

CONVERGENCE 2021: CONFERENCE COURSES

NOTE: Some dates and times for sessions may be changed between now and the event.

Last Updated: Dec. 16, 2020

THURSDAY AFTERNOON

1:30-3:00 PM

Thursday, March 11

Vocal Health: Fact or Fiction?

Authors: Lauren Timmons Sund, M.S., USC Voice Center, Caruso Department of Otolaryngology Head and Neck Surgery
M. Eugenia Castro, M.S., USC Voice Center, Caruso Department of Otolaryngology Head and Neck Surgery

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

Instructional Level: Beginner

Track: Medically-Based Disorders

Session Reference #: 0512_0735_000002

1:30-3:00 PM

Thursday, March 11

Wonderful website experiences for in-person or virtual speech-language therapy

Authors: Erik Raj, Ph.D., Monmouth University, West Long Branch, NJ

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

Instructional Level: Intermediate

Track: Clinical Issues

Session Reference #: 0512_0735_000015

1:30-3:00 PM

Thursday, March 11

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

Authors: JOHN GOMEZ, M.A., Keen Eye Productions, LLC

“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.

Instructional Level: Beginner

Track: Clinical Issues

Session Reference #: 0512_0735_000020

1:30-3:00 PM

Thursday, March 11

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

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

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

Instructional Level: Intermediate

Track: Autism & Related Issues

Session Reference #: 0512_0735_000034

1:30-3:00 PM

Thursday, March 11

Professional Development via Tele-Journal Club: Insights on Leadership & Processes for SLPs

Authors: Paul Cascella, Ph.D., San Jose State University
Michelle Ballou, B.A., San Jose State University

This workshop provides information about the characteristics and processes that were used to create a Tele-Journal Club jointly sponsored by students (undergraduate and graduate) and faculty in Communicative Sciences and Disorders at San Jose State University. The presentation will highlight the club's developmental steps, goals, tele-elements (i.e., distance collaboration; tools), and management processes, as well as initial efficacy data and insights drawn from the club's first year in operation. With a focus on contemporary issues, the first part of this presentation will highlight lessons learned related to club discussions focused on 1) ethical conduct, 2) LGBTQ+ issues in healthcare settings, and 3) fostering educational equity among underrepresented students and families. The second part of this workshop will engage participants in a hands-on journal club discussion about a contemporary issue (selected from a menu of choices) and its practical evidence-based practice applications.

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000130

1:30-4:30 PM

Thursday, March 11

Gender Affirming Voice Modification: A Holistic Approach to Assessment and Therapy Strategies

Authors: Tina Babajanians, 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.

Instructional Level: Beginner

Track: Special Populations

Session Reference #: 0512_0735_000068

1:30-4:30 PM

Thursday, March 11

Using the LAMP Approach to Support AAC Users with Autism

Authors: Josie Randles, M.S., Member/Arizona Speech & Hearing Association;
Member/American Speech-Language-Hearing Association

This seminar will focus on the LAMP (Language Acquisition through Motor Planning) therapeutic approach for supporting AAC users with autism. The five key elements of the LAMP approach and their connections to language development will be presented and discussed. Video examples of intervention will be presented and attendees can expect to learn about how early developing core vocabulary can be taught using a motor planning approach.

Instructional Level: Beginner

Track: Autism & Related Issues

Session Reference #: 0512_0735_000044

3:30-5:00 PM

Thursday, March 11

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

Authors: Jillian Hall, M.A., Sacramento State University
Kelly Dodge, M.S., Sacramento State University; 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.

Instructional Level: Intermediate

Track: Language & Literacy

Session Reference #: 0512_0735_000005

3:30-5:00 PM

Thursday, March 11

Public Schools: From Angst to Advocacy

Authors: Julie Malone, M.S., CSHA; ASHA (SIG 16); CTA; La Mesa-Spring Valley Teachers Association; La-Mesa Spring Valley Elementary School District; ASHA Schools Finance Committee
Lisa Chatter, M.A., CSHA; Stepping Stones; Pacific Coast Speech Services; ASHA (SIG 16)
Francine Wenhardt, M.S., CSHA; ASHA (SIG 16); Chapman University

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.

Instructional Level: Intermediate

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000042

3:30-5:00 PM

Thursday, March 11

Patients with Tracheostomy Tubes and Dysphagia: Assessment and Treatment Considerations

Authors: Carmin Bartow, M.S., Passy-Muir, Inc.; none

It is well-known that the patient with a tracheostomy has a high risk of aspiration and associated complications. Dysphagia in this patient population can be related to numerous factors such as glottic injury from intubation, difficulty coordinating breathing and swallowing, critical illness myopathy, delirium, and physiologic aerodigestive changes related to tracheostomy. This presentation will provide a review of these etiological factors, considerations for swallowing assessments including the clinical (bedside) swallowing evaluation, the "Blue Dye Test", and instrumental swallowing

exams and evidence-based treatment strategies. SLPs will learn practical approaches to best manage dysphagia in patients with a tracheostomy.

Instructional Level: Intermediate

Track: Swallowing Disorders

Session Reference #: 0512_0735_000120

3:30-5:00 PM

Thursday, March 11

SLP's Current Practice on ACC and Bilingual Aphasia: Suggestions Based on a Survey Study

Authors: Pei-Fang Hung, Ph.D., California State University, Long Beach
Kris Brock, Ph.D., Idaho State University
Lei Sun, Ph.D., California State University, Long Beach
Jennifer Hanson, M.S., Lingraphica

Research addressing multicultural and multilingual issues in the augmentative and alternative communication (AAC) field is sparse. This presentation will report the survey data about SLP's current practice and perception on working with bilingual people with aphasia (PWA) who use speech-generating devices (SGD) to enhance their communication competence. The findings will help clinicians' further understand SLP's current practice working with diverse populations as well as the barriers and suggestions based on user-related, device-related, and environment-related factors.

Instructional Level: Intermediate

Track: Medically-Based Disorders

Session Reference #: 0512_0735_000173

THURSDAY NIGHT

7:00-8:30 PM

Thursday, March 11

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

Authors: Susie Nam, M.S., Keck Medical of USC
Michelle Ross, M.S., Keck Medical of USC
Brenda Villegas, Ed.D, Keck Medical of USC

Laishyang Ouyoung, M.S., Keck Medical of USC

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

Instructional Level: Intermediate

Track: Swallowing Disorders

Session Reference #: 0512_0735_000026

7:00-8:30 PM

Thursday, March 11

Creative ideas for using photo-manipulating apps during in-person or virtual speech-language therapy

Authors: Erik Raj, Ph.D., Monmouth University, West Long Branch, NJ

In this digital age, speech-language pathologists who provide either in-person or virtual 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 photo-manipulating iPad apps that can be used to grow the speech-language abilities of school-aged children.

Instructional Level: Intermediate

Track: Clinical Issues

Session Reference #: 0512_0735_000071

7:00-8:30 PM

Thursday, March 11

Telepractice: Is It Appropriate for Everyone?

Authors: Melissa Jakubowitz, M.A., eLiveNow

Prior to March 2020, fewer than 10% of SLPs nationwide were providing teletherapy services. Since March 2020, that number has increased to over 90% of SLPs due to COVID-19. SLPs working in school districts in particular, were placed in a position to

provide teletherapy services with little to no training and little to no knowledge about this mode of service delivery. Many were told there was no other choice to provide services during the Spring of 2020. However, this led to ethical dilemmas for many clinicians. How were they going to provide IEP mandated services to students who were not adjusting well to telepractice? How were these clinicians going to adapt to telepractice? This seminar will address strategies for determining whether or not telepractice is appropriate for their clients as well as for themselves.

Instructional Level: Intermediate

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000132

7:00-8:30 PM

Thursday, March 11

Strategies for Effective Teaching and Supervision During the COVID Classroom

Authors: Belinda Daughrity, Ph.D., California State University, Long Beach
Candice Oakley, B.A., California State University, Long Beach

This program aims to support instructors and clinical supervisors working with students via alternative modalities of instruction in the current COVID-19 pandemic. After briefly reviewing an exploratory study looking at student learning outcomes before and after the pandemic, this session will provide meaningful information on strategies instructors and supervisors can immediately employ to effectively connect with students, promote attainment of student learning outcomes, and facilitate student connections. Co-facilitated by a SLP faculty member/clinical supervisor and a current graduate SLP graduate student completing supervised clinical hours via teletherapy, this presentation will offer suggestions of creative active learning exercises to facilitate student learning within distance education modalities, while prompting instructors and supervisors to adapt their strategies to better address the needs of students in the current climate.

Instructional Level: Beginner

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

Session Reference #: 0512_0735_000161

FRIDAY MORNING

9:00-10:30 AM

Friday, March 12

Speaking of Stuttering: Successfully Normalizing Stuttering in the Classroom

Authors: Stephanie Rodriguez, M.S., Chapman University
Amanda Bloemhof, M.S., Chapman University
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. Therapists will be provided with appropriate pre and post clinical checklist of how to incorporate the self disclosure presentation into their therapeutic goals.

Instructional Level: Beginner

Track: Clinical Issues

Session Reference #: 0512_0735_000009

9:00-10:30 AM

Friday, March 12

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
Patricia Lizardi, Ed.D., San Diego State University
Nicole Phillips, 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.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

Session Reference #: 0512_0735_000037

9:00-10:30 AM

Friday, March 12

S.W.I.F.T. Seminar: SLPS/AuD's Working to Interrupt Fallible Tendencies (Gender Identity)

Authors: Marcella McCollum, M.A., none

Speech-language pathologists are diverse in their personal experiences, backgrounds, and perspectives. The purpose of this session is to interrupt potential pre-existing biases about gender, and issues surrounding gender diversity. A brief history of gender perceptions will be provided, along with definitions regarding gender/sex. Participants will analyze their personal perspectives that could impact their ability to provide excellent, equitable services, and to take an evidence-based step toward shedding some constructs that may be outdated.

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000041

9:00-10:30 AM

Friday, March 12

Clusters Clinic: Teaching Complex Clusters in Phonological Intervention to Increase Intelligibility

Authors: Jennifer Richard, M.A., SLPath; San Diego Unified School District

A significant body of research has demonstrated that teaching complex clusters induces system-wide learning for both treated and untreated singletons and clusters, thus increasing overall intelligibility for children with phonological disorders. Thus, target selection is the key to efficient phonological intervention. Teaching complex clusters may constitute a substantial (and intimidating) paradigm shift for practitioners. This session will feature an overview of complexity principles and a range of multisensory techniques for teaching complex two-element (e.g., /fl-/) and three-element clusters (e.g., /skr-/). In San Diego Unified School District, speech-language pathologists have utilized these methods to teach complex clusters to children with phonological disorders only as well as children who present with concomitant language, fluency, or intellectual impairments, leading to more efficient outcomes.

Instructional Level: Intermediate

Track: Clinical Issues

Session Reference #: 0512_0735_000137

9:00 AM -12:00 PM

Friday, March 12

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

Authors: Nancy Robinson, Ph.D.
Jean Blosser, Ed.D

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!

Instructional Level: Intermediate

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000046

9:00 AM -12:00 PM

Friday, March 12

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

Authors: Samuel Ortiz, Ph.D., MHS, Inc.

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.

Instructional Level: Intermediate

Track: Language & Literacy

Session Reference #: 0512_0735_000072

9:00 AM -12:00 PM

Friday, March 12

Navigating the Winding Road of Dementia with Patients and Families

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

This presentation will provide the SLP with an overview of Dementia and the basic role we play in working with patients and families. As we wind through the cognitive therapy aspects and behavioral changes, we will review strategies and techniques to help patients and families adjust to the changes, continue to meaningfully communicate and develop resources and support systems to assist through the long journey. As we look at the support system needs we will also address the changing needs of the patient and their family caregivers as the disease progresses and needs change.

Instructional Level: Intermediate

Track: Medically-Based Disorders

Session Reference #: 0512_0735_000114

9:00 AM -12:00 PM

Friday, March 12

Bit by Bit: Developing Flexibility for Social Success in Students with Social Learning Challenges

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

Often, students with social learning challenges struggle with flexibility. Their tendencies toward rigidity affect their academic success, friendships, and even conversational skills. After exploring student profiles that tend toward inflexibility, numerous activities to build flexibility will be discussed and practiced, some using animated videos and others using semi-structured conversation frameworks. We will review relevant research supporting the use of animated videos as social learning material, as well as the benefits of using rubrics to define progress. Participants will leave with a selection of activities and recommended video animations that target developing flexibility, applicable to group and individual sessions via both in-person as well as virtual therapy platforms.

Instructional Level: Intermediate

Track: Autism & Related Issues

Session Reference #: 0512_0735_000116

FRIDAY LATE MORNING

11:00 AM -12:30 PM

Friday, March 12

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

Authors: Beth Nishida, M.A., None.
Ricardo Silva, J.D., Adams, Sllva, & McNally, LLP.

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

Instructional Level: Intermediate

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

Session Reference #: 0512_0735_000004

11:00 AM -12:30 PM

Friday, March 12

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

Authors: Govardhanachary Vadla, M.S., None

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

Instructional Level: Intermediate

Track: Clinical Issues

Session Reference #: 0512_0735_000048

11:00 AM-12:30 PM

Friday, March 12

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.

Instructional Level: Intermediate

Track: Clinical Issues

Session Reference #: 0512_0735_000050

11:00 AM -12:30 PM

Friday, March 12

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

Authors: Kai Greene, Ph.D., University of Texas San Antonio; California State University Dominguez Hills
Casey Taliencich-Klinger, Ph.D., California State University Dominguez Hills

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

Instructional Level: Intermediate

Track: Clinical Issues

Session Reference #: 0512_0735_000067

11:00 AM -12:30 PM

Friday, March 12

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

Authors: Brianna Hughes, M.A., Communication Works, Inc.; 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. AT has become even more important over the past year that students have been engaged in distance learning, but these tools and supports will continue to be needed when students return to in-person education. 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!

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000070

11:00 AM -12:30 PM

Friday, March 12

Helping the General Ed Teacher with Pragmatics Strategies in the Classroom

Authors: Francis Albert David, M.A., Glendora Unified School District; Whole Child Therapy Center

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

Instructional Level: Intermediate

Track: Autism & Related Issues

Session Reference #: 0512_0735_000075

11:00 AM -12:30 PM

Friday, March 12

Empowering Health Literacy in Adults -Functional SLP Application

Authors: Suzanne Newby, M.A., Rockport Health Care
Lynn Young, M.A., Mansbach Health Tools

The AMA defines health literacy as the “ability to obtain, process and understand basic health information and services needed to make appropriate health decisions and follow instructions for treatment.” SLPs are uniquely qualified to identify breakdowns in communication and to provide services to maximize the receptive and expressive language skills needed for effective communication with healthcare partners. Additionally, expertise in the assessment and treatment of cognitive communication disorders, provides our patients with the functional attention, memory and executive function skills needed for effective decision making related to health literacy. Through active participation in health protection and disease management resulting from improved health literacy, patients can minimize higher medical costs, avoid complications, and maximize their health outcomes.

Instructional Level: Intermediate

Track: Language & Literacy

Session Reference #: 0512_0735_000167

FRIDAY AFTERNOON

1:30-3:00 PM

Friday, March 12

Functional Outcomes of Patients with Chronic Aspiration After Elective Laryngectomy

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

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

Instructional Level: Intermediate

Track: Swallowing Disorders

Session Reference #: 0512_0735_000016

1:30-3:00 PM

Friday, March 12

Taming the Wild Child: Proven Interventions for Mutiny and Meltdown

Authors: Sheryl Heidt, M.A., Effective Speech Therapy, Lancaster CA; Task Mechanic, LLC

Terrible Twos? "Threenagers?" Developmental Delay? Tantrums? Crying? Do you want to spend more time doing therapy and less time wrangling? Videos from actual treatment sessions show that effective behavior management is not just for animal training and ABA. Train little learners to attend and cooperate...fast. Dust off your Psych 101 notes and use timing, positive practice, and shaping to increase behaviors you want. Make undesirable behaviors unprofitable. Learn how to use the knowledge and materials you already have in a more productive way. Enlist parents to support timing and rewards for remote learning. You call the shots so that you get cooperation from the start. A (fast forward/uncut) video shows toddlers who sit and work productively in therapy for 40 minutes. No Stickers. No bribes. No breaks. Other videos show timely resolutions to stalling, whining, manipulation, tantrums, and aggression in children with developmental ages between 2-6 years.

Instructional Level: Beginner

Track: Special Populations

Session Reference #: 0512_0735_000040

1:30-3:00 PM

Friday, March 12

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

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

This workshop will offer practical ways to incorporate music when targeting semantics, morphosyntax, articulation, and pragmatics. Facilitators will also discuss music as an evidence-based practice to enhance memory of concepts, engagement, and also positivity, which, in turn, facilitates learning. In addition, participants will learn how music

can be an avenue for teachers and families to reinforce target concepts. Participants will also learn the process of creating new therapy songs regardless of musical abilities.

Instructional Level: Intermediate

Track: Language & Literacy

Session Reference #: 0512_0735_000056

1:30-3:00 PM

Friday, March 12

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

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

Our world is filled with complicated social situations that can be tricky to navigate—both emotionally and socially. When supporting those with speech, language, and social challenges, it can be difficult to teach these abstract concepts. However, there are simple strategies that can work, including, our words! Come learn how to use language to support social and emotional growth and discover how we can teach parents and teachers how to use these words that work!

Instructional Level: Beginner

Track: Autism & Related Issues

Session Reference #: 0512_0735_000121

1:30-4:30 PM

Friday, March 12

Standardized Testing With Black Students Who Are Non-Mainstream American English Speakers

Authors: Toya Wyatt, Ph.D., Department of Communication Sciences and Disorders, California State University Fullerton

This session will provide clinicians with a systematic process and set of guidelines for reviewing, selecting, administering, scoring, and reporting results from standardized speech-language tests when assessing Black students with a primary focus on those students who are Non-Mainstream American English (NMAE) speakers. Important cultural-linguistic considerations that should be taken into account when making individual student diagnostic testing decisions will be addressed. Suggestions for also incorporating previous Larry P. v. Riles CDE/CSHA task force recommendations and current evidence-based research into the selection of appropriate assessments will also

be discussed. This presentation will conclude with additional recommendations for diagnostic report writing and the sharing testing outcomes with Black parents/legal guardians during the post-assessment counseling process.

Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

Session Reference #: 0512_0735_000014

1:30-4:30 PM

Friday, March 12

Treatment decisions to optimize outcomes for children with speech sound disorders

Authors: 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.

Instructional Level: Intermediate

Track: Clinical Issues

Session Reference #: 0512_0735_000018

1:30-4:30 PM

Friday, March 12

Building the Supervisory Relationship: Going Beyond Rules and Regulations

Authors: Sally Christian, SLP.D, 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.

Instructional Level: Intermediate

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

Session Reference #: 0512_0735_000045

1:30-4:30 PM

Friday, March 12

Navigating Difficult Conversations with Families of Children with Special Needs

Authors: Mary David, Ph.D., Speech, Language and Educational Associates

A supportive and collaborative team is essential to the success of any therapeutic process. This course at the intermediate professional level addresses key components for counseling families and/or clients during the duration of their therapies, including: intake, discussing progress, and discharge criteria and timing. These conversations can at times be difficult and require a certain level of counseling skills to navigate various situations. Participants will learn how to actively listen, navigate through difficult information and increase collaboration with parents. Overall, participants will learn to develop and utilize empathy to create a positive and productive support team for clients and families.

Instructional Level: Intermediate

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000166

3:30-5:00 PM

Friday, March 12

Reimagining Game Play Through an Eclectic Social Competency Approach

Authors: 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.

Instructional Level: Intermediate

Track: Autism & Related Issues

Session Reference #: 0512_0735_000019

3:30-5:00 PM

Friday, March 12

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

Authors: Kai Greene, Ph.D., California State University Dominguez Hills
Meagan Kinsey, J.D., Dannis Woliver Kelley, Attorneys of Law

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

Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

Session Reference #: 0512_0735_000058

3:30-5:00 PM

Friday, March 12

Trilingual assessments: Differentiating disorder from difference in Mayan immigrant families

Authors: Ivan Campos, M.S., Riverside Unified School District
Amalia Hernandez, Ed.D, Burbank Unified School District
Karen Zuniga Zyskind, M.S., University of Oregon

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.

Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

Session Reference #: 0512_0735_000065

3:30-5:00 PM

Friday, March 12

Diversity & Culture: Microaggressions, Anti-racism, & Candid Conversations

Authors: Elizabeth Peñaloza, M.A., ASHA
Veronica Ruiz Alegría, B.S., NSSHLA
Sarah Bishop, M.A., ASHA; CSHA

Cultural competence is an important element in becoming a successful and ethical SLP. This presentation will help you get started with the difficult conversations around race and culture. We will discuss what it means to be a culturally competent SLP. This presentation will take the lens of Latinx SLPs and graduate students. They will share their experiences regarding obstacles and barriers encountered in the professional and university settings. Participants will leave equipped with resources to expand their own cultural competence, further understand the history and meaning of anti-racism, and become effective allies. About 8.3% of ASHA members and affiliates identify as racial minorities; AND about 5.8% identify as Hispanic or Latino. In contrast, 27.6% of the U.S. population identify as racial minorities; 16.3% identify as Hispanic or Latino (U.S. Census Bureau, 2010).

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000109

3:30-5:00 PM

Friday, March 12

Using collaborative coaching to meet the needs of diverse families in early intervention

Authors: Shubha Kashinath, Ph.D., Cal State East Bay
Stacey Landberg, M.S., speechtheraping.com
Ryan Landinguin, M.S., www.rltherapygroup.com

Federal and state mandates require early interventionists to utilize family-centered interventions in natural environments. A large body of evidence supports the use of caregiver-focused collaborative coaching as an approach to support family participation and influence child outcomes in early intervention. Despite this, providers report challenges in implementing family centered intervention, especially with families from diverse cultures. This seminar will highlight the legal mandates that govern early intervention practices and describe evidence-based collaborative coaching principles and approaches that SLPs can use to work with families in their home and community settings. Additionally, evidence-based inter-professional teaming strategies will be

shared to provide SLPs with the knowledge and skills to serve on multidisciplinary teams in early intervention. The goal of this seminar is to contribute to statewide capacity building efforts to meet the needs of the diverse children and families in early intervention.

Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

Session Reference #: 0512_0735_000133

3:30-5:00 PM

Friday, March 12

Encouraging Engagement; Extraordinary Intervention in Uncertain Times

Authors: Amy Prince, M.A., The TALK Team
Amber Ladd, M.A., The TALK Team

Oh 2020...you threw many SLPs and SLPAs for quite a loop! Many of us have done more learning in the past year than we had in a lifetime!! The foundation for this presentation was a need to put as many strategies and ideas into the world that we possibly could. We (Amy and Amber) lead a busy private practice, serving school districts and children of all ages. The goal of this presentation is to be an interactive brainstorming session, where attendees will leave with ideas and inspiration that apply in both the virtual world and in person sessions.

Instructional Level: Beginner

Track: Clinical Issues

Session Reference #: 0512_0735_000162

FRIDAY NIGHT

7:00-8:30 PM

Friday, March 12

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

Authors: Henriette Langdon, Ed.D, Sunflower Therapies
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.

Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

Session Reference #: 0512_0735_000024

7:00-8:30 PM

Friday, March 12

Kimochis: A Social Emotional Roadmap and Resources to Help Kids Navigate Challenging Emotional Times

Authors: Ellen Pritchard Dodge, M.ED, Kimochis

SLP's play a critical role in helping the school community learn a social and emotional language that provides the words and actions that promote social-emotional development, positive behavior, academic success and wellbeing. And now with social distancing and the trauma and stressors of the pandemic it is more important than ever that SLP's play a key role in helping students feel connected from 6 feet apart. This course will feature how to help BIG feelings not get in the way of learning or wellbeing by utilizing simple and fast Feeling Check-Ins, 5 Kimochis Keys to Communication and the Kimochis Feeling Regulation Helper Statements. SLP's will leave with tangible ways to help students maintain a positive connection thru the pandemic. Strategies are easily adapted for distance learning and printable resources will be provided to ensure success.

Instructional Level: Beginner

Track: Language & Literacy

Session Reference #: 0512_0735_000101

7:00-8:30 PM

Friday, March 12

Incorporating Mindfulness into Executive Functioning Therapy Using the ACT Model

Authors: Rachel Muldoon, M.S., speech IRL

Mindfulness is a growing trend, and we are continuing to discover why it is useful for an improved state of well being, and satisfaction in life. But how do we actually incorporate it into the counseling and specific skill training of executive function therapy? This session will dive into the mindfulness model of Acceptance and Commitment Therapy (ACT). Participants will explore how to identify a need for the use of mindfulness, and experience mindfulness activities that target the counseling and specific skill development of executive function therapy. Participants will review case studies of individuals with executive function disorders and observe the use of mindfulness in the therapeutic process.

Instructional Level: Intermediate

Track: Clinical Issues

Session Reference #: 0512_0735_000145

7:00-8:30 PM

Friday, March 12

The Impact of Cognitive Bias on Clinical Decision-Making, Caregiver Education, and Supervision

Authors: Katherine McKernan, SLP.D, North Star Speech and Language Pathology Center, Inc.

Have you ever missed an important piece of information that would impact a student's or a patient's care? Have you ever been frustrated when caregivers, students, or patients don't follow through with the home program? Have you ever wondered why your intern, clinical fellow, or mentee is having such a hard time doing what you explain? Your cognitive biases could be at fault. Don't worry, we all have them. We'll break down some common cognitive biases, discuss how they are impacting your clinical practice, and learn how to mitigate their effect.

Instructional Level: Intermediate

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

Session Reference #: 0512_0735_000146

SATURDAY MORNING

Saturday, March 13, 2021

9:00-10:30 AM

Saturday, March 13

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

Authors: Diane Cole, M.S., none

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

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000010

9:00-10:30 AM

Saturday, March 13

Local Public Libraries Foster Literacy Skills in Speech and Language Therapy

Authors: Megan Panatier, M.S., Los Angeles Unified School District LAUSD;
Children's Literature Council of Southern California CLCSC

SLPs can utilize their local public libraries to foster literacy skills in speech/language therapy sessions and beyond. Visiting all 73 locations of the Los Angeles Public Library with my daughter over the past few years (and writing about each one: publiclibraryjourney.com) was a reminder of how libraries and librarians are vital resources for speech and language pathologists in every area of our scope of practice. The result objectives of this talk include: defining literacy and the role of the SLP; learning the benefits of using your local public library branch and talking with your local librarian; learning different literacy interactions/activities and how they impact literacy and overall communication skills; recommending affordable and accessible activities/materials/resources outside of the speech therapy room and in the community (and online) for improved carryover of speech/language skills; and finding natural contexts for speech/language learning that are available to all children and young adults.

Instructional Level: Beginner

Track: Language & Literacy

Session Reference #: 0512_0735_000030

9:00-10:30 AM

Saturday, March 13

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

Authors: Ronda Rufsvold, Ph.D., Teachers College, Columbia University; None
Maria Hartman, Ph.D., None; Teachers College, Columbia University
Elaine Smolen, M.ED, Teachers College, Columbia University; None
Ye Wang, Ph.D., Teachers College, Columbia University; None

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

Instructional Level: Intermediate

Track: Audiology

Session Reference #: 0512_0735_000066

9:00-10:30 AM

Saturday, March 13

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

Authors: Rachel Enevoldsen, SLP.D, Hueneme Elementary School District
Anna Bax, Ph.D., CSU Long Beach
Maureen Daley, M.A., Hueneme Elementary School District
Karen DeFazio, M.A., Ventura Unified School District
Liliana Manriquez, M.S., Mixteco/Indígena Community Organizing Project
Veronica Pacheco, Ph.D., EO Green Junior High School
Sofia Ramirez, M.S., Oxnard Elementary School District

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

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

Session Reference #: 0512_0735_000074

9:00-10:30 AM

Saturday, March 13

Partnering with Parents and Caregivers: Ten Strategies to Teach Social-Emotional Learning.

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

Children with social and emotional challenges or other learning and language differences can face unique challenges, especially during stressful times. The parents and caregivers of these children face equally daunting challenges in trying to support their children, as well as deal with their own stress. After a year of uncertainty, including periods of isolation, virtual learning, and lack of interaction with friends and family, parents need help! This presentation provides research based, practical strategies to share with the parents to treat the whole child and whole family. We can empower parents and caregivers, and the educators who support them, to embrace teachable moments in developing social emotional learning through routines and activities.

Instructional Level: Beginner

Track: Autism & Related Issues

Session Reference #: 0512_0735_000126

9:00-10:30 AM

Saturday, March 13

Coaching Caregivers: A case study of a child with Kleefstra syndrome

Authors: Karyn Searcy, M.A., San Diego State University; TERI Crimson Center for Speech & Language
Mason Harrell, M.D., TERI Crimson Center for Speech & Language

This presentation will discuss the value of providing frequent sessions (6 days per week) including direct coaching of caregivers to maximize generalization of communication skills of a young child diagnosed with Kleefstra syndrome. A hybrid of telepractice, 4 days per week, and in-home (backyard with social distancing) 2 days per week will be discussed and viewed via video-segments, demonstrating how to directly work with caregivers (mother, in-home nurse, and five year old sibling) and elements that are necessary to successfully coach families to stimulate communication skills with their children.

Instructional Level: Intermediate

Track: Clinical Issues

Session Reference #: 0512_0735_000172

9:00-10:30 AM

Saturday, March 13

SLPA Townhall

Authors: Celina Wright, B.S., Wings Speech and Language Center, Inc.

Speech language pathology assistants (SLPAs) possess specific education, training and experience that makes them vital members of a treatment team. The CSHA SLPA 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.

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000174

11:00 AM -12:30 PM

Saturday, March 13

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

Authors: Susan Fosnot, Ph.D., none; Chapman University, ASHA
Lukas Latacz, Ph.D., ASHA
Erich Reiter, M.S., ASHA

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.

Instructional Level: Advanced

Track: Clinical Issues

Session Reference #: 0512_0735_000028

11:00 AM -12:30 PM

Saturday, March 13

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

Authors: 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.

Instructional Level: Intermediate

Track: Autism & Related Issues

Session Reference #: 0512_0735_000031

11:00 AM -12:30 PM

Saturday, March 13

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.

Instructional Level: Intermediate

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000053

11:00 AM -12:30 PM

Saturday, March 13

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

Authors: Leslie Nitta, M.S., Greater Los Angeles VA Healthcare System, retired; California State University, Northridge

This talk discusses CBI/mTBI and deployment-related co-morbid conditions that may influence the neuropsychological functioning of those who have served in the military.

Instructional Level: Intermediate

Track: Special Populations

Session Reference #: 0512_0735_000054

11:00 AM -12:30 PM

Saturday, March 13

Pediatric Tracheotomy: Unveiling the Multifaceted Role of the SLP in Dysphagia Management

Authors: Katy Peck, M.A., None

Intermediate level course provided to increase confidence of SLPs providing dysphagia management for children with tracheostomy in all settings including medical, educational, and community based services. Implementation of a one-way valve to restore physiology and optimize swallow function will be examined through guided practice targeting one-way valve use, pediatric clinical assessment, principles of dysphagia therapy, and instrumental assessment (MBSS and FEES). Interprofessional collaboration across the continuum of care will be examined. Participants will explore the multifactorial process of dysphagia management specific to this specialty population, including changes to the biomechanics of swallow, oral feeding progression, and medical influences specific to the aerodigestive tract. Patient advocacy recommendations will be profiled to increase SLP confidence. This course will demystify the continuum of care and highlight essential aspects of dysphagia management for children with tracheostomies for deliberate consideration to optimize services provided.

Instructional Level: Intermediate

Track: Swallowing Disorders

Session Reference #: 0512_0735_000163

11:00 AM -12:30 PM

Saturday, March 14

Family-Centered, Open-Ended Play and Early Language: Coaching Caregivers in Heuristic Play

Authors: Jennifer Adams Oppenheimer, M.A., SpeakJoy Center for Development

Play is the work of children and the foundation for development. Open-ended, heuristic play not only supports development, including language development, it is truly family-centered and culturally responsive as all play materials used are common household items uniquely found in that child's natural environment. Additionally, and most critically, open-ended, heuristic play is readily accessible to all families, regardless of socio-economic status. In this session we define heuristic, open-ended play and describe its role in development, summarize how to use heuristic play in early intervention therapy and, most importantly, illustrate how to coach caregivers in creating and encouraging heuristic play in their everyday, already established routines with common household materials. With an increase of digital media entertainment, virtual toddler/parent classes, and teletherapy, understanding principles of and coaching caregivers in setting up environments of play, especially tangible, exploratory play with open-ended everyday household materials, is more critical now than ever.

Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

Session Reference #: 0512_0735_000135

EARLY SATURDAY AFTERNOON

1:30-3:00 PM

Saturday, March 13

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

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

As the communities we serve are ever evolving in terms of cultural linguistic diversity, it's our responsibility to keep up to date with evidence based methodology and current resources to provide higher quality services. Attendees will leave this presentation with

information about legal requirements, assessment procedures, goal writing, intervention, and staff/family education.

Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

Session Reference #: 0512_0735_000003

1:30-3:00 PM

Saturday, March 13

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

Authors: Dr. Elaine Fogel-Schneider, Ph.D., California State University Los Angeles; TouchTime International
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.

Instructional Level: Intermediate

Track: Clinical Issues

Session Reference #: 0512_0735_000008

1:30-3:00 PM

Saturday, March 13

When a water polo mom has Frontotemporal Dementia..

Authors: Kathleen Catterall, M.A., 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.

Instructional Level: Intermediate

Track: Medically-Based Disorders

Session Reference #: 0512_0735_000022

1:30-3:00 PM

Saturday, March 13

Boost Your Therapy: Coaching Para-educators and 1:1 Aides to Focus on Communication Across the Day!

Authors: Sophie Miles, M.S., none

Do you wish you had more time to work with your students in the classroom? Do you find it hard to collect data throughout the day, in different settings and scramble at progress review time? Do you wish you could be there to remind students to use strategies you have taught them 'in the moment'? Classroom para-educators and 1:1 aides can help you with all of this! Participants will be introduced to a range of para-educator trainings at different levels to suit your needs, team dynamics and time availability for all classroom settings and via tele-therapy. Explore how to train para-educators to collect data, provide input for assessments, and review progress. Learn how to develop generalized group training on speech, language and communication, individualized 'on the fly' coaching during therapy sessions, and goal-driven coaching focusing on para-educator and/or student communication skills, for better generalization of skills/strategies taught in therapy.

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000110

1:30-4:30 PM

Saturday, March 13

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., Davis Joint Unified; Mercy General Hospital; California State University, Sacramento
Brittany Bingham, M.A., Premier Health
Aaron Weinstein, M.A., California State University, Northridge
Cris Ward, M.A., Action-Sports Athletes; National Football League

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

Instructional Level: Intermediate

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000047

1:30-3:00 PM

Saturday, March 13

SPECIAL EVENT:

STUDENT RESEARCH SYMPOSIUM PART 1

1:30 – 3:00 PM

Saturday, March 12

Symposium Introduction 1:30 – 1:35 PM

Each presentation will be 15 minutes.

1:35 PM – 1:50 PM

Symposium Presentation 1A: Audiology Students' Beliefs About Deaf People

Authors: Nancy Sager, Ed.D, University of the Pacific (Ed.D. Dissertation)

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.

Instructional Level: Beginner

Track: Audiology

Session Reference #: 0512_0735_000029

1:50 PM – 2:05 PM

Symposium Presentation 1B: The Effect of Training Abstract Words in a Bilingual Aphasia Treatment

Authors: Julia Navarro, M.A., San Francisco State University
Teresa Gray, Ph.D., San Francisco State University
Chaleece Sandberg, Ph.D., Penn 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.

Instructional Level: Beginner

Track: Clinical Issues

Session Reference #: 0512_0735_000079

2:05 – 2:20 PM

Symposium Presentation 1C: An Acoustic Analysis of // Sounds in Spanish-English Bilingual Children

Authors: Araceli Carmona, Student, California State University Long Beach
Nancy Hall, Ph.D., California State University Long Beach
Lei Sun, Ph.D., California State University Long Beach

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

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

Session Reference #: 0512_0735_000096

2:20 – 2:35 PM

Saturday, March 13

Symposium Presentation 1D: Bilingual Parent Perceptions of Children With Developmental Language Disorder & Autism

Authors: Brenda Negrete, B.A., California State University, Long Beach

This presentation will discuss the phenomenon of bilingualism in Spanish-speaking families of children with developmental language disorder and autism spectrum disorder. The study investigated the perceptions of five Spanish-speaking caregivers and factors that may have led them to expose or not expose their child to a second language. The results of the study, clinical implications, and future directions will be discussed. Monolingual clinicians working with bilingual families will gain insight into facilitating factors and barriers that Hispanic families experience regarding bilingualism. The presentation will cover differences in family values and traditions to promote culturally competent services.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

Session Reference #: 0512_0735_000112

Saturday, March 13

2:35 – 2:50 p.m.

Student Research Symposium 1E: The Effectiveness of Voice to Text as a Consequence Intervention to Address Speech Sound Production

Authors: Diana Gasparyan, B.A., California State University, Fresno
Brooke Findley, Ed.D, California State University, Fresno

This presentation will explore a study in which the use of biofeedback in the form of voice to text was used as a consequence intervention for children with articulation disorders. Three children aged 7-9 participated in this single-subject, multiple baseline across participants study. Following the collection of stable baseline measures, voice to text was introduced in a stepwise fashion as a form of biofeedback contingent on participants' responses. Visual and statistical analysis of the collected data indicated that voice to text was an effective consequence intervention as all three participants demonstrated improvement in their speech sound production. This study serves to provide initial data related to the effectiveness of this accessible form of biofeedback.

Instructional Level: Beginner

Track: Clinical Issues

Session Reference #: 0512_0735_000128

LATE SATURDAY AFTERNOON

3:30-5:00 PM

Saturday, March 13

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

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

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

Instructional Level: Intermediate

Track: Clinical Issues

Session Reference #: 0512_0735_000012

3:30-5:00 PM

Saturday, March 13

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

Authors: Maria Davis-Perkins, Ph.D., 3D Educational Solutions

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.

Instructional Level: Intermediate

Track: Language & Literacy

Session Reference #: 0512_0735_000061

3:30-5:00 PM

Saturday, March 13

Awaken Your Inner Equity Leader

Authors: Ivan Campos, M.S., Riverside Unified School District
Maria Wood, M.S., Riverside Unified School District
Karen Zuniga Zyskind, M.S., University of Oregon

As professionals who work and interact with students and families from diverse backgrounds, we share a common drive to serve students equitably. While the desire to develop cultural competency to best serve our students remains constant, knowing how to engage in equity-driven service can seem overwhelming. Not much has been shared with clinical professionals with where to start their equity work, so sometimes we can feel paralyzed and not engage in this work. This seminar will provide participants with essential vocabulary to know regarding equity work, a framework through which to examine their own actions, and the resources to start and continue their journey in equity-driven service to students of cultural and linguistic diverse backgrounds.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

Session Reference #: 0512_0735_000165

3:30-5:00 PM

Saturday, March 13

Best Practices in Telepractice: Assessment and Intervention

Authors: Melissa Jakubowitz, M.A., Online Speech Services; eLivenow
Adrienne Wallace, M.S., Online Speech Services

With the recent explosion of telepractice services, providing high-quality, evidence-based assessment and intervention services has become paramount to ensuring that our clients receive quality services. Clinicians should ensure that they are adequately prepared prior to adding this service delivery method to their clinical practice in order to

ensure positive outcomes for clients and their families. There are many benefits of telepractice, including convenience, increased efficiency, and most of all greater access to high quality services. This session will include a look at both intervention and assessments through the lens of evidence-based practice and ASHA's code of ethics. Attendees will learn where to find and how to implement appropriate techniques for administering assessment and intervention tools.

Instructional Level: Intermediate

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000171

SPECIAL EVENT:

STUDENT RESEARCH SYMPOSIUM PART 2

3:30-5:00 PM

Saturday, March 13

Symposium Introduction 3:30 – 3:35 PM

Each presentation will be 15 minutes.

Symposium Presentation 2A: Let's Get Virtual: Online Interprofessional Aphasia Group Fitness for COVID-19

3:35 – 3:50 PM

Authors: Sarah Millar, B.A., California State University East Bay

Limited research has examined the effect of physical activity (PA) on quality of life (QoL) for individuals with aphasia (IWA), though it has been shown to positively contribute to QoL in both younger and older adults. Furthermore, isolating due to COVID-19 may result in IWA engaging in less PA and more in sedentary behaviors which are associated with negative health outcomes and may adversely impact QoL. This study examines an interprofessional aphasia-friendly (AF) PA program conducted via telepractice, assessing compliance, engagement, physical exertion, QoL, and cognitive outcomes of participants and a monitored control group. Additionally, qualitative reports of benefits to students and faculty from an IPE perspective, logistical issues related to AF clearance forms and materials distribution, class structure, outcome measures, and future directions will be addressed.

Instructional Level: Beginner

Track: Medically-Based Disorders

Session Reference #: 0512_0735_000154

Symposium Presentation 2B: Learning from One Public School: Decision-making Processes for Implementing AAC

3:00 – 4:05 PM

Authors: Rebecca Case, Student, California State University, Fullerton

This explanatory case study (Yin, 2014) analyzed textual and fieldnote data from three semi-structured interviews and one classroom observation to better understand the process of AAC implementation from the onset of recommendation to classroom implementation. Interviewees were purposefully selected based on their legitimate roles of authority to carry out individualized education programs within one urban public school. The researcher will explain a sequence of decisions that were made within a familiar educational context to shed light on how aided AAC systems were selected and provided to children who required them for full academic participation in their special-education classroom. The findings of the study will explain one way that decisions were made given federal policies and district practices that impacted the provision and implementation of aided AAC into a classroom.

Instructional Level: Beginner

Track: Special Populations

Session Reference #: 0512_0735_000164

Symposium Presentation 2C: Transient and global sustained control in bilingual aphasia

4:05 – 4:20 PM

Authors: Lesley Peng, B.S., San Francisco State University
Teresa Gray, Ph.D., San Francisco State University

Bilinguals control two languages. This skill may transfer to a nonverbal cognitive benefit, yet the relationship between verbal control and nonverbal control is unclear. Because bilingual people with aphasia may present with language control and cognitive control deficits, they are a unique population to examine these relationships. The aim of this study was to examine the possible overlap between verbal and nonverbal control mechanisms in bilingual aphasia. Spanish-English healthy bilingual adults and Spanish-English bilingual persons with aphasia completed a task-switching paradigm that

explored two measures of control (sustained and transient control mechanisms) across verbal and nonverbal domains. Findings are suggestive of a dissociation between control mechanisms across domains.

Instructional Level: Beginner

Track: Medically-Based Disorders

Session Reference #: 0512_0735_000170

Symposium Presentation 2D: Muscle Strength Treatment for Chronic Cough

4:20 – 4:35 PM

Authors: Cassandra Quibin, M.S., None
Thomas Murry, Ph.D., None

Chronic cough can cause patients to experience numerous disabling effects on their health, quality of life, and financial well-being. However, up to 46% do not respond to medication for chronic cough. Patients whose cough symptom persists despite medication can seek treatment from a speech-language therapist. A symptom control exercise called breath retraining has been used to modify an individual's rate, rhythm, and location of breathing. Previous research provides evidence that breath retraining is an important factor in reducing cough severity. This preliminary study is the first to examine the effects of muscle strength training using the Expiratory Muscle Strength Trainer 150 as a technique to reduce cough severity.

Instructional Level: Beginner

Track: Medically-Based Disorders

Session Reference #: 0512_0735_000081

SUNDAY MORNING

9:00-10:30 AM

Sunday, March 14

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.

Instructional Level: Intermediate

Track: Special Populations

Session Reference #: 0512_0735_000021

9:00-10:30 AM

Sunday, March 14

Maintaining Social Connection During Physical Distancing - A Peer Based Model

Authors: Casandra Guerrero, M.S., San Benito High School District; California Autism Professional Training & Information Network (CAPTAIN); Circle of Friends - The Path to Inclusion

Participants will learn how to utilize typically developing peers to support pragmatic language, social skills, and positive school culture for all students. This training will explore both structured and unstructured models of Peer Based Instruction and Intervention (PBII) as in both in person and distance models. This support can be used 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.

Instructional Level: Intermediate

Track: Autism & Related Issues

Session Reference #: 0512_0735_000027

9:00-10:30 AM

Sunday, March 14

Enhancing Rapport by Activating Vagus Nerve Pathways through Nonverbal Language Behaviors

Authors: Dorothy Bohntinsky, M.A., Kindred Hospital of the 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.

Instructional Level: Beginner

Track: Clinical Issues

Session Reference #: 0512_0735_000051

9:00-10:30 AM

Sunday, March 14

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

Authors: Elizabeth Uduehi, M.B.A., The Speech Pathology Group

IEP meetings, busy schedules, growing caseloads, and goal progress monitoring. Does that sound familiar? 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, during distance learning and in-person instruction, as they use AAC throughout their day to meet their educational needs, while growing in their independence and self-advocacy skills.

Instructional Level: Beginner

Track: Autism & Related Issues

Session Reference #: 0512_0735_000059

9:00-10:30 AM

Sunday, March 14

Lung Transplant: SLPs' Role in Developing a Clinical Pathway for Continuum of Care

Authors: Nicole Cefalu, M.A., California Speech Language Hearing Association
Heather Thompson, M.S., California Speech Language Hearing Association

What started as a request by a cardiothoracic surgeon to develop a clinical pathway for a swallow evaluation for lung transplant patients, quickly developed into a continuum of

care provided by speech pathology that is currently benefiting our patients' quality of life. At the end of this course, participants should demonstrate an understanding of a speech pathologist's role when working with the lung transplant population.

Instructional Level: Intermediate

Track: Swallowing Disorders

Session Reference #: 0512_0735_000123

9:00-10:30 AM

Sunday, March 14

Using Respiratory Muscle Strength Training in Voice, Swallowing and Upper Airway Disorders

Authors: Theresa Jingyun Yao, M.S., Palo Alto Medical Foundation

Respiratory Muscle Strength Training (RMST) is an exercise program designed to help improve respiratory function by strengthening inspiratory and expiratory muscles. The choice of targeted respiratory muscles depends on the desired functional outcomes. Research has shown that RMST can improve voice, cough, and swallowing function in different populations from young adults to the elderly. This presentation will review past and current research evidence on the effects of RMST. We will also discuss its clinical implementation and specific cases in voice, swallowing, and upper airway disorders in various populations.

Instructional Level: Intermediate

Track: Medically-Based Disorders

Session Reference #: 0512_0735_000125

9:00-10:30 AM

Sunday, March 14

Private Practice - Is it for me?

Authors: Helen Wade, M.A., Speech, Language and Educational Associates

Most Speech-Language Pathologists and Audiologists have good professional skills, yet few of us have the knowledge and skills needed to run a successful private practice. This seminar, presented by an experienced private practitioner of 45 years will review skills needed for establishing, maintaining and selling a private practice. Attendees will

be able to ask specific questions dealing with legislation, regulation, skills requirement and business knowledge to run a small and or a large private practice.

Instructional Level: Intermediate

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

Session Reference #: 0512_0735_000159

11:00 AM-12:30 PM

Sunday, March 14

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

Authors: Leann Schouten, ClinScD, Jump and Schout Therapy

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.

Instructional Level: Beginner

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

Session Reference #: 0512_0735_000055

11:00 AM -12:30 PM

Sunday, March 14

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, DDS, Dental Group of Sherman Oaks; Happy Kids Dental Planet
Zahra Peeran, B.S., The Breathe Institute; Happy Kids Dental Planet

A multi-disciplinary panel, including SLPs, a dentist, and dental hygienist specializing in orofacial myofunctional therapy, discusses the oral mechanism examination and orofacial structures. Learn about the importance of conducting a thorough oral mech exam.

A differential diagnosis could leave a lasting impact on a client's future outcome. What signs and symptoms may be overlooked? What changes in oral-facial structures impact chewing, swallowing, breathing, sleep, as well as speech intelligibility and language development across the lifespan? Are there any special considerations during the COVID-19 pandemic?

Instructional Level: Intermediate

Track: Clinical Issues

Session Reference #: 0512_0735_000063

11:00 AM -12:30 PM

Sunday, March 14

The complexity approach to speech sound intervention: foundations and recent extensions

Authors: Irina Potapova, Ph.D., San Diego State University
Philip Combiths, M.A., University of California San Diego; San Diego State University
Jennifer Taps Richard, M.A., SLPPath
Alicia Escobedo, B.A., University of California San Diego; San Diego State University
Abby John, M.A., University of California San Diego; San Diego State University
Katarina Richard, B.A., San Diego State University
Sophie Levi, Student, San Diego State University
Sonja Pruitt-Lord, Ph.D., San Diego State University
Jessica Barlow, Ph.D., San Diego State University

A large evidence base demonstrates that phonologically complex treatment targets support generalization to untreated sounds for children with speech sound disorders (SSDs; Gierut, 2007). This foundational work supports efficient clinical practice. However, as research in this area traditionally features English monolingual children and presents complex targets as word-initial consonant clusters (e.g., /stu-/ in “stripe”), there is a need to consider complex targets in novel populations and novel linguistic contexts. This presentation provides an overview of the available literature followed by demonstrations of two extensions of this approach: (1) Spanish word-initial cluster treatment targets with Spanish-speaking children with SSDs and (2) English word-final cluster treatment targets with English-speaking children with SSDs. Case studies are used to highlight each novel extension of the complexity approach, with a focus on target selection.

Instructional Level: Beginner

Track: Clinical Issues

Session Reference #: 0512_0735_000118

11:00 AM -12:30 PM

Sunday, March 14

“Know Thyself”: Identifying Instructional Beliefs and Practices in AAC Intervention

Authors: Lisa Erwin-Davidson, Ph.D., California State University, Fullerton
Russel Johnston, Ph.D., California State University, Fullerton

Preservice and early-career speech-language pathologists are bombarded with contrasting and often confusing information on what words to teach and how to teach them to beginning communicators who require aided AAC. This session will examine various learning theories and explore the impact on language instruction and academic learning for students with complex communication and intense learning needs. The presenters will compare/contrast examples of de-identified goals to assist participants in identifying the instructional purposes and learning outcomes. Participants will be expected to engage in various interactive activities that compare goals through different theoretical lenses. With guidance participants will practice writing a few objectives that are grounded in language learning theory and designed to maximize student’s access to, and participation in, academic curricula. Participants will leave the session with examples of goals that can serve as a template for their own students with complex communication needs who require aided AAC.

Instructional Level: Intermediate

Track: Special Populations

Session Reference #: 0512_0735_000127

11:00 AM -12:30 PM

Sunday, March 14

Blasting through Covid-19 Walls to Assess Students

Authors: Ivan Campos, M.S., Riverside Unified School District
Maria Wood, M.S., Riverside Unified School District
Karen Zuniga Zyskind, M.S., University of Oregon

Covid-19 has altered the educational landscape dramatically, abrpting intervention and assessments practices, and challenging SLPs to develop new technological skills to better serve their students equitably. As such, school based SLPs have been tasked

with conducting comprehensive speech and language assessments that fulfill their ethical and legal requirements and that accurately identify whether a student presents with a speech or language impairment. When faced with the task of conducting assessments virtually, knowing where to start, how to assess, and how to adhere to the legal obligations required can paralyze you. This seminar will provide participants with a way to analyze and expand their assessment toolbox, by considering the strategies used with culturally and linguistically diverse students as highly effective to assess students during Covid while also meeting legal obligations and abiding by ethics. Participants will formulate an assessment path that blasts through pandemic walls.

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000139

SUNDAY AFTERNOON

1:30-3:00 PM

Sunday, March 14

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

Authors: Francis Albert David, M.A., Glendora Unified School District; Whole Child Therapy Center

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.

Instructional Level: Intermediate

Track: Autism & Related Issues

Session Reference #: 0512_0735_000013

1:30-3:00 PM

Sunday, March 14

Start Working With Accents

Authors: Robert McKinney, M.A., SDSU; Sweetwater Union High School District

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

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

Session Reference #: 0512_0735_000060

1:30-3:00 PM

Sunday, March 14

Patient Communication: Recognizing and Preventing Implicit Bias to Promote Health Equity & Inclusion

Authors: Theresa Dawson, Ed.D, BrainLink Consulting and Training; Pepperdine University

Healthcare professionals do not always receive training in evidence-based skills to effectively navigate gender, LBGQT identity, racial, ethnic, language, and other power differences. Yet research shows that conscious and unconscious bias has a direct impact on the quality of services delivered and plays a role in creating health disparities. An overview of the literature and research on the impact of implicit bias in healthcare will be presented. Participants will be provided an opportunity for self-reflection, as well as tools to assess their organization's view of diversity and inclusion. Evidence-based methods to develop strategies for recognizing and preventing implicit bias will be reviewed.

Instructional Level: Beginner

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

Session Reference #: 0512_0735_000104

1:30-3:00 PM

Sunday, March 14

ConversAACion : Setting up a Virtual AAC Conversation Group

Authors: Elena Dukhovny, Ph.D., California State University, East Bay

Children and young adults who use AAC systems need opportunities to practice using their systems in natural social settings. The purpose of this clinical workshop is to present a model of an AAC-centered conversation group for school-age clients that has been conducted virtually beginning in April 2020. Group participants communicate primarily via speech-generating devices (SGDs), with varying degrees of device fluency; the group is run by graduate students in speech-language pathology as part of their on-campus clinical practicum requirement. The workshop will include considerations for selecting chronologically and developmentally appropriate activities, developing conversational facilitation strategies for a group that includes participants with varied underlying language skills, incorporating Aided Language Modeling (ALM), interacting effectively with caregivers and managing virtual access technologies, as well as a brief literature review and considerations relevant to clinical supervision of graduate students and hosting a multicultural conversation group.

Instructional Level: Intermediate

Track: Special Populations

Session Reference #: 0512_0735_000147

1:30-4:30 PM

Sunday, March 14

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

Authors: Hillary Kissack, M.A., None
Audra Elliott, M.S., None

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

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000006

3:30-5:00 PM

Sunday, March 14

Auditory Dysfunctions after a Traumatic Brain Injury (TBI)

Authors: SHAHRZAD COHEN, Au.D., None

Traumatic Brain Injury (TBI) affects many aspects of the patient's communication skills and proper attention and treatment of the auditory dysfunctions are necessary for maximizing treatment outcomes. This course will briefly mention the mechanism of a TBI injury and will expand on the plethora of the auditory manifestations that should be considered and addressed for increasing the life quality of a TBI patient.

Instructional Level: Intermediate

Track: Audiology

Session Reference #: 0512_0735_000036

3:30-5:00 PM

Sunday, March 14

Cricopharyngeal Dysfunction: Role of the Speech-Language Pathologists

Authors: Laishyang Ouyoung, M.S., Keck Medical Center of USC
Brenda Villegas, Ed.D, Keck Medical Center of USC
Uttam Sinha, M.D., Keck Medical Center of USC

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

Instructional Level: Intermediate

Track: Swallowing Disorders

Session Reference #: 0512_0735_000052

3:30-5:00 PM

Sunday, March 14

Adapted Yoga Techniques for Voice Therapy and Singing Voice Rehabilitation

Authors: Kenneth Tom, Ph.D., California State University Fullerton

This session will provide a brief overview of the tools of yoga, then demonstrate examples of movement and breath work with focused attention for use in voice therapy and singing voice rehabilitation.

Instructional Level: Intermediate

Track: Clinical Issues

Session Reference #: 0512_0735_000064

3:30-5:00 PM

Sunday, March 14

Assessment of Learning in Higher Education to Promote Student Achievement

Authors: Cindy Sendor, M.A., California Baptist University

To maximize student achievement, faculty at a private Christian university from 4 different colleges of study, set out on a path to assess learning using formative assessments. The effectiveness of pre- and post-test formative assessments specific to the study of Communication Disorders and Sciences will be discussed. Goal writing and clinical judgment to plan for assessment and treatment of communication disorders were studied and benefits will be discussed in this presentation. Suggestions for ongoing exploration will also be presented.

Instructional Level: Beginner

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

Session Reference #: 0512_0735_000097

3:30-5:00 PM

Sunday, March 14

Beyond the Classroom Doors: Linking Classroom to Community

Authors: Lisa Erwin-Davidson, Ph.D., California State University Fullerton

Rebecca Allan, M.A., Placentia-Yorba Linda Unified School District
Gwen Redira, M.A., Placentia-Yorba Linda Unified School District
Shirleen St.Clair-Roshdieh, M.A., Placentia-Yorba Linda Unified School District
Amanda Dykstra, M.S., Placentia-Yorba Linda Unified School District

This session will share both qualitative and quantitative findings upon completion of a phase one interprofessional collaborative partnership between higher education and a local school district. What began as a spirited discussion, developed into a Memorandum of Understanding between the Communication Sciences Disorders Department at California State University Fullerton and Placentia-Yorba Linda Union School District. At the heart of this collaboration was a shared vision for building a sustainable service relationship and research-to-practice partnership meant to (a) ensure that all students as community members have the opportunity to reach their full potential; and (b) ensure that all students have IEP goals that result in evidence of growth in language, communication and literacy. Key members of this collaboration will be present to share the challenges and successes thus far in launching an interprofessional collaboration that involves coordinating virtual service-learning for graduate students and initiating research projects during a pandemic.

Instructional Level: Intermediate

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

Session Reference #: 0512_0735_000168