Vocal Health: Fact or Fiction?

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

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

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

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

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

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

• As a result of this presentation the participants will be able to list and recognize specific limitations in toddler joint attention that may be obstacles to the development of verbal communication
• As a result of this presentation the participants will be able to incorporate principles of social-emotional engagement in their clinical practice
• As a result of this presentation the participants will be able to list specific skills and behaviors of parent-child interactions that are precursors to expressive language development in children with ASD

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

• 1. Explain the process of leading and managing a professional tele-journal club
• 2. Perform connectivity strategies to support journal club distance-based collaboration
• 3. Describe how journal club participation can enhance professional practice in clinical settings
Gender Affirming Voice Modification: A Holistic Approach to Assessment and Therapy

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

Using the LAMP Approach to Support AAC Users with Autism

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

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

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

Public Schools: From Angst to Advocacy

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

Patients with Tracheostomy Tubes and Dysphagia: Assessment and Treatment Considerations

- Explain the etiology of dysphagia in patients with tracheostomy.
- Describe special considerations for swallowing evaluations in patients with tracheostomy.
- List evidence based swallowing interventions for patients with tracheostomy.

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

The participant will identify three barriers that prevent bilingual people with aphasia (PWA) from using speech-generating devices (SGD).
• The participant will describe how interface designs may affect bilingual PWA’s usage of SGD.
• The participant will recognize three facilitators that increase bilingual PWA’s use of SGD.

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

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

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

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

Telepractice: Is It Appropriate for Everyone?

• As a result of the presentation, the participant will be able to describe two characteristics that quality telepractitioners possess.
• As a result of the presentation, the participant will be able to list four areas used to determine client candidacy.
• As a result of the presentation, the participant will be able to summarize the decisionmaking process for providing ethical teletherapy services.

Strategies for Effective Teaching and Supervision During the COVID Classroom

• List stressors students and interns are facing during the coronavirus pandemic
• Identify teaching and supervision adaptations to meet the needs of students and interns
• Name at least two different active learning exercises to apply in the virtual classroom

Speaking of Stuttering: Successfully Normalizing Stuttering in the Classroom

Clinicians will become familiar with the resource guide that has been created to aid in understanding the criteria that deems a student’s preparedness. The learner will be able to clinically measure whether someone is ready to disclose they are a person who stutters via a classroom presentation by the use of standardized and non-standardized assessments
to help the school aged child reduce negative reactions to stuttering, overcome the adverse impact of the disorder, educate others, identify a supportive team of people and communicate effectively and successfully.

- Clinicians will identify and summarize strategies that address and respond to bullying that support self-esteem and confidence in children who stutter. Clinicians will be given specific strategies to decrease teasing by support their students to advocate for themselves.
- Clinicians will identify therapy approaches to facilitate self acceptance in stuttering therapy such as ACT, CBT, ADT that promote self acceptance and advocacy in the classroom setting.

A Tale of Collaboration: Project PUEDE!

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

S.W.I.F.T. Seminar: SLPS/AuDs Working to Interrupt Fallible Tendencies (Gender Identity) •

As a result of this presentation, the participant will be able to describe historical nature of gender and gender identity.
- As a result of this presentation, the participant will be able to identify potential biases with regard to gender and gender identity.
- As a result of this presentation, the participant will be able to describe evidence based practices to potentially decrease bias.

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

- Describe a variety of multisensory cues and creative coarticulation strategies to teach complex clusters.
- Apply complexity approach study principles and protocols while teaching complex clusters.
- Incorporate motor learning principles while teaching complex clusters.

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

List the key elements of MTSS and two ways it impacts SLP service delivery in schools.
- Identify the stage of development of MTSS in my district based on three indicators presented.
- Specify three steps you will take to increase interprofessional practice in your program.
Fairness in the Assessment of English Learners: Toward True Peer Group Measurement

As a result of this presentation, the participant will be able to explain the inherent limitations in typical methods of evaluating English Learners’ English language development and acquisition.

As a result of this presentation, the participant will be able to describe the importance of exposure to and opportunity to learn English, in predicting test performance for English Learners, above and beyond demographic variables such as race/ethnicity.

As a result of this presentation, the participant will be able to articulate an appropriate method for evaluating English Learners’ English language acquisition and how advances in fairness in testing begins to answer the question of “language difference vs. language disorder.”

Navigating the Winding Road of Dementia with Patients and Families

- Define and Identify the symptoms and stages of Dementia, including the characteristics of Dementia of the Alzheimer’s Type (DAT)
- Explore typical therapy approaches for Alzheimer’s Disease and develop tools to assist the family and patient advocate for their needs
- Develop tools to assist the patient and family develop strategies to maintain communication and functional interaction as the disease progresses

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

- Explain why using materials that contain social movement makes sense when working with students on the Autism Spectrum.
- Demonstrate how to work on cognitive flexibility using an animated video with a student with whom they work.
- List 3 building blocks of conversation and show how to construct a conversation path to work on them with a students in their caseload.

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

- As a result of this presentation, the participant will be able to explain the importance of understanding due process, the legal system, and legal cases in their own practice.
- As a result of this presentation, the participant will be able to identify the trends in legal cases and how it impacts speech-language pathology in public schools.
- As a result of this presentation, the participant will identify the practical implications of judges' rulings, including relevant COVID-19 related cases, and how to implement important changes in their own practice.

Is it Articulation Impairment or Difference in Children with Telugu Language Background?
Participants will describe the phonetic (rather syllabic) system of the Telugu language. Participants will differentiate the phonetic (rather syllabic) system of the Telugu language (four different dialects) from English.

Participants will differentiate the speech impairment from language difference in students with Telugu language background.

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

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

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

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

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

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

Helping the General Ed Teacher with Pragmatics Strategies in the Classroom

- For participants to identify key pragmatic difficulties that are impeding student progress in the classroom environment
- For participants to identify effective strategies that the teacher could use to help students with pragmatic difficulties in the classroom
- For the participant to plan collaboration sessions with the classroom teacher to help facilitate social language in the classroom
Empowering Health Literacy in Adults -Functional SLP Application

- Define health literacy and influencing factors
- Identify health literacy assessments, health literacy tools and identify risk factors to enhance patient centered goal writing and treatment planning
Integrate health literacy into SLP practice, and explore the link between health literacy and positive health population outcomes

Functional Outcomes of Patients with Chronic Aspiration After Elective Laryngectomy

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

Taming the Wild Child: Proven Interventions for Mutiny and Meltdown

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

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

As a result of this presentation, the participant will be able to explain how music affects learning, attention, and positivity in sessions.

- As a result of this presentation, the participant will be able to explain how music can be implemented in speech therapy to target various concepts, and to promote generalization at home and/or in the classroom.
- As a result of this presentation, the participant will be able to explain how to create their own songs to target concepts.

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

- 1. Participants will be able to identify and define at least five characteristics of social and emotional learning.
- 2. Participants will be able to explain the importance of collaboration with parents and teachers to support those with social and emotional challenges.
- 3. Participants will be able to summarize at least five language strategies to build social and emotional learning.

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

Use a systematic process for reviewing and selecting standardized tests that
minimize potential test bias and incorporate evidence-based best practices for evaluating the speech
and language skills of Black students who are non-mainstream American English (NMAE) speakers
• Use a systematic process for reviewing and selecting standardized speech-language tests that are also in compliance with previous Larry P. v. Riles court ruling guidelines and CDE/CSHA task force recommendations
• Provide a written summary that provides an accurate assessment of student abilities and counsel parents on standardized and other testing outcomes in a manner that is culturally sensitive/appropriate

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

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

The Invisible Injury: Professional perspectives on Sports-Related Concussions
• As a result of this presentation, the participant will be able to define and describe symptoms of a concussion/Mild TBI/Persistent Concussion symptoms.
• As a result of this presentation, the participant will be able to explain prevention and recovery approaches for sports related concussion.
• As a result of this presentation, the participant will be able to specify assessment and treatment techniques, and the role of the Speech-Language Pathologist in Concussion.

Navigating Difficult Conversations with Families of Children with Special Needs
• As a result of this activity, participants will be able to demonstrate active listening.
• As a result of this activity, participants will be able to effective and ineffective examples of active listening.
• As a result of this activity, participants will be able to describe 3 different collaborative therapy models.

Reimagining Game Play Through an Eclectic Social Competency Approach

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

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

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

Trilingual assessments: Differentiating disorder from difference in Mayan immigrant families

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

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

• After this course, participants will be able to define what a micro-aggression is and give an example.
• After this course, participants will be able to list ways to support SLPs from diverse backgrounds in both university and professional settings.
• After this course, participants will be able to identify at least 3 ways they can assess their own implicit biases and cultural competence.

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

• Identify best practices that meet federal and state mandates governing service delivery for infants and toddlers receiving early intervention in California.
• Apply knowledge of collaborative coaching to empower caregivers and family members in early intervention.
• Identify specific interprofessional teaming strategies to support diverse families in early intervention.

Encouraging Engagement; Extraordinary Intervention in Uncertain Times

• Identify materials that will allow for maximum engagement in virtual therapy sessions
• Specify how to appropriately reinforce students and caregivers within a virtual platform
• Describe techniques to increase caregiver involvement in virtual therapy sessions

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

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

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

• As a result of the presentation, the participant will be able to increase student awareness of feelings and build feeling vocabulary and communication scripts that help promote learning, resiliency, and wellbeing.
• As a result of the presentation, the participant will be able to pinpoint what Key or Keys to Communication a student needs to be taught to increase their academic, social, emotional functioning and overall wellbeing.
• As a result of the presentation, the participant will be able to utilize Feeling Helper Regulation Statements as a positive intervention to challenging behaviors and provide this tool additionally to parents and teachers.

Incorporating Mindfulness into Executive Functioning Therapy Using the ACT Model

• Participants will be able to identify executive dysfunction profiles that are appropriate for the mindfulness-based intervention, ACT (acceptance and commitment therapy).
• Participants will be able to describe ACT based therapy activities that serve to counsel clients with executive dysfunction profiles when they are restricted from lack of motivation, poor emotional regulation, and self-defeated thoughts.
• Participants will be able to describe ACT based therapy activities that train functional executive functioning skill development such as impulse control, self-directed talk, and problem solving.

The Impact of Cognitive Bias on Clinical Decision-Making, Caregiver Education, and Supervision
• As a result of this presentation, the participant will be able to identify six common cognitive biases that affect decision-making.
• As a result of this presentation, the participant will be able to explain how cognitive biases impact clinical decision-making, patient and caregiver education, and supervision/mentorship.
• As a result of this presentation, the participant will be able to identify three strategies to mitigate the effects of cognitive biases on decision-making.

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

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

Local Public Libraries Foster Literacy Skills in Speech and Language Therapy

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

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

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

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

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

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

• 1. Participants will be able to list and define five components of social and emotional learning.
2. Participants will be able to describe five strategies and techniques that parents and caregivers can use to support social and emotional learning in the home.

3. Participants will be able to explain the importance of parent/caregiver self-care and list three strategies that can be used to support effective parenting skills, reduce stress, and improve mental health.

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

- As a result of this presentation, the participant will be able to identify no less than 5 strategies to maximize communication attempts in early intervention for children with developmental disabilities.
- As a result of this presentation, the participant will be able to describe elements integral to successful speech-language interventions through telehealth treatment and the value of caregiver coaching.
- As a result of this presentation, the participant will be able to identify effective methods of intervention for children diagnosed with Kleefstra syndrome and related disorders.

SLPA Townhall

- Learn about and be able to name strategies that will improve and SLPAs presence or understanding of their scope within their work setting.
- Learn about and be able to name personal development strategies that will improve professional outcomes.
- Leave the session with contact information for other SLPAs or SLPs who will contribute to an SLPA’s professional network.

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

- Learn how linguistics (syntax, semantics, phonetics, computational linguistics) is linked to the field of speech pathology in practical ways. This includes knowledge of tree structures, knowledge representation, suprasegmentals, and natural language processing.
- Demo an app, using your own voice, to see how the game's feedback can support a client's goals of producing fluent speech which will be measured in terms of voicing, pitch, intensity, rate of speech, and quality when talking.
- Show how modern video games can be used to motivate students to practice.

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

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

3. Identify and apply those EBPs for ASD to support inclusive education for students with ASD.
4. Explain how implementation of EBPs with fidelity is a critical component of intervention and how the AFIRM (Autism Focused Intervention and Resource Modules) is an important tool to support fidelity of implementation of these focused interventions.
5. Describe the statewide ASD initiative in California known as CAPTAIN (California Autism Professional Training And Information Network) as a premier resource of evidence-based/research-based information on ASD that supports the dissemination and implementation of EBPs with fidelity.
6. Describe the Statewide System of Support, SELPA Content Lead- ASD, CAPTAIN and Marin County SELPA.

SLPAs: Maximizing Professional, Supervision and Advocacy Outcomes

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

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

Identify at least two types of neuropsychological symptom recovery that are possible after a concussive brain injury/mTBI.

- Identify at least two co-morbidities that share similar features with the neuropsychological late effects sometimes associated with concussive brain injury/CBI.
- Identify a free resource developed by a Veterans Affairs/Department of Defense working group composed of Speech-Language Pathologists (academics and clinicians), Occupational Therapists, and Neuropsychologists that provides guidance for cognitive rehabilitation of current and former service members with a history of concussion brain injury/mTBI and deployment-related co-morbidities.

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

Participants will be able to list three common behavioral and medical barriers present when assessing candidacy for use of a one-way valve.

- Participants will describe two symptoms of oropharyngeal dysphagia commonly identifies with this population through guided opportunities to interpret FEES and MBSS findings.
• Participants will be able to generate two therapy goals with consideration of oral sensory processing, oral motor function, pharyngeal swallow safety, respiration, and sensory aspects of gastrointestinal function to optimize diet progression.

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

• Participants will be able to identify assessment methods for the culturally and linguistically diverse population.
• Participants will be able to list resources for assessment and treatment.
• Participants will be able to successfully facilitate parent involvement and to provide a list of examples to assist parents beyond the speech room.

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

• As a result of this presentation, the participant will be able to identify the key characteristics of a kid with learning differences.
• As a result of this presentation, the participant will be able to define the role of the SLP/SLPA when working with parents of kids with learning differences.
• As a result of this presentation, the participant will be able to list at least 5 benefits of building a "Stellar Success Team" for kids with learning differences.

When a water polo mom has Frontotemporal Dementia..

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

Audiology Students’ Beliefs About Deaf People

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

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

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

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

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

• As a result of this presentation, the participant will be able to describe individualized/goal-driven coaching focusing on para-educator and/or student communication skills, for better generalization of skills/strategies taught in therapy
• As a result of this presentation, the participant will be able describe and create generalized group training on speech, language and communication, including the use of evidence-based strategies to support student communication skills.
• As a result of this presentation, the participant will be able to identify appropriate tools to train para-educators to collect data for student progress on goals and provide input for assessments

Bilingual Parent Perceptions of Children With Developmental Language Disorder & Autism

• As a result of full participation in this presentation, attendees will be able to debunk common myths related to bilingualism with evidence-based facts.
• As a result of full participation in this presentation, attendees will be able to identify the common themes of parent discussions regarding bilingualism and children with DLD and ASD.
• As a result of full participation in this presentation, attendees will be able to specify clinical implications of the study to improve current practices related to CLD families.

The Effectiveness of Voice to Text as a Consequence Intervention to Address Speech Sound Production

• Discuss the implications of voice to text in the future of articulation therapy.
Describe the role biofeedback has in providing an immediate replication of a given production, and in improving awareness of the given speech error.

Discuss the possible use of this treatment method in their current practice as school-based or private practice speech-language pathologists.

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

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

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

Muscle Strength Treatment for Chronic Cough

- As a result of this presentation, the participant will be able to describe the effects of chronic cough and chronic refractory cough on a patient’s health, quality of life, and financial well-being.
- As a result of this presentation, the participant will be able to describe breath retraining and the use of the Expiratory Muscle Strength Trainer 150.
- As a result of this presentation, the participant will be able to determine the effectiveness of the Expiratory Muscle Strength Trainer 150 in reducing the severity of cough in individuals diagnosed with chronic cough or chronic refractory cough.

Let's Get Virtual: Online Interprofessional Aphasia Group Fitness for COVID-19

- As a result of this presentation, the participant will be able to describe the qualitative and quantitative benefits of participation in an online aphasia-friendly fitness class.
- As a result of this presentation, the participant will be able to explain the adaptations required to convey information to individuals with aphasia via teletherapy.
- As a result of this presentation, the participant will be able to identify the methods by which an interprofessional online aphasia-friendly fitness class can be successfully implemented.

Learning from One Public School: Decision-making Processes for Implementing AAC

- As a result of this presentation, the participant will be able to identify the implications of decision-making processes on the implementation of aided augmentative and alternative communication (AAC) devices.
- As a result of this presentation, the participant will be able to describe some strengths and limitations to the appropriate implementation of AAC in the public schools.
- As a result of this presentation, the participant will be able to compare and identify an educational process that leads to success or challenge in implementing AAC for students who require it to participate in their academic classroom instruction fully.

Awaken Your Inner Equity Leader

- Define and identify underlying implicit bias, microaggressions, and privilege.
- Analyze your role in microaggressions as well as how to be an agent of change.
Identify resources to start and continue a journey of self-reflection and professional development in equity work in service to students of cultural and linguistic diverse backgrounds.

Transient and global sustained control in bilingual aphasia

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

Best Practices in Telepractice: Assessment and Intervention

- As a result of this presentation, the participant will be able to list three considerations when using telepractice as a service delivery model.
- As a result of this presentation, the participant will be able to identify appropriate materials to use during telepractice sessions.
- As a result of this presentation, the participant will be able to explain three strategies for administering assessments via telepractice.

Comprehensive SETT Approach for a Successful AAC Implementation within Education Professionals

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

Maintaining Social Connection During Physical Distancing - A Peer Based Model

- Learners will identify what the California Autism Professional Training and Information Network (CAPTAIN), how PMII is an Evidence Based Practice, and where to find more resources.
- Learners will discuss and identify structured models of PBII through the CAPTAIN lens, list how to implement them using the steps of planning, using, and tracking using the implementation fidelity checklist, and how to provide resources to other professionals and families.
- Learners will identify unstructured and models of PMII through the CAPTAIN lens as well as with the support of social inclusion programs such as Circle of Friends, list how to implement with fidelity and use as a service delivery model and MTSS tiered support in both in person and distance formats.
Enhancing Rapport by Activating Vagus Nerve Pathways through Nonverbal Language Behaviors

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

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

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

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

- Develop a clinical pathway for swallow evaluations and dysphagia therapy for lung transplant patients.
- Describe the role of a speech pathologist including pre-op, peri-op, and post-op care for lung transplant patients.
- Identify three speech pathology service areas patients request most post lung transplant.

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

- Define Respiratory Muscle Strength Training (RMST).
- Describe the differences between Expiratory Muscle Strength Training (EMST) and Inspiratory Muscle Strength Training (IMST).
- Identify the appropriate populations and disorders for using RMST.

Private Practice - Is it for me?
• Identify the facets of private ownership Identify management skills needed for running a private practice.
• Identify labor law and Human Resources requirements for running a private practice
• Identify basic marketing strategies
• Identify valuation and selling measures of a private practice

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

• Identify and describe the basic policies and procedures needed to provide effective management and protection for your company and employees.
• Develop and summarize the importance of an employee handbook and state the main areas to include and add as your practice grows and changes.
• Describe why a parent handbook is important for effective administration and management and list the items that are needed.

Say Ahhh: Beyond the Oral Mech

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

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

• As a result of this presentation, the participant will be able to explain the motivation for selecting complex treatment targets for children with speech sound disorders
• As a result of this presentation, the participant will be able to describe how complex treatment targets may be extended to speakers of languages other than English
• As a result of this presentation, the participant will be able to describe how complex treatment targets may be extended to the word-final position

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

• Identify current problems and controversies in AAC intervention around how to teach words that students with complex communication and intense learning needs require for full participation in their academic curricula.
• Explain how underlying belief systems about learning may impact long-term language and communication outcomes for students who require aided AAC
• Identify ways to prevent word deserts on aided AAC systems by writing goals that foster word learning and language development to improve student’s access to the academic curriculum
Family-Centered, Open-Ended Play and Early Language: Coaching Caregivers in Heuristic Play

• As a result of this presentation, the participant will be able to define heuristic play and describe the benefits of heuristic play in child development.

As a result of this presentation, the participant will be able to summarize how to use heuristic play in family-centered, culturally responsive early intervention therapy. As a result of this presentation, the participant will be able to illustrate principles of caregiver coaching in encouraging and supporting heuristic play in already established family routines.

Blasting through Covid-19 Walls to Assess Students

• Identify pre-assessment considerations and key factors in completing a comprehensive language and speech assessment during COVID-19 and other foreseeable emergencies.
• Compare and contrast assessment practices with culturally and linguistically diverse students and all students during the pandemic.
• Identify ethical decisions considering legal obligations to federal, state and local district guidelines.

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

• 1. The participant would identify, define, and demonstrate all 8 levels of DRAMA Protocol
• 2. The participant would demonstrate all 3 sections of each stage (Pre-Production, Production, and Post-Production)
• 3. Participant will demonstrate incorporation of DRAMA Protocol in Pragmatic Therapy

Start Working With Accents

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

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

• 1. Define implicit bias
2. Provide three examples of how implicit bias contributes to health disparities
3. Describe and utilize three strategies to prevent implicit bias from affecting clinical interactions and decisions with patients

ConversAACion: Setting up a Virtual AAC Conversation Group

- As a result of this presentation, the participant will be able to describe three intervention strategies that support the participation of individuals who use AAC in virtual group contexts.

As a result of this presentation, the participant will be able to list 4-5 virtual activities that lend themselves to group interactions between individuals who use AAC. As a result of this presentation, the participant will be able to list three challenges relevant to running virtual conversation groups for individuals who use AAC.

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

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

Auditory Dysfunctions after a Traumatic Brain Injury (TBI)

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

Cricopharyngeal Dysfunction: Role of the Speech-Language Pathologists

- Participants will be able to identify anatomy and pathophysiology of CP dysfunction
- Participants will be able to list different medical management for CP dysfunction
- Participants will identify and describe the role of speech pathologists in management of CP dysfunction

Adapted Yoga Techniques for Voice Therapy and Singing Voice Rehabilitation
As a result of this presentation, the participant will be able to describe the rationale for use of adapted yoga postures/movements in voice therapy and singing voice rehabilitation.

As a result of this presentation, the participant will be able to describe and perform simple adapted yoga postures/movements applicable in voice therapy and singing voice rehabilitation.

As a result of this presentation, the participant will be able to describe and perform simple conscious breathwork exercises that may increase somatic awareness and function with respect to respiratory support for phonation.

Assessment of Learning in Higher Education to Promote Student Achievement

- Participants will be able to list formative assessments that can be utilized to improve academic achievement.

  Participants will be able to summarize the importance of assessments of learning (AFL) in higher education.
  Participants will be able to identify areas where formative assessments may be beneficial within their own environments to effect positive change.

Beyond the Classroom Doors: Linking Classroom to Community

- Participants will identify successes and challenges to interprofessional collaboration between higher-ed and local-ed and apply to their own situation.
- Participants will identify ways to establish a sustainable research-to-practice partnership between higher-ed and local ed using service-oriented solutions as a form of reciprocity and mutual benefit.
- Participants will define “discipline-based service-learning” as a service-oriented solution that integrated virtual service-learning into a graduate-level course for mutual benefit of teachers, students with complex communication needs, and preservice graduate students.

Power Up Your Pragmatic Language Assessment Accuracy and Therapy Results

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

Stuttering Therapy in the School Setting: Power Up Outcomes Using A Video-Based Treatment Approach

• 1. As a result of this presentation, the participant will be able to describe the positive emotional/cognitive effectiveness of creating an environment where a child who stutters learns about stuttering objectively while relating virtually to a real PWS.
• 2. As a result of this presentation, the participant will be able to list specific examples of how cognitive distortions and negative self-talk can be applied in stuttering.
• 3. As a result of this presentation, the participant will be able to explain the cognitive/emotional benefits of addressing facing fears of stuttering rather than solely focusing on attempting to gain fluency in school aged children who stutter.

Articulation and Phonology: How to Accurately Determine Impact on Education and Social Interactions

• 1. learners will differentiate previous articulation and phonology norms to new norms.
• 2. learners will explain the impact of speech sound disorders on a student’s educational and social interactions.
• 3. learners will explain which methods can be used to determine the impact of speech sound disorders on a student’s educational and social interactions.