

2023 CSHA Convergence Program Guide

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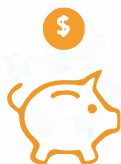
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Thursday Morning Courses

MS#2301

9:00 a.m. - 10:30 a.m.

Effecting Change—Whose Job Is It Anyway?

Authors: Vicki Deal-Williams

When things don't go our way, or are not the way we want them, we wonder who's responsible for changing our circumstances. We often look to others to "fix" things and expect them to change things impacting us, assuming they have a greater opportunity for influence than we do. What we fail to realize however, is just how much power we have and our own ability to influence others and advocate for what's important to us. No matter your career stage, professional setting, or what you do, we each have opportunities to champion change. We have to adjust our expectations of others; and collaboratively work in support of the ideals and outcomes we want.

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

MS#2302

11:00 a.m. - 12:30 p.m.

Demystifying AAC

Authors: Alan Vu

AAC can be daunting for many clinicians. Fortunately, this hands-on workshop will equip you with practical tips and strategies on how to better (and more efficiently) serve your learners who use AAC.

Alan Vu is a techie-turned-SLP whose caseload primarily consists of students with complex communication needs. He covers current assessment tools, treatment methods, engaging activities, and workflow hacks that can potentially save you hours every week. Bring your laptop and/or tablet as well as your thinking caps!

Instructional Level: Beginner
 Track: Special Populations

Thursday Morning Courses

MS#2304

11:00 a.m. - 12:30 p.m.

"It Challenges Me to Get Better": Aphasia Choir Membership Rebuilds Positive Identity Over Time

Authors: Christy Thies, Madison Fox, Ci He, Ellen Bernstein-Ellis, Michelle Gravier, Drew Sperling

Growing evidence suggests participation in cultural art groups offers multiple benefits to health and well being. The Life Participation Approach to Aphasia (LPAA) supports engaging in meaningful activities. We will describe the global emergence of in-person, online, hybrid aphasia choirs, and include a stakeholder on the panel. Current research has primarily examined choir participation over a relatively short time period. Aphasia is a chronic disease and it is important to assess the impact of groups over time. Our qualitative study examined long-term participation in the Aphasia Tones Choir by interviewing 15 choir members and 5 carepartners about their experience. Using reflexive thematic analysis, researchers developed an overarching theme of Positive Identity Rebuilding and four main themes: Therapeutic Value Over Time, Esprits de Corps, Enriched and Skilled Environment, and Engaging Experiences. We will present associated subthemes and illustrative quotes. Aphasia choirs may offer a sustainable therapeutic model.

Instructional Level: Beginner
Track: Medically-Based Disorders

MS#2305

11:00 a.m. - 12:30 p.m.

Optimize Service Delivery by Enhancing Well-being Skills for Graduate Students

Authors: Ting-fen Lin, Leila Mori

When things don't go our way, or are not the way we want them, we wonder who's responsible for changing our circumstances. We often look to others to "fix" things and expect them to change things impacting us, assuming they have a greater opportunity for influence than we do. What we fail to realize however, is just how much power we have and our own ability to influence others and advocate for what's important to us. No matter your career stage, professional setting, or what you do, we each have opportunities to champion change. We have to adjust our expectations of others; and collaboratively work in support of the ideals and outcomes we want.

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

Thursday Morning Courses

MS#2306

11:00 a.m. - 12:30 p.m.

Understanding Accuracy of Standardized Tests: Focus on Sensitivity, Specificity.

Authors: Adriana Lavi

This session will explain how to critically evaluate and understand standardized test, and how evidence of diagnostic accuracy is conveyed. This presentation will address psychometric properties of tests such sensitivity, specificity, content representation and normative group characteristics. This session will discuss how "normative" samples can vary by age and task in ways that influence standard scores and percentile ranks. Additionally, this session will explain the limitations of standardized assessments and differentiate between diagnostic versus strengths-based assessments. Further, strengths-based assessment and goal-writing strategies will be addressed.

Instructional Level: Intermediate
Track: Clinical Issues

MS#2307

11:00 a.m. - 12:30 p.m.

Acute Hypoxic Respiratory Failure: Diagnosis, Impact, and Management

Authors: Kristen Kelley, Stephanie Jacobson

Internal medicine physician Kristen Kelley presents overview of etiologies, lab & imaging findings, pathophysiology, and medical management of acute hypoxic respiratory failure, in collaboration with SLP Stephanie Jacobson for discussion of implications for SLP scope of practice with focus on evidence based speech-language pathology treatments. This presentation will focus on acute management, but will contain material appropriate for clinicians across the continuum of care.

Instructional Level: Intermediate
Track: Medically-Based Disorders

Thursday Morning Courses

MS#2308

11:00 a.m. - 12:30 p.m.

Still Standing: Stories of Resilience in the Face of Barriers

Authors: Marcella McCollum, Robert Abarca, Myla Duane

This presentation will highlight real life experiences focused on resilience in graduate students of color who exist in spaces when they can't see themselves. Building on previous work (Fuse & Bergen, 2018; McCollum, 2022; Saenz, et al., 1998), several students will share their experiences finding their way to the field, deciding to apply to graduate programs, and entering programs where their demographics are not well reflected among the student or faculty population. Recommendations for creating belonging in CSD programs will be provided, as well as ideas for professional growth in the area of cultural and linguistic diversity.

Instructional Level: Beginner

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

MS#2309

11:00 a.m. - 12:30 p.m.

Is she or isn't she? Assessing Girls With Autism as Part of an Interprofessional Team

Authors: Janet McLellan, Liz Arenas

Researchers and practitioners are becoming increasingly aware that the diagnosis of Autism Spectrum Disorder is being delayed or underdiagnosed for girls. Autism in girls may present differently from boys, and diagnostic tools may not be sensitive enough to identify them. As a result, many girls miss out on support and interventions to help them better understand their challenges, build skills, and excel in school. In this session, we will discuss the characteristics of girls with autism and describe the interprofessional collaborative assessment process used at the Diagnostic Center, Northern California. We will explore how our thinking about the identification of girls with autism changed through insights from research and personal accounts of autistic women. Case studies will be discussed to illustrate our assessment and clinical decision-making process.

Instructional Level: Intermediate

Track: Autism & Related Issues

Thursday Morning Courses

MS#2310

11:00 a.m. - 12:30 p.m.

The Challenges of Evaluating and Treating Dysphagia since the Onset of COVID-19

Authors: Kam Gardner

This seminar will provide a presentation that outlines the challenges SLPs face in the pre- and post-COVID-19 era with regard to the evaluation and treatment of oropharyngeal dysphagia. A description of the implications that COVID-19 has on the anatomical and central nervous system and physiological factors that SLPs should include in a comprehensive swallow assessment that may include assessment tools, oral examinations, instrumentals, e.g. VFSS and FEES. A provisional treatment plan will be provided that includes swallowing exercises, initiation of referrals to other relevant medical professionals, e.g. neurologists, psychotherapists, pulmonologists, physical medicine and rehabilitation, and supplemental suggestions to appropriate Long-COVID and dysphagia support groups.

Instructional Level: Intermediate
Track: Medically-Based Disorders

MS#2311

11:00 a.m. - 12:30 p.m.

Demystifying Voice Therapy: A Case-Based Interactive Seminar

Authors: Kacie La Forest, Lauren Timmons Sund, M. Eugenia Castro

This case-based presentation will guide clinicians through the development and implementation of voice treatment protocols for a variety of voice disorders in adults. Participants will be given the opportunity to review patient history, voice recordings, laryngeal imaging examinations, and physician's impressions using an interactive style to develop clinical hypotheses and physiologically based functional therapy plans. Review of the physiological reasons for a variety of therapy methods will be presented.

Instructional Level: Beginner
Track: Medically-Based Disorders

- MS - Miniseminar
- SC - Short course
- PS - Poster session
- SR - Student research

Thursday Afternoon Courses

SC#2312

2:00 p.m. - 5:00 p.m.

Maca and Roni: Adorable Lab Assistants or Incredible Social Learning Models?

Authors: Anna Vagin

Research continues to show that many students with Social Pragmatic Disorder struggle to process biological (social) motion – leading some to ask: Why do we still so often continue to use static pictures in our intervention? Materials that are based in social movement provide us with an exceptionally useful tool with which to expand language and social thought. And, they engage our students, raising their level of motivation and participation.

Learn to use Kyungmin Woo's animated series – Maca & Roni – to support growth in: perspective taking, emotional vocabulary, inference, narrative language, and understanding of complicated concepts such as cooperation, flexibility, tricking/deception, jealousy, making and tolerating mistakes, and more!

We'll do a "deep dive" into these animations, and present a myriad of activities covering a broad range of social concepts that you can immediately begin using, whether you work in groups or individually, and in-person or via online platforms.

Instructional Level: Intermediate
Track: Autism & Related Issues

MS#2313

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

Starting a Private Practice? Start with a Business Plan.

Authors: Leann Schouten

Opening a private practice can seem overwhelming but having a smart plan makes it easy. Writing a business plan is an important step in helping your company launch, grow, and thrive. Business plans provide vision and a clear strategy. They're also critical for establishing a business entity. But where should you start, and what should you include? Like most daunting projects, drafting a business plan is best-done step by step. While plans vary as much as businesses do, this course will provide a step-by-step guide to drafting a business plan and get you started on the right track.

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

Thursday Afternoon Courses

SC#2314

2:00 p.m. - 5:00 p.m.

SLPA Supervision 101: A Guide for First-Time Supervisors

Authors: Brooke Findley

Collaboration with speech-language pathology assistants (SLPAs) has been highlighted as an opportunity for speech-language pathologists (SLPs) to ensure that they are practicing at the "top of the license" (ASHA, n.d.). In order to ensure these collaborative opportunities are effective as possible, SLPs need to have an understanding of the legal requirements and evidence-based practices that make for a successful supervisory experience. This presentation will serve as a primer for SLPs who will be supervising SLPAs for the first time. Topics reviewed shall include: pathways to state SLPA licensure and ASHA assistant certification, tasks within and outside the SLPA scope of practice, supervision requirements, and evidence-based supervision practices. Attendees will leave this session with knowledge needed to implement effective and compliant SLPA supervision.

Instructional Level: Beginner

Track: Supervision, Leadership &

Management (Includes Diversity Inclusion & Culture)*

Track: Special Populations

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

How to Collaboratively Support the Psychosocial Well-being of Individuals with Aphasia; a Tutorial

Authors: Haley Hayashi, Michelle Gravier, Kristen Gustavson

In addition to the inherent communication difficulties that accompany living with aphasia, many of these individuals experience psychosocial challenges such as depression, anxiety, stress, and social isolation following their brain injury. Despite the high prevalence and pervasiveness of such issues, there are many barriers to receiving effective care. This presentation will discuss these experiences and barriers, as well as the role of SLPs in incorporating screening and identification, treatment, and interprofessional collaboration to help support the psychosocial health of people living with aphasia. Different resources, tips, approaches, and sources of further training will be provided. The therapeutic approaches and guidance will be applicable to a variety of settings and varying client needs. Lessons from research studies regarding effective collaboration with mental health professionals will be covered. The presenters will also discuss future areas of needed research, collaboration practices, and training.

Instructional Level: Beginner

Track: Medically-Based Disorders

Thursday Afternoon Courses

MS#2317

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

Building Communication with Aided Language Input

Authors: Emily Cunningham

Ready to increase your communication partner skills? This implementation class focuses on research-based techniques that a communication partner (parent/caregiver, teacher, therapist, etc.) can use to increase communication for individuals using a speech-generating device. Participants will learn about aided language input and how it can be incorporated into daily activities to promote language growth through discussion and video scenarios. Examples of common communication behaviors of both the AAC communicator and the communication partner will be discussed, as well as simple ways to change those behaviors to increase communication interaction. Participants will learn simple strategies for selecting beginning target vocabulary for daily activities.

Anyone who supports an individual who uses a speech-generating device would benefit from attending this training.

Instructional Level: Beginner
Track: Special Populations

MS#2319

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

Ethical Decisions When Working with English Language Learners

Authors: Ashley Africa, Helen Li

The purpose of this presentation is to provide clinicians with tools and strategies in order to make ethical decisions when working with English Language Learners. This presentation provides a review of the state and federal legislature as well as the ASHA code of ethics pertaining to assessment and treatment of English Language Learners. The audience will learn to use effective strategies and resources when making informed ethical decisions in various school-based scenarios. Case studies will be used to facilitate discussions.

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

Thursday Afternoon Courses

MS#2320

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

Telepractice: Is It Here To Stay?

Authors: Melissa Jakubowitz, Traci Bean

Before March 2020, telepractice or teletherapy was being used in about 5% of public schools across the country. During the pandemic, most districts adopted teletherapy to provide their students with Special Education and DIS Services. Teletherapy was successful in many places but not so successful in others. In this seminar, we will explore the systems that need to be in place to empower providers to provide special educationrelated services successfully and to ensure it is equivalent to in-person services. We will also take a deep dive into the ways that our newfound online skills can supplement and enhance traditional in-person services.

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

SC#2321

2:00 p.m. - 5:00 p.m.

Resources and Best Practices in Assessing & Treating Multilingual Students in California Schools

Authors: Kelly Arellano

This presentation discusses resources and best practices to assist SLPs who are completing assessments (and our SLPAs who help us) to differentiate between language difference vs. language disorder for multilingual students in California Schools. This presentation also discusses resources and best practices to assist SLPs and SLPAs with providing treatment to multilingual students.

Instructional Level: Beginner
Track: Cultural & Linguistic Diversity (Client & Family Centered)

Thursday Afternoon Courses

MS#2323

3:45 p.m. - 5:15 p.m.

Partners4Literacy Year 2: Capturing Student's Language- Literacy Progress

Authors: Lisa Erwin-Davidson

Quantitative and qualitative results from Year 2 of a 5-year research-practice partnership reflect student, teacher, and classroom level changes since implementing a three-pronged languageliteracy intervention to address a community-identified need. As a transformative implementation science project, it was designed with partners to close the research-to-practice gap between what educators know about literacy-language instruction and what they do. School administrators are responsible for scheduling regular educator training (in-person and virtual) offered and organized by the principal investigator, curricular instructor, and selected trainers. All consented educators have access to on-demand instructional videos and educator resources on a shared and secure drive. A comparative cross-classroom analysis was conducted on an assemblage of data collected since study onset from six consented special-day classrooms. Descriptive and statistical analyses suggest that, to date, 100 students have shown evidence of becoming literate on measures of individual-based change, average-classroom-based change, and beginning-of-year to end-of-year change (Cohen's d).

Instructional Level: Intermediate
Track: Special Populations

MS#2324

3:45 p.m. - 5:15 p.m.

Jedi Master of Stuttering

Authors: Gail Lew

This seminar will define for the SLP how poor eye contact, time pressure, non-disclosure, fear, hatred, shame, guilt, tension and negative thoughts impact a child who stutters. This seminar will explain how to use Star Wars mythology to inspire youth to view stuttering in a different and fun way. Examples: The Dark Side, the light side, Yoda, Darth Vader, Jedi Master, the Force. Using analogies with the lightsaber, rebels, warriors, and storm troopers will be discussed. The goal is to empower PWS to become a Jedi Master of one's own speech. Procedures will be explored regarding reduction of time pressure, disclose stuttering, and identify how fear, hatred, shame, guilt, and negative thoughts can embolize a person who stutters. Activities will be provided to reduce and eliminate negative feelings and thoughts about stuttering.

Instructional Level: Intermediate
Track: Special Populations

Thursday Afternoon Courses

MS#2325

3:45 p.m. - 5:15 p.m.

The Role of the Right Hemisphere in Aphasia, and Introducing Constrained Hemisphere Aphasia Therapy

Authors: Pradeep Ramanathan, Chelsea Miller, Jiana Brandt, Faviola Morfin Chavez, Connie Roth

The current proposal is related to the medically based issue of aphasia, identified as an area of high demand for Convergence 2023. This session will begin with a presentation on typical language functions of the right cerebral hemisphere of non-brain-injured individuals. We will then review evidence from the 1800-s to the present for right hemisphere involvement in poststroke language recovery. The final portion of the session will describe our novel methodology and protocol for constraining one hemisphere while stimulating the other for primary language functions. We call this proposed treatment "Constrained Hemisphere Aphasia Therapy" (CHAT). We will present event-related potential (ERP) data from non-brain-injured controls demonstrating increased right hemisphere activation post CHAT training in women, and a distinct pattern of activation change in men. We will end with a proposed application of CHAT in individuals with severe aphasia, to cultivate primary language functions in the intact right hemisphere.

Instructional Level: Intermediate
Track: Medically-Based Disorders

MS#2326

3:45 p.m. - 5:15 p.m.

The art of mentoring: Considering Supervision through the Lens of Self-Determination Theory

Authors: Hillary Enclade, M. Eugenia Castro

This seminar will focus on demonstrating how Self-Determination Theory can be considered and applied as a guiding theoretical framework for providing effective supervision in speech language pathology. Self-Determination Theory (SDT) is an evidenced-based theory of motivation which posits that when people have the basic psychological needs of autonomy, competency, and relatedness met they experience more engagement and internalize the values and skills needed to become independent successful clinicians over time (Deci and Ryan, 2017). SDT has been studied and successfully implemented across settings and disciplines including the training of healthcare professionals (Deci and Ryan, 2012). The aim of this seminar is to provide participants with a working knowledge of SDT principles and offer interactive learning experiences for understanding what supervisory factors, choices, and approaches support mentees' motivation, persistence, and engagement. Seminar resources will include material that will serve as a starting point for applying SDT in practice for effective supervision.

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

Thursday Evening Poster Sessions

PS#2327

5:00 p.m. - 6:30 p.m.

IPE/IPP in Action: Dietetic Interns' Survey Responses Following a Dysphagia and IDDSI Presentation

Authors: Shirley Sigmund

According to ASHA (American Speech Language Hearing Association), Interprofessional Education/ Interprofessional Practice (IPE/IPP) are vital for collaborating and working in teams and across specialties for our patients' best outcomes (<https://www.asha.org/practice/ipe-ipp/>). The Departments of Nutrition Services and Speech Language Pathology at the Department of State Hospitals- Atascadero have long collaborated on patient care, and referral patterns and standards of care are defined in administrative directives. In 2018, the facility SLP at the CA Dept. of State Hospitals-Atascadero was asked to provide a Dysphagia and IDDSI (International Dysphagia Diet Standardisation Initiative) presentation for its newly established Dietetic Intern Program. Since 2018, each year's cohort of Dietetic Interns has attended the 2-hour presentation. Past and current interns responded to the survey; the results of it will guide future presentations so that the training is relevant and meaningful to their future interprofessional practice.

Instructional Level: Beginner
Track: Swallowing Disorders

PS#2328

5:00 p.m. - 6:30 p.m.

Parental Stress and Child Vocabulary: What We Know and What We Hope to Find Out.

Authors: Jessica Nagy, Erica Ellis

Mental health awareness has increased in the United States. Speech-language pathologists need to know the psychological factors that could impact success with clients and their families. A plethora of research demonstrates that parental education and income impact child development to varying degrees, but what about factors affecting the parents? Is the child's communication impacted when caregivers experience high levels of stress? Parental stress is known to impact children's emotional and behavioral development, but there is little information regarding its potential impact on language development, specifically. Within this project, we explored factors of parental stress and its relation to early childhood language development. We analyzed data collected from 26 parents and their young children to determine if any relation existed between parent-reported stress and child vocabulary. Clinical implications will be discussed.

Instructional Level: Beginner
Track: Language & Literacy

Thursday Evening Poster Sessions

PS#2329

5:00 p.m. - 6:30 p.m.

The Power of Yet - Harnessing a Growth Mindset to Inspire Student Interns and Clinical Fellows

Authors: Linda Stinson, Grace Norman

Harnessing growth mindset to shape your supervision and inspire the future of our field. The world of education has been investigating a growth mindset as it relates to student achievement in primary education at least 15 years. During the pandemic, the effects of growth mindset were investigated in college students. This session will combine the principles of adult learning and growth mindset to increase your effectiveness as a supervisor. It will also empower and inspire resilience and competence in those you supervise. The session will provide practical tools you can use to provide written feedback. Practical handouts will also be provided to organize and empower a strength-based approach in your supervision. Technology tools for self reflection will also be presented. It is imperative we prepare the newest members of our profession with the tools for a successful dynamic career.

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

PS#2330

5:00 p.m. - 6:30 p.m.

Aphasia as a Factor in Differential Diagnosis of Dementia Versus Pseudodementia

Authors: Andrew Schwagerl, Kaylyn Martino

The purpose of this poster session is to inform the speech-language pathologist (SLP) with current information regarding the phenomenon pseudodementia, a condition that mimics cognitive decline. The SLP may play a special role in determining whether a patient's diagnosis may in fact be dementia or pseudodementia: a true diagnosis of aphasia can offer the differential diagnosis needed to separate these two otherwise similar conditions. This session will discuss the latest thought and statistics regarding this more common, but less discussed, condition. This session will also examine a case study that describes the patient's course of care, and how the SLP can assist with an accurate diagnosis and advocate for the best care for our patients.

Instructional Level: Beginner
Track: Medically-Based Disorders

Thursday Evening Poster Sessions

PS#2332

5:00 p.m. - 6:30 p.m.

Spanish Letter Name and Sound Knowledge in Bilingual Preschoolers in Head Start

Authors: Sandra Vasquez, Ashley Sanabria, Elizabeth Peña, Susana Kravzov

We report on the development and piloting of a new assessment of Spanish code-based literacy skills: Conocimiento de Letras y Ortografía (CLO). This is a computerized assessment that is intended to monitor progress in Spanish literacy skill acquisition. Taking into account principles of Spanish phonology and orthography as well as potential for crosslinguistic transfer, we designed items in Spanish. We piloted the assessment with 35 bilingual preschoolers in San Diego that attended Head Start programs with a Spanish assessment of code-based literacy skills: Conocimiento de Letras y Ortografía. This assessment measures letter and sound recognition and syllable and word reading. We wanted to identify which Spanish letters and letter-sound correspondences young bilingual children receiving English-only instruction would be accurate at identifying. Results demonstrated that these 4-year-old children receiving instruction in English PreK were able to identify very few letters and letter-sound correspondences in Spanish.

Instructional Level: Beginner
Track: Language & Literacy

PS#2333

5:00 p.m. - 6:30 p.m.

Does Cognate Status Affect Performance in a Spanish Semantic Assessment in Bilingual Children?

Authors: Hannah Lim, Sharon Kravzov, Karyne Godinez, Ashley Sanabria, Geminis Rodriguez, Elizabeth Peña

We developed items for a new semantic matching task: (palabras en parejas/PEP) intended to measure oral language skills in Spanish. One factor known to impact bilinguals' performance on semantic tasks is cognate status. We used an adaptation of the Crosslinguistic Overlap Scale for Phonology (COSP) (Kohnert et al., 2004) to score words in our assessment for cognate status. We added additional criteria to account for the fact children would both see and hear words in our assessment and that Spanish should be treated as the base language. This assessment was then administered to 120 students in California and New York. Results demonstrate that items that had higher average cognate scores tended to have fewer accurate responses.

Instructional Level: Beginner
Track: Language & Literacy

Thursday Evening Poster Sessions

PS#2334

5:00 p.m. - 6:30 p.m.

Task-switching in bilingual aphasia

Authors: Bryce Olivares, Teresa Gray

It has been hypothesized that bilingual language control may be linked to nonverbal cognitive control. Bilingual adults with aphasia (BPWA) may present with language control and/or cognitive control impairment which makes them a unique population to examine nonverbal cognitive control. The aim of this study was to examine nonverbal task-switching in Spanish-English BPWA and Spanish-English age-matched bilingual adults (AMBA). All participants completed a task-switching paradigm that explored two measures of control (sustained and transient control mechanisms). Results reveal that BPWA performance follows AMBA trends, suggesting intact task-switching skills, although BPWA do not show effects of practice. These findings will be discussed within the current bilingual aphasia literature.

Instructional Level: Intermediate
Track: Medically-Based Disorders

PS#2335

5:00 p.m. - 6:30 p.m.

The Impact of ACEs: A Survey of Speech-Language Pathologists' Awareness, Knowledge, & Training

Authors: Yvana Uranga-Hernandez, Michelle Lee, Gabrielle Espejo, Angela Joelle

The purpose of this research study is to understand how external factors influence the prevalence of adverse childhood experiences (ACEs), the education and training provided for SLPs, and how information available on ACEs' impact on speech and language affect the practice of speech language pathologists across multiple work settings. The importance of trauma informed care in all areas of education and health care has become a very relevant topic in our current society, therefore understanding what SLPs know, how they gained their knowledge and how much more they still need to know is of utmost importance. Through an online survey the researchers collected current information from SLPs across the United States on the topic of ACEs. The results of this survey will be discussed as part of this presentation.

Instructional Level: Beginner
Track: Cultural & Linguistic Diversity (Client & Family Centered)

Thursday Evening Poster Sessions

PS#2336

5:00 p.m. - 6:30 p.m.

SLPs' Approach to the Phonological Acquisition Hierarchy in Children Post Cochlear Implants

Authors: Maquela Lashley, Margaret Vento-Wilson

Speech sounds are the building blocks of language and communication but can be impacted by severe to profound sensorineural hearing loss and lack of auditory stimulation. Fortunately, cochlear implantation (CI) can stimulate the auditory system and provide an outlet for acoustic input, directly facilitating speech production in children. However, a gap has been identified in the literature around SLPs' decision-making process on selecting speech sound targets for intervention with children post CI. This qualitative research project addresses this gap through qualitative semi-structured interviews with SLPs working with this population. Clinical Implications will be discussed.

Instructional Level: Beginner
Track: Special Populations

PS#2337

5:00 p.m. - 6:30 p.m.

Six-year-olds' comprehension of right-branching and center-embedded relative clause sentences

Authors: Ian Morton

Complex syntax, or utterances with dependent clauses, is an important and understudied area of language development. From the start of elementary school, complex syntax is essential for students to engage in classroom discourse, understand spoken directions, and to verbally summarize and explain class material (Barako Arndt & Schuele, 2013). One important type of complex sentence is relative clause sentences, which may be right-branching, as in (a) I see the drink that the baby wants, or center-embedded, as in (b) The drink that the baby wants is on the table. We explored whether school-age children's comprehension of right-branching relative clause sentences, like (a), exceeded their comprehension of center-embedded relative clause sentences, like (b). Sixteen English-speaking, typical-language 6-year-old children completed a relative clause sentence comprehension task. We found that performance on right-branching relative clause sentences exceeded performance on center-embedded relative clause sentences. Clinical implications will be discussed.

Instructional Level: Intermediate
Track: Language & Literacy

MS#2339

9:00 a.m. - 10:30 a.m.

Maximizing between-language transfer in bilingual intervention

Authors: Elizabeth Pena

One in five children in the US use another language in addition to English. In California, that number is larger with two of every five children having exposure to another language. Thus, an important consideration is how to design interventions for bilinguals developmental language disorder (DLD) that are appropriate and effective and that consider both languages. An important principle for bilingual intervention involves the notion of between-language transfer. While it is known that knowledge of one language can transfer to another language, not all skills transfer in the same way or to the same degree. Shared forms transfer more readily but unshared forms do not. Book-based interventions provide a flexible way to focus on children's needs in key areas including semantics and morphosyntax and can help to maximize transfer. We will discuss approaches to maximize between-language transfer while addressing languagespecific needs using a book-based intervention.

Instructional Level: Intermediate

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

Friday Morning Courses

MS#2338

9:00 a.m. - 10:30 a.m.

Traumatic Brain Injury: What Educators Need to Know

Authors: Melissa McCart

This session will center on children and adolescents with Traumatic Brain Injury (TBI) and the implications for assessment, treatment and coordination within various systems of care. This session will focus on the recognition, equity of access, monitoring, care and coordination of policies/systems needed to effectively support students with ABI.

Instructional Level: Beginner

Track: Medically-Based Disorders

MS#2340

9:00 a.m. - 10:30 a.m.

Diversity in Action: Using Context in Mixed Groups to Increase Joy and Efficacy

Authors: Francine Wenhardt, Lisa Chatter

This presentation demonstrates how to create and implement high interest, context-based instructional lessons (EBP) that address several goals, including social skills, conversation, language, literacy, and speech production in heterogeneous groupings.

As clinicians, we searched for ways to maximize our productivity, increase student buy-in and engagement, and provide evidence-based instruction across a range of goals. We found mixing groups increased our efficiency, allowed more time for instruction and assessment and improved our personal satisfaction. We implemented these lessons in our therapy rooms, classrooms, and virtually. As supervisors, our mentees shared that fewer lessons with more students reduced their stress and enhanced their enjoyment and satisfaction.

Attendees will receive one or more lessons for their own use or to adapt.

Instructional Level: Intermediate

Track: Clinical Issues

Friday Morning Courses

MS#2342

9:00 a.m. - 10:30 a.m.

Best Practices for SLPS Assessing and Working with Students with Visual Impairments

Authors: Rebecka Henry, Tamar Solomon, Shelby Zimmerman

While students with a visual impairment frequently need speech and language services, little is taught in graduate programs about the impacts of vision loss on language and overall development. In this seminar, you will learn from two Speech Language Pathologists (SLPs) and a Teacher of Students with Visual Impairments (TSVI) who work for the California School for the Blind on the impact of vision loss, assessment techniques and strategies, and how to provide therapy for a student with a visual impairment. The session will focus on school aged children (3 to 22 years of age) and will include the opportunity to ask vision related questions.

Instructional Level: Beginner
Track: Special Populations

SC#2343

9:00 a.m. - 12:00 p.m.

Aphasia Couples Therapy: Ethics, the Couple, the Method

Authors: Larry Boles

Aphasia Couples Therapy (ACT) is a Life Participation method for aphasia therapy. This evidence-based method can enhance your method for delivery of therapy. How do you involve the spouse? What exactly do you do during therapy. Video examples will be provided. You can do this.

Instructional Level: Intermediate
Track: Clinical Issues

Friday Morning Courses

MS#2344

9:00 a.m. - 10:30 a.m.

Neurodiversity 101: Neurodivergent and Neurotypical Perspectives

Authors: Lauren Mizutani, Josslyn Howard, Jillian Hall

As the whole world grows in its understanding and acceptance of human differences, the term “neurodiversity” has become a buzzword within many SLP circles. Are you looking to learn more about the neurodiversity movement and understand the important role it plays in being an SLP in 2023? Come and learn from 2 neurodivergent SLPs and 1 neurotypical SLP who are prepared to share their experiences, resources, and ideas for becoming a neurodiversityaffirming SLP in any setting.

Instructional Level: Beginner
Track: Autism & Related Issues

SC#2350

9:00 a.m. - 12:00 p.m.

Strengths-Based Approach to Social Communication: Focus on Interoceptive Awareness, Self- Advocacy

Authors: Adriana Lavi

This session will discuss a strengths-based approach to intervention that focuses on socialemotional and interoceptive awareness, self-advocacy, motivation and reflective self-awareness that can provide tailored assistance in fostering a positive autistic identity. Specific topics include teaching about brain differences, neurodiversity, self-regulation, understanding emotions and sources/intensity of emotions, discovering personal profile, accommodations, social anxiety, etc. Additionally, this session addressed neurodiversity- affirming strategies such as interest based self-rating checklists and strengths-based goal-writing suggestions.

Instructional Level: Intermediate
Track: Clinical Issues

Friday Morning Courses

MS#2351

9:00 a.m. - 10:30 a.m.

Bilingüe AAC: A Culturally Responsive Guide to Spanish Bilingual AAC Therapy

Authors: Maria De Leon, Melissa Tapia, Eunsey Lee, Alma Partida

Understanding an individual's culture is beneficial to language acquisition and other cognitive skills (Restrepo, Morgan, & Thompson, 2013; Soto & Yu, 2014; Gay, 2002). Realistically, most SLPs will not know the languages and cultures of every client on their caseload. Still, they can create a climate where different language practices are included and legitimized, where clients and their families feel proud of their native language, and where their bilingualism can be used to support language development (Soto, 2018). How can SLPs support Spanish AAC bilingualism given the limited research available on Spanish lexicon and bilingual Spanish AAC? This seminar identifies culturally responsive AAC practice and sociocultural framework for AAC intervention. It will describe current issues, myths, and concerns in providing Spanish bilingual AAC intervention and Latinx cultural perspectives. It will demonstrate evidence-based AAC intervention tools for Spanish bilingual emergent communicators and define the SLP role in supporting language growth.

Instructional Level: Intermediate
Track: Special Populations

SC#2352

9:00 a.m. - 12:00 p.m.

Complexity Approach and Music-A Dynamic Duet

Authors: Kelly Perry, Rebecca Huber

Overwhelmingly, peer-reviewed studies have continued to demonstrate that treating complex sounds leads to greater gains in overall intelligibility for children with phonological disorders. In addition, music shows a positive effect on speech and language development in young children. Studies indicate that there exists a shared sound category learning mechanism for phonology and music. In this course, participants will be presented with evidence-based approaches to assess and implement complex approaches while learning the impact of music and acquiring music-integrated intervention activities to facilitate improved intelligibility and meaningful outcomes for students with phonological disorders.

Instructional Level: Beginner
Track: Language & Literacy

- MS - Miniseminar
- SC - Short course
- PS - Poster session
- SR - Student research

Friday Morning Courses

SC#2353

9:00 a.m. - 12:00 p.m.

Resources & Strategies for Supporting Multilingual Children in Early Intervention Settings

Authors: Kelly Arellano

This presentation discusses resources and best practices to assist SLPs who are completing assessments to differentiate between language difference vs. language disorder for multilingual children in Early Intervention (0-3 years) settings, as well as resources and strategies to assist SLPs and SLPAs with providing culturally and linguistically affirming EI treatment and caregiver coaching.

Instructional Level: Beginner
Track: Cultural & Linguistic Diversity (Client & Family Centered)

MS#2354

9:00 a.m. - 10:30 a.m.

Videolaryngostroboscopy for the SLP

Authors: Felicia Francois, Lauren Timmons-Sund, M. Eugenia Castro

Videolaryngostroboscopy is a pillar of the comprehensive voice evaluation. The aim of this session is to familiarize speech-language pathologists with the visual assessment of vocal fold movement, mucosa, presence of masses, and features only visible with a stroboscopy light, such as glottal closure, mucosal wave, and amplitude. Parameters of videostroboscopy will be discussed with use of video examples. Cases with videostroboscopy exams will be used to demonstrate clinical decision-making and how videostroboscopy is relevant to treatment planning. We will also discuss how videostroboscopy fits into the SLP scope of practice and how to advocate for videolaryngostroboscopy when needed. The session will utilize an interactive format for discussion and Socratic learning.

Instructional Level: Beginner
Track: Medically-Based Disorders

Friday Morning Courses

SC#2355

9:00 a.m. - 12:00 p.m.

Lasting Progress and Lifelong Skills with Trust - Not Compliance

Authors: Sarina Murrell, Gina Mortensen, Amrin Dosanjh

Compliance in the greater society is mostly a technical word related to HR and company audits. So, why is it that so many therapy practices are not only just measuring, but also promoting compliance in our children?

Some synonyms of compliance are "obedience, conformity, passivity and submission." Compliance, at its core, is a question of power and control. While, in all situations, boundaries and some rules/expectations are important for safety and respect, if a client is only expected to obey and do exactly as they are told without question, they may never learn to develop autonomy, critical-thinking skills, or courage.

In this presentation, we will discuss the core concept of trust building over compliance, in order to see and measure progress. Trust is essential in any relationship, especially one focused on therapy, as it creates psychological safety, encourages questioning and risk-taking, improves social communication, promotes self-confidence, and facilitates meaningful connections.

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

MS#2356

10:45 a.m. - 12:15 p.m.

Decoding EdCode: The SLPs Role in Educational Eligibility

Authors: Caitlin Francis, Meghan Sparling

School-based SLPs are ruled by the California Education Code which dictates eligibility for services. Practicing SLPs are all too familiar with the California statute that states to qualify as a student with a Speech or Language Impairment, a student must perform below 1.5 standard deviations from the mean on standardized assessments. However, how many of our referrals for assessment are that straightforward? What about the educational impact of articulation, voice, or fluency? Or when standardized assessments aren't appropriate? How often do we assess a student with needs beyond speech or language? This seminar will explore the SLP's role in the multi-disciplinary process of collaboration to determine eligibility for other areas, such as Autism, Specific Learning Disability, or Other Health Impairment, and will discuss the SLP's role as a related service provider.

Instructional Level: Beginner
Track: Clinical Issues

Friday Morning Courses

MS#2358

10:45 a.m. - 12:15 p.m.

Long Covid 19: the Cognitive-Communication Issues

Authors: Elisabeth D'Angelo

Covid-19 impacted our world in many ways, and some of those who experienced Covid are dealing with long term issues including physical complaints, fatigue, immune system issues, and a myriad of other concerns. One consistent reported concern is "brain fog". The areas that are reported as new difficulties include attention, memory, word retrieval and executive functions such as problem solving and planning. These areas are well known to the SLP as a pattern similar to those with TBI, especially Mild TBI/ Prolonged Concussion Syndrome. This presentation will provide an overview of Covid-19 and what we know now relating to multiple systems (cardiac, immune, respiratory, neurological) involvement, and current research into the cognitive-communication changes. Preliminary cognitive-communication assessment results of a from a current research study on those with Long Covid will be shared, as well as potential cognitive-communication treatments.

Instructional Level: Intermediate
Track: Medically-Based Disorders

MS#2353

10:45 a.m. - 12:15 p.m.

An Inclusive and Comprehensive Approach to Stuttering Assessment and Treatment

Authors: Hatun Zengin-Bolatkale, Ezra Lenhardt

This presentation will explore diversity and inclusion in the context of management of stuttering. We will present cultural and social models of disability and contrast them to the medical model of disability. We will review recent research and clinical perspectives regarding individual differences in the overall experience of stuttering. Further, recent discourse regarding the heavy emphasis on "fluency", the lack of inclusiveness of this term and its implications of stigma and ableism will be discussed. It is becoming increasingly more valuable that SLPs take into consideration the entirety of the stuttering condition. Therefore, the presentation will include practical tips regarding inclusive, comprehensive, and client-centered assessment methods including an overview of motivational interviewing and solution focused brief therapy. Further, we will discuss how to write inclusive and holistic goals, and share some tips regarding treatment practices.

Instructional Level: Intermediate
Track: Cultural & Linguistic Diversity (Client & Family Centered)

Friday Morning Courses

MS#2362

10:45 a.m. - 12:15 p.m.

Cognitive Rehabilitation: How to Maximize Effectiveness Through Occupational Therapy Collaboration

Authors: Suzanne Newby, Julia Gonzalez

Cognitive Rehabilitation with medically-complex adults is a wide and varied task that can include education and training on attention, memory, high level executive functioning tasks, and functional cognition necessary for activities of daily living, such as sequencing for dressing. There is so much to address during intervention to support our patients in maximizing independence and quality of life, we believe there is room for both speech-language pathologists and occupational therapists to address cognitive retraining in their practice without a duplication of services. But how do we capitalize on each discipline's strengths and resources to improve service delivery in the best interest of our patients? This session will examine professional roles, with an emphasis on cognitive-communication vs. functional cognitive rehabilitation. Using the lens of the ICF framework, participants will explore each discipline's assessment procedures, refine goal establishment, and learn strategies for IDT communication, as well as review case study applications.

Instructional Level: Beginner

Track: Medically-Based Disorders

Friday Student Research Symposium

9:00 a.m. - 12:15 p.m.

SR#2341

9:00 a.m. - 10:30 a.m.

The Effectiveness of the Cycles Goal Attack Strategy on Early Reading and Spelling Skills

Authors: Amber Wyatt, Adriana Gomes, Susan Steffani

This presentation will describe a single-subject design study conducted to determine the effectiveness of a cycles goal attack strategy approach (traditionally used in phonological therapy) for literacy intervention. Treatment targeted developmentally appropriate spelling and reading features for an early reader (e.g., the FLOSS rule, use of c and ck at the ends of words).

Instructional Level: Beginner
Track: Language & Literacy

SR#2345

9:00 a.m. - 10:30 a.m.

Investigation of Input Variability as an Intervention Technique for Verbs

Authors: Danielle Karylle Hu, Katrina Nicholas

Input variability dramatically boosts word learning in both typically-developing children and children with language disorders. The purpose of this talk is to review existing literature and present recent data on how two-and-a-half-year-olds learn verbs with object and actor variability. Preliminary results show that participants learning verbs with no variability performed slightly better in immediate testing, but children in that group showed weaker retention in comparison to children who were taught verbs in the high variability groups. This study can extend to clinical settings by using input variability to teach language-delayed toddlers their first action words. The presenters will define input variability, summarize previous word learning studies using input variability, and compare our results on actor and object variability to previous studies on input variability.

Instructional Level: Beginner
Track: Language & Literacy

Friday Student Research Symposium

9:00 a.m. - 12:15 p.m.

SR#2346

9:00 a.m. - 10:30 a.m.

Beneficial Supports for Parents of Children with Autism Spectrum Disorder (ASD)

Authors: Alyssa Walters, Alison Quick, Julia Mendez

Our research aimed to explore parents' experiences, perspectives, and outlets they used to help grasp a better understanding of their child's Autism Spectrum Disorder (ASD) diagnosis. This study aimed to help current, and future parents of children with an ASD diagnosis feel supported, have resources, and general help with their quality of life.

Participants were recruited through Facebook groups, Biola Summer 2022 Social Skills Camp, and email giving the voluntary opportunity to participate in an online survey. Participants answered Likert Scale questions, multiple choice questions, and fill in the blank questions regarding their experience in having a child diagnosed with ASD. The survey question related to stigma, therapy, and support.

Instructional Level: Beginner
Track: Autism & Related Issues

SR#2347

9:00 a.m. - 10:30 a.m.

An Exploratory Study of Underrepresentation and the Correlation to Pre-professional Identity

Authors: Rebecca Jones

"Diversity, Inclusion, and Culture" has been identified as one of two Priority Impacts by the CSHA Board of Directors, consistent with ASHA's commitment to "Diversity, Equity, and Inclusion." This study directly addresses these goals by examining the intersection between racial and ethnic identity, and the pre-professional identity of speech-language pathology students of color. Professional identity is conceptualized as an individual's internalization of beliefs, attitudes, and understanding of their profession's role and purview. For speechlanguage pathology students of color, the significance of establishing a strong professional identity in their academic careers is that they are more likely to experience a peaceful transition into a predominantly White field of professional practice. Through the exploration of dissimilarities in pre-professional identities, commonalities in experiences among students of color, and appropriate means of increasing cultural diversity and inclusion, this study emphasizes the importance of both recognizing and redressing racial inequity within communication sciences and disorders.

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

Friday Student Research Symposium

9:00 a.m. - 12:15 p.m.

SR#2348

9:00 a.m. - 10:30 a.m.

Effects of Peer Mentoring on the Self-Efficacy of First-Year Graduate Students

Authors: Kenyan Martin, Ashlley Martinez Aguilar

Reduced self-efficacy and high stress are common complaints among graduate students in communication sciences and disorders programs due to the rigor of graduate education and the broad array of knowledge and skills required in the field of speech-language pathology. Mentoring shows promise in supporting retention and academic progress, closing equity gaps, reducing feelings of social and intellectual isolation, and enhancing student resiliency. This presentation will describe a recently piloted peer mentorship program and its outcomes.

Instructional Level: Beginner

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

SR#2349

10:45 a.m. - 12:15 p.m.

Giving Credit Where It's Due: Using Visual Analog Scales for Children with Speech Sound Disorders

Authors: Alicia Escobedo, Abigail John, Sonja Pruitt-Lord

The complexity approach is an intervention for children with speech sound disorders that takes advantage of the impact of complex treatment targets to induce system-wide change (Storkel, 2018). However, limited tools exist for characterizing the gradual improvement with complex treatment targets. Visual analog scales (VAS) allow for finer-grained measurements of change in children's production of target sounds (Munson et al., 2012) that are not captured by binary accuracy. The current study examines the use of VAS and accuracy with seven SpanishEnglish bilingual children with speech-sound disorders following a Spanish phonological intervention. Results suggest that VAS captures the incremental and subtle changes children make in their speech sound production. Overall, the results of this study suggest that visual analog scales are useful indicators of treatment progress beyond accuracy alone. These results have important implications for progress monitoring and assessment with children with speech sound disorders.

Instructional Level: Intermediate

Track: Clinical Issues

Friday Student Research Symposium

9:00 a.m. - 12:15 p.m.

SR#2357

10:45 a.m. - 12:15 p.m.

Capturing growth: Grammatical productivity in Spanish-English bilinguals with and without DLD

Authors: Alicia Escobedo, Abigail John, Sonja Pruitt-Lord

Previous research on productivity of tense and agreement (T/A) in English monolingual toddlers has established this measure as a valid indicator of a child's emergent grammar and morphosyntax (Hadley & Short, 2005). Recent work has also extended this validity to English monolingual preschoolers (Gladfelter & Leonard, 2013) and has established that SpanishEnglish bilingual preschoolers reflect a different pattern of English T/A morpheme acquisition compared to their monolingual counterparts (Potapova & Pruitt-Lord, 2019). This study aims to extend previous work on grammatical productivity in Spanish-English bilingual children by analyzing the productive use and accuracy of preschoolers' morphology in Spanish. This presentation will detail the development of a Spanish productivity measure for Spanish-English bilingual children and present data from a group of preschool-aged children in both of languages. The aim of this study is to contribute to assessment tools that are clinically impactful for culturally and linguistically diverse populations like bilingual children.

Instructional Level: Intermediate

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

SR#2360

10:45 a.m. - 12:15 p.m.

Speech Therapy Services for Individuals With Autism Spectrum Disorder: a Qualitative Study

Authors: Natasha Wilkinson, Nicolette Marsh

The neurodiversity movement, facilitated by individuals with autism (Houting et al., 2018), has shown the need for improvement in services catered towards them. By the American-SpeechLanguage-Hearing Association (ASHA) mandate of evidence-based practice (2005), speechlanguage pathologists must understand and incorporate the perspectives of autistic individuals into their practice. According to Dethrone and Searsmith (2021), voices of autistic individuals are often not considered in our field.

To ensure autistic individuals have confidence that their SLP will do no harm, SLPs need more awareness and training. Previous studies focused on SLP's perspective while this study focuses on client's perspective. We interviewed autistic individuals and documented personal experiences with services catered towards them, including speech therapy and applied behavior analysis (ABA).

Research questions focused on opinions of autistic individuals regarding the services they received, including the professional's knowledge of autism, overall comfortability, and whether or not they were allowed to participate in non-harmful stimulating.

Instructional Level: Beginner

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

Friday Student Research Symposium

9:00 a.m. - 12:15 p.m.

SR#2361

10:45 a.m. - 12:15 p.m.

Capturing the Nuances of Written Language Learning in Five Beginning Writers

Authors: Emilee Rohrer

Narrative writing requires thought organization, creativity, working memory, and accessible writing tools. Narrative writing is an extension of oral narrative and essential to the development of structured and organized language. This session will examine generative writing samples collected over a year by five high school students enrolled in special day classrooms co-taught by a special educator and a speech-language pathologist (SLP). Students' generative writing samples will be descriptively evaluated using the Developmental Writing Scale (Strum, 2012), the Readtopia Writing Rubric, and other SLP-generated informal assessments meant to examine change in the essential components of connected text (narrative or expository) over time. Text differences and similarities will be compared across students given shared vocabulary from classroom-delivered instructional content using the explicit instructional strategies from the curricular teacher's guide. Students used different writing tools and supports to generate their connected text.

Instructional Level: Beginner Track: Language & Literacy

SR#2363

10:45 a.m. - 12:15 p.m.

Partners4Literacy: A Comparative Classroom Discourse Analysis During Readtopia Instruction

Authors: Amber Herrera

A comparative classroom teacher discourse analysis was conducted from nine digital-video observations during teacher-delivery of Readtopia lessons from three experienced special educators serving two middle- and one high-school self-contained classroom. Readtopia is an evidence-based comprehensive literacy curriculum designed for students who range from early emergent to conventional literacy learners. This smaller embedded study of three classrooms represents a period when the educators were in the first 6-7th month of Readtopia implementation (Year 1 of 5), and students were beginning to have increased time and opportunity to use class-wide core vocabulary with access to lesson content vocabulary (via non-electronic or electronic aided AAC). This study focuses on analyzing teacher-student discourse during Readtopia instruction in self-contained classrooms serving beginning communicators who require aided AAC to more fully participate in a comprehensive literacy curriculum that requires joint construction of knowledge.

Instructional Level: Beginner
Track: Special Populations

Friday Afternoon Poster Sessions

PS#2368

1:30 p.m. - 3:00 p.m.

Engaging Diverse Gen Z in University Classes: Survey Results and Implications for Instructors

Authors: Celeste Roseberry-McKibbin, Jade Silva, Darla Hagge

A longstanding challenge within the field of communication disorders is the under representation of culturally and linguistically (CLD) diverse professionals. Unfortunately, statistics indicate that over time, this situation has changed very little. A major goal has been to increase representation of CLD professionals in our field in order to increase access to services among CLD populations. This goal must be undergirded by culturally responsive, specific strategies for recruiting and retaining CLD individuals within the professions. This involves improving the academic experience for CLD students in university classes. Because the majority of class instructors are White members of the Millennial, Generation X, and Baby Boomer age groups, there can be a gulf between teaching styles and strategies and the needs of CLD learners. This ongoing research project has surveyed CLD and mainstream university juniors in order to develop culturally responsive pedagogical strategies to encourage increased CLD representation in our professions.

Instructional Level: Beginner

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

PS#2369

1:30 p.m. to 3:00 p.m.

Peers' Inclusionary Intentions and Knowledge of Autism Following a Social Narrative Intervention

Authors: Brooke Findley, Aubree Gammon

Social narratives have been identified as an evidence-based practice for introducing children with Autism Spectrum Disorder (ASD) to a range of social skills (Steinbrenner et al., 2020). While preliminary research has supported the use of story-based interventions as a method for improving typically-developing children's attitudes toward peers with ASD (Lian et al., 2020), studies using social narratives to teach children about ASD have not been identified within the literature. This presentation will share the results of a study that utilized a pretest/posttest control group research design to determine the effectiveness of a social narrative-based training on 3rd grade general education students' perceptions of and inclusionary intentions toward peers with ASD. Key results, implications for practice, and directions for future research will be reviewed during the presentation.

Instructional Level: Beginner

Track: Autism & Related Issues

Friday Afternoon Poster Sessions

PS#2371

1:30 p.m. - 3:00 p.m.

Knowledge of Dysphagia Management in Patients With Swallowing Disorders

Authors: Lindsay Chladek, Madhu Sundarrajan

This study provided data on current patient perspectives about dysphagia and their practices of dysphagia management. This study also examined factors that can decrease the risk of aspiration pneumonia such as family history of dysphagia, patient training/education, and caregiver training/education. Interested participants completed an anonymous survey and answered questions related to their dysphagia diagnosis, management, and caregiver training. Results revealed several important themes amongst the responders, including an impact on social engagement, and mental health. Respondents also noted a lack of caregiver training on dysphagia management. Overall, data from this study indicates a need for extensive and comprehensive education and training on dysphagia management.

Instructional Level: Beginner
Track: Swallowing Disorders

PS#2373

1:30 p.m. - 3:00 p.m.

What's That Ringing in My Ear?: Tinnitus Symptoms in College Aged Students

Authors: Mauriana Raye, Tonia Davis, Karen Bell

Experience of tinnitus can range from mild ringing sensation that does not significantly impact quality of life to severe symptoms impacting educational, vocational, and interpersonal outcomes. The current study asks what percentage of college students self-report any level of tinnitus symptoms and, of those who self-report, does symptom severity moderate diagnosis by a medical professional? A total of 126 college students, faculty, and staff participated in a survey focused on tinnitus symptoms. The survey was adapted from the "Tinnitus-Related Handicap Survey," designed by Bhatt to gain an understanding of the prevalence and risk of Tinnitus through a series of questions asking for the participant's demographics, medical history, tinnitus-related handicap in their daily life, and symptom severity (Bhatt, 2018). Nineteen percent of respondents experienced symptoms of tinnitus, while seven percent had been diagnosed by a professional. There was no difference between diagnosed and undiagnosed groups in symptom severity.

Instructional Level: Beginner
Track: Audiology

Friday Afternoon Poster Sessions

PS#2374

1:30 p.m. - 3:00 p.m.

Perspectives and Strategies of Heritage Language Maintenance in Hebrew-Speaking Americans

Authors: Dina Stein

The United States is well-known as a melting pot due to the fusion of nationalities, cultures and ethnicities that exist within the country. Much of this diversity is accounted for by the rise in immigration of foreigners from other countries. With such diverse cultural and linguistic practices among its inhabitants, it is becoming increasingly difficult for bilingual children in the U.S. to maintain the languages of their unique familial heritages. In such a diverse cultural and linguistic milieu, parents of bilingual children are faced with the challenging task of maintaining their children's heritage language.

By comparing data from two surveys on heritage language maintenance, this study aims to identify the opinions of Hebrew-English speaking parents and children about the importance of maintaining HL and strategies used to implement it. The results should present useful information to clinicians and educators when interacting with this bilingual population.

Instructional Level: Beginner

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

PS#2375

1:30 p.m. - 3:00 p.m.

Perception of Autism Spectrum Disorder Among the Asian American Community

Authors: Karissa Nakayama, Margaret Vento-Wilson

There is an existing body of research documenting specific cultural values and stigmas related to Asian Americans' negative views toward disabilities, mental illnesses, and help-seeking. The purpose of this project was to conduct a literature review with a specific focus on perspectives among Asian Americans on autism spectrum disorder (ASD). Through an iterative process, five primary themes revealing the intersection of culture and disability were identified. Analysis of these themes validated the link between perception of ASD by Asian American families, the role of culturally sensitive intervention, and willingness to seek help. The implications for allied professionals will be discussed.

Instructional Level: Intermediate

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

Friday Afternoon Poster Sessions

PS#2376

1:30 p.m. - 3:00 p.m.

The Impact of Training in Supported Conversation for Adults with Aphasia on Graduate SLP Students

Authors: Katherine Wolf

Aphasia is a daunting acquired language disorder that provokes struggles in communication, relationships, and activities of daily living. This presentation discusses the effects of training graduate student SLPs in Supported Conversation for Adults with Aphasia (SCA) and its changes in their clinical inquiry and self-perceived confidence levels. Results from this quasiexperimental study resoundingly showed significant improvement in both the graduate student SLPs' clinical inquiry and self-perceived confidence levels. In addition, the person with aphasia's ability to express and engage in communicative transactions measurably improved. The presenter is a recent M.S. SLP graduate who conducted the research for her graduate degree thesis project and works now as a Clinical Fellow at an acute rehabilitation hospital working with persons with aphasia and other brain injury related deficits. She uses SCA on a regular basis and has noticed significant change in her patients and their families' ability to communicate effectively.

Instructional Level: Intermediate
Track: Medically-Based Disorders

PS#2377

1:30 p.m. - 3:00 p.m.

An OPTIMAL Aphasia Group

Authors: Marissa Klein, Nicola Bettino

The OPTIMAL (Optimizing Performance through Intrinsic Motivation and Attention for Learning) Theory aims to maximize patient motivation and attention to improve recovery. The main principles of autonomy support (AS), enhanced expectancies (EE), and an external focus (EF) of attention all facilitate intrinsic motivation and engagement, a collaborative patient-therapist relationship, and improved learning. Several studies have shown this approach to be effective in motor learning, however, the application of OPTIMAL theory to cognitive and linguistic rehabilitation is less well documented. Nevertheless, there is emerging research supporting its application to cognitive and language rehabilitation. This poster describes a weekly outpatient aphasia group that incorporates OPTIMAL techniques and strategies to facilitate patient autonomy, create enhanced expectancies, and establish an external focus.

Instructional Level: Beginner
Track: Clinical Issues

Friday Afternoon Poster Sessions

PS#2377

1:30 p.m. - 3:00 p.m.

Teletherapy Outcome Measures for Hypokinetic Dysarthria Secondary to Parkinson's Disease

Authors: Megan Willi, Lindsay DeLoye

Teletherapy is an effective therapy format for speech and voice therapy for individuals with Parkinson's disease (PD); however, effective documentation of treatment progress can be a barrier to teletherapy. Overcoming barriers to teletherapy will provide individuals with PD additional access to services and help address concerns related to inclusion. A pilot study was conducted to determine if semantically unpredictable sentences (SUS) and diadochokinetic (DDK) tasks are viable teletherapy outcome measures for a 4-week, SPEAK OUT!® voice therapy refresher course. The pilot study was conducted with an 80-year-old male with mild/moderate hypokinetic dysarthria secondary to Parkinson's disease. Pre- and post-treatment speech intelligibility and articulatory measures are reported. There were no significant changes between pre- and posttest intelligibility measures; however, a positive change in the pre- to posttest DDK rates was observed. Further research is needed to investigate the reliability and validity of these measures for individuals with different PD severity levels.

Instructional Level: Intermediate
Track: Clinical Issues

PS#2382

1:30 p.m. - 3:00 p.m.

Equitable Services for Youth in the Juvenile Justice System

Authors: Grecia Acevedo, Laura Coca, Lori Heisler, Suzanne Moineau

The purpose of this poster is to inform SLPs about the prevalence of language disorders among youth in the Juvenile Justice System (JJS) along with the over representation of children from racially and ethnically diverse backgrounds. In addition, the presenters will share their efforts to develop a clinical collaboration with a California Public Defender Office and a university clinic in order to better understand the problem and provide services to children in the JJS. The poster will also cover initial research efforts to examine persuasive narratives in diverse youth in the general population of Southern California and within the JJS.

Instructional Level: Intermediate
Track: Cultural & Linguistic Diversity (Client & Family Centered)

Friday Afternoon Poster Sessions

PS#2383

1:30 p.m. - 3:00 p.m.

S.C.H.W.A., Never Stressed: Promoting Peer Mentorship Relationships in Graduate School

**Authors: Monica Munevar, Young Oh,
Robert Abarca, Leeat Redlich**

Student Connections Help With Student Advancement (S.C.H.W.A.) was created by four current graduate students at San Jose State University (SJSU). The founders of this mentorship program saw the importance of connecting with peers, especially those farther along in the graduate program. After mentors and mentees answer preferential questions of what they would like in a mentor, graduate students in their final year of SJSU's speech-language pathology master's program are matched with incoming graduate-level students. These relationships foster academic and emotional support as they allow the space to discuss navigating graduate school.

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

PS#2380

1:30 p.m. - 3:00 p.m.

The Professional Identity of Male Students in Speech-Language Pathology

Authors: Isabella Diersing

The purpose is to explore how the non-proportional population of males-to-females in the speech-language pathology field specifically impacts the professional identity of male students in the field. I will define the pre-professional identity of a speech-language pathology student and discuss its importance. I will discuss how the non-proportional population of males-to-females in the speech and language pathology field specifically impacts the professional identity of male students in the field based on previous literature. I will discuss how the preprofessionalism of male speech-language pathology students is shaped by existing biases and different barriers. This study highlights a research gap that addresses male speech-language pathology students and their professional identity. Male undergraduate students have minimal awareness of the profession, in comparison to females. This lack of literature about this topic hinders the exploration of the factors that influence why males are less likely to enter speechlanguage pathology as a profession.

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

Friday Afternoon Poster Sessions

PS#2381

1:30 p.m. - 3:00 p.m.

Engaging Students in Information Literacy Through Experiential Learning: A Scavenger Hunt Approach

Authors: Tonia Davis, Rachel Stark

There is a growing body of literature that indicates that Information Literacy (IL) is a foundation for evidence based practice (EBP). In order to identify and analyze the "best available scientific evidence," students and clinicians must develop skills in effective search strategies, critical thinking, and identifying science vs. pseudoscience. In an era of information overload, students must learn to find, analyze, and apply high quality evidence when surrounded by an onslaught of lower quality information (social media, trade magazines, blogs, predatory journals etc). To develop these skills, undergraduate students participated in a scavenger hunt requiring a variety of both physical and electronic search tools. Qualitative data from a focus group is presented. With the return to face-to-face instruction, this approach represents a valuable way to engage students in hands-on learning. Both didactic teaching and clinical supervision strategies will be presented.

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

- MS - Miniseminar
- SC - Short course
- PS - Poster session
- SR - Student research

Friday Afternoon Courses

MS#2365 12:30 p.m. - 1:30 p.m.

Let's Do Lunch with the SLPAHAD Board

Authors: Paul Sanchez, Holly Kaiser, Gilda Dominguez

A panel of leaders from the California Speech Language Pathology & Audiology & Hearing Aid Dispensers Board, including SLPAHAD Board Executive Officer and Board Members, will discuss timely issues of importance regarding the Board's roles and responsibilities. Also discussed will be important updates regarding licensing, legislation, and regulations.

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

SC#2366 1:30 p.m. - 4:30 p.m.

Speech Pathology Intervention in the NICU

Authors: Linda Fawx

A session introducing the learner to NICU intervention. The session includes explanation of the many diagnoses speech pathologists see as they work with NICU babies. Speech pathology feeding assessments and therapeutic intervention will be outlined in detail. Specific populations and interventions will be explored. Skill sets needed for working in the NICU will be reviewed. Discussion will include how effects of being in the NICU for prematurity and medical issues are reflected in populations served by speech pathologists as the children grow and are seen in early intervention, preschool and after. A list of the many acronyms that are used in the NICU will be discussed, to help guide the understanding of clinicians new to NICU care or are following NICU graduates.

Instructional Level: Intermediate
Track: Medically-Based Disorders

Friday Afternoon Courses

SC#2367

1:30 p.m. - 4:30 p.m.

Reflections on the Intersections Between Ableism & Racism in Communicative Sciences & Disorders

Authors: Betty Yu

Speech-Language Pathology and Audiology are fields built around disability but that understand little about it outside of a medicalized framing. In this session, we will examine why a sociocultural and sociopolitical understanding of disability matters for our pursuit of racial equity and the roles we, as a discipline and as professionals in the discipline, play in defining, maintaining and reinforcing norms around communicative behaviors. These insights carry tremendous implications for those who are minoritized for perceived differences along the dimensions of race, ability, and other social markers.

Instructional Level: Beginner

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

SC#2372

1:30 p.m. - 4:30 p.m.

Mental Processes and Communication Over the Years: Scaffolding a Sense of Self

Authors: Anna Vagin, Sophie Miles

Thought processes, and the mental state verbs (MSV) representing them, are invisible, yet they shape our sense of self, our lives, and our understanding of how we fit in this world. They underlie cognition, and support us as we evolve throughout our lifetime. They allow us to decide, to plan, to hope, to miss. MSV can decrease anxiety, since a challenge of the moment can be mitigated by remembering the past and thinking ahead to our future. These are the gifts of MSV.

We will review research, and delve into activities to support MSV learning. Two case studies will be presented. Then we will move to examples of how school-based SLPs can use knowledge of MSV to inform assessment, goal writing and therapy at the middle and high school level to maximize both educational and social emotional impact at school - information that is also applicable to young adults.

Instructional Level: Intermediate

Track: Autism & Related Issues

Friday Afternoon Courses

SC#2379

1:30 p.m. - 4:30 p.m.

Functional Evaluation & Treatment Approaches for Low Functioning Brain Injury Survivors

Authors: Kimberly Gully

Working individuals recovering from a severe traumatic brain injury is challenging. These individuals are frequently non-verbal or minimally communicative, immobile with limited or inconsistent physical responses. The recovery time from a severe brain injury is generally longer and milestones are significantly delayed. This session will offer tools for evaluation and treatment of individuals who are functioning at Rancho Levels I - V. Information on evaluation, treatment, documentation, family/staff education/involvement and resources will be presented. Live demonstrations of evaluation and treatment techniques will be provided to assist in understanding functional approaches to this population. Setting up early communication systems including use of switches, eye gaze boards, etc. will be included in the presentation and demonstrations. Audience participation experiences will be utilized to assist in understanding the approaches discussed. This will be a practical, hands on presentation designed to assist participants in gaining knowledge and confidence in treating this patient population.

Instructional Level: Beginner
Track: Medically-Based Disorders

MS#2384

1:45 p.m. - 3:15 p.m.

Passing the Praxis SLP with Flying Colors: Practical Strategies

Authors: Celeste Roseberry-McKibbin, Glen Tellis

Speech-language pathology graduate students must take and pass the Praxis-SLP examination to obtain national certification; in addition, the Praxis is required for many state licenses. Students (and professionals re-entering the field) may experience great stress when preparing for the exam. This oral seminar provides practical test-taking and study tips to help test takers pass the Praxis examination the first time.

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

Friday Afternoon Courses

MS#2385

1:45 p.m. - 3:15 p.m.

So I Heard: Fact Checking Social Media

Authors: Molly Kriva

In the age of Instagram and Facebook, it can be a challenge for clinicians to discern fact from myth. Sometimes, our eyes may deceive us- a well designed info graph may look appealing, but not be accurate or true. Modern clinical practice takes advantage of web based ideas, but also closely considers its scientific basis. This session will review evidence based practices and how to access sources. Participants will be able to define study types and compare their reliability. Studies covered will include randomized control trials, cohort studies, meta analysis, and case studies. Practical application to clinical work including assessment and identification of treatment modalities will be covered. Examples of aligning research to social media will be practiced with guidance.

Instructional Level: Beginner

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

MS#2386

1:45 p.m. - 3:15 p.m.

Dual literacy in Spanish Bilingual learners: The Good, Bad, and Ugly of AAC features

Authors: Samantha Aguirre, Guadalupe Solis, Erica Ellis

Literacy is a multifaceted skill in the development of written and spoken language systems. This dynamic coordination of processes are often highly tested and measured throughout primary school years and beyond. For teachers and users of alternative, augmented communication (AAC) instruments, literacy development can be even more complex, with limited research. Specifically, there is a lack of research on the diversity of needs, the growth of technology, and other equipment-embedded tools' impact on AAC users. This seminar explores current research from the past 10 years relative to early literacy development of AAC users, through a bilingual Spanish-English lens. Consideration for use of keyboard word prediction features in common AAC applications to bridge biliteracy attainment for the complex, diverse learner will be discussed. Preliminary analysis will determine the good, bad and ugly of AAC features and the impact on clinical implementation.

Instructional Level: Beginner

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

Friday Afternoon Courses

MS#2387

1:45 p.m. - 3:15 p.m.

Creating Interactive Social Group Activities For Students With Complex Communication Needs

Authors: Cynthia Young, Kimberly Tan

This presentation outlines the four essential elements needed to plan interactive classroom therapy lessons for students in moderate to severe special day classrooms. Current research and clinical experience are integrated to create lesson plans that are thematic and inclusive of all students and paraeducators and incorporate opportunities for communication and AAC supports resulting in fun and stimulating sessions. Discussion topics include: examples of themes, activities that can be completed within a 30 minute session, incorporation of AAC, goal management, and inclusion of students and classroom staff for generalization across school environments and activities. Sample classroom lessons for elementary, middle and high school students will be reviewed.

Instructional Level: Beginner
Track: Special Populations

MS#2388

1:45 p.m. - 3:15 p.m.

Autism Screening Tool Kits for SLPs

Authors: HyeKyeung Seung, Ryan Nadler, Ainaria Johnson, Kathleen Wohlgemuth

Speech-language pathologists are often the first professionals that families are referred to when a child has been suspected to have a speech-language delay. SLPs must be familiar with the diagnostic features of autism and be prepared to identify signs of autism in young children to provide appropriate intervention services and to make timely referrals to other professionals (e.g., occupational therapists, psychologists, etc.).

Despite the recommendations by the American Academy of Pediatrics, there are still many children who were not screened for autism, which delays the diagnosis of autism (Johnson et al., 2007). Some of the reasons for delay are culture and/or healthcare access issues. Racial minority children have received less access to autism screening and subsequently delayed the diagnosis of autism. When SLPs have children under the age of three who show signs of autism, they can conduct autism screening and supplement their clinical observation with the screening test results.

Instructional Level: Beginner
Track: Autism & Related Issues

Friday Afternoon Courses

MS#2389 1:45 p.m. - 3:15 p.m.

Good Grief: Finding Resilience in Trauma

Authors: Dr. Elaine Fogel Schneider, Felicia Conlan, Pavlina Dostal

Meeting the needs of our clients with communication disorders, encompasses more than speech or language. In today's post pandemic world we see our clients need to cope with social-emotional elements of learning that can affect the therapist's and client's ability to focus on established communication goals. This dynamic interprofessional presentation provides information about building resilience during everyday traumatic life events for those we serve and for ourselves. Attendees will learn communication strategies to support children and adults experiencing social-emotional difficulties caused by trauma. Evidence-based theories are highlighted while practical strategies are provided for audience participation. Therapists will learn about basic response skills, age-specific beliefs, the importance of creating a trauma aware environment in the workplace. Information on self-care, hands-on activities, and various age-appropriate resources will be provided as they relate to building resilience and developing habits that instill work-life balance to avoid burn-out.

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

MS#2390

1:45 p.m. - 3:15 p.m.

SLPs and SLPAs: Reframing and Maximizing your Leadership

Authors: Leann Schouten

Supervision and leadership are hard work. It's time to reframe your thinking on how you see the individuals you supervise and work with. In this course, information will be presented on the four essential values that are expected in all leadership communications and organizational strategies. This presentation will review practice standards using CSHA and ASHA guidelines. The ethical concerns of SLPs and SLPAs will be addressed, and scenarios reviewed to determine what they should do to protect themselves and educate team members around them. Participants will learn how to identify the three basic performance categories found in individuals and work teams. Using the PACT system as a starting point, the four major themes will be applied directly to your workplace setting and in your leadership strategies. Participants will learn strategies to use immediately to help counsel and educate individuals they mentor and supervise at all stages of their careers.

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

Friday Afternoon Courses

MS#2391

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

Using a Collaborative Service Delivery Model to Increase Participation of Students Who Use AAC

Authors: Dana Albrecht, Kimberly Duer, Jennifer Wright, Tracy Shaw Green

This session will address the need to consider shifting away from a separate setting or “pull out” service delivery model to a collaborative service delivery model for our students who use AAC. Presenters will propose collaboration as a means to establish shared beliefs, uphold mandates to provide intervention in least restrictive environments, and increase partner competence. An emphasis will be placed on increasing participation during established classroom routines and activities. Discussion will also include: strategies and scaffolds found to be effective in identifying routines, developing participation plans, script building, and encouraging aided language modeling.

Instructional Level: Intermediate
Track: Special Populations

MS#2393

3:30 p.m. - 5:00 p.m.

‘What’s Lungs Got to Do With It?’ Laryngeal Function in the Lung Transplant Population

Authors: Ashley Roling, Anca Barbu, Heather Thompson, Robert Dowhy

Speech-language pathologists and otolaryngologists are often among the interdisciplinary team involved in the clinical work-up for dysphagia in patients undergoing lung transplantation. However, research by Black et al. (2021) and Seeliger et al. (2019) estimates the compounding prevalence of dysphonia, or laryngeal dysfunction, within this population- ranging from 23% to 63%. The following seminar includes an in-depth review of cases and discussion of vocal diagnostics and intervention by a team of speech pathologists and laryngologist from a high volume lung transplant program in Southern California.

Instructional Level: Beginner
Track: Medically-Based Disorders

Friday Afternoon Courses

MS#2394

3:30 p.m. - 5:00 p.m.

AAC in our Neighborhoods: Planning and Execution of Community Based AAC Displays

Authors: Barbara Fernandes

Public displays of communication boards provide opportunities to facilitate community awareness and highlight neurodiversity with all forms of communication. Playground communication boards have become a hot topic in a variety of speech and language pathology chats on the web. Most of the discussion surrounding the steps to implement one in their school or community parks show limited resources when it comes to selecting appropriate sizes, display materials, funding, vocabulary choice, and specific manufacturing questions. This session is designed to provide attendees with information beyond the basics covering topics such as, ensuring diverse visual representation, linguistic accessibility, customization of communication boards through the use of QR codes, tri-fold pamphlets, and language expansion activities. Playgrounds are just the beginning.

Instructional Level: Beginner

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

MS#2395

3:30 p.m. - 5:00 p.m.

Self-Care for the SLP and Audiologist: Using Nature to Calm Your Nerves and Improve Your Outlook

Authors: Nancy Bonsangue, Eryka Morrello

Many speech/language pathologists and audiologists are experiencing symptoms of physical or mental health fatigue and illness in the wake of heavy responsibilities and changes to their jobs resulting from the pandemic. If this describes you, please join us for a time of renewal and self-care through connecting with nature. In this hands-on presentation, participants will apply the keen observational skills they have developed as professionals to engage in five short activities, each of which can be used within the context of a workday to provide a few minutes of respite and self-care. This presentation supports ASHA's effort to connect audiologists and SLPs with mental health resources during these challenging times. Please bring a pen or pencil and paper. You are invited to bring a small box of crayons or colored pencils, if you like.

Instructional Level: Beginner

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

Friday Afternoon Courses

MS#2396

3:30 p.m. - 5:00 p.m.

Thinking About and Resolving Ethically Problematic Situations

Authors: Christine Villareal

This will be an interactive discussion presented in a question and answer format. Various scenarios depicting clinical situations that are ethically problematic will be presented. For each scenario, participants will be polled on a multiple choice question relative to identifying the ethical concerns represented in the situation and to resolving those concerns. Discussion outside of the options given by the multiple choice questions will also be encouraged. Participants will be asked to support their thoughts and conclusions by locating and citing relevant Principles and Rules of the Code of Ethics (2016) as set forth by the American SpeechLanguage-Hearing Association. Participants should download and review the Code of Ethics (2016), the Scope of Practice for Speech-Language Pathologists (2016), and the Scope of Practice for Speech-Language Pathology Assistants (2022) from the ASHA website (asha.org) prior to attending this seminar.

Instructional Level: Intermediate

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

MS#2397

3:30 p.m. - 5:00 p.m.

Ethics in Supervision: Solution-Focused Tools and Resources

Authors: Darla Hagge, Jennifer Ratcliff

The recent global pandemic served to negatively impact the pre-professional clinical experience for many new graduates. Many professionals that are currently coming into the field have limited or reduced face-to-face clinical experiences. This is a critical time to ensure that these new professionals are well supported to move from theory into practice.

This session is designed to provide hands-on tools and review of case studies for experienced supervisors as well as those who are new to supervision. The content of this supervision workshop is applicable for multiple settings including university clinics, internships/externships, and for clinical fellows. The co-presenters will discuss literature-based ways for supervisors to provide feedback that support the development of critical thinking, and clinical growth in the supervisee with an eye towards ethical considerations. Attendees will leave with a variety of tools and resources designed to immediately improve their supervisory skills.

Instructional Level: Intermediate

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

Saturday Morning Courses

MS#2399

9:00 a.m. - 10:30 a.m.

“2e Behind the Scenes” Documentary + Q&A: Mentorship & Support for Social Language in 2e Populations

Authors: Harri James O'Kelley, Jordan O'Kelley

Screening of the award-winning documentary, “O'Kelley Legends: 2e Behind the Scenes,” followed by Q&A with the film’s director & parent advocate, Harri James, along with the film’s subject, Jordan O'Kelley, who is “twice exceptional”—autistic and gifted.

The film follows 13-year-old Jordan as he adapts his own book of short stories into a monologue show fundraiser to benefit a nonprofit gifted education organization.

Many of the cast in the show are 2e, or twice-exceptional, and have expressive language challenges and difficulty reading non-verbal social cues. The film chronicles the process of creating a neurodiverse-friendly theater experience— from casting through rewriting, rehearsals, and finally, the performance, demonstrating how mentors can be essential to supporting students in new roles and facilitating novel social language situations. The parent-child and mentor-student connections in the film highlight the importance of relationships in creating successful communication.

Instructional Level: Beginner
Track: Autism & Related Issues

MS#23100

9:00 a.m. - 10:30 a.m.

Advocate For your Future

Authors: Andrea Ball

In this session, attendees will hear directly from CSHA’s advocacy partners, Ball/Frost Group, as they share information on the legislative process, the current status of SLP-related legislation, and provide concrete resources and tips for how to advocate for the profession in the state of California. Attendees will have the opportunity to ask questions and form advocacy groups to connect with state legislators and regulators.

Instructional Level:

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

Saturday Morning Courses

MS#23101

10:45 a.m. - 12:15 p.m.

Addressing Microaggressions

Authors: Vicki Deal-Williams

Microaggressions are among the greatest barriers to inclusion for members from underrepresented backgrounds and have been reported extensively in the experiences described by CSD students and professionals who are members of minoritized groups. Diversity, Equity and Inclusion (DEI) champions and allies understand what microaggressions are, recognize the extent of their impact, and know how to address them when they occur. Participants will practice identifying microaggressions, review options for acting in support of those being marginalized or disrespected, and apply strategies to scenarios involving microaggressive behavior. Supporting and empowering all individuals to actively engage, participate effectively, and contribute in CSD, is critical to advancing inclusion in the discipline.

Instructional Level: Intermediate

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

MS#23102

10:45 a.m. - 12:15 p.m.

Exploring the Roles of Speech-Language Pathologists and Audiologists in Providing Counseling

Authors: Ying-Chiao Tsao, Stephanie LaCroix, Megan Pelz, Susie Villanueva, Janella Velasco, Stephanie Flores, Aubrey Clark

Providing counseling services to the families of children with a communication disorder (CD) began in the 1950s, however, the development has been slow due to a number of myths (DiLollo & Neimeyer, 2021) that may explain why providing counseling services remains debatable. This seminar will explore the roles of speech/language and hearing professionals in providing such services. The seminar attendees will engage in debate activities followed by a panel of students sharing their learning and findings from three counseling course projects: (1) Interviewing the healthcare professionals regarding their opinions about counseling, (2) literature reviews on the counseling needs of specific client populations (e.g, hearing disorders, autism, aphasia, traumatic brain injury, etc.), and (3) applying the learned counseling skills through service learning. The seminar will be concluded with discussions on how counseling training may empower students to provide evidence-based practices and equitable services.

Instructional Level: Beginner

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

Saturday Morning Courses

MS#23103

10:45 a.m. - 12:15 p.m.

Treating Autism: Recommendations From an Autistic College Student and His SLP Mom

Authors: Kimberly Tan, Adam Tan

In recent years many clinicians have been re-examining the methodologies they have long been using with autistic individuals by listening to members of the autistic community as well as by learning about current views on neurodiversity. A review of the literature will be combined with the clinical expertise of the presenter and the lived experience of the co-presenter in order to identify goal areas and techniques that support evidence-based practice and are meaningful and impactful to the lives of autistic clients with both high and low-support needs. Attendees will gain information from a speech-language pathologist who works with individuals with complex communication needs, and they will hear the perspective of her son, a 21-year-old college student who was diagnosed with autism and selective mutism at the age of two.

Instructional Level: Intermediate
Track: Autism & Related Issues

MS#23104

10:45 a.m. - 12:15 p.m.

Dysphagia Management by the SLP as Part of a Multidisciplinary Palliative Medicine Team

Authors: Katherine Imbeau, Rosslyn White, Jessica Amarante

This program will explore the role of the speech-language pathologist in dysphagia management as part of a multidisciplinary palliative medicine team. Presenters include a speech-language pathologist, palliative nurse practitioner and palliative social worker. Topics to be discussed include "Feed At Risk" diets in association with code status, use of instrumental assessments to help establish goals of care, exclusionary criteria for dysphagia rehabilitation, and current research exploring how palliative care, in conjunction with dysphagia management, has changed since COVID-19. Ethical boundaries for the speech pathologist involved in end-of-life cases will be explored. Following a presentation of case studies, attendees will be encouraged to take part in a broader discussion of the role of palliative care and dysphagia management within their medical communities.

Instructional Level: Intermediate
Track: Medically-Based Disorders

Saturday Morning Courses

MS#23105

10:45 a.m. - 12:15 p.m.

Supervision Strategies to Support SLP Students Treating Clients with Autism and Other Disorders

Authors: Belinda Daugherty

Students receive direct instruction on intervention in their clinical coursework, but may struggle to translate their academic knowledge to clinical practice. This session will target clinical supervisors supporting students to work effectively with clients with autism and other disorders. Active strategies will be employed to illustrate pedagogical and supervision approaches with tools and resources available for attendees to employ in their clinical settings to support student development from novice to prepared pre-professionals. Supervision topics will include how to prompt functionally including evidence-based practice, developing self-critique, and adjusting communication styles to meet student learning needs. The session will focus on supervising students working with autistic clients with approaches that can generalize to other populations.

Instructional Level: Beginner

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

MS#23106.

10:45 a.m. - 12:15 p.m.

The Elements of AAC abandonment: A Scoping Review

Authors: John Kim

This presentation will discuss barriers and solutions to AAC implementation in both schools and homes. It presents the findings of a scoping review of literature that observes six themes of issues leading up to the abandonment of AAC such as (1) family perceptions and attitudes, (2) training and support, (3) attitudes and experiences of professionals, (4) ease of device use, (5) family-centered support, and (6) community-based supports. Furthering the conversation, strategies will be proposed to strengthen the family-school partnership. By doing so, the presentation will touch upon culturally relevant and family-centered practices in AAC assessment and service delivery.

Instructional Level: Intermediate
Track: Special Populations

Saturday Morning Courses

MS#23107

10:45 a.m. - 12:15 p.m.

School-Age Concussion and TBI in CA: We Need to Deal with This!

Authors: Elisabeth D'Angelo

Mild traumatic brain injury (mTBI), or concussion, in school-age children/teens accounts for approximately 85% of the visits to emergency rooms in the United States. Since many concussions do not result in a trip to the ER, these numbers are an underestimate. 10-30% of those with concussions have persistent issues including physical, behavioral, or cognitive symptoms. The CDC Return to Learn Guidelines suggest that students return to school within 2-3 days after injury, before symptoms resolve. Therefore, it is important that school personnel understand mTBI and its effects on learning and development. Currently, there is low use of Return to Learn in CA. The purpose of this presentation is to inform about the experience of these students in the school system in CA, share current research and other successful models of care, and outline ways to use our current infrastructure to support students with mTBI or TBI.

Instructional Level: Intermediate
Track: Clinical Issues

MS#23108

10:45 a.m. - 12:15 p.m.

What's in That Mouth? An Evidence-Based Guide to Oral Hygiene for Better Dysphagia Management

Authors: Claire Heitlinger, Meghan Ahern, Bethany Jensen

Have you ever looked in a patient's mouth and felt uncertain about what you're seeing? What does tooth decay look like? Is thrush a risk factor for aspiration pneumonia? What exactly is a black hairy tongue? SLPs frequently comment on patients' oral hygiene and are tasked with making recommendations for management approaches in context of aspiration risk, even though we don't receive any formal training in these areas. From candida to the great chlorhexidine debate, this presentation will delve into commonly encountered oral hygiene conditions and provide a visually robust guide to evidence-based assessment and management approaches. It will include options for validated and standardized tools for non-dental professionals with contributions and peer review by a DDS.

Instructional Level: Intermediate
Track: Swallowing Disorders

Saturday Morning Courses

MS#23110

10:45 a.m. - 12:15 p.m.

Let's Talk! Supporting Language Growth for At-Risk Students - A Collaborative Effort

Authors: Corrine Chapman-Irwin, Rachel Holmes

In response to pervasive academic and language-based challenges, one district started down a path to address student inequities through structured MTSS support for their earliest learners. The district conducted a root cause analysis to determine the disproportionate identification of students eligible for Special Education under the criteria of a Speech or Language Impairment. Equipped with the knowledge that young children's oral language and pre-literacy skills can be impacted by socioeconomic status, the speech-language pathologists implemented an MTSS support through small group and naturalistic language interventions. Join us as we dive into the research backing these supports, the development of the program, data-driven decision-making, and student outcomes.

Instructional Level: Beginner
Track: Language & Literacy

Saturday Morning Courses

MS#23111

10:45 a.m. - 12:15 p.m.

Quick Tools for Meaningful Assessment With Culturally and Linguistically Diverse Populations

Authors: Komal Sidhu

When conducting assessments, SLPs often encounter a variety of bilingual clients across different cultures. It takes skill and knowledge to accurately assess these special populations, and it is important to do so accurately to avoid both over- and under-identification of language impairment. Monolingual SLPs report a lack of confidence in assessing bilingual clients. Even bilingual SLPs experience this difficulty, as they do not always share the same language background as their clients. One of the main reasons assessing culturally and linguistically diverse populations can be so difficult is because many readily available assessments are not appropriate tools for these clients. Many common standardized assessments are biased against these populations, as they are normed on monolingual English speakers and do not account for cultural differences. This presentation aims to give SLPs quick assessment tools to avoid bias and effectively capture the needs of special populations.

Instructional Level: Beginner

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

MS#23112

10:45 a.m. - 12:15 p.m.

Clinician Attitudes Towards the Use of Telepractice in Outpatient Clinics

Authors: Karin Hartunian Koukeyan

Perspectives of Speech-Language Pathologists providing telepractice services in school-based models have been explored in past research articles. However, the attitudes and self-reported knowledge of clinicians providing telepractice in an outpatient clinic medical model has not been broached. In this survey, SLPs and SLPAs who work in a clinic-based telepractice program were asked about their attitudes and confidence in their knowledge of this service delivery model. A 5-point Likert Scale was used for most questions to assess the attitudes. In addition, a series of open-ended questions were also asked to identify barriers and possible solutions from the clinicians' perspective. Results provide valuable feedback about current trends in clinician attitudes about telepractice in a healthcare setting.

Instructional Level: Beginner

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

Saturday Morning Courses

MS#23113

10:45 a.m. - 12:15 p.m.

Disorders of the Corpus Callosum and Communication Across the Lifespan

Authors: Leann Schouten

Disorders of the corpus callosum are conditions in which the corpus callosum does not develop in a typical manner. Individuals living with a DCC who have mildly impaired to average verbal skills often have difficulties with decoding, prosody, fluency, and word retrieval, as well as pragmatic language, including taking conversational turns, staying on topic, initiating and ending a conversation, not interrupting, making eye contact, sensing when a conversation has gone far enough, understanding humor and non-literal language. These skills often present a huge challenge and can hinder an individual's social acceptance. This course will review DCC and differences between complete agenesis of the corpus callosum (ACC), partial ACC, hypoplasia of the corpus callosum, and dysgenesis of the corpus callosum and explain the various language issues and provide recommendations and techniques to help individuals improve their communication skills and social language.

Instructional Level: Intermediate
Track: Medically-Based Disorders

MS#23114

10:45 a.m. - 12:15 p.m.

An Ounce of Prevention... Introducing Prevention to Graduate Students

Authors: Kathleen Catterall

Prevention was identified by ASHA as a key responsibility in the role of Speech Language Pathologist in its Position Paper in 1987. This has become even more important as SLPs address social determinants of health within our practice. Graduate education has a clear role in educating future SLPs in professional responsibilities including Prevention. This session will present an overview of prevention across the life span and across the diverse populations served. A variety of materials developed by graduate students at CSU San Marcos addressing prevention will be reviewed. The creative use of brochures, educational sessions and training modules illustrate methods of introducing prevention to clients, parents and colleagues. The use of bilingual material, colorful pictures, and less rather than more narrative, will be demonstrated.

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

Saturday Morning Courses

MS#23115

10:45 a.m. - 12:15 p.m.

Cognitive Assessment for Tagalog Speakers (CATS): A Pilot Study

Authors: Eduardo Europa

Filipino Americans have the highest incidence rate of dementia compared to other Asian groups. A major barrier to dementia care and diagnosis is the lack of linguistically and socioculturally appropriate speech, language, and cognitive tasks for Tagalog speakers. To address this need, we developed and piloted the Cognitive Assessment for Tagalog Speakers (CATS), the first battery for the detection of Alzheimer's disease and related dementias (ADRD) in Filipino American Tagalog speakers. The CATS battery comprises 17 speech, language, and cognitive tasks. Some tasks were already translated/adapted in Tagalog, but not yet normed for Filipino Americans; other tasks were adapted/created de novo. Preliminary results from cognitively healthy participants show the feasibility of the measures and demonstrate the importance of cultural and linguistic considerations in the interpretation of results. This project lays the groundwork for norming and validation studies and makes connections to a population underrepresented in ADRD care and research.

Instructional Level: Advanced

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

Saturday Afternoon Poster Sessions

PS#23116

11:30 a.m. - 1:00 p.m.

Initial Scoping Review: Neurological Impacts of Long-COVID for SLPs

Authors: Candace Vickers, Cindy Sendor, Safoorah Hakim, Iris Sanchez, Stacey Lariz, Brooklyn Brumley, Morgan Bankole-Wright

The authors present a summary of an initial scoping review regarding how long-COVID-19 may impact neurological support for communicative and cognitive functioning for persons of all ages. SLPs need information regarding long-COVID and its possible long-term implications for speech language pathology practice with persons across the life span. Specifically, university training settings need to educate graduate students about how COVID-19 may result in cognitive and/or communicative impairments for the clients they will serve. Practicing clinicians need detailed knowledge about how COVID-19 may cause impairments to body structures and body functions resulting in new or exacerbated communication disorders of all kinds. Clinicians across settings need to recognize how COVID-19 may impact areas of assessment and treatment for clients across the age span and across communication disorders.

Instructional Level: Intermediate
Track: Medically-Based Disorders

PS#23117

11:30 a.m. - 1:00 p.m.

Self-Reported Confidence and Mood Levels After Participation in an Aphasia Choir: A Pilot Study

Authors: Carrie Camacho, Natalie Morales, Chyna Ellis, Janet Meza, Daejah Dedrick-Porter, Tonia Davis, Darla Hagge

This study explored the benefits of community choral programs as a therapeutic practice for individuals with aphasia. Researchers compared participants' reported levels of self-confidence and mood, both pre- and post-program participation, using an aphasia-friendly electronic survey. Significant improvement in mood was reported following the one-hour choral program. There was no impact on self-reported confidence after the one-hour choral program. These findings support previous research that community choral programs have a positive impact on individuals with aphasia. Participation in even a single one-hour session may positively impact the psychosocial wellbeing of individuals with aphasia. The Life Participation Approach to Aphasia (LPAA) is emphasized.

Instructional Level: Beginner
Track: Medically-Based Disorders

Saturday Afternoon Poster Sessions

PS#23118

11:30 a.m. - 1:00 p.m.

Making an Anomia Treatment App: What do SLPs Value?

Authors: Ameerah Tariq, JoAnn Silkes

What makes an aphasia treatment app noteworthy? Recent research suggests that word-finding problems (anomia) can be addressed using an approach that repeatedly pairs words and their pictures while the client tries to name the pictures. Importantly, no feedback is needed, so this protocol lends itself to being implemented as an app that clients could use to practice independently. As a first step toward developing an app, a survey was conducted with speechlanguage pathologists (SLPs) who work with people with aphasia. Through this survey, investigators found what features SLPs believe would be necessary, useful, and/or desirable in an app, and how those features are prioritized. They also identified common themes and concerns regarding the use of an app in treatment. With this, investigators can create a blueprint for an effective anomia treatment app. This poster will review the relevant background, findings of this survey, and areas of future research.

Instructional Level: Beginner
Track: Medically-Based Disorders

PS#23119

11:30 a.m. - 1:00 p.m.

How Gesture Helps Adults With Different Types of Aphasia in Two Types of Narrative Tasks

Authors: Sumeyra Ozturk

Adults with aphasia gesture more than adults without aphasia. However, less is known about the role of gestures in different types of aphasia in different discourse contexts (first- vs. thirdperson narratives), compared to neurotypical adults. We analyzed speech and gestures produced by adults with fluent, non-fluent, and no aphasia (N=20/group) during conversations and storytelling. Adults with non-fluent aphasia produced fewer amount, diversity, and complexity of speech than adults with fluent and no aphasia—a pattern that was reversed for gestures, showing compensatory role of gestures, particularly for adults with non-fluent aphasia. Adults with aphasia also produced less speech but more gestures in the third-person than in first-person narratives, suggesting that gesture compensates more for more difficult discourse contexts.

Instructional Level: Beginner
Track: Medically-Based Disorders

Saturday Afternoon Poster Sessions

PS#23120

11:30 a.m. - 1:00 p.m.

Application of Automatic Vowel Articulation Index Software in Analysis of Speech Severity

Authors: Rachel Convey

Vowel articulation index (VAI) is an acoustic measure that provides information on speech intelligibility and speech severity. This measure is sensitive in distinguishing speech from healthy speakers and individuals with hypokinetic dysarthria, a motor speech disorder that develops in many individuals diagnosed with Parkinson's Disease (PD). Novel automatic vowel articulation index (aVAI) software was developed to automate the laborious VAI computation. This poster session provides information on a study that analyzed speech from healthy speakers and individuals with PD utilizing aVAI and direct magnitude estimation ratings completed by expert raters. In this study, aVAI was found to be a promising tool for vowel articulation analysis among PD speakers. Results encourage further research on the application of aVAI as an objective measure of speech severity in the clinical setting.

Instructional Level: Intermediate
Track: Medically-Based Disorders

PS#23121

11:30 a.m. - 1:00 p.m.

Inhibition and Switching Advantage in Proficient Bilinguals

Authors: Eileen Prieto, Sarah Duarte, Beatriz Barragan, Gabriela Simon-Cereijido, Lucía Méndez, Ashley Mixon, Betsy Perez-Luna

Previous research suggests a bilingual higher performance level in executive function tasks compared to monolinguals, due to the constant suppression effort to inhibit the non-targeted language. However, this bilingual advantage hypothesis has been challenged by data showing no significant executive function differences between monolingual and bilingual groups. A possible explanation for the conflicting results could be related to the different proficiency levels of research participants.

We compared the performance, between 40 monolinguals and 48 highly proficient bilinguals, in inhibitory and switching control tasks. Both groups performed similarly in the English language processing tasks, and the bilinguals' Spanish performance was comparable to their English performance. No significant differences between groups were found for accuracy in the inhibitory and switching tasks, however the bilingual participants' reaction time was significantly faster in both tasks compared to the monolinguals. This suggests a bilingual advantage on resolving conflicting cognitive information in this sample.

Instructional Level: Beginner
Track: Cultural & Linguistic Diversity (Client & Family Centered)

Saturday Afternoon Poster Sessions

PS#23122

11:30 a.m. - 1:00 p.m.

The Impact of Internal and External Factors on the Job Satisfaction of Speech-Language Pathologists

Authors: Teri Clemons, Hannah Chlebek, Carolyn Huh, Karis Kim, Alyssa Quintero, Rebecca Stinson, Megan Young

This session will discuss the results of a student led study that examined the relationship between internal and external factors on perceived job satisfaction among speech-language pathologists. By the end of the session, attendees will be able to identify internal and external factors that increase and decrease perceived job satisfaction in SLPs, identify supports within various settings, and identify what SLPs are implementing into their personal and professional lives to increase their perceived job satisfaction.

Instructional Level: Beginner

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

PS#23123

11:30 a.m. - 1:00 p.m.

Student Attitudes and Knowledge of Interprofessional Education/Practice

Authors: Soumya Venkitakrishnan, Darla Hagge

Accreditation mandates for audiology and speech-language pathology (SLP) training programs highlight the need for integrating Interprofessional Education (IPE) in the Audiology and SLP graduate curriculum. The majority of the CSD programs report including IPE in their curriculum (ASHA, 2019). Self-reported student assessments show positive outcomes following these trainings. In the current study, we will determine the knowledge of IPE among Audiology and SLP students in training programs across California. In our results and discussion sections, we will explain the current self-reported knowledge and perspective of IPE among students, and their experiences with IPE learning experiences. Our results will provide recommendations about the current state of IPE knowledge among CSD students in California and determine if further training is necessary to emphasize these concepts in training programs across California.

Instructional Level: Beginner

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

Saturday Afternoon Poster Sessions

PS#23124

11:30 a.m. - 1:00 p.m.

The Effects of an Immersion Experience on Children's Bilingual Language Abilities

Authors: Stefani Woll, Yarden Gandelman, Ashley Sanabria, Crystle Alonzo

This project explores the impact of a 6-week Spanish immersion experience in Cartagena, Colombia for two English-dominant children thus far raised in a bilingual (but English-dominant) home environment in the United States. We hypothesized that the children's Spanish language skills would grow as a result of the immersion experience and that percentage of Spanish spoken in the child's environment would predict growth. We administered four language assessments in English and Spanish pre- and post-trip to two children (3;3 and 4;5). During the immersion experience, we used LENA devices to record samples of the subjects' language environment (n=12 recordings) to track detailed information about languages used in the home and words used by the adults and children in the subjects' environment. English was not negatively impacted, but instead demonstrated growth in the area of vocabulary. Spanish words used by children was correlated with adult Spanish used at home.

Instructional Level: Beginner
Track: Cultural & Linguistic Diversity (Client & Family Centered)

PS#23125

11:30 a.m. - 1:00 p.m.

Vocal Fry & Falsetto: The Intersection of Discursive Injustice, Cultural Identity, and CLD Practices

Authors: Marley Balin, Margaret Vento-Wilson

This presentation discusses the interaction of culturally and linguistically diverse (CLD) practices, vocal quality (VQ), and cultural identity (CI) in the field of speech-language pathology, with a primary focus on young American urban-oriented women, and men who self-identify as gay. The researcher employed a narrative review as a research methodology to establish a link between VQ and CI. Among themes identified include the concept of discursive injustice (DI), which describes the way disadvantaged groups attempt to use speech acts that result in compromises to their social or communicative abilities. This nascent area of research reflects a recognition of these populations' use of specific vocal characteristics to express CI and supports a discussion of the implications in the assessment and treatment of these populations in speech-language services.

Instructional Level: Beginner

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

Saturday Afternoon Poster Sessions

PS#23126

11:30 a.m. - 1:00 p.m.

The effects of order of presentation and relative proficiency on verbal fluency in bilingual adults

Authors: Alba Loya, Jazmn (Renee) Tapia, Eileen Prieto, Joanna Riley, Gabriela SimonCereijido, Beatriz Barragan, Lucía Méndez

Semantic verbal fluency tasks draw on individuals' ability to generate items belonging to categories within a given time. Semantic processing is impacted by culture and emotional valence. Individuals may respond differently according to their familiarity with category words and bilingual status. Exploring semantic and emotional verbal fluency in bilinguals in their two languages minimizes individual variability in linguistic experience and allows us to explore the role of language proficiency and the role of order of administration or cross-linguistic priming. Forty-eight Spanish-English adults completed a linguistic questionnaire and semantic and emotional verbal fluency tasks. Participants named more words in the strong language and were more productive for semantic categories than for emotional words. Cross-linguistic priming was observed: r for semantic but not for emotional fluency. The poster will discuss the findings and clinical implications for bilingual assessments.

Instructional Level: Intermediate
Track: Cultural & Linguistic Diversity (Client & Family Centered)

PS#23127

11:30 a.m. - 1:00 p.m.

Perceptions of Self-Confidence in Adults Receiving Gender Affirming Voice Therapy

Authors: Danelle Pfennig, Vivlin Bal, Raphaela Cabading, Jennah Healey, Tonia Davis, Aishah Patterson

Gender-affirming voice therapy (GAVT) is a growing service sought by transgender and gender nonconforming individuals whose voice does not reflect their gender identity. GAVT often includes training in pitch and oral resonance, but also prosody, vocal quality, articulation, social language, nonverbal communication and other vocalizations (e.g., coughing and laughing). Participants ($n=16$) completed an anonymous survey on self-confidence, impressions of their voice, and experiences receiving GAVT services, where enrollment in GAVT serves averaged 6 months. Results revealed that participants reported a significant ($p<.05$) increase in selfconfidence overall. A significant improvement was also found for voice and gender identity congruence following participation in GAVT services. Although a larger sample size is warranted, initial results support the role of speech-language pathologists providing GAVT services to transgender and gender nonconforming individuals who report low confidence and incongruence between gender identity and voice.

Instructional Level: Intermediate
Track: Clinical Issues

Saturday Afternoon Poster Sessions

PS#23128

11:30 a.m. - 1:00 p.m.

The Effect of Training Jaw Stability on Speech Sound Production in Children

Authors: Tiffany Nagai, Ignatius Nip, Nancy Solomon

The jaw plays a foundational role in speech production as it provides a structural base for the tongue and lips and contributes to early orofacial volitional controls (Humphrey, 1971; Green et al., 2002; Nip et al., 2009) as predicted by Davis and MacNeilage's (1995) Frame, then Content hypothesis. However, little research examines the jaw's role in speech sound disorders (SSDs). Orofacial myofunctional therapy (OMT) is a behavioral approach aimed at improving orofacial resting postures and muscle function for a variety of purposes including speech. The literature lacks evidence examining OMT exercises involving the jaw for improving speech production

This poster presentation explains an investigation using single-subject experimental design to evaluate whether a jaw strengthening, stabilizing, and grading program (Rosenfeld-Johnson, 2005) as compared to standard speech therapy is effective in improving speech production in children with SSDs aged 4 and 5.

Instructional Level: Intermediate
Track: Clinical Issues

PS#23133

1:30 p.m. - 3:00 p.m.

The Role of Cortical Reactivity and Executive Functions in Developmental Stuttering

Authors: Hatun Zengin-Bolatkale, Robin Jones, Sasha Key

There is increasing evidence suggesting a significant association between emotions and childhood stuttering. This session will present findings regarding cortical reactivity (as measured by ERPs) in young children who do and do not stutter measured during an affective pictureviewing task. In this session, we will also present findings regarding the role of various dimensions of executive function skills (as measured by caregiver reports) and their relation to cortical reactivity in the onset and development of childhood stuttering. Finally, we will discuss implications of these findings for research and clinical practice. The present study will expand on our limited knowledge of cortical reactivity and the role of executive functions in children who stutter.

Instructional Level: Intermediate
Track: Clinical Issues

Saturday Afternoon Poster Sessions

PS#23134

1:30 p.m. - 3:00 p.m.

Current Practices in Assessing Quality of Life in Cleft Lip and/or Palate Patients

Authors: Anna Beatriz Guerrero, Vickie Yu

This ongoing research study investigates how Speech-Language Pathologists (SLPs) assess Quality of Life (QoL) in individuals with Cleft Lip and/or Palate (CLP). It specifically looks into whether SLPs administer formal or informal measures throughout assessment and treatment when working with this special population. Even after surgical intervention, individuals with CLP may continue to experience difficulties in speech and resonance due to velopharyngeal dysfunction and compensatory misarticulations, significantly impacting QoL. We are expecting that our data will show SLPs reliance on informal measures rather than formal measures (e.g., CLEFT-Q, VELO, etc.) in assessing QoL and an overall need to increase awareness on the availability of formal QoL measures for this specific population.

Instructional Level: Beginner
Track: Clinical Issues

PS#23136

1:30 p.m. - 3:00 p.m.

The Impact of Visual Arts on People with Aphasia: A Scoping Review

Authors: Kylie Kelleher, Aislyn Swift, Michelle Gravier

Aphasia has a profound impact on an individual's life including, but not limited to, a feeling of identity loss, depression, and social isolation. Visual art is a means of self expression, and visual-arts based interventions are often used to improve mood and self identity, including in stroke survivors. As visual-spatial skills are typically relatively spared in people with aphasia (PWA) compared to language ability, visual arts interventions show promise for addressing the psychosocial consequences of aphasia; however, as PWA are often excluded from stroke research there is little available data in regards to possible outcomes of the use of visual arts for PWA. This presentation will describe the process and results of a scoping review that compares and contrasts the visual arts interventions that have been used to date with PWA and their outcomes in order to suggest future potential directions for research focused on visual arts and aphasia.

Instructional Level: Beginner
Track: Special Populations

Saturday Afternoon Poster Sessions

PS#23137

1:30 p.m. - 3:00 p.m.

Project AAC for ALL: An Evaluation Tool to Assess Culturally Affirming AAC Practices

Authors: Gloria Soto, Nancy Robinson, John Kim

This poster presents a competency-based evaluation tool developed in culturally and linguistically affirming AAC practices. This tool will be used to assess competency development in scholars enrolled in Project AAC for ALL, a personnel preparation grant funded by the US Department of Education, Office of Special education programs. Scholars include speechlanguage pathology and special education graduate students who will complete both formative and summative evaluations. The evaluation tool is titled: Augmentative and Alternative Communication with Focus on Culturally and Linguistically Affirming Practice: Assessment of Knowledge and Skills Acquisition is an evidence-based tool to assess scholars' knowledge, skills, values, and practices to serve students and families within culturally and linguistically diverse settings. This tool will also inform the project's effectiveness.

Instructional Level: Intermediate
Track: Cultural & Linguistic Diversity (Client & Family Centered)

PS#23138

1:30 p.m. - 3:00 p.m.

Four Asian Patients with Dysphagia: Does Pharmacogenomics Play a Role?

Authors: Shirley Sigmund

This poster reviews four Asian patients referred for dysphagia evaluations at a forensic psychiatric hospital. None of the patients had any medical event (i.e.- stroke, TBI, neuromuscular/ neurodegenerative disease, etc.) as an etiology for dysphagia. Their commonalities included being Asian and being prescribed "average doses" of antipsychotic medications. Side effects from the medications may have strongly contributed to their new onset of dysphagia. Research pharmacists and physicians began examining the relationship of pharmacokinetics of various medications to specific groups since the late 1990s. Ethnopsychopharmacology is a field that researches how a person's genetic composition impacts one's response to medications. Some research suggests Asians should be prescribed lower doses of antipsychotics because of their slower metabolisms of these agents which could avoid potential adverse drug reactions, which can include dysphagia.

Instructional Level: Beginner
Track: Swallowing Disorders

Saturday Afternoon Poster Sessions

PS#23140

1:30 p.m. - 3:00 p.m.

The Social Impact of Aphasia

Authors: Teri Clemons, Harleigh Garcia, Kristin Miller, Tina Nguyen

Have you ever wondered how an aphasia diagnosis effects an adult's social life? This student led study examined how an adult's perception of their aphasia impacts their social life and relationships. The student researchers used a survey method to assess participants' perception of their aphasia, potential changes in their social relationships, and their involvement in social activities pre and post their aphasia diagnosis. This study also compares how adults with aphasia and their families perceive changes in relationships and whether or not they are still able to find enjoyment in the same activities that once provided them with a source of pleasure and satisfaction.

Instructional Level: Beginner
Track: Medically-Based Disorders

PS#23141

1:30 p.m. - 3:00 p.m.

Speech Therapy Services for Individuals With Autism Spectrum Disorder: a Qualitative Study

Authors: Natasha Wilkinson, Nicolette Marsh, HyeKyeung Seung

The neurodiversity movement, facilitated by individuals with autism (Houting et al., 2018), has shown the need for improvement in services catered towards them. By the American-SpeechLanguage-Hearing Association (ASHA) mandate of evidence-based practice (2005), speechlanguage pathologists must understand and incorporate the perspectives of autistic individuals into their practice. According to Dethrone and Searsmith (2021), voices of autistic individuals are often not considered in our field.

To ensure autistic individuals have confidence that their SLP will do no harm, SLPs need more awareness and training. Previous studies focused on SLP's perspective while this study focuses on client's perspective. We interviewed autistic individuals and documented personal experiences with services catered towards them, including speech therapy and applied behavior analysis (ABA). Research questions focused on opinions of autistic individuals regarding the services they received, including the professional's knowledge of autism, overall comfortability, and whether or not they were allowed to participate in non-harmful stimming.

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

Saturday Afternoon Poster Sessions

PS#23146

1:30 p.m. - 3:00 p.m.

Evaluating parents' and clients' satisfaction index with telehealth adaptation of the MIDASP.

Authors: Francesca Del Gado, Simona Mastidoro

The implementation of telerehabilitation drastically changed the delivery of speech language pathology services and led to a necessary adaptation of treatment programs and methods.

According to public health measures, Tomaiuoli team adapted the MIDA-Stuttering Programme providing remote therapy sessions and promoting the effective achievement of therapeutic goals via telepractice.

The purpose of this study is to investigate the satisfaction index of parents and PWS who benefited from online MIDA-SP during COVID-19 pandemic.

Instructional Level: Intermediate
Track: Clinical Issues

PS#23148

1:30 p.m. - 3:00 p.m.

Perspectives on Voice Related Quality of Life in University Teachers During the COVID19 Pandemic

Authors: Lillian Thomas, Marisol Rivas, Bryce Olivares, Anusha Sundarrajan

Heavy occupational voice users include teachers who are at a risk for developing voice problems. Voice disorders in teachers can cause significant emotional, physical, psychological, social, and financial burden. However, there is limited research on the effects of teaching in university teachers. The objective of this study is to identify the effects of teaching on teacher's vocal health. More specifically, to the best of our knowledge this project is one of the first attempts in understanding the impact of the COVID-19 pandemic on teaching pedagogy. Seven faculty from San Francisco State University have completed data collection thus far. Three questionnaires: Voice Related Quality of Life, Voice Handicap Index, a voice laboratory questionnaire developed by the researchers were administered. Preliminary findings indicate that long class durations adversely impact teacher's voices and the pandemic has exacerbated these ill-effects.

Instructional Level: Intermediate
Track: Medically-Based Disorders

Saturday Afternoon Poster Sessions

PS#23149

1:30 p.m. - 3:00 p.m.

Vocabulary depth and breadth in monolingual and bilingual adults: What is more challenging?

Authors: Vanessa Jimenez, Monique Enciso-Vasquez, Eileen Prieto, Gabriela Simon-Cereijido, Lucía Méndez, Beatriz Barragan

Vocabulary breadth refers to the number of words people know, typically measured with vocabulary tests or verbal fluency tasks. Vocabulary depth refers to how well we know the meaning of words, for example, how words are similar or different from other words. There is limited research exploring the nature of the relation between these two aspects of vocabulary, particularly in bilingual adults. This study explores whether there is an association between vocabulary depth and lexical skills and whether individuals perform differently in English vocabulary depth depending on their linguistic status (i.e., monolingual and bilingual). Eightyfive participants completed vocabulary breadth measures, including semantic and letter verbal fluency tasks, a receptive vocabulary test, and a vocabulary depth measure. We discuss research findings related to group comparisons and associations between the measures and suggest recommendations for language interventions for bilinguals.

Instructional Level: Intermediate

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

PS#23153

1:30 p.m. - 3:00 p.m.

AAC in the Schools and Goal Writing: What Does the Literature Reveal?

Authors: Margaret Vento-Wilson, Veronica Smith

According to the 2022 ASHA School Survey, almost three-quarters (71.2%) of school-based SLPs regularly work with students who use AAC. Regardless of level of technology, there is an extensive body of literature demonstrating the effectiveness of AAC in supporting communication (Leonet et al., 2022; van der Schult, 2010) as well as participation in the curriculum (Rae et al., 2005). The purpose of this narrative analysis was to identify guidance on goal writing, examples or discussions of goals, or goal frameworks for school based SLPs working with students who use AAC. This review revealed 15 scholarly articles meeting the criteria. This analysis highlighted an overall lack of information in goals, goal writing, and goal frameworks for SLPs in the schools. This finding suggests that the opportunity barrier of facilitator knowledge may be contributing to a reduction in participation and outcomes for students who use AAC.

Instructional Level: Intermediate

Track: Special Populations

Saturday Afternoon Poster Sessions

PS#23154

1:30 p.m. - 3:00 p.m.

Generalizability and Applicability of Bilingual Research to Cultural-Linguistic Diverse Communities

Authors: Caryn Iwakiri, Pei-Tzu Tsai, Janet Bang

It is estimated that nearly half of the population in the world speaks more than one language. However, most research and practice guidelines for young children were developed based on monolingual children. For example, the field of fluency disorders faces this particular challenge. Research in bilingual fluency is limited and the generalizability of findings remains unclear. Particularly, the description of bilingual participants in research has been inconsistent or insufficient. This study aims to examine and identify critical characteristics of participants in bilingual/multilingual fluency research in children. Practical guidance for examining the generalizability of research findings to a hypothetical case will be presented.

Instructional Level: Beginner

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

PS#23155

1:30 p.m. - 3:00 p.m.

Systematic Review of Bilingual Disfluency in Children

Authors: Peace Lu, Pei-Tzu Tsai, Janet Bang

California has the most English language learners in public schools in the United States. Recent studies highlighted challenges in providing quality assessment and diagnosis of stuttering for bilingual speakers because most foundational, scientific findings about stuttering were based on monolingual English speakers. This systematic review seeks to evaluate and synthesize findings about disfluency in typically developing, bilingual/multilingual children in the current literature. Findings will be compared to current practices. Clinical implications for fluency assessments in children with cultural-linguistic diverse backgrounds will be discussed.

Instructional Level: Intermediate

Track: Clinical Issues

Saturday Afternoon Poster Sessions

PS#23155

1:30 p.m. - 3:00 p.m.

Cross-language Generalization in Bilingual Aphasia: Influence of Manner of Language Acquisition

Authors: Kana Lopez, Angelica Vasquez, Michelle Gravier, Alexandria Tollast, Eve Higby

Evidence for cross-language treatment generalization, which refers to gains in the untreated language after treatment, is not consistently found in bilingual aphasia research. In this study, we examined whether the way in which bilinguals learn each of their languages, referred to as manner of acquisition, affects cross-language generalization. Drawing on the Declarative/Procedural Memory Theory, we predicted that cross-language generalization would occur after both lexical and grammatical treatment when both languages are learned naturalistically but would be restricted to lexical treatment when the languages are learned in different ways. Two Spanish-English bilinguals with aphasia each completed a lexically-focused and a grammatically-focused treatment in their second language, English. Participant 1 learned Spanish naturalistically and English explicitly while Participant 2 learned both languages naturalistically. Participant 1 showed cross-language generalization after lexically-focused treatment but not after grammatically-focused treatment whereas Participant 2 showed crosslanguage generalization after grammatically-focused treatment but not after lexically-focused treatment.

Instructional Level: Beginner

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

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ANAHEIM, CA | MARCH 30 - APRIL 2

Saturday Afternoon Short Courses

SC#23143

1:30 p.m. - 4:30 p.m.

Why /r/ We Struggling? - Managing the habituated /r/

Authors: Jennifer Buckler

Treatment for /r/ has long been a struggle for many speech pathologists. Clients spend years in therapy and treating clinicians express frustration with the lack of success in a shaping method of elicitation. The 'Why /r/ We Struggling' method takes the guess work out of how to treat /r/ and provides a step by step process for facilitating accurate /r/ production in even the most challenging cases.

Instructional Level: Beginner
Track: Clinical Issues

SC#23144

1:30 p.m. - 4:30 p.m.

Spinal Cord Injury for SLPs: Foundational Knowledge and Interdisciplinary Treatment

Authors: Sarah Kenney

Spinal cord injury (SCI) encompasses a wide range of diagnoses, including progressive neurological diseases, traumatic injuries, planned surgical interventions—and many more. (For example: If you've treated someone with Parkinson's disease or multiple sclerosis, you've treated SCI). The learning curve is steep for assessment/treatment of dysphagia and cognition with SCI, with information related to our scope of practice disbursed widely. There is so much we can do to meet interdisciplinary goals, if we know what to look for. Come learn (almost) everything you didn't know that you didn't know about spinal cord injury. Leave prepared to develop individualized treatment goals, identify appropriate assessments and interventions, and help your patients meet their PT/OT/medical goals. Beginners are welcomed, while even seasoned clinicians may find some fresh treatment ideas. Presented by an acute rehabilitation/former SNF therapist, but a great introduction for clinicians in any treatment setting.

Instructional Level: Beginner
Track: Medically-Based Disorders

Saturday Afternoon Courses

MS#23129

11:30 a.m. - 1:00 p.m.

Enhancing Cultural Competence with Skills from Professional Counseling

Authors: Zachary McNiece

Despite greater attention in recent years, cultural competence remains an area of crucial development and focus in speech-language pathology and audiology. While the vast majority of ASHA's members identify as white, SLPs and audiologists increasingly work with diverse clients, who often report greater dissatisfaction with services.

One factor perpetuating these gaps in research and practice is that the pervading view of cultural competence within speech-language pathology is somewhat limited. The counseling profession, which has a long history of fostering a multidimensional understanding of cultural competence, can offer important skills and conceptual frameworks for enhancing the research, praxis and pedagogy of SLPs. This experiential presentation will include training and practice in interprofessional skills from professional counseling that are readily applicable to SLP and audiology practice.

Instructional Level: Intermediate

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

MS#23130

1:30 p.m. - 3:00 p.m.

Integrating students into a culturally and linguistically responsive educational environment

Authors: Maria Centeno-Vázquez, Marlene Salas-Provence, Beatriz Barragan

Graduate programs in communication sciences and disorders must be intentional in training graduate students who are culturally responsive and can meet the communication and swallowing needs of underserved, ethnically and linguistically diverse, and socioeconomically disadvantaged populations. A framework that connects the areas of (1) concept formation, (2) people, (3) planning, and (4) implementation provides an ideal environment for this education. Specifically, participants can utilize aspects of the cultural growth profile presented in this session (Hyter & Salas-Provence, 2023) to help students expand their knowledge and skills. Curriculum mapping for a two-year program will be presented to identify targeted activities in all aspects of research, pedagogy, clinical practice and service from a culturally responsive perspective. Finally, adaptations such as holistic admissions and orientation support modules, contribute to the plan implementation through a cultural growth mindset that is evident at all levels.

Instructional Level: Beginner

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

Saturday Afternoon Courses

MS#23131

1:30 p.m. - 3:00 p.m.

Trauma-Informed Intervention Across the Lifespan: Practical Strategies and Materials

Authors: Celeste Roseberry-McKibbin, Darla Hagge

Adults with neurological disorders often present with trauma-filled histories that can impact service delivery. Research also indicates that students, especially those from culturally and linguistically diverse (CLD) backgrounds, are coming to school with backgrounds which include traumatic experiences. As our world emerges from a global pandemic, the added trauma of Covid 19 has impacted clients and their families in ways that add another layer of trauma to their histories. In this oral seminar, practical strategies and materials are introduced to support appropriate trauma-informed intervention across the lifespan.

Instructional Level: Beginner

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

MS#23132

1:30 p.m. - 3:00 p.m.

Asian American Pacific Islanders (AAPI) Raising Awareness in Speech-Language and Hearing Science

Authors: Yao Du, Jessica Tadokoro

The Asian American Pacific Islanders (AAPI) community face many challenges in SpeechLanguage Hearing Science (SLHS). In this presentation, we discuss an ongoing research study by two graduate students and a faculty mentor in the Department of Speech Language Pathology at Monmouth University, who all self-identified as AAPI individuals. The presentation will disseminate preliminary findings using counter stories, a methodology frequently used in critical race theory research, related to attitudes and perceptions about the AAPI community and the representation of the AAPI community within SLHS. Additionally, the presentation will show stories from AAPI members related to systemic racism and drawing illustrations to represent these stories from previous diversity training vignettes to increase the diversity, equity, and inclusion training in SLHS.

Instructional Level: Beginner

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

Saturday Afternoon Courses

MS#23135

1:30 p.m. - 3:00 p.m.

Playing Outside the Box: Maximizing Student Success by Modifying and Individualizing Games

Authors: Anna Vagin

We've come a long way from playing games in our sessions as a break. Now the games often ARE the work. By definition, great games bring with them challenges! For our students or adults with social cognitive, language processing or language differences, game instructions can be overly complicated. We can modify and alter these complex directions in many ways. We will first talk about previewing and the value of retrospective review, and then discuss issues of competitiveness, inflexibility, regulation, and confusion that can arise during play. We will spend most of our time exploring an assortment of games (dice, card, board, video) as we discuss their intrinsic challenges, as well as how we can make modifications that will allow a particular student or group of students to play more successfully and with greater independence. Audience members will leave with ideas they can easily, and immediately, put to use.

Instructional Level: Intermediate
Track: Autism & Related Issues

MS#23139

1:30 p.m. - 3:00 p.m.

That's Not My Job Is It? Teaching Responsibilities of Professors and School-Based Supervisors

Authors: Leah Beekman

This presentation provides professors and clinical supervisors, in the school setting, a better understanding of the expectations regarding what they are teaching graduate students. Professors often have their own vision of what students need to learn prior to leaving their classrooms, but simultaneously clinical supervisors have their own expectations of what the students need to know when they enter the clinical setting. There are, however, no clear guidelines/expectations that have been laid out in our field regarding who teaches what. The results of a national survey, on this topic, will be shown in the hopes to broaden our understanding of where students may be receiving overlapping teaching and where there may be gaps in the learning.

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

Saturday Afternoon Courses

MS#23142

1:30 p.m. - 3:00 p.m.

Flexibility And Connection During a Child Centered Session: A Provider's Most Powerful Superpower

Authors: Savannah Fisch

Come join us as we explore a clinician's most valued intervention superpowers: flexibility during intervention and having a strong child and clinician connection. This course will cover how to be a more flexible clinician during your speech sessions such as changing therapy intervention activities as they are occurring to keep a student's interest, planning for multiple potential options, and utilizing your knowledge of your students to tailor activities to them. This session will cover characteristics of child centered naturalistic intervention and examples of how to utilize this approach in different populations. During this course, you will compare and contrast the differences between a clinician planned therapy session versus a child led therapy session. At the end of the course, we will discuss real and hypothetical speech therapy sessions where a flexible mindset and plan was needed to help accommodate a student's actions or behaviors for a more successful therapy session.

Instructional Level: Beginner
Track: Clinical Issues

MS#23145

1:30 p.m. - 3:00 p.m.

Doing the Work: Coming Together to Support Black Students

Authors: Myla Duane, Angelica Vasquez, Amy Marshall

Conversations in the field of speech-language pathology have concurred that increasing diversity, equity, and inclusion (DEI) are undoubtedly essential. However, now the question is: how do we take this conversation and transform it into action and implementation? The purpose of this session is to urge participants to turn their advocacy into action by providing steps taken towards creating a prospective affiliate of the National Black Association for Speech-Language and Hearing (NBASLH) in the Bay Area and increasing DEI in our field. A brief history of DEI in the field of Speech-Language Pathology and of NBASLH will be provided, along with student accounts regarding the importance of representation and belonging. Participants will analyze the steps toward supporting Black, Indigenous, Latinx, Asian, and People of Color (BILAPOC) in our field and recognize the importance of organizations that contribute towards increasing representation.

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

Saturday Afternoon Courses

MS#23147

1:30 p.m. - 3:00 p.m.

Show Me More Money! Advocating for Salary Improvement for Public School SLPs and Educational Auds

Authors: Julie Malone

Do you need a raise but don't know where to start? Do you want to improve your working conditions? Advocacy does not have to be intimidating. This session will share a unique framework to guide your individual negotiations with administrators and leave you with practical tips to build your confidence as a successful self-advocate.

Instructional Level: Beginner

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

MS#23150

1:30 p.m. - 3:00 p.m.

Take My Breath Away: Respiratory Muscle Strength Training (RMST)

Authors: Jessica Pietrowski

This session will provide an in-depth review of Respiratory Muscle Strength Training (RMST) for individuals with swallow, voice, and/or breathing disorders. RMST is a rehabilitation tool that has been used for decades in a variety of populations including COPD, Parkinson's, singers, athletes, and more. RMST encompasses Inspiratory Muscle Strength Training (IMST) and Expiratory Muscle Strength Training (EMST), with each targeting different muscles and generating different outcomes. Topics of discussion include respiratory anatomy and physiology, training variables and principles, devices, applications, populations, contraindications, and special considerations.

Instructional Level: Beginner

Track: Swallowing Disorders

Saturday Afternoon Courses

MS#23152

1:30 p.m. - 3:00 p.m.

Exploring AAC Communicators' Mental Health Challenges

Authors: Stephanie Fassov

This session delves into emotional dysregulation among AAC communicators. As a full-time and lifelong AAC communicator, Stephanie will share the research and personal experiences relating to reasons for emotional dysregulation, as well as provide best practices for supporting AAC communicators' mental health. Attendees of this session can expect to learn about why AAC communicators experience emotional dysregulation and how they can support those with AAC needs to self-regulate effectively.

Instructional Level: Beginner
Track: Special Populations

MS#23157

3:15 p.m. - 4:45 p.m.

How Diagnosing Developmental Language Disorder (DLD) May Help School-Based SLPs Support Children

Authors: Barbara Conboy, Alyson Abel, Gabriela Simon-Cereijido

Developmental Language Disorder (DLD) is a relatively new term that describes individuals who have previously been referred to as having "specific language impairment," "primary language impairment," or "receptive/expressive language disorder." It is a lifelong neurodevelopmental condition that is first noted in early childhood in the form of weaknesses in learning, understanding, and/or using spoken language, and later also affects reading and written language. In this presentation, California-based members of the US chapter of the Raising Awareness of Developmental Language Disorders (RADLD-US) group and the Asociación Hispanohablante para el Estudio del Trastorno del Lenguaje (AHITL) discuss how DLD presents across English and Spanish speakers, including bilingual children, and how the term DLD is being used internationally to improve service delivery and advocate for individuals with this condition. Speech-language pathologists who work in schools will learn strategies to support and advocate for children with DLD and their families.

Instructional Level: Intermediate
Track: Cultural & Linguistic Diversity (Client & Family Centered)

Saturday Afternoon Courses

MS#23159

3:15 p.m. - 4:45 p.m.

Schoolwide Social Emotional “Grab and Go” tools for Covid-19 Response and Beyond

Authors: Ellen Pritchard Dodge

Grab the Kimochis Social Emotional Learning System as your Covid-19 response to help ALL kids regulate feelings that fuel challenging behaviors that adversely affects academics, friendships, and wellbeing. All will leave with printable resources and 5-minute SEL recipes to make an immediate positive impact at your school and reduce caseload.

Instructional Level: Beginner

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

MS#23160

3:15 p.m. - 4:45 p.m.

Gender-affirming voice tools: behavioral and surgical approaches to gender-affirming voice care.

Authors: Felicia Francois, Kacie La Forest, Elizabeth Shuman

This interactive, information-rich seminar led by two voice-specialized speech-language pathologists and a laryngologist will provide tangible strategies to bring to clinical practice with gender-affirming voice clients. Whether attendees are new to working with this population or have been seeing these clients but are looking for new ideas, we hope to provide a greater understanding of the population in general, as well as concrete skills to incorporate into practice. Mock cases will be presented with time to work in small groups, and a laryngologist with experience in gender-affirming voice surgery will present surgical options and the role of the SLP in peri-operative voice care. With these tools, participants will feel more empowered to see and care for these clients.

Instructional Level: Beginner

Track: Medically-Based Disorders

Saturday Afternoon Courses

MS#23161

3:15 p.m. - 4:45 p.m.

How to Survive and Thrive as a SNF SLP

Authors: Suzanne Newby, Alice Lippman, Jeraldine Gutierrez

Over the last few years, SNF SLPs have experienced burnout, stress, and challenging work environments due to COVID-19 and subsequent staffing shortages with continued demands for high productivity. It has been imperative to develop coping strategies to build resilience and support employee well-being, which in turn supports employee retention and growth. By developing a strong professional SLP network for support and guidance, enhancing IDT communication, and implementing strategic clinical scheduling, it has been possible to not only survive, but thrive, in the SNF setting. This presentation will describe the unique challenges of working in a SNF, explore functional strategies to support sustainability, and illustrate how the application of these strategies facilitated a successful clinical fellowship year during a global pandemic, which resulted in a promotion to Director of Rehab at a skilled nursing facility in Oakland, CA and receiving the Distinguished Early Career Professional (ECP) designation by ASHA.

Instructional Level: Beginner

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

MS#23162

3:15 p.m. - 4:45 p.m.

Leading the Change in Interprofessional Education and Practice

Authors: Nassrine Noureddine, Darla Hagge, William Ofstad

The lack of leadership and breakdown in communication with resultant poor collaboration between healthcare professionals has led to a lack of safety and poor healthcare outcomes across our modern healthcare system (Institute of Medicine, 2000; The Joint Commission, 2005, 2010). All healthcare professionals, regardless of their level of education, title, discipline, or type of service, are called to be change agents. This seminar explores leadership and change theories (Lewin, Rogers, Kotter, Bolman and Deal) and offers strategies and practical steps to address change in healthcare and education, as it relates to interprofessional education and collaborative practice.

Instructional Level: Intermediate

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

Saturday Afternoon Courses

MS#23163

3:15 p.m. - 4:45 p.m.

One Voice – How Therapy Choir Empowers Survivors of Stroke and Brain Injury

Authors: Claire MacKenzie, Lynn Gallandt

There is a growing body of literature (Wan et al., 2010; Tamplin et al., 2020; Stegemöller et al., 2021) on the therapeutic effects of singing on neurological disorders such as fluency and Parkinson's disease. A recent literature review (Monroe et al., 2020) also supports music, particularly group singing, as a valuable intervention tool for acquired neurogenic communication disorders (ANCD), such as aphasia and dysarthria. However, lack of opportunity, adequate training, and limited access to knowledge of music-based interventions, such as therapeutic group singing, are barriers currently experienced by many speech-language pathologists (Behaghel & Zumbansen, 2022). The presenters aim to highlight the therapeutic benefits of singing in a Therapy Choir for survivors of stroke and brain injury. In a live performance by the Brain Rehabilitation and Injury Network (B.R.A.I.N.) Therapy Choir, survivors of stroke and brain injury will demonstrate trained music-based intervention techniques that facilitate expressive-receptive language, motor-speech, and cognitive-linguistic skills.

Instructional Level: Intermediate
Track: Medically-Based Disorders

MS#23165

3:15 p.m. - 4:45 p.m.

Addressing Health Disparities and Equitable Speech-Language Services Within the Healthcare Setting

Authors: Tasha Ketphanh

Health disparities are preventable and yet many populations continue to struggle with health equity. As healthcare professionals it is our responsibility to address obstacles, or implicit biases we have, which can inadvertently contribute to health disparities. We become complacent in how things are done, get caught up in meeting productivity numbers, and struggle with the unrealistic expectations and responsibilities our facilities expect us to meet. How can SLPs make changes that help our patient's gain access to equitable healthcare and address health disparities? The first step is recognizing our implicit biases and how they may impact the quality of care we provide. The second step is taking a moment to not only address how we are providing equitable healthcare, but looking at our patient's healthcare team: is your patient receiving quality and equitable healthcare?

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

Saturday Afternoon Courses

MS#23166

3:30 p.m. - 5:00 p.m.

A Tale of Two Universities: Integrating Accent Experiences into Graduate Training

**Authors: Robert McKinney, Yao Du,
Tiffanie Melgar, Geminis Rodriguez**

Adult language learners often face challenges acquiring the phonology of their new language. When non-native speakers are less intelligible or comprehensible than other speakers, their ability to communicate effectively can be reduced, and they are often subject to significant linguistic discrimination. Some non-native speakers seek targeted phonological instruction (also called “accent modification”) from speech-language pathologists (SLPs) to help them become more effective communicators. Although accent modification is in the scope of practice of SLPs, it is rarely included in graduate training in our field. This seminar will provide insights into how accent experiences are incorporated into graduate programs at San Diego State University and the University of Southern California and will feature a panel of faculty members and graduate students from both programs. Our goal is to provide a better understanding of options for training students on best practices in the ethical provision of elective accent modification services.

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

Sunday Morning Courses

SC#23168

9:00 a.m. - 12:00 p.m.

Developing Language With LAMP

Authors: Josie Randles, Amy Bereiter

This session will provide a brief overview of the LAMP (Language Acquisition through Motor Planning) approach to supporting language development for non-speaking communicators using AAC (Augmentative and Alternative Communication). The focus of this session will be a review of language acquisition and development theories, and how these theories inform our practice, including our approach to supporting emerging AAC communicators in their development of communication skills, our clinical goal setting, and progress monitoring. This session will include case studies and time for questions/discussions with attendees.

Instructional Level: Intermediate
Track: Special Populations

MS#23169

9:30 a.m. - 11:00 a.m.

SPEAK Panel

Authors: Alan Mendoza, Michael Ortega, Ryan Hernandez

S. P. E. A. K. (Stuttering: People, Experiences, Awareness, and Knowledge) is a student organization at California State University, Los Angeles, dedicated to furthering the education and awareness of stuttering and its impact on one's life experience. In the spirit of a typical meeting, this panel will highlight the unique experiences of 3 people who stutter that share the common goal of pursuing a career in Speech-Language Pathology as well as providing an opportunity for Q&As.

Instructional Level: Beginner
Track: Cultural & Linguistic Diversity (Client & Family Centered)

Sunday Morning Courses

MS#23170

9:30 a.m. - 11:00 a.m.

Speech Sound Intervention Outcome Measures in Spanish and English

Authors: Abby John, Alicia Escobedo, Sonja Pruitt-Lord

There are many evidence-based speech sound interventions for children with speech sound disorders (SSDs); however, determining treatment outcome measures often changes in practice based on factors such as setting and individual client characteristics, particularly for culturally and linguistically diverse populations. Supplementary measures used in addition to more common methods reported in the literature may offer insight on children's intervention outcomes from a client- and family-centered perspective. Subjective measures designed to assess social validity of treatment outcomes and nuanced measures that capture finer-grained progress may provide data that better captures individual client experiences. This presentation will outline the use of such measures in a telepractice speech sound intervention for children diagnosed with an SSD in both Spanish and English. Participants received a complex sound target in their respective home language (i.e., Spanish or English). Measures include a visual analog scale, and a caregiver intelligibility perceptions scale and survey.

Instructional Level: Beginner
Track: Clinical Issues

MS#23171

9:30 a.m. - 11:00 a.m.

Create a Communication-Focused School!

Authors: Sophie Miles, Jean Blosser

Creating a supportive school culture and climate for students with communication challenges can lead to greater success for all! In this session you'll reimagine your intervention practices to achieve real impact on student communication and learning. We discuss the process for creating a communication-focused school, creating positive changes in attitude, support, and engagement. JUST IMAGINE: What if everyone in your school community understood the link between communication and learning. What if partnerships could develop around mutual interests in communication for learning? What if the impact of communication challenges on learning guided individualized goal setting? What if teaching partners willingly and naturally took steps throughout the day to improve and reinforce communication skills? While these may sound like unobtainable goals, they are possible! Research has proven that meaningful and strategic collaboration with our school partners can make a difference; enabling us to expand communication contexts and opportunities for intervention and practice.

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

Sunday Morning Courses

MS#23172

9:30 a.m. - 11:00 a.m.

Skip the Stress: How to Implement a Successful Workload Model

Authors: Julie Malone

This session explores workload and identifies ways to educate SLPs and their employers on the topic to improve recruitment and retention in our field as well as SLPs' mental health and productivity, all of which translate to better services for students.

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

MS#23173

9:00 a.m. - 11:00 a.m.

Management of Patients Pre- and Post-Laryngectomy: A Framework for the SLP

Authors: Brenda Capobres Villegas, Laishyang Ouyang, Uttam Sinha

Speech-language pathologists have an important role in the interdisciplinary management of laryngectomees during pre- and post-operative care as part of the interdisciplinary team. This session provides a framework of areas that the speech-language pathologist should have knowledge and skills including understanding the changes in anatomy physiology impacting voice, respiration, and swallowing, rehabilitation of speech and swallowing, and the psychosocial aspects of laryngectomy on the patient and family. The presenters will include a head and neck surgeon in addition to speech-language pathologists. Following this presentation, there is a special film screening of "Can You Hear My Voice?" by Director Bill Brummel, a cancer survivor and laryngectomee, who shares quality of life by focusing on the lives of choir members consisting of patients' post-laryngectomy.

Instructional Level: Beginner
Track: Medically-Based Disorders

Sunday Morning Courses

MS#23174

9:30 a.m. - 11:00 a.m.

Social Communication and Social Identity in Adolescents

Authors: Carolyn Long

This program will give an overview of social communication and social identity theory, as well as the developmental expectations of identity and self in adolescents. We will take a look at popular intervention strategies compared to these theories and adolescent identity. Participants will leave with a broader understanding of social pragmatic competency development and interventions that align with development of self in neurotypical and neurodivergent adolescents.

Instructional Level: Intermediate
Track: Autism & Related Issues