not be offered for ASHA CEUs.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Beginner

# Saturday Student Research Symposium

2:00 p.m. - 3:30 p.m.

SR400

2:00-3:30 | Room: Platinum 7 & 8

## 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. This session will not be offered for ASHA CEUs.

**CONTENT AREA:** Cultural & Linguistic Diversity  
**INSTRUCTIONAL LEVEL:** Beginner

SR400

2:00-3:30 | Room: Platinum 7 & 8

## 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. This session will not be offered for ASHA CEUs.

**CONTENT AREA:** Cultural & Linguistic Diversity  
**INSTRUCTIONAL LEVEL:** Beginner

SR400

2:00-3:30 | Room: Platinum 7 & 8

## 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. This session will not be offered for ASHA CEUs.

**CONTENT AREA:** Medically-Based Disorders  
**INSTRUCTIONAL LEVEL:** Beginner

SR400

2:00-3:30 | Room: Platinum 7 & 8

## 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. This session will not be offered for ASHA CEUs.

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Advanced

# Saturday Student Research Symposium

2:00 p.m. - 3:30 p.m.

SR400

2:00-3:30 | Room: Platinum 7 & 8

## 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 anomia 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. This session will not be offered for ASHA CEUs.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Beginner

SR400

2:00-3:30 | Room: Platinum 7 & 8

## 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. This session will not be offered for ASHA CEUs.

**CONTENT AREA:** Language & Literacy  
**INSTRUCTIONAL LEVEL:** Beginner

# Saturday Afternoon Courses

MS059

2:00-3:30 | Room: Orange County 2

## 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.

**CONTENT AREA:** Language & Literacy  
**INSTRUCTIONAL LEVEL:** Intermediate

MS085

2:00-3:30 | Room: Orange County 4

## 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.

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Beginner

MS172

2:00-3:30 | Room: Platinum 6

## Working with SLPs: Navigating the ethical road

**AUTHORS:** Leann Schouten, ClinScD, Jump and Schout Therapy, Brea; Chapman University

SLPs and SLPAs are placed in ethical situations daily. This presentation will review practice standards using CSHA and ASHA guidelines. The ethical concerns from SLPs and SLPAs will be addressed and scenarios reviewed to determine what they should do to protect themselves and educate team members around them. An interactive review of 1) the ASHA code of ethics, 2) SLP and SLPA scope of practice, and 3) ethical scenarios that individuals face in all settings.

**CONTENT AREA:** Supervision, Leadership & Management  
**INSTRUCTIONAL LEVEL:** Beginner

MS199

2:00-3:30 | Room: Orange County 1

## 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.

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Beginner

MS278

2:00-3:30 | Room: Platinum 5

## AAC Fun and Functional Application Across Settings

**AUTHORS:** 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).

**CONTENT AREA:** Special Populations  
**INSTRUCTIONAL LEVEL:** Beginner

# Saturday Afternoon Courses

MS347 2:00-3:30 | Room: Grand Ballroom F

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

MS412 2:00-3:30 | Room: Grand Ballroom J & K

## CSHA Board Strategic Planning Input Session - Saturday

**AUTHOR:** CSHA

The CSHA Board of Directors is in the process of gathering information from the CSHA community to inform the development of the board's next strategic plan. Convention registrants are encouraged to join this session, facilitated by members of CSHA's Strategic Planning Task Force and Board Connection Committee in order to share their input on key strategic questions designed to inform the board's work. This session will not be offered for ASHA CEUs.

**CONTENT AREA:** Supervision, Leadership & Management  
**INSTRUCTIONAL LEVEL:** Beginner

SC024 2:00-5:00 | Room: Grand Ballroom E

## 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).

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

SC084 2:00-5:00 | Room: Grand Ballroom A & B

## Beyond the Basics - Supervising Between the Lines

**AUTHORS:** Denise Vega-Middleton, M.A., Justine Sherman & Associates, Inc.  
Justine Sherman, M.A., Justine Sherman & Associates, Inc.  
Alicia Siefers-Roberts, M.A., Justine Sherman & Associates, Inc.

The keys to a great supervisor are understanding the multi-generational workforce, the expectations of, and the administrative requirements of supervision, and to seamlessly move between coaching, mentoring and supervision. Our goal for this course is to use a supervisory blueprint to go beyond the basics of supervision and empower new as well as experienced supervisors through specific tips and systems that will help lead supervisees towards successful completion of their certification and licensing requirements.

**CONTENT AREA:** Supervision, Leadership & Management  
**INSTRUCTIONAL LEVEL:** Intermediate



# Saturday Afternoon Courses

SC206 2:00-5:00 | Room: Grand Ballroom G & H

## 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.

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Beginner

SC209 2:00-5:00 | Room: Grand Ballroom C & D

## 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., Davis Joint Unified School District; Mercy General Hospital, Sacramento, CA; California State University, Sacramento  
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.

**CONTENT AREA:** Swallowing Disorders  
**INSTRUCTIONAL LEVEL:** Intermediate

SC361 2:00-5:00 | Room: Platinum 1 & 2

## "I Didn't Learn This in School" Part 2: Treatment of Speech Production

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

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).

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

SC382 2:00-5:00 | Room: Platinum 3 & 4

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

# Saturday Afternoon Courses

SC397

2:00-5:00 | Room: Elite Ballroom

## 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.

**CONTENT AREA:** Clinical Issues

**INSTRUCTIONAL LEVEL:** Intermediate

MS409

4:00-5:30 | Room: Platinum 7 & 8

## CSHA Student Forum Town Hall Part 2: Diversity, A Top Priority for the Future of Professionals in Communication Sciences and Disorders

**AUTHOR:** Celeste Roseberry-McKibbin, Ph.D., CCC-SLP, California State University

**MODERATOR:** Allison Vine, M.A. student, California State University, Fullerton

**PANELISTS:** Terry Saenz, CCC-SLP, California State University, Fullerton

Joseph Ram Arata, M.S. CCC-SLP, The Speech Pathology Group

Tamisha Tague, SLPA, The Speech Pathology Group, Los Angeles Unified School District

The keynote speaker, Dr. Celeste Roseberry-McKibbin Ph.D. CCC-SLP, and three panelists: Dr. Terry Saenz Ph.D. CCC-SLP, Mr. Joseph Arata M.S. CCC-SLP, and Tamisha Tague SLPA, will be discussing the topic of diversity. Through this event, attendees will be able to hear from and interact with the panelists and keynote speaker as they engage in a discussion and Q&A regarding this topic. This session will not be offered for ASHA CEUs.

**CONTENT AREA:** Cultural & Linguistic Diversity

**INSTRUCTIONAL LEVEL:** Beginner

MS055

4:00-5:30 | Room: Orange County 1

## 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.

**CONTENT AREA:** Special Populations

**INSTRUCTIONAL LEVEL:** Beginner

MS174

4:00-5:30 | Room: Grand Ballroom F

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

**AUTHORS:** Elaine 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.

**CONTENT AREA:** Language & Literacy

**INSTRUCTIONAL LEVEL:** Intermediate

# Saturday Afternoon Courses

MS322

4:00-5:30 | Room: Orange County 3

## 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.

**CONTENT AREA:** Clinical Issues

**INSTRUCTIONAL LEVEL:** Intermediate

MS366

4:00-5:30 | Room: Orange County 2

## When a water polo mom has Frontotemporal Dementia..

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

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.

**CONTENT AREA:** Medically-Based Disorders

**INSTRUCTIONAL LEVEL:** Intermediate

# Sunday Morning Courses

**MS022** 8:30-10:00 | Room: Grand Ballroom E

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Beginner

**MS115** 8:30-10:00 | Room: Grand Ballroom J & K

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

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

**CONTENT AREA:** Cultural & Linguistic Diversity  
**INSTRUCTIONAL LEVEL:** Beginner

**MS120** 8:30-10:00 | Room: Orange County 2

## 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.

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS272** 8:30-10:00 | Room: Grand Ballroom G & H

## A hierarchical approach to clinical supervision

**AUTHORS:** Benjamin Reece, M.S., University of the Pacific  
Nicholas Brock, M.S., University of the Pacific  
Jill Duthie, Ph.D., University of the Pacific  
Paula Alm, M.A., University of the Pacific

Imagine an easy, useful method to enhance clinical understanding of treatment and track progress! We present methods for monitoring treatment based on a goal-driven hierarchy that is used in clinical, school, and university training settings. We present preliminary research findings of applications for this method as well as anecdotal, qualitative descriptions from Clinical Supervisors who are currently using it. Applications for students working with clients with intellectual disability are also highlighted.

**CONTENT AREA:** Supervision, Leadership & Management  
**INSTRUCTIONAL LEVEL:** Intermediate

**MS284** 8:30-10:00 | Room: Orange County 3

## 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.

**CONTENT AREA:** Medically-Based Disorders  
**INSTRUCTIONAL LEVEL:** Beginner

# Sunday Morning Courses

MS299 8:30-10:00 | Room: Grand Ballroom A & B

## Functional Outcomes of Patients with Chronic Aspiration After Elective Laryngectomy

**AUTHORS:** Brenda Capobres Villegas, Ed.D, University of Southern California  
Laishyang (Melody) Ouyang, 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.

**CONTENT AREA:** Swallowing Disorders  
**INSTRUCTIONAL LEVEL:** Intermediate

MS326 8:30-10:00 | Room: Orange County 1

## Helping the General Ed Teacher with Pragmatics Strategies in the Classroom

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

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.

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

SC052 8:30-11:30 | Room: Grand Ballroom F

## 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).

**CONTENT AREA:** Language & Literacy  
**INSTRUCTIONAL LEVEL:** Intermediate

MS032 10:30-Noon | Room: Grand Ballroom E

## Public Schools: From Angst to Advocacy

**AUTHORS:** Julie Malone, M.S., CSHA; La Mesa-Spring Valley Teachers Association; La Mesa-Spring Valley Schools; ASHA

Lisa Chattler, M.A., CSHA; Long Beach State University; ASHA; Chapman University

Francine Wenhardt, M.S., CSHA; Chapman University; ASHA

This panel presentation by 3 experienced school-based SLPs will empower school-based SLPs frustrated with their salary and workload but reluctant to advocate for themselves or for their students. We will begin by exploring obstacles to advocacy. From there we will discuss the structure of and resources for advocacy, including how SLPs can work as a team with their teachers union to work toward positive change, and the role of other entities.

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

# Sunday Morning Courses

MS092

10:30-Noon | Room: Orange County 3

## 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.

**CONTENT AREA:** Professional Issues  
**INSTRUCTIONAL LEVEL:** Intermediate

MS205

10:30-Noon | Room: Grand Ballroom J & K

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

**AUTHORS:** 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.

**CONTENT AREA:** Swallowing Disorders  
**INSTRUCTIONAL LEVEL:** Intermediate

MS247

10:30-Noon | Room: Grand Ballroom A & B

## 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).

**CONTENT AREA:** Clinical Issues  
**INSTRUCTIONAL LEVEL:** Beginner

MS323

10:30-Noon | Room: Grand Ballroom G & H

## The DRAMA (David-Relf Autism Management Through Acting) Protocol (Update)

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

The protocol was initially presented at CSHA 2017 and at a CSHA district 7 CEU event in 2018. This study examines a DRAMA protocol developed to increase students' spontaneous social communication using structured video modeling and visual feedback model. The protocol uses the process of movie-making to increase student's prompted and spontaneous verbal output.

**Course Content Disclosure:** The presenters will be using the DRAMA protocol. 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).

**CONTENT AREA:** Autism & Related Issues  
**INSTRUCTIONAL LEVEL:** Intermediate



# Sunday Morning Courses

MS328

10:30-Noon | Room: Orange County 2

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

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

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.

**CONTENT AREA:** Language & Literacy

**INSTRUCTIONAL LEVEL:** Beginner

MS367

10:30-Noon | Room: Orange County 1

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

**AUTHORS:** Tonya Dantuma, Ph.D., Biola University  
Teri Clemons, SLP.D, Biola University

Supervisors lament over the lack of professionalism demonstrated by even some of our best students. The reality is that there are some elements of professionalism we may just mistakenly assume interns, CFs, and new professionals know, that no one has ever taught them. In this session specific strategies for developing professional skills in their students will be discussed.

**CONTENT AREA:** Supervision, Leadership & Management

**INSTRUCTIONAL LEVEL:** Intermediate

