



**CONVERGENCE**

2024  SAN FRANCISCO  
MARCH 14-17

# Convergence 2024 Session Program

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**Thursday, March 14, 2024**

9:00-10:00

**Advocacy is NOT a Spectator Sport**

**Presenters:** Vicki R. Deal-Williams, ASHA

ASHA members are constantly asking what ASHA has done for them and requesting that ASHA deliver member value in the form of advocacy. ASHA's advocacy efforts have expanded and evolved over time with the options available to influence legislators, regulators, employers, supervisors, etc., but organizational efforts alone will never be enough. The collective voice of the ASHA membership and a multilayered approach to advocacy is needed to affect the kinds of changes we seek to improve and enhance our discipline.

**Instructional Level:** Beginner

**Session Type:** One Hour

11:00-12:30

**AAC Assessment: Deconstructing Feature Matching**

**Presenters:** Dana Albrecht, Placer County Office of Education  
Jennifer Mitchell, Placer County Office of Education  
Tracy Shaw Green, Placer County Office of Education  
Kerry Shurshon, Placer County Office of Education  
Kimberly Duer, Placer County Office of Education

This presentation will deconstruct the feature matching process, a component of a comprehensive Augmentative and Alternative Communication (AAC) assessment with a focus on school-age populations. AAC assessment is a complex process requiring a multifaceted approach in which an individual's needs and capabilities must match the features of their system in order for communication to be as efficient and effective as possible. This presentation aims to provide SLPs with knowledge that will increase their confidence and competence in the feature matching process. Determining a "good fit" system during the assessment process lends itself to positive intervention outcomes and provides individuals with a means to fully participate in life's activities.

**Instructional Level:** Intermediate

**Track:** Augmentative & Alternative Communication (AAC)



**Session Type:** 90-minute Seminar

11:00-12:30

### **Combating the Double Empathy Problem: Ethical, Evidence-Based Strategies for Neurodivergent Clients**

**Presenters:** Meghan Chow, North Star Speech and Language Pathology Center, Inc.  
Madelynn Holtberg, North Star Speech and Language Pathology Center, Inc.  
Olivia Bermudez-Hopkins, North Star Speech and Language Pathology Center, Inc.  
Katherine McKernan, North Star Speech and Language Pathology Center, Inc.

Neurodiversity is a recent buzzword in our field, and while the increased awareness of neurodiversity as a concept is a positive change, many SLPs may have difficulty actually putting neurodiversity-affirming practices into action. In this session, we will talk about neurodiversity and the double empathy problem. We'll break down some common differences between neurodivergent and neurotypical preferences and development, discuss how to drop outdated unethical, compliance-based methods and replace them with ethical neurodiversity-affirming strategies, and learn how this mindset shift will positively impact your client's self-worth and communication progress! Participants will leave this session with a deeper understanding of neurodiversity and with evidence-based, actionable neurodiversity-affirming strategies that they can immediately apply to clinical practice.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar

11:00-12:30

### **Exploring the Ethics and Value of Working Together: SLPs and BCBA's**

**Presenters:** Anna Krajcin, Communication Across Barriers Speech Clinics, Inc.;  
California State University East Bay  
Shirley Sastiel, Communication Across Barriers Speech Clinics, Inc.  
Katie Jackson, Communication Across Barriers Speech Clinics, Inc.

Applied Behavior Analysis (ABA) and Speech-Language Therapy both treat communication issues, but interdisciplinary collaboration is often limited. While the professions have their differences, they can also complement each other and are more



similar than most SLPs realize. The dual certified SLP-BCBA authors seek to bridge the gap by discussing the similarities between the fields, the strengths of each professional, and the ethics of collaboration of care. This course provides an outline to use for successful collaboration which emphasizes the strong points of each discipline and will lead to improved client care.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

11:00-12:30

### **Falling for FEES: Elevating the Gold Standard**

**Presenters:** Kacie La Forest, USC Voice Center  
Felicia François, USC Voice Center  
Elizabeth Shuman, USC Voice Center

This interactive seminar led by SLPs and a laryngologist explores Flexible Endoscopic Evaluation of Swallowing (FEES) as a valuable tool in personalized dysphagia management. While the pursuit of a “Gold Standard” in dysphagia assessment continues, a fundamental question arises: Does a standardized approach genuinely accommodate the nuanced and diverse needs of every patient? This seminar places a strong emphasis on the significance of individualized care and critical evaluation of patient-centered principles. Participants will engage in meaningful discussions, benefiting from interdisciplinary insights, including perspectives from both speech-language pathology and laryngology colleagues. Additionally, the program features a comprehensive review of FEES indications and protocols. Real-world case studies will serve as practical applications, allowing attendees to bridge theory and practice. Participants will develop interpretation skills and learn to apply findings for efficient treatment planning and patient education.

**Instructional Level:** Beginner

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

11:00-12:30

### **Hanen’s Updated It Takes Two to Talk® Program: Evaluation Outcomes**

**Presenters:** Rachelle Comeau, The Hanen Centre





Dashiel Brockman, The Hanen Centre

This presentation describes the outcomes of an internal program evaluation conducted on a revised version of Hanen's It Takes Two to Talk® Program for Parents of Children with Language Delays, a manualized, evidence-based parent-implemented intervention for groups of parents/caregivers. The program is designed to build the capacity of parents of young children to support their child's communication development. Given the heterogeneity of the children in the program, the evaluation addressed changes in each parent-child dyad on several pre/post measures. Outcomes for individual children and parents will be reported, as well as changes in family perception of well-being. This presentation will describe the goals of the It Takes Two to Talk® Program, the four part learning cycle used to coach parents, the recent updates to the program and the outcomes for individual children and parents. Video examples will be shown, as well as examples of the new resources.

**Instructional Level:** Intermediate

**Track:** Language, Learning, & Literacy

**Session Type:** 90-minute Seminar

11:00-12:30

### **Over Two Decades with an Undiagnosed Left Hemisphere Neoplasm: A Unique Case Study**

**Presenters:** Brenna Hughes, Central Cal Speech (Private Practice)  
Manu Hegde, UCSF

An acquired brain injury is an injury to the brain caused by events after birth, which can be traumatic or non-traumatic. Types of non-traumatic brain injuries may include stroke, neoplasm, infection, and/or anoxia. As healthcare providers we are aware of the under-identification issues surrounding the epidemic of acquired brain injuries, and we recognize the critical need for timely imaging, thorough assessment of clinical symptoms, and identification of an accurate diagnosis. Which, in turn, guides our patient/family education, and the development of an effective and individualized treatment plan. However, what if there was never any imaging completed? And what if that diagnosis didn't come for someone for more than 25 years? This course will entail a fascinating review of neuroanatomy, clinical presentation based on types and location of brain tumors and epilepsy as we explore this unique case study from the perspectives of Neurology to Speech-Language Pathology, and the patient herself.

**Instructional Level:** Intermediate

**Track:** Acquired Cognitive Communication Disorders



**Session Type:** 90-minute Seminar

11:00-12:30

### **Starting in the Schools: A Practical Guide for New School SLPs**

**Presenters:** Amanda Perrotti, Upland Unified School District  
Vanessa Cabrera, Upland Unified School District  
janine amaya, Ontario Montclair School District

This course is aimed for those considering or going into the school setting for the first time, whether transitioning from other settings, or fresh out of grad school. Learn what it takes to be a school based SLP, how to manage a diverse caseload, the basics of the Individualized Education Plan (IEP) process, and most importantly how to be a specialist for students' educational benefit. Hear from three school based SLPs currently working in two different Southern California school districts. Leave feeling prepared to take on a new school based position with the knowledge and tools to help build your professional skill set and confidence in education.

**Instructional Level:** Beginner

**Track:** Clinical/ Professional Issues: School-Based

**Session Type:** 90-minute Seminar

11:00-12:30

### **Supervising Bilingual SLPAs: Collaboration for Improved Outcomes**

**Presenters:** Kelly Arellano, Hola Clinic Bilingual Speech Language Pathology Inc.

This presentation reviews best practices for SLPs who supervise bilingual SLPAs, to improve outcomes for multilingual students, patients, and clients across all settings. Practical and ethical supervision tips and strategies will be shared that can be implemented immediately in your practice.

**Instructional Level:** Intermediate

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** 90-minute Seminar



11:00-12:30

## **Supporting Neurodivergent Learners in the Public Schools**

**Presenters:** Jillian Hall, Twin Rivers Unified School District  
Josslyn Howard, Twin Rivers Unified School District  
Lauren Mizutani, Twin Rivers Unified School District

As society grows in its understanding and acceptance of natural, human, neurologic differences, the term “neurodiversity” has become a hot topic within the SLP community. Are you looking to deepen your understanding of how to make your public school therapy neurodiversity-affirming? Come learn from 2 neurodivergent SLPs and 1 neurotypical SLP who will share their experiences, resources, and evidence-based research around providing neurodiversity-affirming therapy in the public school setting. Join us in our goal of creating a world where all students have access to a neurodiversity-affirming SLP who can appropriately support and advocate for their neurodivergent students and colleagues!

**Instructional Level:** Intermediate

**Track:** Clinical/ Professional Issues: School-Based

**Session Type:** 90-minute Seminar

11:00-12:30

## **Telehealth from Hollywood to Rocky Mountains: Shaping the Curriculum Design for Future Clinicians**

**Presenters:** Yao Du, University of Southern California  
Lesley Edwards-Gaither, Metropolitan State University of Denver

As the world transitions to post-COVID-19 health provisions, there is a clear and present need for pedagogical knowledge and coursework in telehealth when training future speech-language pathologists. In this talk, two university faculty members from California and Denver in speech-language pathology will discuss how their SLP programs address the pedagogical needs for increasing telepractice training across undergraduate and graduate curricula. By sharing two models, the “infusion model” and “summer intensive model,” this talk provides sample learning goals, curriculum objectives, and assignments. Also, it demonstrates how to integrate academic knowledge and clinical practice experiences into undergraduate and graduate curricula at the Metropolitan State University of Denver and the University of Southern California. Lessons learned from these innovative program designs can benefit faculty, clinical supervisors, and program directors interested in improving their training curricula for educating the future generation of SLPAs and SLPs.



**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Models of Academic and Clinical Education

**Session Type:** 90-minute Seminar

11:00-12:30

### **Telling Stories in School With Augmentative and Alternative Communication**

**Presenters:** Janet McLellan, Diagnostic Center North, California Department of Education  
Sharon Reyes, Diagnostic Center North, California Department of Education  
Casandra Guerrero, Diagnostic Center North, California Department of Education

Narratives skills are essential to both social and academic development, but these important skills are often overlooked for students who require augmentative and alternative communication (AAC), particularly when students are at the beginning stages of language development and device use. How can we support the development of these crucial skills in storytellers who use AAC? This session examines the importance and assessment of narrative skills for these students. Finally, we explore evidence-based interventions to support the telling of both personal and fictional narratives from the beginning levels of storytelling to development of episodic stories.

**Instructional Level:** Beginner

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** 90-minute Seminar

11:00-12:30

### **Unlocking Dialogue on Graduate School: The Good, the Bad, the Problematic**

**Presenters:** Marcella McCollum, San Jose State University; CSHA  
Michelle Gravier, California State University East Bay

After recognizing that decades-long patterns have led to limited growth in diversity within the profession, graduate schools are actively engaged in dialogue to determine how to be more equitable in the admissions process. Those discussions happen within departments as well as across the country, with a focus on how to recognize the diverse needs and skills that each applicant brings to the table. Often ignored in these discussions is the role of applicants' knowledge of the 'hidden curriculum'. In this





session, the presenters will share research findings on how to support undergraduate students engaged in the process of applying to graduate school, and share a model for an elective that one university created to support students as they navigated the grad school admissions process.

**Instructional Level:** Intermediate

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** 90-minute Seminar

2:00-3:30

### **AI for Training Future Clinicians: A Quick Lesson on ChatGPT and Voice Assistive Technology**

**Presenters:** Yao Du, University of Southern California  
Lori Price, Apple Tree Speech Clinic  
Felix Juefei Xu, New York University  
Dakuo Wang, Northeastern University  
Siona Amrgousian, University of Southern California  
Rayna Zborovsky, University of Southern California  
Kayley Lafreniere, University of Southern California  
Shuang Quan, Fordham University

The realm of artificial intelligence, encompassing conversational chatbots, ChatGPT, and other large language models (LLMs), has ignited global interest in research, education, and healthcare. These technologies, derived from machine-learning systems, autonomously learn from vast text-based datasets, yielding intelligent outputs. Presented by interdisciplinary experts in speech-language pathology, computer science, and assisted technology, this session features live demonstrations of ChatGPT and other tools like voice assistive technology (e.g., Amazon Alexa), showcasing their applicability across various ASHA Big 9 domains. This talk discusses the implications, risks, and benefits of AI in speech-language and hearing science. Augmentative and Alternative Communication (AAC) strategies employ existing and emerging technologies to enhance language development and independence, and quality of life for individuals facing significant communication challenges. Voice-assisted technology plays a pivotal role in AAC users to engage in natural conversations and access a broader range of tools, fostering independence and enriching their overall quality of life.

**Instructional Level:** Intermediate

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** 90-minute Seminar



2:00-3:30

### **Breaking Barriers to AAC: AI, Design, & Buy-In**

**Presenters:** Alan Vu, Flexspeak

Explore how next-gen AAC can break barriers for people with complex communication needs using AI and iterative design. AI enhances AAC by increasing communication rate, making communication more efficient. Design plays a key role too; we'll look at how features like spatially cued displays can enhance user engagement and success. Lastly, buy-in is crucial; we'll discuss the strategy behind addressing device abandonment and getting stakeholders on board. Attendees will leave empowered, understanding the future of AI-driven, well-designed AAC technology.

**Instructional Level:** Intermediate

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** 90-minute Seminar

2:00-5:00

### **Building a Foundation of Language and Literacy for Emergent Communicators**

**Presenters:** Janet McLellan, Diagnostic Center Northern California  
Alison Pentland, Diagnostic Center Northern California  
Sharon Reyes, Diagnostic Center Northern California  
Liz Arenas, Diagnostic Center Northern California  
Casandra Guerrero, Diagnostic Center Northern California

A foundation of language and literacy skills is essential for social, functional, and academic progress for all students. But what do we do with Leila? She isn't talking yet. And Devon? They can't hold a pencil. Mateo requests cake over and over. And what about Mai? She doesn't use her device at all. How do we move these students beyond cause effect switches and requesting? How do we help students understand language and express themselves? How do we support reading and writing development? This course explores evidence-based strategies to build the language and literacy skills that emergent communicators need. We address 1) assessment of current levels 2) creation of measurable and meaningful goals 3) development of an educational environment that supports language and literacy and 4) provision of integrated language and literacy interventions. Content will be applicable for professionals serving emergent communicators of all ages/grade levels.

**Instructional Level:** Intermediate

**Track:** Language, Learning, & Literacy



**Session Type:** 3-hour Course

2:00-5:00

### **ChatSLP: Using AI Technology to Support and Enhance Speech Language Pathology**

**Presenters:** Sarah Bishop, Fallbrook Union Elementary School District  
Caitlin Francis, Irvine Unified School District

Artificial Intelligence (AI) is revolutionizing the field of Speech-Language Pathology (SLP) by offering invaluable support to professionals in various ways. AI-powered tools can enhance the diagnostic and therapeutic processes, benefiting both SLPs and their clients. This session will provide an introduction to AI technology and explore the various applications of AI technology for SLPs, including ethical considerations. Attendees will learn how to locate and utilize free technology to create activities to target a wide variety of goal areas. Presenters will provide practical tips and tricks so that attendees may implement the use of AI supports in their therapy planning immediately.

**Instructional Level:** Beginner

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

**Session Type:** 3-hour Course

2:00-3:30

### **Head and neck cancer- A Primer for SLPs**

**Presenters:** Jennifer Kizner, None

This 90-minute session will introduce SLPs to the specialty area of head and neck cancer and the SLP's role in the multidisciplinary care team. Types of cancer treatments and how they can affect overall speech, voice and swallowing functions will be discussed as well as the evaluation and treatment tools used with this patient population. If you have worked with one or a few of these complex patients and want to have a better understanding of our role in their care, this session should provide a thorough introduction to meet your needs.

**Instructional Level:** Beginner

**Track:** Medically Based Issues

**Session Type:** 90-minute Seminar



2:00-5:00

## **Parent-Involved Social-Emotional-Communication Group Therapy Framework**

**Presenters:** Sarina Murrell, American Speech, Language and Hearing Association;  
California Speech Language Hearing Association

The session will present and demonstrate a promising approach that involves parents in pediatric group therapy sessions to better support their children with social-emotional-communication needs. In this session, we will explore the unique benefits of involving parents in therapy sessions and how it can positively impact both parent and child outcomes. We will discuss the importance of reflective questioning as a tool for enhancing social-emotional learning and highlight the specific social-skill topics covered in the sessions. We will delve into the differences between adult learning and child learning and how this approach takes these differences into account. Finally, we will provide a comprehensive framework for clinicians to effectively implement this approach in their own practice.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** 3-hour Course

2:00-3:30

## **Pediatric Acquired Brain Injury: The Intersection of Habilitative and Rehabilitative Care**

**Presenters:** Brynn Schor, Stanford Medicine Children's Health

When thinking about brain injury care, most think of the role of the speech-language pathologist as being purely rehabilitative; however, in pediatric populations, habilitative care needs to be a significant focus as well. Pediatric patients with acquired brain injury can experience late onset of deficits, known as neurocognitive stall or "late effects" in which deficits become apparent as the child continues to develop and faces increasing cognitive demands within their functional environment. This seminar will provide a framework for the speech-language pathologist's role across the continuum of care for this population to support not only restorative therapy, but the acquisition of new skills as well. The speech-language pathologist's role in assessment, treatment, and education in the acute, outpatient, and school settings will be discussed. Evidence based examples of assessment measures, treatment tasks, and therapeutic recommendations will be provided.

**Instructional Level:** Beginner



**Track:** Acquired Cognitive Communication Disorders

**Session Type:** 90-minute Seminar

2:00-3:30

### **Social Cognition 101 - for Seasoned Practitioners and New Graduates Alike**

**Presenters:** Alanna Dutra, Silicon Valley Communication Connection, Inc.  
Jen Salmon, Silicon Valley Communication Connection, Inc.

Regardless of one's years in the field, social cognition is tricky. It is complex, dynamic, and synergistic, making it an area that SLPs often feel ill-prepared and under-equipped to address. Simultaneously, SLPs are required to serve more social learners than ever. Further complicating matters, the neurodiversity movement has (rightfully!) called into question many previous practice patterns focused on behavior and superficial skills training. Instead, we need to respect different neurotypes and effectively support those whose brains do not intuitively access the same social information that their peers implicitly understand. So what is an SLP who either hasn't learned - or must unlearn - how to ethically provide social cognitive teaching supposed to do? This talk will help providers shift their lens, understand best practices, and provide strategies to support social learners - without drilling the "social skills" that encourage masking and put our clients at risk for burnout.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar

2:00-3:30

### **The Life Savor Method: Revolutionize Your Approach to Workload Management**

**Presenters:** Corinne Donohue, Communication Works  
Theresa Christiansen, Communication Works

Unlock the Path to Stress-Free Productivity and Improved Well-being. You will discover how to create a systematic and personalized weekly schedule to improve efficiency, reduce stress, and enhance well-being through the innovative Life Savor Scheduling Method. This Method equips you with the tools to develop an organized schedule tailored to your unique responsibilities as an SLP. You'll gain the invaluable skill of strategically planning your workdays, ensuring maximum productivity, all while minimizing stressors that often accompany a demanding profession. The stress reduction and well-being elements will empower you with functional techniques that will





help you manage your workload effectively and elevate your overall work life balance. You will gain a comprehensive understanding of how to implement the Life Savor Method into your daily routine promoting long-term success and satisfaction in your career. Join us to revolutionize your approach to workload scheduling with The Life Savor Method.

**Instructional Level:** Beginner

**Track:** Clinical/ Professional Issues: School-Based

**Session Type:** 90-minute Seminar

2:00-3:30

### **Understanding the Link Between Excessive Digital Device Use and Language Impairment**

**Presenters:** LeAnna Heinrich, Children's Screen Time Action Network; ASHA Member; Brentwood Union School District

Referrals for language assessments have continued to increase steadily, especially since the pandemic. At the same time, there has been an increase in the number of research studies that recognize a clear association between excessive screen use and a delay in language skills. Communication breakdowns that occur with personal device use, are often described with casual buzzwords like “technoference” and “phubbing.” These are real and complex processes; however, that have the potential to disrupt language development in children, especially those predisposed to language and learning disabilities. It is imperative that SLPs understand the science behind these processes as it relates to the field of speech-language pathology. This course will discuss to support caregivers in using screen technology in a way that stimulates, rather than hinders, language learning. Current research and methods to educate families and the community regarding healthy communication will also be discussed.

**Instructional Level:** Beginner

**Track:** Language, Learning, & Literacy

**Session Type:** 90-minute Seminar



3:30-5:00

## **Young Adults/Teens with ASD: Mentoring and Supporting Communication and Social Skills**

**Presenters:** Heather Thompson, California State University, Sacramento; Nor Cal LEND Program, UC Davis MIND Institute; Sacramento City Unified School District  
Elisabeth D'Angelo, UC Davis Rehabilitation Hospital; Davis Joint Unified School District; California State University, Sacramento  
Haley Downey, California State University, Sacramento  
Stephanie Rivera Tran, California State University, Sacramento

Adolescents and young adults with Autism (ASD) are a forgotten group. Young children with ASD in early intervention and in the schools receive significant amounts of service. However, young adults and adolescents age out at 21 from the school systems, and there are no consistent services after that age. A program was developed at CSU Sacramento to match undergraduate students in Communication Sciences and Disorders (CSAD) with young adults and adolescents in the community to foster an interest in working with this population, and support communication and social skills in adolescents and young adults. We will review the program, the process, and the progress thus far, in hopes of expanding and building further services for young adults with ASD.

**Instructional Level:** Intermediate

**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar

3:45-5:15

## **ASL Pronouns: A Visual-Directional Approach to Pronoun Reversal and Avoidance**

**Presenters:** Smitha Chandrabose, LAUSD

A impacted sense of self has been used to explain pronoun reversals and pronoun avoidance (i.e. using proper names or non-agent communication) in children with ASD. By using American Sign Language (ASL) indexical (finger point) pronouns, children gain clarity of who the pronoun refers to, resolving any questions about developmental language errors or mimicry of pronouns. The ASL indexical pronouns will be modeled and trained as ASL vocabulary words with visual-directional prompts and definitions (e.g.: "he" is a boy outside of your body paired with the ASL combined 'Boy+Indexical sign" for "he"). After demonstrating acquisition of the indexical point by matching it to a



spoken pronoun, the ASL pronoun can then be used handy generalized tool as a non-verbal prompt as a sentence starter. The establishment of pronouns can be used to prompt communication about personal needs and wants (I,me,my, mine, myself) and awareness of others (you/your).

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar

3:45-5:15

**Establishing a library-based story book reading program for AAC users and families: a tutorial.**

**Presenters:** Elena Dukhovny, California State University, East Bay  
Sabena D'Souza, None  
Polina Rubanova, Union City Library  
Connie Roth, California State University, East Bay

Shared storybook reading is an evidence-based practice that positively impacts AAC (Augmentative and Alternative Communication) users. However, shared book reading for AAC users within a group community setting has been unavailable. This presentation will discuss a one-of-a-kind, community-based, shared storybook reading program tailored for AAC users and their caregivers. This program emerged through a collaborative effort between a mother and her daughter who communicates via AAC, the Union City library, and the "LISTEN with AAC" training grant at CSU East Bay, and has been running since April 2023. It is a free, twice-monthly, hour-long shared storybook reading library program with a caregiver support component. We will discuss the processes and strategies employed, share perspectives and feedback from caregivers, and describe the logistical steps of engaging your community library in supporting a program like this. We will demonstrate materials and show video samples to facilitate the creation of similar collaborative programs.

**Instructional Level:** Intermediate

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** 90-minute Seminar



3:45-5:15

## **Integrating Response to Intervention(RTI) & Cultural Responsivity for Effective Caseload Management**

**Presenters:** Meghan McCarty, CSHA

In 2020, the discourse on diversity, equity, and inclusion gained significant traction, catalyzing much-needed change, particularly within the field of speech-language pathology. California, renowned for its remarkable cultural diversity, boasts the largest Latine and Asian populations in the United States and holds the distinction of being the most populous state in the nation. This unique demographic landscape translates into substantial caseloads for speech-language pathologists (SLPs) and a rich tapestry of linguistic diversity to navigate. For SLPs working in California's school settings, striking a harmonious balance between caseload management and culturally responsive practice is a formidable challenge. This seminar offers SLPs invaluable tools to enhance their caseload management skills while simultaneously delivering culturally responsive services that acknowledge and embrace the linguistic differences inherent in our diverse Californian population.

**Instructional Level:** Beginner

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** 90-minute Seminar

3:45-5:15

## **Lights, Classroom, Action! Using Actors as Interdisciplinary Standardized Patients**

**Presenters:** Marcella McCollum, San Jose State University  
Melisa Kaye, San Jose State University  
Denise Dawkins, San Jose State University  
Zachary McNiece, San Jose State University  
Kelly Dozier, University of California at Berkeley  
Christine Haworth, San Jose State University

Interdisciplinary practice can be a challenge for speech-language and hearing programs with regard to finding appropriate patients, addressing differing levels of student skills and focus, and providing authentic opportunities for collaboration. Funded by a mini grant, a program was built across four departments and two colleges to develop a standardized case that was utilized across four classes. Participants will learn how one university provided rich opportunities for students from a variety of healthcare related fields to practice skill building using authentic scenarios and simulated patients.



Research was conducted and the results will be shared to describe student and actor experiences.

**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Models of Academic and Clinical Education

**Session Type:** 90-minute Seminar

3:45-5:15

### **Neurodiversity-Affirming Practices and AAC**

**Presenters:** Zoe Giatis, American Speech-Language-Hearing Association (ASHA); San Jose State University; Cupertino Union School District (CUSD)  
Nadia Townsend, Cupertino Union School District (CUSD); San Jose State University; Townsend Speech Therapy; American Speech-Language-Hearing Association (ASHA)

This seminar is designed for Speech-Language Pathologists (SLPs) committed to enhancing the lives of neurodiverse children. It encompasses: -Inclusive Practices: SLPs will explore the importance of inclusivity, learning to create nurturing environments where children's unique neurological profiles are celebrated, fostering belonging and respect. -Evidence-Based AAC Approaches: SLPs gain expertise in the latest evidence-based strategies for effective Augmentative and Alternative Communication (AAC). -Child-Led Therapy: The child's voice is at the heart of this seminar. SLPs will discover techniques to facilitate child-led therapy, enabling each child to shape their communication journey based on interests and strengths. -Neurodiversity-Affirming AAC: The seminar instills neurodiversity-affirming practices within AAC, urging SLPs to embrace and respect the diverse ways children communicate and interact with the world. By attending, SLPs become better equipped to provide compassionate, evidence-based, child-centered, and neurodiversity-affirming support to children ensuring they can thrive and communicate effectively.

**Instructional Level:** Beginner

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** 90-minute Seminar

3:45-5:15

### **Successful Collaboration in the Secondary Classroom Setting**

**Presenters:** Robert McKinney, Sweetwater Union High School District





One of the greatest challenges confronting school-based Speech-Language Pathologists is the need to manage workloads efficiently in the face of ever-growing numbers of children to serve. One obstacle is that many students who receive traditional pullout services end up missing countless hours of instruction while failing to generalize the gains they may make in the speech room to the broader academic environment where they are expected to succeed. The collaborative model provides a potential solution to this problem. This presentation is designed to provide the knowledge, awareness, and practical techniques that will help participants integrate themselves into the classroom where they can effectively address the communication needs of their students while also benefitting the school as a whole. While the focus of the presentation will be on applying the collaborative model to the secondary classroom setting, it will be broadly applicable to work in elementary schools as well.

**Instructional Level:** Beginner

**Track:** Clinical/ Professional Issues: School-Based

**Session Type:** 90-minute Seminar

5:30-7:00

### **Abstract Semantic Associative Network Training Administered to Spanish Speaking Persons With Aphasia**

**Presenters:** Maryvi Morales, San Francisco State University  
Devora Domingo, San Francisco State University  
Mariela Vega Ramirez, San Francisco State University  
Teresa Gray, San Francisco State University  
Annel Rojas, San Francisco State University  
Kiara Mares, San Francisco State University  
Chaleece Sandberg, Penn State University  
Priscilly Medrano, San Francisco State University

The majority of evidence-based aphasia treatment is based on English speaking monolingual persons with aphasia (PWA), and in the past 20 years, there has been an increase in aphasia treatment studies that examine cross-language generalization in bilingual PWA. While these studies have provided opportunities for bilingual PWA to receive some treatment in their non-English language, there is a need for more research, resources, and treatment solely provided in a PWA's preferred non-English language. The aim of this study was to a) examine the efficaciousness of administering an evidence-based naming treatment (Abstract Semantic Associative Network Training (AbSANT; Sandberg & Gray, 2020) to Spanish speaking PWA, b) provide evidence-based rationale that AbSANT can be used with non-English speaking PWA, and c) begin to close the gap in developing culturally and linguistically appropriate intervention tools for non-English PWA who are currently underrepresented in the aphasia literature.



**Instructional Level:** Beginner

**Track:** Acquired Language Disorders in Adults

**Session Type:** Poster Session

5:30-7:00

### **Age of Acquisition and Hearing Status Impact Proficiency in American Sign Language**

**Presenters:** Ayden Kpormegbey, Laboratory for Language and Cognitive Neuroscience; NIH Initiative for Maximizing Student Development (IMSD); San Diego State University

Our study explores the impact of age of acquisition and hearing status on American Sign Language (ASL) proficiency among 218 adults. Utilizing the ASL Sentence Repetition Test (ASL-SRT), we assess the ability to repeat sentences in ASL of varying complexities. Results indicate deaf signers generally outperform their hearing counterparts, highlighting the advantage of language dominance and frequency of use. Individuals (both deaf and hearing) with earlier age of exposure outperformed those who acquired ASL later. This underscores the significance of early language access in developing ASL proficiency

**Instructional Level:** Beginner

**Track:** Audiology, Hearing Sciences, Deaf, & Hard of Hearing

**Session Type:** Poster Session

5:30-7:00

### **An AAC Practice Protocol Improves Word Production Accuracy for Adults With Typical Language**

**Presenters:** Pearl Thompson, CSU East Bay  
Elena Dukhovny, CSU East Bay

Evidence is clear that high quality modeling is essential for AAC users to develop and expand language skills, and that communication partner training is key. To execute high quality modeling, communication partners must develop fluency in AAC usage. However, there is little support to attain this fluency. This presentation discusses the preliminary results of a low-cost, self-directed practice protocol, as demonstrated by increases in speed and accuracy in a labeling task. Using a within-subject experimental group design, we examined the effects of this practice routine. Preliminary analysis



indicates that labeling skill improved with practice; factors impacting labeling success are discussed.

**Instructional Level:** Beginner

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** Poster Session

5:30-7:00

### **Artificial Intelligence in Stuttering: Equity-Minded and Culturally-Sustainable Implications**

**Presenters:** Caryn Iwakiri, San Jose State University  
Pei-Tzu Tsai, San Jose State University

The purpose of this scoping review is to examine the emerging research on artificial intelligence in stuttering and its implications for equity-minded and culturally sustainable practice. The procedures for scoping review include identifying, coding, and analyzing available studies for emerging findings and gaps in the current literature on artificial intelligence in stuttering and its development across languages. Findings suggest that despite the potential of utilizing AI to enhance the efficiency and accessibility of clinical services, there are currently significant gaps in research on culturally linguistically diverse populations. Clinical implications and future directions will be discussed.

**Instructional Level:** Beginner

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** Poster Session

5:30-7:00

### **Cognate Processing in English/Spanish Bilinguals with Aphasia**

**Presenters:** Alexandria Tollast, California State University East Bay  
Chelsea Miller, California State University East Bay  
Michelle Gravier, California State University East Bay  
Eve Higby, California State University East Bay

When speaking and listening, bilinguals have to manage two unique lexicons. However, in some cases, the separate lexicons contain cognates, words that share meaning and form (e.g., English elephant, Spanish elefante). It is known that cognates are retrieved more quickly (Costa et al., 2000) due to this overlap, although this same similarity can also cause interference in some contexts (Bailey et al., 2023). We examine cognate



effects in bilingual speakers of English and Spanish, both with and without aphasia, in a series of lexical decision tasks. We manipulate whether or not cognates in the non-target language are present. This study can reveal how cross-language lexical connections can contribute to language processing in bilinguals with aphasia, which could be used to develop targeted intervention for this population.

**Instructional Level:** Beginner

**Track:** Acquired Language Disorders in Adults

**Session Type:** Poster Session

5:30-7:00

### **Current Clinical Practice to Assess Language in Mandarin-English Bilingual Children: A Survey Study**

**Presenters:** Danyang Wang, The University of California - Irvine  
Pumpki Lei Su, The University of Texas at Dallas; The University of Texas at Dallas

Assessment in two languages is considered the standard in bilingual children to fully capture dual language ability. However, the lack of reliable and valid home language tools and the lack of bilingual tools with appropriate bilingual norms remain critical barriers to achieving the gold standard of speech-language services for bilingual children. These issues creates language and culture related disparities that children who are exposed to more than one language are less likely to receive accurate diagnosis of language disorders. This study focuses on Mandarin-English bilingual children, a large minority group in California and in the US, and aims to survey the current clinical practice to assess this population. We will categorize and critically appraise the assessment methods/tools that are reported to be used by monolingual and bilingual clinicians. Additionally, we will discuss the best practice and important considerations in assessing and diagnosing language disorders in bilingual populations in general.

**Instructional Level:** Intermediate

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** Poster Session



5:30-7:00

### **Effects of Training Abstract Words in a Bilingual Context with a Tagalog-English Person with Aphasia**

**Presenters:** Lorie Roman, San Francisco State University  
Marielle Razon, San Francisco State University  
Chaleece Sandberg, San Francisco State University  
Teresa Gray, San Francisco State University  
Sarah Ballerda, San Francisco State University  
Jadine Veluya, San Francisco State University

The Bay Area and Los Angeles have large Filipino and Tagalog-speaking communities, yet there are limited culturally and linguistically appropriate aphasia materials available for this population. In addition, typical naming treatments for bilingual persons with aphasia consist of “monolingual” environments, such that treatment is delivered in one language and effects of direct training and cross-language generalization are expected. However, some Tagalog speakers report codeswitching in their natural environments. Thus, treatment should include codeswitching options for treatment to be person-centered and linguistically responsive to the needs of persons with aphasia. This study uses Bilingual Abstract Semantic Associative Network Training (BAbSANT; Gray et al., 2023; Sandberg et al., 2021) and has adapted it to include a codeswitching treatment phase. Data trends indicate that training abstract words in a bilingual environment results in direct training and generalization effects.

**Instructional Level:** Intermediate

**Track:** Acquired Language Disorders in Adults

**Session Type:** Poster Session

5:30-7:00

### **S.C.H.W.A.: Expanding Peer Mentorship in University Students Studying Speech-Language Pathology**

**Presenters:** Atalie Manning, San Jose State University  
Melody Tran, San Jose State University  
Dalia Harara, San Jose State University  
Yi-An Chen, San Jose State University  
Madeline Vanderheid-Nye, San Jose State University

Student Connections Help With Student Advancement (S.C.H.W.A.) was created in 2022 by four recent graduates of San Jose State University’s (SJSU) master’s speech-language pathology program. The founders of this mentorship program saw the





importance of connecting with peers and aimed to foster academic and emotional support, as mentorship pairings allow the space to discuss navigating graduate school. Initially, SJSU graduate students in their final year of SJSU's speech-language pathology master's program were matched with incoming graduate-level students. This process has expanded to continue fostering these relationships and support, and the mentorship program now includes undergraduate students undergoing the process of graduate school applications. Presenters will share how the program started, the significance of a mentorship program on student's mental health and academic success, and how the current team effectively expanded the opportunity to include undergraduate Communication Disorders and Sciences (CDS) students.

**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Models of Academic and Clinical Education

**Session Type:** Poster Session

5:30-7:00

### **Standardized AAC Options for Complex ICU Patients**

**Presenters:** Mercedes Mendoza, City of Hope Medical Center  
Taylor Wilde, City of Hope Medical Center

Alternative and Augmentative Communication (AAC) may be utilized temporarily, such as when used by intubated patients and/or require mechanical ventilation or permanent (e.g., acute cerebrovascular accident). This population is often provided one standard communication board by healthcare providers other than speech-language pathologists, which rarely meets the patients' individualized needs. The current communication board is not appropriate for various patient populations. This lack of ability to communicate prevents patients from being active participants in the decision-making process and may pose serious consequences such as negative quality of life and adverse falls and/or unnecessary restraint. The goal of this presentation is to demonstrate how to create a standardized AAC options for patients in the ICU, increase compliance of the medical team to place recommended referrals, and provide opportunities for consistent use of AAC systems for patients, families, medical providers, and speech-language pathologists.

**Instructional Level:** Beginner

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** Poster Session



5:30-7:00

### **The Effects of a Multisensory Virtual Reality Program as an Intervention for Phonemic Awareness**

**Presenters:** Emma Evans, California State University, Fresno  
Brooke Findley, California State University, Fresno

This presentation will review the results of a multiple baseline across participants study that examined the effectiveness of a multisensory virtual reality intervention for children who demonstrated deficits in phonemic awareness. Given that current research supports the use of multisensory treatments for phonemic awareness, virtual reality was chosen due to its ability to provide tactile-kinesthetic, visual, and auditory sensory input. Specific phonemic awareness target behaviors (e.g., phoneme substitution, blending, segmentation, etc.) were selected for each participant following administration of the initial assessments based on their individual areas of need. Progress was measured using probes at the end of each treatment session, as well as a final probe to measure generalization of the target behaviors. The presentation will include the results of the completed research and implications for practice.

**Instructional Level:** Beginner

**Track:** Language, Learning, & Literacy

**Session Type:** Poster Session

5:30-7:00

### **The Influence of Phonetic Complexity on Speech Motor Control in Children with Cerebral Palsy**

**Presenters:** Maya Elden, San Diego State University  
Ignatius Nip, San Diego State University

Cerebral palsy (CP) is a neurological disorder affecting movement and potentially speech production. Approximately 50% of people with CP have impaired speech intelligibility. Children with CP are less intelligible when saying words with more complex sounds, potentially due to associated motor impairments. To test this hypothesis, we examined movement characteristics of words with high and low phonetic complexity in children with CP and typically developing peers.

**Instructional Level:** Intermediate

**Track:** Motor Speech Disorders Across the Lifespan

**Session Type:** Poster Session



5:30-7:00

## **Validating a New Sentence Comprehension Assessment for Mandarin-English Bilinguals With Aphasia**

**Presenters:** Preeti Rishi, San Diego State University-University of California  
Yusheng Wang, San Diego State University-University of California  
Tracy Love, San Diego State University-University of California; San Diego State University  
Henrike Blumenfeld, San Diego State University-University of California; San Diego State University  
Emily Mu, San Diego State University  
Michelle Ng, San Diego State University

This session will review cross-linguistic sentence comprehension abilities in typical and language-impaired Mandarin-English bilinguals. The importance of sentence-level assessments in different languages will be emphasized as it relates to best clinical practice with bilingual people with aphasia. Tools for assessing sentence comprehension will be discussed, such as the SOAP Syntactic Battery of Sentence Comprehension. The presenters will introduce the initial validation process of a new Mandarin adaptation of the SOAP (M-SOAP) with unimpaired Mandarin-English bilingual adults across the lifespan with varying levels of language dominance. Finally, the session will conclude with the preliminary clinical feasibility of the M-SOAP as a sentence comprehension tool for speech-language pathologists to use with Mandarin-English bilingual individuals with aphasia.

**Instructional Level:** Intermediate

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** Poster Session

**Friday, March 15, 2024**

8:00-9:00

### **Coffee and Tea with ASHA and CSHA**

**Presenters:** Marcella McCollum, San Jose State University  
Robert McKinney, San Diego State University  
Deborah Swain, The Swain Center  
Belinda Daughrity, CSU Long Beach  
Vicki R. Deal-Williams, ASHA



Coffee and Tea with ASHA and CSHA will be an interactive presentation and discussion on how ASHA and CSHA work collaboratively for our SLP and AUD community. Dr. Vicki Deal-Williams, Dr. Deb Ross-Swain, Dr. Belinda Daugherty, Dr. Marcella McCollum, and Robert McKinney will be presenting about their roles in both organizations and their vision for the futures of ASHA and CSHA. Initial discussion will focus on the differences between ASHA and CSHA, followed by how our professions advocate for change and represent the field. The floor will be open for questions from the audience, and questions will be collected ahead of presentation.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

9:00-Noon

### **A How-to for Tackling Childhood Apraxia of Speech**

**Presenters:** Aubrie Hagopian, None

The purpose of this course is to make implementing appropriate intervention for children with apraxia achievable and fun. Clinicians will learn four essential components of motor speech therapy while diving into the principles of motor learning and how they are applied when treating children with apraxia. By the end of this course, clinicians will have tools that can be used in their sessions right away.

**Instructional Level:** Intermediate

**Track:** Motor Speech Disorders Across the Lifespan

**Session Type:** 3-hour Course

9:00-Noon

### **AAC: It Doesn't Have to be Intimidating**

**Presenters:** Sherri North, American Speech-Language-Hearing Association

AAC is often something that feels daunting to tackle as a school-based Speech-language Pathologist. I want to help school-based SLPs feel less intimidated by the process and give them tools to help them move forward with AAC for their students. This session intends to provide the participants with the basics of completing an AAC assessment. This will include a template for describing device options/trials, which will help us compare and contrast various apps and technology (low and high). I will review ways to teach your student to use their new device even if you are not fully fluent in its



use. The last portion of the session will address AT which can assist a student in accessing their AAC, as well as some top Apple accessibility features available for anyone who uses an Apple device. (Apple is the focus here only because it is most commonly used in our district.)

**Instructional Level:** Beginner

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** 3-hour Course

9:00-10:30

### **CSHA Advocacy in Action**

**Presenters:** Robert McKinney  
Laura Wasco  
Meghan McCarty  
Kelly Arellano  
Francine Wenhardt  
Jennifer Kizner  
Lisa D'Angelo

In this roundtable presentation, attendees will hear directly from CSHA's advocacy partners, Ball/Frost Group, as they provide an overview of the legislative process and an update on our efforts to advocate for our clients and professions. The panel will also include some of the chairs and members of CSHA's Advocacy Committee and several other advocacy-related committees, such as the Early Intervention, Caseload/Workload, Concussions/Brain Injuries in students, and Flexible Endoscopic Evaluation of Swallowing (FEES) Committees. Attendees will have the opportunity to ask questions of the panelists as we work together to make our voices heard.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

9:00-Noon

### **Managing Complex Dysphagia Patients: Case Study Learning**

**Presenters:** Brenda Capobres Villegas, University of Southern California  
Laishyang (Melody) Ouyoung, University of Southern California  
Amy Wilke, University of Southern California





Anisa Shaker, University of Southern California  
Uttam Sinha, University of Southern California

Managing patients with complex dysphagia requires an interprofessional approach to optimize outcomes in nutrition and swallowing. This seminar uses a variety of case studies to discuss assessment and management of these patients with discussion from a medical panel of professionals including the speech-language pathologist, clinical dietitian, gastroenterologist, and otolaryngologist.

**Instructional Level:** Intermediate

**Track:** Medically Based Issues

**Session Type:** 3-hour Course

9:00-Noon

### **Spoonfuls of Trust: Feeding Therapy's Recipe for Success, Joy, and Lifelong Progress**

**Presenters:** Sarina Murrell, American Speech, Language and Hearing Association;  
California Speech Language Hearing Association

In the realm of pediatric feeding therapy, trust serves as the transformative force, turning challenges into opportunities for success and joy. Trust is also at the center of a relationship-based approach in which relationships are at the center of the support. This session delves into evidence-based strategies to establish trust and foster positive mealtime experiences. By emphasizing trust, we can help children overcome feeding aversions, sensory sensitivities, and behavioral challenges, as well as advance their oral/feeding skills. Through case studies, demonstrations, and interactive discussions, attendees gain insights into trust's transformative power. Additionally, the presentation emphasizes infusing joy and positivity into therapy, offering creative activities to meet feeding goals while bringing smiles to both children and families. Armed with practical tools, attendees leave ready to implement trust-building and joy-infused techniques, bringing enduring progress to the lives of the children and families we serve.

**Instructional Level:** Beginner

**Track:** Swallowing and Feeding Disorders

**Session Type:** 3-hour Course



9:00-Noon

### **The CA Ed. Code, the Union, and Successfully Advocating for School SLP Issues**

**Presenters:** Pamela Greenhalgh, she/her/hers, ASHA, CSHA, NEA, CTA, Associated Chino Teachers

The time is now to address the challenges faced by public school SLPs and advocating for ourselves through or professional organizations and the union is the answer This session will address issues such as preschool caseload limits, make-ups, Medi-Cal billing, and workloads that are beyond the capacity to be completed. Let's look at the CA Ed Code, ASHA union advocacy guidelines, and government decisions that can support us in the public school setting. Come to the session with a copy of your local contract or online access to it. (Bargaining agreements are usually on district websites under Human Resources Department or on the local association website.)

**Instructional Level:** Intermediate

**Track:** Clinical/ Professional Issues: School-Based

**Session Type:** 3-hour Course

9:00-Noon

### **Voice Thera-Palooza: Interactive Seminar of Voice Therapy Techniques and Approaches**

**Presenters:** Nicolas Valdez, USC Caruso  
M. Eugenia Castro, California State University Los Angeles; USC Caruso  
Felicia François, USC Caruso  
Kacie La Forest, USC Caruso  
Lauren Timmons Sund, USC Caruso

This hands-on interactive course/seminar will guide clinicians through exploration of different voice therapy techniques and how to implement them in clinical practice. Voice-specialized clinicians will review the latest updates on well-known approaches as well as new techniques recently published. Review of the physiological rationale for a variety of therapy methods will be presented as well as guidance regarding decision-making when selecting one therapy approach over another. An interactive style to develop clinical hypotheses will be used based in evidence-based practice. Presenters will then demonstrate how to apply the techniques, and participants will be given the opportunity to practice in small break out groups. Hands-on practice will include therapy techniques such as semi-occluded vocal tract exercises (SOVTs), manual therapy techniques, Conversation Training Therapy, Resonant Voice Therapy, PhoRTE, and



Vocal Function Exercises. Let's have fun together trying out voice therapy techniques with guidance from voice-specialized clinicians in a safe place!

**Instructional Level:** Beginner

**Track:** Voice, Resonance, and Upper Airway

**Session Type:** 3-hour Course

### **Voice Activated: A Movie Showing**

9:00-10:30 A.M.

Trent, a florist with a stutter, has to find his voice to communicate with a voice-activated car while making a delivery.

After the conclusion of this short film, there will be a moderator led discussion.

This session is not CE eligible.

10:30-Noon

### **A Conceptual Framework for Early Identification of Students at-risk for Language & Literacy Disorders**

**Presenters:** Manju Marin Chacko, None

Language is embedded in all aspects of learning within the classroom, therefore, there is a need for language screenings as part of universal screening measures in the schools. In this pilot study, Narrative Language Measures (Listening and Reading) were used to screen and identify kindergarten and first students who are at-risk for language/literacy disorders. After receiving narrative language interventions using the Story Champs curriculum, the experimental group demonstrated higher scores post-intervention in NLM Listening versus the control group. Teacher responses to questionnaires indicated that the experimental group's skillset post versus pre-intervention was not statistically significant, however, the teachers were in agreement that the framework was useful in early identification of at-risk children. Therefore, communication between teachers and speech language pathologists can be useful in early identification of at-risk children. Additionally, findings from this study indicate that narrative language interventions positively impact language and reading comprehension.

**Instructional Level:** Intermediate



**Track:** Language, Learning, & Literacy

**Session Type:** Student Research Presentation

10:30-Noon

### **Bridging Voices: Fostering Inclusive Family-Centered Care in Multilingual Populations**

**Presenters:** Jacquilyn Arias, ASHA

As speech-language experts we possess many tools to support a child's communication, but the true strength lies in centering the family and fostering an environment that honors their background and experience. Attendees will explore the convergence of evidence-based practices and lived experiences into a holistic treatment plan. Through shared case studies and open dialogues, we'll emphasize the importance of equitable partnerships, empowering families to actively participate in the decision-making process. We'll go step-by-step through the evidence-based process, demonstrating how to integrate families' needs into assessment and intervention with a particular focus into multilingual populations. Join us to learn how to bridge the gaps between professionals and families while fostering an inclusive environment that champions diversity. This session will inspire and equip you to create treatment plans that reflect the multifaceted nature of children and their families, valuing their voices and experiences in the pursuit of improved healthcare outcomes.

**Instructional Level:** Beginner

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** 90-minute Seminar

10:30-Noon

### **Impact of Language Proficiency on Connected Speech Measures in Spanish-English Speaking Adults**

**Presenters:** Alyson Jimenez, San Jose State University

Bilingual Spanish-English speakers constitute approximately 15 million people in the United States, yet research on connected speech in this population is limited. This gap impacts assessment of communication disorders, as connected speech can be an early indicator of neurodegenerative disorders. To address this gap, we analyzed connected speech samples in both languages, taking into account the language backgrounds of cognitively healthy Spanish-English adult speakers, providing us with valuable insights into how verbal language proficiency influences connected speech measures in this



demographic. This study supports our aim of developing culturally and linguistically sensitive approaches to evaluating connected speech in bilingual and multilingual individuals. Furthermore, this project will provide a critical foundation for future studies on connected speech of Spanish-English speaking adults with progressive or sudden-onset speech/language disorders.

**Instructional Level:** Beginner

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** Student Research Presentation

10:30-Noon

### **It Would Be Great If They Could Read: Educator Values and Students With Complex Communication Needs**

**Presenters:** Kareesha de Visser, California State University, Fullerton

Literacy is a life skill. Yet, access to comprehensive literacy instruction beyond exposure to environmental print remains elusive for students with complex communication needs. Key to advancing outcomes for students is the ability to bridge educator strengths with a robust comprehensive literacy curriculum. The results of this small, embedded case study inform results of a larger 5-year implementation study conducted in self-contained classrooms of a large urban school district, grades pre-K to adult transition services. Semi-structured interviews with three classroom teachers shed light on the opportunities and conflict encountered when an educator's personal values and techniques meet the fast-changing environments in which they teach. Additionally, this session will help attendees identify a strengths-based starting point for collaboration when working with classroom teachers to build literacy skills.

**Instructional Level:** Beginner

**Track:** Language, Learning, & Literacy

**Session Type:** Student Research Presentation

10:30-Noon

### **MBSS and SLP Scoring: The Inconsistencies Between Professional Opinions**

**Presenters:** Rosemarie Girón, None

In this session, the importance of utilizing consistent scoring methods among professionals to diagnose and treat swallowing disorders will be discussed, along with a literature review of what research has already been done regarding this subject. The



goal of this study is to identify which measures are commonly used in medical settings by speech-language pathologists and identify possible solutions to improve quality of care for the patients with dysphagia.

**Instructional Level:** Beginner

**Track:** Swallowing and Feeding Disorders

**Session Type:** Student Research Presentation

10:30-Noon

### **Quantifying Noun Bias in Early Lexicons of Vietnamese Monolinguals and Vietnamese-English Bilinguals**

**Presenters:** Minh Bui, California State University, Fullerton  
Minjung Kim, California State University, Fullerton  
Michael Frank, Stanford University  
Alexandra Carstensen, Arizona State University

Our session presents findings relevant to Vietnamese-English bilingual and Vietnamese monolingual toddlers. We will present basic norming information (production data, validity, and reliability) on the Vietnamese adaptation of the Communicative Development Inventory (Nguyen & Pham, 2018) for monolingual Vietnamese-learning children in Vietnam. We will further verify the claim of a universal overrepresentation of nouns in early vocabulary by quantifying this noun bias in Vietnamese monolinguals. Furthermore, we will assess this noun bias in the English and Vietnamese lexicons of bilingual toddlers. We ask whether bilingual children employ different learning strategies for each language they are learning. If this is the case, the Vietnamese of bilinguals would be as rich in verbs as the Vietnamese of monolinguals, and the English of Vietnamese-English toddlers would be as rich in nouns as the English of monolinguals. Our exploratory analysis will look at how the language learning environments interact with translation equivalents in bilinguals.

**Instructional Level:** Beginner

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** Student Research Presentation





10:30-Noon

**Questions about Questions: Pitch contours in patients with right hemisphere damage from Talkbank**

**Presenters:** Marina Hallin, San Francisco State University

The purpose was to compare the pitch contours of spontaneously-generated questions between right hemisphere damage (RHD) patients and neurotypical peers. Participants included six RHD patients matched to control participants from the RHD bank of Talkbank (Minga et al., 2021). There were three pairs of females; three pairs of males; two pairs in their 30's; one in their 50's; three in their 60's. Two measures, fundamental frequency (fo) span and the standard deviation (SD) of the highest Hz point in the pitch contour were obtained using Praat > Get pitch > Draw pitch contour feature. We found significantly (p

**Instructional Level:** Intermediate

**Track:** Acquired Language Disorders in Adults

**Session Type:** Student Research Presentation

10:30-Noon

**The Head and Neck Cancer Dysphagia Interview,**

**Presenters:** sarah panjwani, Employee, University of California Los Angeles  
Joey Buhler, Employee, University of California Los Angeles

Organ preservation treatments for Head and Neck cancer, such as radiation and chemotherapy, result in oral and pharyngeal phase dysphagia during treatment and long after treatment is complete. Patients with dysphagia who have a history of Head and Neck cancer experience unique and challenging swallowing difficulties which require careful assessment, treatment, and advanced training/clinical experience on the part of the SLP. This course aims to outline these swallowing difficulties and teach the learner to perform a thorough interview which will ultimately guide swallow evaluation and treatment. The presenters will utilize fluoroscopic imaging to identify post radiation anatomical and physiological changes to the swallow. Finally, the presenters will review behavioral adaptations and programs to treat dysphagia post radiation for Head and Neck cancer.

**Instructional Level:** Beginner

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar



10:30-Noon

### **The SLPs Guide to IEP Eligibility: Qualifying Students for Speech Services: Truth, Lies, and Ed Code**

**Presenters:** Diane Cole, Tehachapi Unified School District

A long-standing challenge for school based SLPs is determining which students are eligible for school based speech services, and why. This session will cover IEP eligibility; the differences between school based and private speech services, and common misconceptions on speech services offered in public schools. We will also look at information on Ed Code, IDEA, and the different types of eligibility. Other questions to be considered are: What is educational impact? What are adverse affects? What is the difference between eligibility types? School SLPs have been inundated with new referrals in the last few years, and while we always want to help our students, we also want to be mindful of what our school based services are for, and who they are meant to help

**Instructional Level:** Beginner

**Track:** Clinical/ Professional Issues: School-Based

**Session Type:** 90-minute Seminar

10:30-Noon

### **Unlocking Success: Effective Supervision of SLPAs**

**Presenters:** Sarah Bishop, CSHA; ASHA; Fallbrook Union Elementary School District

This presentation will delve into the elements of effective SLPA supervision, including communication, relationship building, and goal setting while also considering adult learning styles and teaching techniques. We will address the unique needs that come with supervising SLPAs and how those needs are different from CF or graduate student supervision. We will also address the significance of fostering strong professional relationships in the workplace. We will explore how teamwork traits and goal-setting principles can be successfully adapted to the context of SLPA supervision. There will be opportunities for practical learning through real-world examples and interactive activities, allowing participants to apply these concepts to their own practice. We will also address goal setting theory. We will examine the positive outcomes associated with effective supervision and highlight potential challenges to be avoided. Ultimately, we aim to share how effective supervision leads to enhanced competence, increased job satisfaction, and professional growth.

**Instructional Level:** Intermediate



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

**Session Type:** 90-minute Seminar

10:30-Noon

**When it's a mouthful: Feeding management of cleft conditions undergoing infant orthodontics**

**Presenters:** Rhona Galera, None

Clinically employing a safe supportive (re-)habilitative developmental experience for infants with either cleft lip + palate or cleft palate associated robin sequence undergoing infant orthodontic treatment (IO) is foundational to optimal growth and development towards surgical milestone(s) of surgical cleft procedures. Implementation of a systematic process in feeding care management allows providers to: a) Clinically and competently support the patient and caregivers through the infant's formative first 18 months of development. b) Proactively collaborate with all team members on baseline, progress, preventive considerations, and outcomes of oral feeding through the period of infant orthodontic treatment to surgical management. The systematic process and details of feeding management through the period and completion of both IO treatment and surgical cleft procedures are described and explained in this seminar through lecture, demonstration, and case examples.

**Instructional Level:** Intermediate

**Track:** Medically Based Issues

**Session Type:** 90-minute Seminar

Noon-1:30

**A Survey of Gen Z University Students: Results and Implications for Instructors**

**Presenters:** Celeste Roseberry, California State University, Sacramento  
Suna Aboueljoud, California State University, Sacramento  
Angela Ezzi, California State University, Sacramento

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:** Clinical/Professional Issues: Models of Academic and Clinical Education

**Session Type:** Poster Session

Noon-1:30

### **Bilingual Language Production: Investigating Cross-language Facilitation and Interference Control**

**Presenters:** Hannah Evans, California State University, East Bay  
Monserrat Padilla, California State University, East Bay  
Eve Higby, California State University, East Bay

This study examines the nature and duration of cross-language facilitation and interference effects in bilingual speech production by analyzing the time it takes Spanish-English bilingual participants to name pictures in both of their languages within a blocked language-switching naming paradigm. Our hypotheses build off of Higby et al.'s (2020) model of bilingual language production, which posits that cross-linguistic facilitation and interference operate over different time scales: facilitation is a long-term effect, whereas interference control is short-term. This is one of the first studies to test interference and facilitation in bilinguals within the same experiment. This research will contribute to a more nuanced understanding of bilingual language control, which may have implications for the assessment and treatment of communication disorders among bilinguals.

**Instructional Level:** Beginner

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** Poster Session



Noon-1:30

### **Charlas: Community Engaged Partnerships Discussions on Bilingualism and Reimagined Language Futures**

**Presenters:** Cecilia Perez, University of California, Irvine HABLA Lab  
Alejandro Granados Vargas, University of California, Irvine HABLA Lab  
Mariana Gomez, University of California, Irvine HABLA Lab  
Danyang Wang, University of California, Irvine HABLA Lab

This session details the process of planning and implementing community-engaged “Charlas” (i.e. “chats”) in public community spaces. We assembled a collaborative team of community members, educators, speech-language pathologists (SLPs), and librarians, to discuss language histories, flawed narratives about bilingualism, debunking myths about bilingualism, and using heritage languages in the context of the United States. Instead of following a traditional format where individuals with formal education are deemed experts who must impart knowledge, we (the library team, the community members and the research team) disrupted trainer-trainee hierarchies and described how as a collective we can re-imagine alternative language futures for multilingual, racialized children who are educated in the U.S. context.

**Instructional Level:** Intermediate

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** Poster Session

Noon-1:30

### **Impact Evaluation to Build Capacity for AAC Services with Dual Language Learners**

**Presenters:** John Kim, San Francisco State University  
Nancy Robinson, San Francisco State University  
Gloria Soto, San Francisco State University

This poster presentation will demonstrate the impact evaluation design of Project AAC for ALL, targeting the shortages of special educators and speech-language pathologists to meet the linguistic, academic, and social needs of an increasing number of students with disabilities who have a home language other than English, and benefit from various types of AAC (Augmentative and Alternative Communication). The impact evaluation design employs a logic model framework to identify project goals and to measure the elements of the project to effect change: (i) available resources (e.g., inputs), (ii) the notable project activities and participation (e.g., outputs), and (iii) the short, intermediate, and long-term project outcomes (e.g., outcomes).



**Instructional Level:** Intermediate

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** Poster Session

Noon-1:30

### **Medical Disparities in Speech-Language Pathology: Addressing Medical Needs in the Punjabi Community**

**Presenters:** Vivlin Bal, California State University, Sacramento  
Jaskiran Mann, California State University, Sacramento

Punjabi, a prominent dialect in India's Punjab state, has a growing presence in the United States, primarily among Sikhism followers. This vibrant community offers a unique context for the investigation. At the annual Sikh Parade in Yuba City, California, a survey was administered to assess awareness of Speech-Language Pathologists (SLPs) among participants. The study highlights a significant medical gap and underrepresentation of Punjabi-speaking individuals in the SLP field. It is imperative to ensure unimpeded access to medical care for Punjabi individuals, fostering cultural competence, enhancing patient outcomes, and promoting healthcare equity. The research aims to compare knowledge levels, accounting for age and technology awareness, with and without educational resources, emphasizing the pivotal role of Speech-Language Pathologists in the medical area.

**Instructional Level:** Intermediate

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** Poster Session

Noon-1:30

### **Participatory Help-Giving Practices Model- Reflections from an AAC Clinical Practicum.**

**Presenters:** John Kim, San Francisco State University  
Lily Bailey, San Francisco State University  
Brianna Casillas, San Francisco State University  
Natalie Flores, San Francisco State University  
Jennifer Nunez Reyes, San Francisco State University  
Rebecca Reeder, San Francisco State University  
Morgan Spears, San Francisco State University





This pilot study observes how six first-year graduate students in a university AAC clinic self-reflect on their experiences working with families when implementing a participatory help-giving practices model. This reflection will address the pedagogical process of understanding and implementing family-centered practice, especially participatory help-giving practices. The presentation aims to analyze how graduate students define participatory help-giving practices and how it is executed in their clinical sessions. Specifically, the graduate students will reflect on the readings and exercises completed in the clinical course, the development of a weekly family-centered therapy plan modeling after "participatory practices", and progress monitoring. Lastly, the students will describe their experiences of having the caregiver be a part of the clinical decision-making process when determining therapy goals, prompting techniques, and designing their treatment sessions.

**Instructional Level:** Intermediate

**Track:** Clinical/Professional Issues: Models of Academic and Clinical Education

**Session Type:** 90-minute Seminar

Noon-1:30

### **Promoting Early Rehabilitation in Neurocritical Care ICU for Individuals with Brain Injury**

**Presenters:** Dana Kimbar, Cedars-Sinai Medical Center  
Jennifer Whelan, Cedars-Sinai Medical Center

Patients in the intensive care unit (ICU) are prone to prolonged amounts of time without physical activity, leading to decline in muscle function and subsequent decline in ability to perform daily tasks (Paker et al., 2013). Early rehabilitation intervention in the ICU has many benefits; however, historically, the focus of the ICU has been on resuscitation and stability rather than on rehabilitation, resulting in delays in referrals for rehabilitation services. Speech-language pathologists (SLP) play an important role in dysphagia management and tracheostomy weaning in the ICU (McRae et al., 2020). Early physical and occupational therapy (PT, OT) can reduce length of mechanical ventilation and hospital length of stay (Hashem et al., 2016). Goals of Cedars-Sinai's pilot neurocritical care program are to increase therapy referrals, provide early and consistent therapy intervention, use standardized measures to evaluate and track performance, improve interdisciplinary collaboration, and provide education to patients and family members.

**Instructional Level:** Intermediate

**Track:** Clinical/Professional Issues: Medical Settings

**Session Type:** Poster Session



Noon-1:30

### **Promoting Leadership via an Aphasia Choir Advisory Board: How It Works and Member Experience**

**Presenters:** Ci He, Cal State East Bay  
Christy Thies, Cal State East Bay  
Ellen Bernstein-Ellis, Cal State East Bay  
Michelle Gravier, Cal State East Bay

There is growing support for Participatory Action Research that includes individuals with aphasia in meaningful roles as research team members (Brice & Hinckley, 2022). There are limited reports of client experience in other leadership roles, like an advisory council member. The aims of this poster are twofold: 1) to describe the structure and process of the Choir Advisory Board (CAB) of the Aphasia Tones Choir, and 2) to share the qualitative results of semi-structured interviews with the CAB members who completed at least one semester of participation on the board. The interview explored the member experience and perceived value of the council. The interviews will be analyzed using thematic analysis and themes will be reported. Aphasia is often a chronic disorder, so identifying activities and roles that provide a sense of empowerment and meaning over time aligns with the factors that support living well with aphasia.

**Instructional Level:** Beginner

**Track:** Acquired Language Disorders in Adults

**Session Type:** Poster Session

Noon-1:30

### **Spontaneous swallowing frequency as an outcome of the MDTP in post stroke patients with Dysphagia.**

**Presenters:** SONAL PATHAK, None  
Giselle Carnaby, None

A study on Oropharyngeal Dysphagia (OD) post-stroke, a condition linked to increased health risks. Extensive research has correlated reduced Spontaneous Swallow Frequency (SSF) with OD, making it a crucial indicator of swallowing system integrity, particularly post-stroke. This research assesses the impact of SSF in oral feeding rehabilitation through the McNeill Dysphagia Therapy Program (MDTP) in nursing home residents with OD. A significantly lower SSF was exhibited pre-therapy in post-stroke OD patients. Integrating SSF into therapy enhanced the assessment of OD severity before treatment and provided a robust method for monitoring progress throughout the



treatment duration. The incorporation of noninvasive SSF monitoring could refine effective interventions for OD.

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

Noon-1:30

### **The Perks of Not Being a Wallflower: Joining a Union to Magnify the Voices of SLPs**

**Presenters:** Bernadette Boddington, California Federation of Teachers

Actively joining a Union helped a small group of school based SLPs improve the quality of services provided to their students. They successfully advocated and won a separate salary schedule, stable caseloads, appropriate assignments, better budgets, and access to conferences and training. Also, joining committees helped gain information about commonalities amongst other SLPs, connect with other SLPs Nationwide and bring our issues to the National Arena. As a result our team feels more empowered, and has been more included in the decision making in our SPED department. This is very important because Unions are committed to promoting and advocating for diversity in their membership. Advocating for and protecting our ethnically and culturally diverse members assures that our membership is a more accurate reflection of the populations we serve. Improving the work conditions of the members that work in all areas supports the provision of services to all diverse populations.

**Instructional Level:** Beginner

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** Poster Session

Noon-1:30

### **Tips to Complete Effortless Evaluations for Acquired Language Disorders in Adults via Teletherapy.**

**Presenters:** Camille Stewart, SLP-tele, LLC  
Roxana Gonzalez, SLP-tele, LLC

SLPs are often hesitant to work with adults who have acquired language disorders via teletherapy. However, the demand for teletherapy continues to increase due to the efficacy and efficiency that patients experience. SLPs need to know what the crossover



tips are from in-person assessment. SLPs also need to know what they have to do differently when assessing through teletherapy. Case Studies will be used to explain how an adult teletherapy assessment is done. SLP teletherapists need to have easy-to-use, “bookmarked” assessment tools to quickly and accurately assess adults with acquired language disorders. In California, the assessments need to be culturally and linguistically appropriate. The assessments need to quickly yield person-centered, functional goals for the plan of care.

**Instructional Level:** Beginner

**Track:** Acquired Language Disorders in Adults

**Session Type:** Poster Session

Noon-1:30

### **Training in Autism Spectrum Disorder in California Graduate Programs**

**Presenters:** HyeKyeong Seung, California State University, Fullerton  
Ryan Nadler, Santa Ana USD

This study examined the training and knowledge of autism spectrum disorder that current practicing SLPs received during their graduate training. Additionally, we examined SLPs’ perception of their competence in treating and screening clients with ASD. It is a follow-up study of Schwartz and Drager’s 2008 study with some modifications of their survey. Our survey was modified with the permission from ASHA Publishing and Content Services. Modifications were to be aligned with the Diagnostic and Statistical Manual of Mental Disorders (DSM)-V (APA, 2013) that was released in 2013 and we added more items regarding participants’ background information (e.g., highest degree, date received highest degree, work settings, CEUs related to ASD, ASD case load). We examined any changes since the 2008 study. We recruited 101 practicing speech-language pathologists in California to respond to the survey.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar

1:30-3:00

### **A Further Look at Two Grammatical Measures and Their Contribution to the Diagnostic Process**

**Presenters:** Minh Bui, California State University, Fullerton



In this session, we will present our findings on the diagnostic accuracy of two grammatical measures derived from spontaneous language samples, the finite verb morphology composite and the sentence point. We will also discuss their contribution in the clinical setting where other standardized grammatical tests could also be administered.

**Instructional Level:** Beginner

**Track:** Language, Learning, & Literacy

**Session Type:** Student Research Presentation

1:30-3:00

### **A Tale of Two FEES: Utilization of FEES in Long-stay Transplant Patients with Dysphagia**

**Presenters:** Sommer Perry, Stanford Health Care  
Nicole Takahashi, Stanford Health Care

The purpose of this presentation is to examine the critical thinking skills required for dysphagia management in medically-complex and critically-ill transplant populations using case-based learning (Daly, E., et al. 2016). Emphasis will be placed the process of grounding clinical-decision making in evidence-based practice and utilization of objective imaging to guide dysphagia intervention. Selected cases will exemplify creative problem solving, comprehensive assessment, and interdisciplinary team collaboration, including strategies to help clinicians navigate the nuances of managing dysphagia care over a fluctuant medical course. We will discuss how application of various evidence-based dysphagia risk-assessment models helped guide each clinician in their decision-making process, such as the BOLUS framework (Palmer & Padilla, 2022) and Langmore's predictors of aspiration PNA (Langmore, 1998).

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

1:30-3:00

### **Breaking the Mold: Creating Belonging within Universities for Diverse Students**

**Presenters:** Marcella McCollum, San Jose State University; CSHA

In a profession that is historically majority white (92% in 2022), it is no wonder that the programs that train these professionals were built with a mostly white, female



perspective, seeking to historically serve the students that were present. Our demographics are shifting, and programs are seeking to shift with that demographic. California graduate programs currently are enrolling a majority of non-white students, and this can cause a culture clash. Research shows that creating a sense of belonging can be a powerful mitigating factor for students in terms of stress, performance, and overall success. Attendees will share their experiences, listen to quotes from current and former students on what factors created or decreased sense of belonging, and engage in discussion on low, medium, and high effort strategies that can increase belonging in an increasingly diverse world.

**Instructional Level:** Intermediate

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** 90-minute Seminar

1:30-3:00

### **Bridging Home and School to Make Social and Emotional Learning Stick!**

**Presenters:** Elizabeth Sautter, None

Our world is filled with complicated situations that can be tricky to navigate—both emotionally and socially. Parents and caregivers often experience overwhelm and stress when it comes to supporting their neurodivergent children and themselves when it comes to social-emotional learning (SEL), well-being, and mental health. Although many schools incorporate SEL into the curriculum, if we want to support the whole child, we cannot leave out the family and the home environment. Educators, such as SLPs or teachers, can bridge the gap between school and home by collaborating with parents and caregivers. This presentation provides practical strategies that educators can use and share with caregivers so that children can build social-emotional learning at home through daily routines and activities. Attendees will also receive information on how to build relationships and share information with parents at both school and home, with a focus on nurturing neurodiversity across all settings.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar





1:30-3:00

## **Designing Effective AAC Systems for Individuals with Complex Access Needs**

**Presenters:** Haley Dayel, Stanford Medicine Children's Health  
Lindsay Cheng, Stanford Medicine Children's Health

SLPs who support individuals who use Augmentative and Alternative Communication (AAC) are often faced with decisions about the design of a dynamic display AAC system. These design choices can have a significant impact on communication outcomes, and may be especially critical for AAC users with sensory-perceptual and/or motor impairments. This session will provide a framework to guide decision-making when customizing AAC systems for individuals with complex access needs. Examples will be used to illustrate various ways in which an AAC system display might be tailored to specific vision and motor needs.

**Instructional Level:** Intermediate

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** 90-minute Seminar

1:30-3:00

## **Fostering Inclusive Learning Environments for AAC Users through Universal Design for Learning (UDL)**

**Presenters:** Jennifer Wright, Placer County SELPA  
Jennifer Boettger, Placer County SELPA

In the pursuit of an inclusive educational landscape, accommodating diverse learning needs remains a pivotal challenge. The California Department of Education identifies 14 indicators, including Least Restrictive Environment (LRE), that are used to evaluate the quality of a district's Special Education program. For students needing intensive support, particularly those utilizing Augmentative and Alternative Communication (AAC), LRE is a crucial piece of this puzzle. This session explores how the Universal Design for Learning (UDL) framework can minimize barriers, ensuring these students are fully included. By briefly exploring the brain science behind learning networks, attendees will then examine how to apply the UDL principles of Engagement, Representation, and Action and expression, specifically focusing on AAC users, discussing common classroom barriers and proposing actionable strategies and supports. As speech-language pathologists, we play a pivotal role in fostering meaningful inclusion by empowering teachers and working to create truly inclusive educational environments.

**Instructional Level:** Intermediate



**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** 90-minute Seminar

1:30-3:00

### **Generational and Migrational Evolution of the Perception and Maintenance of Teochew**

**Presenters:** Alana Tran, San Francisco State University

Teochew is a Chinese dialect that is spoken not only by individuals in Southern China, but also enclaves in several Southeast Asian countries. Because of various economic and political factors in the 1900s, there are a significant number of Teochew families who have migrated twice within three generations. Through semi-structured interviews with parents and their children from 3 families, the research aims to examine how a Teochew person's proficiency and attitude towards the language has evolved with the changing external factors such as generational status, the relative language status between Teochew and the national language, language experience and education in Teochew, and perception of Teochew.

**Instructional Level:** Beginner

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** Student Research Presentation

1:30-3:00

### **Health Literacy is Communication: Advancing the SLP's Role in Improving Health Communication**

**Presenters:** Sophia Kanenwisher, CSU, East Bay  
Chelsea Miller, CSU, East Bay  
Jiana Brandt, CSU, East Bay

Health literacy is explicitly stated in the SLP Scope of Practice. However, implementation guidelines within the field are lacking. SLPs are uniquely qualified to address and advocate for improved health literacy but need the resources to do so. This presentation will outline current policies, evidence-based approaches, and recommended health communication strategies to improve individual and organizational health literacy.

**Instructional Level:** Beginner

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



**Session Type:** 90-minute Seminar

1:30-3:00

### **Infant Feeding and Swallowing in the NICU**

**Presenters:** Blair Yager, UC Davis Medical Center  
Michelle Ramirez, UC Davis Medical Center

Interested in working in the NICU as a speech language pathologist but don't know where to begin? Speech pathology in the NICU is a rapidly growing specialty. This course will highlight the roles and responsibilities of a SLP in the NICU setting, describe infant feeding development, highlight evidence based practice for assessment and treatment, as well as discuss resources and advice on how to gain skills to treat this specialized population.

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

1:30-3:00

### **Insights from caregivers' language observations of children from linguistically diverse backgrounds**

**Presenters:** Krittin Srisajjakul, San José State University  
Janet Bang, San José State University

It is difficult to capture the natural production of spontaneous speech in children's early language development, particularly for children living in diverse linguistic settings. Current best practices involve standardized assessment or parent-reported checklists; however, this limits our understanding of what words children naturally produce, which can better inform clinical practice. One way to better capture this development is to work with caregivers to provide a holistic view of children's early spontaneous speech. We examined caregivers' language reporting patterns in monolingual English and multilingual children (12 - 24 months), collected daily from a novel text-delivered survey over 5 weeks. We aim to compare our community data of children's first words with a public data repository of cross-linguistic data ([wordbank.stanford.edu](http://wordbank.stanford.edu)) from standardized vocabulary checklists. The findings from this work will help us better understand how clinicians can work together with caregivers to support children's early language development.

**Instructional Level:** Beginner



**Track:** Language, Learning, & Literacy

**Session Type:** Student Research Presentation

1:30-4:30

### **Language Access & Education for Deaf Children: Where We've Been, Where We Are, & Where We're Going**

**Presenters:** Razi Zarchy, California State University, Sacramento; Pacific University Oregon

This presentation will describe the history of oralism and audism in deaf education and present research evidence about deaf children's use of signed and oral languages, including the role of speech-language pathologists and audiologists in promoting and inhibiting their language access and success. Finally, recent research, including the presenter's doctoral capstone project, will offer future directions for providers to support hearing families in creating accessible, language-rich environments for their deaf children.

**Instructional Level:** Intermediate

**Track:** Audiology, Hearing Sciences, Deaf, & Hard of Hearing

**Session Type:** 3-hour Course

1:30-4:30

### **LEAP into Supervision: Lead, Educate, Affirm, and Prepare**

**Presenters:** Francine Wenhardt, Tustin Unified School District; Chapman University  
Lisa Chatter, The Stepping Stones Group; Pacific Coast Speech Therapy  
Belinda Daugherty, California State University Long Beach  
Leann Schouten, Jump and Schout Therapies; California State University Fullerton; Chapman University  
Alan Vu, Flexspeak; Pacific Coast Speech Therapy

This panel session will discuss various aspects of the supervision process. Topics to be presented include: legal and ethical requirements from ASHA and the California licensing board for all supervision types, the perspective of the CF/RPE, the gap between training and practice, difficult conversations, key issues in supervision (including time management, billing, and supervision of graduate students from diverse backgrounds).

**Instructional Level:** Intermediate



**Track:** Clinical/Professional Issues: Models of Academic and Clinical Education

**Session Type:** 3-hour Course

1:30-3:00

**New Applied Behavior Analysis and Neurodiversity Affirming Practices - Why are we disagreeing?**

**Presenters:** Miranda Figueroa, San Francisco State University

The purpose of this study is to look at publicly available information about online debates around autism interventions, specifically the tension between Applied Behavior Analysis (ABA) and Neurodiversity Affirming practices. Researching the themes within these debates will help reveal the philosophical similarities and differences between the two practice approaches; which may lead to more productive conversation between the two camps that are sometimes seen as irreconcilable (Graber, 2023 p1). The data I will be using will include: journal articles, public social media posts, and websites that convey opinions of each approach.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** Student Research Presentation

1:30-4:30

**No Offense, but...: Reframing the Concepts of Respect/Disrespect and the SLP's Obligation to Teach**

**Presenters:** Alanna Dutra, Silicon Valley Communication Connection, Inc.  
Jen Salmon, Silicon Valley Communication Connection, Inc.

Neurotypical and neurodivergent communication styles frequently differ, leading to breakdowns and misunderstandings for everyone. Social learners are particularly at risk for being labeled as “disrespectful” when making observations or expressing opinions. When neurotypical people respond without considering how the individual’s interpretation of social information might differ from their own, they miss opportunities to provide support. This talk highlights the SLP’s obligation to critically examine the context, interpret comments, and respond in a way that supports rather than disparages a neurodivergent communication style. Ultimately, this shift in perspective will help SLPs teach more effectively, earn clients’ respect, and build stronger rapport.

**Instructional Level:** Intermediate



**Track:** Considerations for Autistic Populations

**Session Type:** 3-hour Course

1:30-3:00

### **Pediatric TBI: From ER to School**

**Presenters:** Elisabeth (Lisa) D'Angelo, Davis Joint Unified School District; UC Davis Rehabilitation Hospital; California State University, Sacramento  
Brenna Hughes, California State University, Fresno; Community Regional Medical Center; Central Cal Speech

Pediatric Traumatic Brain Injury (TBI), from concussion to more severe in nature, is a growing area of public awareness due to potential long-term issues in learning and development. In the past, if the injury was early enough, it was thought that the developing brain would have the ability to recover completely. Current research points to this assumption as inaccurate (Giza et al., 2006). Students with TBI before or during their school career can experience difficulties with communication, attention, learning, memory, behavior, and social skills (Haarbauer-Krupa et al., 2018). The interrupted development and social and academic issues of this population can dramatically impact the quality of life in adulthood (Haarbauer-Krupa et al., 2021). This presentation will address the actual and ideal process in pediatric TBI from ER to school, considering current legislation and Return to School Teams, with the key role of the SLP in both medical and school settings.

**Instructional Level:** Intermediate

**Track:** Acquired Cognitive Communication Disorders

**Session Type:** 90-minute Seminar

1:30-3:00

### **Personal Values of Adolescents in Camp-Based Stuttering Therapy**

**Presenters:** Cheyenne Yiu, San José State University

Stuttering is a fluency disorder in which speakers experience repeated sounds or words (repetitions), difficulty getting words out (blocks), or sounds that are stretched out (prolongations). Many people who stutter also experience negative emotions surrounding speaking situations. Although there is existing literature on the impact of stuttering on adolescents, there is little research that focuses on the efficacy of intensive camp-style stuttering therapy (e.g., stuttering summer camp) for this population. The purpose of this study is to explore the potential impacts of an intensive summer camp





on the personal values of adolescents who stutter. Secondly, this study seeks to identify ways in which caregivers can support their children to sustain the gains.

**Instructional Level:** Beginner

**Track:** Special Populations

**Session Type:** Student Research Presentation

1:30-3:00

### **Working with Emotions and Attitudes in Stuttering with School-Age Children**

**Presenters:** Hatun Zengin-Bolatkale, California State University, Fresno  
Emily Pierce, California State University, Fresno

Stuttering is more than stuttering. An inclusive and holistic approach to stuttering requires us to work on the whole stuttering iceberg, not just the small portion that is above the water. It is well-established that the amount and type of stuttering (i.e., the visible part of the stuttering iceberg) may not be correlated with the impact of stuttering in an individual's life. Therefore, inclusive and holistic assessment and treatment requires the clinician to evaluate and treat not just the behavioral aspects that are visible to the listener, but also the affective and the cognitive aspects of stuttering. This presentation will focus on best practices for assessment, goal writing and therapy for working with emotions and attitudes with school-age children who stutter. In addition to sharing plenty of practical tips for assessment and therapy, the presenters will also discuss ways to build resilience and minimize the negative impact of stuttering.

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** 90-minute Seminar

3:15-4:45

### **Advancing Understanding of Laryngeal Dystonia: Converging Perspectives**

**Presenters:** Sarah Schneider, University of California, San Francisco  
Kenyan Martin, California State University, Chico  
Christine Buckstead, California State University, Chico  
Rod Carter, Dysphonia International  
Jan Lant, Dysphonia International  
Colleen Chon, Adobe; Dysphonia International



Join us for a captivating and insightful panel discussion on laryngeal dystonia (LD), also known as spasmodic dysphonia, a rare and complex neurogenic voice disorder. The journey to receiving a diagnosis and subsequent treatment is often arduous and lengthy. It can take several years and many visits with multiple medical providers before individuals with LD receive an accurate diagnosis. Effective treatment is multifaceted and requires interdisciplinary collaboration. This session will provide an overview of LD, best practices, and related research, and will be infused with the experiences and perspectives of individuals living with LD. Attendees will leave with a greater understanding of LD, the dynamic diagnostic process, important treatment considerations, valuable resources for supporting individuals with LD, and insight into the lived experiences of individuals with LD. Clinical SLPs, academic faculty, and students are all encouraged to attend.

**Instructional Level:** Beginner

**Track:** Voice, Resonance, and Upper Airway

**Session Type:** 90-minute Seminar

3:15-4:45

### **Auditory Processing: What We Can Do**

**Presenters:** Elisabeth (Lisa) D'Angelo, Davis Joint Unified School District; UC Davis Rehabilitation Hospital; California State University, Sacramento

Auditory processing disorder is a much-aligned, discussed, and overused term in many arenas. It is also misunderstood by most who use it including parents, teachers, and some school-based professionals. Many people use the term for a variety of behaviors, and many cognitive and educational tests refer to "auditory processing", when in fact they are testing attention, auditory comprehension, phonological processing or memory. A complete auditory processing assessment should be in the booth with an Audiologist. Unfortunately, due to lack of insurance coverage, expensive equipment and training, and lack of Audiologists willing to do this testing, it is becoming harder to get complete evaluations. However, children continue to display behaviors associated with this disorder, and Speech-Language Pathologists as part of the school team, must provide education about weaknesses in this area, rule out language issues around it, and develop compensatory strategies and treatment approaches in relation to the student's needs.

**Instructional Level:** Intermediate

**Track:** Audiology, Hearing Sciences, Deaf, & Hard of Hearing

**Session Type:** 90-minute Seminar



3:15-4:45

## **Dynamic Assessment in Bilingual Children for Equitable and Inclusive Change**

**Presenters:** Destiny Johnson, None  
Have Young, None

This presentation will focus on defining dynamic assessment (DA), the research evidence that supports the use of DA in clinical practice, and why it is important to consider the use of DA when assessing culturally and linguistically diverse (CLD) students. The different types of DA procedures will be reviewed, such as mediated learning experience, and graduated prompting procedures. Once DA procedures are presented, language targets such as narrative or vocabulary learning skills will be discussed. In addition, this presentation will demonstrate how the use of DA procedures aligns with the principles of IDEA federal law. By sharing the effectiveness of DA procedures, we will empower Speech-Language Pathologists to confidently assess students from CLD backgrounds, which will further have a positive impact in creating an educational system that is both equitable and inclusive.

**Instructional Level:** Intermediate

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** 90-minute Seminar

3:15-4:45

## **Student Town Hall**

**Presenters:** Maret Wilson

This will be an opportunity for soon-to-be graduates to ask questions of professionals working in various settings.

What type of setting best fits my personality type?

What questions should I expect heading into the interview?

What is the RPE?

What are prospective employers really looking for in a resume?

In addition to Q&A, the event will be an opportunity for students to break into smaller groups with panelists.



This session is not CE eligible.

3:15-4:45

### **Help! So you have a professional voice user With a voice disorder? Where to start?**

**Presenters:** Maelyn McCarty, DeMera Allergy Asthma & ENT Center

Have you ever felt stuck or lost at what to do with a professional voice user diagnosed with a voice disorder? This case-based presentation will direct clinicians through the application of indirect and direct voice treatment techniques for patients who are considered professional voice users. Participants will get the opportunity to hear case studies beginning with patient history, laryngeal imagining, recordings, and treatment options based off patient goals and diagnostic criteria. We will also discuss a maintenance protocol for patients to help prevent further injury and maintain a healthy voice following the completion of treatment.

**Instructional Level:** Beginner

**Track:** Voice, Resonance, and Upper Airway

**Session Type:** 90-minute Seminar

3:15-4:45

### **Multisensory Intervention for Children with DLD, Sensory Processing Disorder, and Fine Motor Delays**

**Presenters:** Celeste Roseberry, California State University, Sacramento

Children and adolescents with Developmental Language Disorder (DLD) may have coexisting sensory processing disorder, fine motor delays, or both. Research documents that during the global Covid-19 pandemic, many of these children and adolescents experienced exacerbated symptoms due to increased stress, anxiety, and lack of professional services. As the world emerges from the pandemic, many SLPs are finding that service delivery to these clients has become more challenging because of the pandemic's effects. This mini seminar shares practical, "Monday morning" ideas for incorporating strategies into therapy that target sensory and fine motor issues as well as DLD. The goal of this mini seminar is to provide attendees with easy-to-implement ideas to make intervention more rewarding and effective for both SLPs and the clients they serve.

**Instructional Level:** Beginner

**Track:** Special Populations



**Session Type:** 90-minute Seminar

3:15-4:45

### **Patient Turned Practitioner: The Good, The Bad, and The Accommodations**

**Presenters:** Angela Evenich, ASHA Disability Caucus  
Joyce Ko, ASHA Disability Caucus; SLPs of Color- LA Chapter

Currently, the American Speech-Language-Hearing Association (ASHA) doesn't track or record data on the amount of disabled Speech, Language and Hearing professionals in the field. However, this doesn't mean disabled clinicians don't exist. They can arguably bring an invaluable amount of empathy, innovation, and understanding to their practice that celebrates disability identity. In order to recruit and retain disabled people, we must begin with conversations about how to accommodate students and clinicians to progress the field forward in anti-ableism. This session will be led by two disabled Speech-Language Pathologists who have received speech-language services in the past. They will share insights into their journeys, the ways they've overcome barriers, and suggestions for implementing accommodations.

**Instructional Level:** Beginner

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** 90-minute Seminar

3:15-4:45

### **Rising When We Fall: Fostering Resilience and Perseverance During Our Sessions**

**Presenters:** Anna Vagin, Anna Vagin, Ph.D.

Perseverance and resilience empower our students with the ability to navigate life's challenges. But we know that, often, students with learning and social cognitive differences demonstrate low resilience, and can struggle to persevere in the face of their differences. The good news is that we know that resilience and perseverance can be grown. The better we understand our emotions, can flexibly problem solve, know how to self-regulate, and have fulfilling interpersonal relationships, the more resilient we are. Our clinical sessions provide a context in which we can foster this growth. We will explore these variables influencing resilience, and review a wide range of activities and techniques to foster this important aspect of development.

**Instructional Level:** Intermediate



**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar

3:15-4:45

### **Tracheostomy, Dysphagia and Communication Across the Lifespan**

**Presenters:** Florence Ferreira, UC Davis Health

Speech Pathologists play an important role in management and advocacy in patients with tracheostomy however, they are underutilized in the medical setting. The aim of this session is to provide education on tracheostomy for SLPs working with patients across the life span in the acute setting, rehabilitation, home health, LTACH and SNF. Attendees will learn indications for tracheostomy based on diagnosis and need for mechanical ventilation. We will discuss types of tracheostomy tubes as well as their components and functions. Understand benefits and negative effects of cuff inflation in relation to mechanical ventilation, communication and swallow. Attendees will learn indications for speaking valve, benefits of speaking valve on respiration, communication and swallow. We will walk through speaking valve placement for non-mechanically ventilated and mechanically ventilated patients. Further, we will discuss changes to the aero-digestive tract post tracheostomy, considerations in clinical swallow evaluation and benefits of speaking valve for the swallow.

**Instructional Level:** Intermediate

**Track:** Medically Based Issues

**Session Type:** 90-minute Seminar

3:15-4:45

### **Working with Students with Visual Impairments: development, goals, and resources for the SLP**

**Presenters:** Rebecka Henry, None  
Tamar Solomon, None  
Shelby Zimmerman, None

While students with visual impairments 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 about the impact of vision loss on language and social development. The presenters will discuss specific areas of language



development, play, and social skills that are frequently impacted by vision impairment. SLPs will learn about important goal areas to focus their therapy on as well as recommended resources and tools. The session will focus on school-aged children (3 to 22 years of age) and will include the opportunity to ask vision-related questions to visual impairment specialists.

**Instructional Level:** Beginner

**Track:** Special Populations

**Session Type:** 90-minute Seminar

**Saturday, March 16, 2024**

9:00-10:30

**CSHA Panel: Advocacy for Medical SLPs**

**Presenters:** Elisabeth (Lisa) D'Angelo, UC Davis Rehabilitation Hospital  
Jeniifer Kizner, Stanford Healthcare  
Madison Cano, Stanford Healthcare  
Haley Hayashi, Stanford Healthcare  
Denise Rule, Mercy General Hospital

CSHA members are in medical settings across the lifespan. Our focus in these settings is across our field: developmental, educational, neurological, anatomical and physiological. In the medical field we have specific areas that we address and collaborate on including issues with swallowing and feeding, communication, cognition, motor speech, voice, upper aerodigestive system, and many more.

**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Medical Settings

**Session Type:** 90-minute Seminar

9:00-10:30

**CSHA Panel: Advocacy for School-Based Issues**

**Presenters:** Robert McKinney, California Speech Language Hearing Association  
Brooke Findley, California Speech Language Hearing Association  
Francine Wenhardt, California Speech Language Hearing Association  
Shannon Schwerdtfeger, California Speech Language Hearing Association  
Tiffany Ruiz, California Speech Language Hearing Association





Please join CSHA leadership to meet the team working to support school-based professionals and to learn more about current efforts in place to support our California professionals. This panel will feature CSHA Governance, our CTA Liason, and representatives from our Workload Taskforce and EdCode Task Force. Panelists will discuss caseload and workload, service delivery, roles and responsibilities, legislative issues, and support in place. CSHA is committed to supporting the unique workplace issues that impact the majority of our members who provide services through the schools.

**Instructional Level:** Beginner

**Track:** Clinical/ Professional Issues: School-Based

**Session Type:** 90-minute Seminar

9:00-10:30

### **CSHA Panel: Confronting Ableism in the Field of SLP**

**Presenters:** Marcella Cardoza McCollum, San Jose State  
Pamela Greenhalgh,  
Ruchi Kapila,  
Maya Chupkov  
Joyce Ko  
Lauren Mizutani

The purpose of this panel is to provide members with differences and disabilities an opportunity to share their personal experiences and to provide a space for attendees to recognize and reflect upon their own biases and practices. This panel aims to shed light on the challenges faced by individuals with disabilities, promote inclusivity, and foster a deeper understanding of ableism. Please join CSHA Chair, Marcella McCollum, and panelists recruited from various backgrounds from across the state as they discuss disability rights, ableism, and where the field may go. **Instructional Level:** Beginner

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** 90-minute Seminar



9:00-10:30

## **Empowering Advocacy for Audiology and Speech-Language Pathology: The Role of ASHA's CoA**

**Presenters:** Clndy Esquivias, Stanford Medicine Children's Health; San Jose State University; ASHA Committee of Ambassadors  
Laura Coco, ASHA Committee of Ambassadors; San Diego State University

Advocacy is the lifeblood of any profession, and in the fields of audiology and speech-language pathology, it plays a critical role in shaping public policy and popular opinion. The Committee of Ambassadors (CoA) emphasizes the critical role of advocacy in advancing the professions of audiology and speech-language pathology. The CoA acts as Ambassadors of ASHA, advocating for the Association's priorities at various levels, including local, state, and national. Comprising 54 audiologists and 54 speech-language pathologists, the CoA represents a diverse membership, including international constituents, U.S. territories, and students. This presentation aims to educate and inspire professionals and students within our state to become proactive advocates for the fields of audiology and speech-language pathology. Our goal is to introduce the Committee of Ambassadors (CoA), educate participants on what its role is within our national organization, explore ways to advance ASHA's advocacy priorities, and actively engage in advocacy efforts.

**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Medical Settings

**Session Type:** 90-minute Seminar

9:00-10:30

## **Ethics in Pediatric Private Practice**

**Presenters:** Leann Schouten, ASHA Content Consultant

Why should an SLP in a pediatric setting be more concerned about ethical practice than in any other setting? Pediatric Speech Language Pathologists are forced to face many challenging ethical dilemmas daily, regardless of their practice setting. This presentation will focus on presenting some of those situations and how to navigate these issues in accordance with ASHA's code of Ethics. Scenarios will provide a backdrop for discussions on how therapists are impacted differently, given an ethical situation nationally.



**Instructional Level:** Beginner

**Track:** Business & Practice Management: Private Practice

**Session Type:** 90-minute Seminar

9:00-10:30

### **Passing the Praxis SLP the First Time: Tips and Strategies**

**Presenters:** Celeste Roseberry-McKibbin

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 from all backgrounds to pass the Praxis examination the first time, including test takers whose first language is not English. Sample questions are provided and discussed.

**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Models of Academic and Clinical Education

**Session Type:** 90-minute Seminar

10:45-12:15

### **Accent Management through a Hybrid Approach: Enacting Effective Change**

**Presenters:** Karin Hartunian Koukeyan, Parallel Learning; ASHA SIG 18 Coordinating Committee for Telepractice

This session will focus on describing an accent management program with a home maintenance plan through telepractice. The key components of this program were initially implemented in person within a group setting in 2012 for professionals in a work environment. Evidence based strategies that yielded positive outcomes will be discussed. Data will be presented from one of the participants who initiated an accent management program with a home maintenance plan through telepractice 8 years later in 2020. Pre-test and post-test results will be presented through audio and video recordings. Specific examples of effective strategies from the presenters' own experiences will be shared.

**Instructional Level:** Beginner



**Track:** Special Populations

**Session Type:** 90-minute Seminar

10:45-12:15

### **An Early Start to AAC from School to Home with Cultural-Linguistic Considerations**

**Presenters:** Maria De Leon, None  
Eunsey Lee, None  
Melissa Tapia, None  
Alma Partida, None

Team collaboration is necessary for successful long-term AAC intervention and the overall success of the AAC learner. How can SLPs bridge the gap between school and home? What are some cultural considerations in AAC intervention strategies? What are the differences and similarities in approaches between home and school? In this session, participants will explore the benefits of implementing AAC as early as possible and how it can support early language development. Participants will identify the various stakeholder roles in supporting healthy collaborative partnerships for successful long-term language growth with AAC. Lastly, this session will add to participants' clinical expertise by describing implementation tools and strategies addressing the different needs within home and school environments.

**Instructional Level:** Beginner

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** 90-minute Seminar

10:45-12:15

### **Creating Evidence-Based Lessons for Diverse Groups to Increase Your Efficacy and Joy**

**Presenters:** Lisa Chattler, Pacific Coast Speech Services; The Stepping Stones Group  
Francine Wenhardt, Chapman University; Tustin Unified School District

Large, complex caseloads continue to be concerns for school-based SLPs and a leading cause of stress in our profession. This presentation demonstrates how to reduce your planning time and maximize the impact of your therapy. You will be empowered to select material that captures the interests and imaginations of you and your students. This diverse content becomes the foundation for crafting instructional activities which address multiple goals, sustain the attention of you and your students,



resulting in increased joy and confidence in the process. This is accomplished through multiple linguistic targets or curriculum-related skills that involve robust, meaningful, and coherent references to people, objects, and actions. You will also become acquainted with some of the greatest researchers of our generation so you can confidently cite the evidence that explains the efficacy of your lessons. Attendees will receive two adaptable lessons, an extensive resource list, and the entire presentation.

**Instructional Level:** Intermediate

**Track:** Language, Learning, & Literacy

**Session Type:** 90-minute Seminar

10:45-12:15

### **Embracing the Grey: Case Study Explorations in Gender Affirming Voice and Communication**

**Presenters:** Ruchi Kapila, Trans Voice Initiative; Kapila Voice and Speech Services  
Jennifer Cleary, Kaiser Permanente; Trans Voice Initiative; ExploreVoice Studios

This presentation assumes attendees have baseline cultural responsiveness training and experience working with trans and/or gender nonconforming (TGNC) individuals prior to this discussion. While gender affirming voice training and care (GAVT/GAVC) is a rapidly growing subspecialty in the field of speech-language pathology and vocal pedagogy, there is a dearth of coursework and clinical practicum experiences that focus on supporting the communication needs across the lifespan. This discussion, led by two TGNC SLPs and clinicians experienced in gender affirming voice care from a community-driven lens, will facilitate an exploration and identification of pitfalls and missteps newer and/or TGNC ally clinicians may encounter in the context of case scenario and/or case study examples.

**Instructional Level:** Intermediate

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** 90-minute Seminar

10:45-12:15

### **Emotions Run High: Counseling and Shared Decision-Making in Acute Dysphagia Management**

**Presenters:** Madison Fox, Stanford Health Care; CSHA



Julia Martin, Stanford Health Care

Counseling and relationship-building skills are critical for speech pathologists navigating dysphagia evaluation, treatment and education. This is particularly evident within the acute care setting where sudden onset or exacerbated dysphagia symptoms may result in life-threatening consequences and high-stakes scenarios. Clinicians would benefit from adopting practices that guide an approach blending clinical expertise with interpersonal nuance, as well as a steadfast commitment to patient's rights. Utilizing strategies adopted by other medical professionals to prepare medical staff for high-stakes counseling, this presentation will present a framework for incorporating self-reflection, shared decision-making and ethical counseling practices when facing complex dysphagia cases. Case examples, script excerpts and conversation exercises will be shared to support understanding.

**Instructional Level:** Intermediate

**Track:** Medically Based Issues

**Session Type:** 90-minute Seminar

10:45-12:15

### **Listening is Not a Behavior You Can See: Redefining Whole Body Listening**

**Presenters:** Elizabeth Sautter, Communication Works

"Listen to me! Look at me! Sit still!" These common phrases represent an outdated view of listening that implies that there is one standard way to listen that is based on performance and conformity. This view was reinforced by the popular Whole Body Listening (WBL) concept. Insights from the neurodivergent community have shed light on the limitations and ableism of the original model. It's time to focus on supporting regulation instead of compliance and help learners identify and advocate for how their brain and body listens and learns. In this presentation, we will discuss the history of the original Whole Body Listening concept and how it created a limiting standard by providing guidelines that didn't work for all brains and bodies. We will share new, more effective and inclusive resources for classrooms and homes that focus on regulation strategies and how to truly listen and learn.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar



10:45-12:15

## **Long Covid: What We Know Now, and What the SLP Can Do**

**Presenters:** Elisabeth (Lisa) D'Angelo, California State University, Sacramento; UCD Rehabilitation Hospital; Davis Joint Unified School District

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, possible risk factors, the CDC clinical trials, and current research into the cognitive-communication changes. Cognitive-communication assessment results from a current research study on those with Long Covid will be shared, as well as preliminary results from a cognitive-communication and auditory processing intervention study.

**Instructional Level:** Intermediate

**Track:** Acquired Cognitive Communication Disorders

**Session Type:** 90-minute Seminar

10:45-12:15

## **Perioperative Voice Care: SLP and Physician Collaboration**

**Presenters:** Lauren Timmons Sund, USC Caruso  
M. Eugenia Castro, USC Caruso; California State University, Los Angeles  
Elizabeth Shuman, USC Caruso

Best clinical practice in perioperative voice care necessitates a team approach with close collaboration of the SLP and surgeon. The interprofessional model of care, wherein SLP and physician work side-by-side, is often touted as the most efficient practice model. However, the vast majority of SLPs must navigate the wild west of physician referrals. How do we break down barriers to efficient communication and provide optimal perioperative patient care? This session will include both the laryngologist and SLP perspective to answer this question and discuss best practices across settings. With our laryngology colleague, we will discuss effective collaboration between our professions for perioperative voice care, common laryngeal surgeries, voice rest, and decision-making for timing and content of perioperative voice therapy. All





learning levels are welcome! This presentation will be particularly appropriate for learners at the beginner and intermediate levels.

**Instructional Level:** Intermediate

**Track:** Voice, Resonance, and Upper Airway

**Session Type:** 90-minute Seminar

10:45-12:15

### **Reframing Clinical Use of the Penetration-Aspiration Scale**

**Presenters:** Kelsey Day, California Hospital Medical Center

Since its development in 1996, the Penetration-Aspiration Scale (PAS) has been a widely utilized method of reporting severity of airway invasion during swallowing. There have since been concerns regarding the construct validity of this scale, as well as various suggestions for PAS revision or changes to reporting methodology. This course will discuss theory on PAS validity, variability in current PAS reporting methods in clinical practice, and the potential negative clinical implications of nonstandard PAS reporting. A reimagined methodology for PAS reporting is proposed, and future directions for PAS revision are discussed.

**Instructional Level:** Advanced

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

10:45-12:15

### **SLPAs: Get More Bang For Your Therapy Buck!**

**Presenters:** Sophie Miles, Introlinx Inc.; Tamalpais Union High School District  
Megan Chais, Letts Chat Speech Therapy, Inc.

Calling all SLPAs! Are you looking for ways to build rapport and attention, increase motivation in your clients, and provide successful, effective therapy sessions? Do you need ideas for fun and effective ways of providing group therapy that increase generalization of skills? Are you searching for ways to take functional data that don't take away from the flow of your therapy? If your answer is yes to any of these, then this session is for you! This will be an interactive CEU event discussing a variety of student-driven therapy and data collection methods, relevant to SLPAs across settings (including in person and tele-therapy) and age groups. Join us (Megan Chais (SLPA)



and Sophie Miles (SLP)) at the SLPA Forum, to discover how to get more bang for your therapy buck!

**Instructional Level:** Intermediate

**Track:** Clinical/ Professional Issues: School-Based

**Session Type:** 90-minute Seminar

10:45-12:15

### **Social Pragmatics or Social Emotional? How SLPS Can Guide the Conversation**

**Presenters:** Caitlin Francis, Irvine Unified School District

Often times the phrase "social skills" is brought up in a list of concerns about a student and it is determined that it must be a "speech issue" and therefore, the sole responsibility of the school-based speech-language pathologist. As the term "pragmatics" has become unintentionally synonymous with "social skills," there is an increased requirement for SLPs to guide team conversations regarding the best way to develop comprehensive, multi-disciplinary support for these students. This session will explore the differences and overlap between social pragmatics and social-emotional needs. Topics discussed will include assessment, eligibility, and development of plans to support our students better as societal communication needs change and professionals increase their mindfulness of neuroaffirmative practices.

**Instructional Level:** Intermediate

**Track:** Clinical/ Professional Issues: School-Based

**Session Type:** 90-minute Seminar

10:45-12:15

### **Supporting Student Clinician Involvement in the Supervisory Process**

**Presenters:** Benjamin Reece, San Joaquin Delta College; University of the Pacific  
Megan Black, University of the Pacific

How can we make our supervision more collaborative? Supervisees, particularly novice clinicians, are often reluctant to take an active role in the supervisory process, preferring to defer decision making to their supervisor. Anderson's Continuum of Supervision, the widely accepted supervision model, suggests that collaborative supervision is essential in transitioning novice clinicians from requiring directive supervision to being independent practitioners. However, clinicians who have a difficult time taking an active role in the supervisory process often perpetuate the need for directive supervision. This



presentation will discuss research conducted on ways to support students' participation in collaborative supervision. In addition to presenting the results of two studies on this topic, this presentation will provide suggestions for both supervisors and supervisees to facilitate collaboration in supervisory conferences. This presentation is appropriate for anyone who is supervising or being supervised. We welcome student, CF and SLPA attendance and participation!

**Instructional Level:** Intermediate

**Track:** Clinical/Professional Issues: Models of Academic and Clinical Education

**Session Type:** 90-minute Seminar

12:15-1:45

### **A Qualitative Evaluation of Speech Sound Disorder Treatment Apps for Children**

**Presenters:** Rachel Barnett, San José State University

Join me in an engaging and thought-provoking session as I discuss my process for examining treatment apps designed for children with speech sound disorders. This session will showcase my thesis work, where I've conducted a comprehensive qualitative analysis on articulation and phonology treatment apps with my mentor, Dr. Paul Cascella. As a Speech-Language Pathology graduate student, I am excited to share my findings, insights, and evidence-based resources with you. I look forward to promoting creativity and innovation by discussing the use of technology for treating speech sound disorders. There is a pressing need to expand the body of research within this domain, especially as telepractice is becoming more prevalent. In this session, I aim to inspire fellow SLPs, educators, and researchers by exploring practical applications, discussing key ethical and evidence-based considerations, and the possibility of engaging in live demonstrations.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

12:15-1:45

### **A Visual Arts Group for People with Aphasia: Clinical Program Overview**

**Presenters:** Chloe Fleischer, Center for Student Research; California State University, East Bay; Neurocognitive Research on the Rehabilitation of Language lab



Michelle Gravier, Neurocognitive Research on the Rehabilitation of Language lab; Center for Student Research; California State University, East Bay

Aphasia has a profound impact on an individual's life. People with aphasia (PWA) often experience loss of identity, depression, and social isolation. Visual art can be a means of helping PWA express themselves in ways they might not otherwise. Intervention that emphasizes visual art can be a valuable tool with profound effects. Past and current research has shown that visual art intervention within a person's treatment program can positively affect their social and emotional well-being. The promise of using visual art intervention for PWA is evident in Cal State East Bay's art group, which is a part of the department's Aphasia Treatment Program(ATP). In the art group, members can creatively express themselves through different mediums. This presentation will outline how to implement visual art intervention into aphasia treatment plans and illustrate how an art group for PWA can be facilitated.

**Instructional Level:** Beginner

**Track:** Acquired Language Disorders in Adults

**Session Type:** Poster Session

12:15-1:45

### **Cultivating Happiness in SLP College Students Through Self-Care, Acts of Service, and Gratitude**

**Presenters:** Derek Isetti, University of the Pacific  
Nalanda Chakraborty, University of the Pacific

Teaching university students the practices of self-care, service to others, and gratitude while they are still in an educational setting could potentially help minimize job-related burnout once they are practicing clinicians. This study examined the 3 aforementioned practices and their effects on the results of the Oxford Happiness Questionnaire. Students in both graduate and undergraduate speech-language pathology courses completed a semester long class assignment in which that had to document weekly instances of self-care, service to others, and gratitude. Pre- and post-test scores on the Oxford Happiness Questionnaire were compared, and qualitative analysis was conducted on open-ended questions which asked students to list which specific practices (if any) had the most impact on their perceived level of happiness. Results have implications for embedding these practices into the curriculum of SLP programs.

**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Models of Academic and Clinical Education



**Session Type:** Poster Session

12:15-1:45

### **Effects of Effortful Swallow on the overt signs and symptoms of Dysphagia in Post Stroke Patients**

**Presenters:** SONAL PATHAK, Pristine Rehab care

Clinical signs such as coughing, throat clearing, and eye tearing are crucial indicators of a compromised airway. Therefore, as a proficient clinician, it is of utmost importance to accurately recognize these overt signs and symptoms at the bedside and initiate treatment sooner. Prior to Swallowing therapy, the clinical indicator for airway compromise (overt s/s of dysphagia) was notably high in post-stroke patients with OD. This study highlights the effectiveness of the Effortful Swallow maneuver in reducing overt signs and symptoms of dysphagia. Additionally, it has been observed to lead to improvements in diet texture and an overall enhancement in swallow efficiency.

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

12:15-1:45

### **Exploring Social Media Activities on Facebook Groups That Support Caregivers of AAC Users**

**Presenters:** Elena Dukhovny, California State University, East Bay  
Crystal Yanonis, University of Washington, Seattle  
Rocio Escobar, California State University, East Bay  
Yao Du, University of Southern California

Providing caregiver education for AAC users has been a critical component of SLPs' practice; however, no research has explored the use of online social media. While prior work in stuttering, autism, and ALS have explored the potential of utilizing social media as social communication and support outlets (Raj, Daniels, & Thomson, 2023; Cole et al., 2017; Bay, 2017), empirical evidence on how AAC users and their caregivers leverage social media platforms was limited (Barrett, 2021). This poster describes how popular social media platforms (e.g., Facebook Groups) have been utilized by caregivers of AAC users to seek help and offer support, while enabling developers to communicate AAC app updates and educational information through these online exchanges. Future research can benefit from ongoing exploration of social media data to inform unmet caregiver needs and supports that are lacking in existing AAC research.



**Instructional Level:** Beginner

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** Poster Session

12:15-1:45

### **Generation Z Career Priorities and Perceptions: Implications for the Workplace**

**Presenters:** Kenyan Martin, California State University, Chico  
Jonelle Agelopoulos, California State University, Chico  
Rachel Fisher, California State University, Chico

Individuals from Generation Z (Gen Z; born between 1997 and 2012) have been entering the professions of speech-language pathology and audiology for the past 5 years and will continue to do so for at least the next decade. Results from a recent survey reveal the unique career preferences, values, and perceptions of early-career Gen Z professionals, providing implications for workforce shifts that may be needed to retain and continue recruiting the next generation of speech-language pathology and audiology professionals. Gen Z professionals and those who hope to hire them are encouraged to attend.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

12:15-1:45

### **Heritage Bilingual Speakers of Spanish: An Investigation of English Speech Recognition Performance**

**Presenters:** Bianca Esparza, California State University Sacramento

The purpose of this study was to explore the speech recognition performance of heritage speakers of Spanish compared to monolingual English speakers on English-language word and sentence tests. Participants underwent pure-tone audiometry, a language proficiency questionnaire, the Northwestern University Auditory Test No. 6 (NU-6) word list, and the Revised Speech Perception in Noise test (R-SPIN). We examined their speech recognition performance and identified phoneme-level errors. Preliminary findings suggest that participants with normal hearing but who are heritage speakers of Spanish may incorrectly recognize words. This research contributes to the evidence on the differences in performance for heritage bilingual listeners compared to



monolingual English speakers. The findings suggest that assessment methods for Spanish-language heritage speakers may need to be further studied when presenting speech recognition in noise.

**Instructional Level:** Beginner

**Track:** Audiology, Hearing Sciences, Deaf, & Hard of Hearing

**Session Type:** Poster Session

12:15-1:45

### **How Do SLPs Improve Speech and Language Rehabilitation Outcomes for Black Adults With Aphasia?**

**Presenters:** Danielle Griffith, San Francisco State University  
Brooke Coleman, San Francisco State University  
Shauna Siah, None  
Denise Mendez, None  
Gary Delgado, None  
Deborah Oliver-Patterson, None  
Benjamin Meshack, None  
Donald Cunnigen, None  
Lisa Stevenson, None  
Teresa Gray, San Francisco State University

It is well established that health care disparities exist in America, and that the racial biases of healthcare workers not only negatively affect Black people's access to health care, but also contribute to poor healthcare outcomes. Additionally, Black Americans have historically been recipients of inhumane medical practices, contributing to intergenerational trauma. These issues add to the complex picture that speech and language pathologists should be aware of when working with Black adults with aphasia. In this paper, we discuss specific aspects of cultural sensitivity and how they pertain to speech and language interventions with Black people.

**Instructional Level:** Beginner

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** Poster Session





12:15-1:45

### **How Prepared are SLPs to Provide Neurodiversity Affirming Services?**

**Presenters:** Airian Abad, San Joaquin Delta College; Speech Pathology Group  
Benjamin Reece, San Joaquin Delta College

The neurodiversity movement was launched by autistic sociologist Judy Singer in 1998. This movement has led to much questioning of the SLP's role in supporting autistic individuals. Although the neurodiversity paradigm has been recognized since the late 1990's, its adoption in the field of speech-language pathology has been fairly recent. SLPs and other interventionists seem to embrace the tenants of the paradigm, but how prepared are they to provide neurodiversity affirming services? This pilot study utilized interviews with SLPs and other interventionists (psychologist, BCBA) to determine the level of understanding of neurodiversity affirming practices and the comfort level of providing affirming services. Interview questions were designed with input from an autistic adult informant. Results indicate a range of post-graduate training in interventions relevant to providing services for autistic individuals, differing levels of familiarity with the neurodiversity paradigm and a consistent desire to better understand how best to provide affirming services.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** Poster Session

12:15-1:45

### **Multicultural Children's Literature in Speech Language Intervention Services**

**Presenters:** Tonia Davis, California State University, Sacramento  
Breanna Green, California State University, Sacramento  
Amber Gonzalez, California State University, Sacramento  
Yarely Contreras, California State University, Sacramento  
Jennifer Carino, California State University, Sacramento

Embedding multicultural children's materials (books, etc) into speech language pathology (SLP) intervention sessions is a high impact practice that supports culturally responsive and antiracist clinical service provision (Harris & Van Horne, 2021). Researchers surveyed practicing SLPs about their attitudes toward culturally responsive practices through a series of likert questions as well as their implementation of these practices. Despite SLPs rating themselves as highly proficient at culturally responsive practices, implementation of those practices was lacking. Choices of books, games, and



activities all contributed to a monocultural where children from minoritized backgrounds are "erased" from SLP materials. Recommendations and future directions are provided.

**Instructional Level:** Beginner

**Track:** Language, Learning, & Literacy

**Session Type:** Poster Session

12:15-1:45

### **Non-linguistic Cognitive Effects of Participating in Exercise for Individuals with Aphasia**

**Presenters:** Chia-En (Ann) Lu, California State University, East Bay  
Michelle Gravier, California State University, East Bay  
Albert Mendoza, California State University, East Bay

Individuals with aphasia (IWA) often experience cognitive deficits, which can affect language therapy effectiveness. Previous studies have found a positive effect of exercise participation on cognition in stroke survivors without aphasia although its effect on cognition in IWA remains underexplored. This study aimed to examine the effects of participation in an aphasia-adapted exercise group on cognition in IWA across several cognitive domains. We hypothesized that exercise participation would result in improved cognitive performance. Cognitive tasks were selected to minimize the contribution of the language deficit on performance. Eight participants from the Aphasia Treatment Program at California State University East Bay were recruited for the study in the Spring of 2023. Participants completed the tasks pre-and post-participation in an 11 week exercise program. Contrary to the predictions, preliminary results indicated that there were no significant group differences in cognitive performance. However, ongoing analyses will evaluate individual differences in response.

**Instructional Level:** Beginner

**Track:** Acquired Language Disorders in Adults

**Session Type:** Poster Session

12:15-1:45

### **The Impact of Language Status on Bilingual Literacy Development and Language Development**

**Presenters:** Ashley Ippolito, University of the Pacific  
Dr. Nalanda Chakraborty, University of the Pacific



Dr. Madhu Sundarrajan, University of the Pacific  
Dr. Jeannene Ward-Lonergan, University of the Pacific

This study explores the interplay between language status, literacy development, and speech-language impairments in bilingual children. It seeks to understand the impact of bilingualism on literacy development in school-aged children. It also investigates the impact of speech and language impairments on academic progress, particularly during the critical transition phase when literacy becomes an essential tool for academic learning. The methodology involves a mixed-model design including semi-structured ethnographic interviews with caregivers, standardized tests for language skills, and language sample analysis using narrative tasks. It includes two participant groups: one comprising bilingual school-aged children with speech-language impairment and literacy deficits, and the other comprising bilingual children with speech-language impairments without literacy deficits. The findings would provide insights to the value of language sample analysis as a diagnostic tool for bilingual children with speech and language impairments. Additionally, it will explore the effects of speech-language impairments on academic advancement in bilingual children.

**Instructional Level:** Beginner

**Track:** Language, Learning, & Literacy

**Session Type:** Poster Session

12:15-1:45

### **Unlocking the Power of Experiential Learning: Reported Changes Following Combined NICU Instruction**

**Presenters:** Megan Black, University of the Pacific  
Valerie McDaniel, University of the Pacific  
Natalie Perkins, University of the Pacific

A retrospective study including students from the Masters of Science program in Speech-Language Pathology at the University of the Pacific was conducted to assess the impact of in-person observation, in conjunction with didactic lectures, on students' perceived knowledge of speech-language pathology's (SLP) role and the roles of other healthcare professionals within the Neonatal Intensive Care Unit (NICU). Although generally research supports that providing didactic coursework in addition to experiential learning opportunities can lead to improved student knowledge and confidence around a topic, to date, there is little to no current research exploring if providing didactic course lectures as well as experiential observations improves SLP students' reported interest and comfort levels pursuing a career within the NICU setting. To conduct a more thorough analysis of this inquiry, it becomes imperative to scrutinize various pedagogical approaches employed across diverse healthcare disciplines.



**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Models of Academic and Clinical Education

**Session Type:** Poster Session

1:15-2:45

### **It Takes a Village: Indirect AAC Service Delivery Beyond the Therapy Room**

**Presenters:** Benjamin Bennett, None

SLPs often focus on traditional therapy when dealing with AAC, but understanding its encompassing nature is key to success. Research supports communication partner training as an underutilized, easy-to-implement, and highly effective intervention. And while AAC tools change with technological advancements as well as users' needs, universal strategies such as aided language modeling, implementing pauses, and descriptive teaching of core vocabulary are universal. SLP's need not become experts in software, but should leverage our expertise in language instruction. In the schools, the IEP serves as the primary intervention document. As part of this presentation, we will review various sections of the IEP to place direct therapy, tool access, and communication partner training to ensure comprehensive support in AAC service delivery.

**Instructional Level:** Beginner

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** 90-minute Seminar

1:15-2:45

### **It's FEESable! Current Standards for Competency Training and Clinical Applications of FEES**

**Presenters:** Denise Rule, Mercy General Hospital; Dynamic Dysphagia Solutions

This seminar will discuss the current standards of competency training for Fiberoptic Endoscopic Evaluation of Swallowing, and California legislation that coincides with it. An important piece of competency is also understanding when to refer a patient for FEES and the clinical indications to help you effectively manage dysphagia. We will review the barriers and benefits associated with FEES. We will discuss patient populations and scenarios where FEES is clinically indicated. Included will be review of case studies and scenarios that demonstrate the content discussed.

**Instructional Level:** Beginner



**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

1:15-2:45

### **Language Deprivation in Deaf and Hard-of-Hearing Children**

**Presenters:** Caitlin Giammona, The Signing SLP Deaf Positive Language Therapist Inc.; Montana Family ASL  
Cecily Whitworth, Montana Family ASL

Children with hearing loss are at high risk for language deprivation, resulting in language delays, emotional/behavioral distress, and Language Deprivation Syndrome. Neither assistive technology nor intensive spoken-language support can reliably prevent the permanent and devastating psychosocial and neurological damage caused by language deprivation. Intensive early intervention focused on family sign language skills and deaf cultural identities, with the goal of a bilingual/bicultural family, both avoids the risk of language deprivation and improves the academic performance and emotional health of the deaf/hoh child later on.

**Instructional Level:** Beginner

**Track:** Audiology, Hearing Sciences, Deaf, & Hard of Hearing

**Session Type:** 90-minute Seminar

1:15-2:45

### **Setting and Achieving Goals in Mod-Severe Parkinson's Disease**

**Presenters:** Julie Fechter, None

People with moderate to severe Parkinson's disease can struggle to make and maintain progress using traditional PD treatment for multiple reasons, including disappointing results from prior treatment or feeling overwhelmed. Research shows people can find speech treatment boring and non-functional. To provide meaningful outcomes, clinicians should work with patients and families to identify motivation and goals to prioritize what can best help individuals. Speech pathology is moving beyond medical model of impairment based to the social model of health, which helps improve participation and quality of life. In this course, research and case studies are used to identify person-centered meaningful goals and what they want and need from therapy to improve their communication, swallowing, and, above all, life participation.

**Instructional Level:** Intermediate



**Track:** Acquired Cognitive Communication Disorders

**Session Type:** 90-minute Seminar

1:15-2:45

### **Six Difficult Conversations that will Transform your Teletherapy Services**

**Presenters:** Karin Hartunian Koukeyan, Parallel Learning  
Roxanna Patterson Torres, Parallel Learning

Overcoming communication challenges is at the heart of what we do as speech-language pathologist. When delivering our services through teletherapy, we are presented with a unique set of obstacles mainly because we are not present in person to navigate the nuances of difficult conversations. This presentation will focus on identifying specific communication challenges that arise from providing school-based speech-language services. Strategies will be outlined to assist in improving communication, breaking through barriers, and navigating these difficult situations. Specific scenarios will be explored and participants will be able to learn how to apply these approaches to six common situations that arise when delivering services using telepractice. Participants will walk away from this session with practical ways that can improve their ways of working with their school-based teams.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

1:15-2:45

### **The Interprofessional Management of Chronic Cough**

**Presenters:** Brenda Capobres Villegas, University of Southern California  
Anisa Shaker, University of Southern California  
Uttam Sinha, University of Southern California  
Laishyang (Melody) Ouyoung, University of Southern California

Chronic cough also known as chronic refractory cough is the type of cough that continues despite medical management. Speech-language pathologists have a role as part of the interprofessional team who evaluate and manage this patient population. Perspectives regarding assessment and management from the speech-language pathologist, otolaryngologist, and gastroenterologist will be shared and case studies discussed.



**Instructional Level:** Intermediate

**Track:** Medically Based Issues

**Session Type:** 90-minute Seminar

1:15-2:45

### **When the Autistic Community Goes on Minecraft: Neurodiversity Gaming and Telehealth**

**Presenters:** Yao Du, University of Southern California  
Felicia Orosco, University of Southern California  
Estefania Olivares, University of Southern California  
Elinor “Ellie” Taylor, University of Southern California

As telehealth has grown across different multidisciplinary practices post COVID-19, the current service delivery can impose challenges for neurodiverse populations, especially autistic individuals. Online gaming platforms (e.g., Minecraft) offer a safe and free-play environment for autistic individuals to connect and communicate with each other. Opportunities and training current and future speech-language pathologists to utilize teletherapy platforms and video game platforms to provide intervention are unexplored. This presentation brings graduate student clinicians and faculty members in speech-language pathology and autistic individuals from occupational science to investigate functional gaming features that keep autistic individuals engaged and socially interactive with one another in the context of telehealth for successful interventions. By providing comparative analysis and demonstrations on communication and play features for Minecraft, Discord, and Zoom, clinical implications and future research opportunities will be discussed.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar

1:30-4:30

### **Acute Hypoxic Respiratory Failure**

**Presenters:** Stephanie Jacobson, Sacramento State University; Mercy San Juan  
Kristen Kelley, UC Davis Medical Center

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:** Clinical/Professional Issues: Medical Settings

**Session Type:** 3-hour Course

1:30-4:30

### **Discourse Analysis as an Equity-Minded, Inclusive Supervision Practice for Neurodivergent Students**

**Presenters:** Tonia Davis, California State University, Sacramento

Neurodiversity is an umbrella term that encompasses a wide range of disorders including autism spectrum disorder, attention deficit hyperactivity disorder, dyslexia, and others. In this presentation, we apply critical discourse analysis to a variety of interactions with neurodivergent supervisees (as well as neurodivergent supervisors). Each interaction will be analyzed - much as we might do for morphology or syntax through language sample analysis - using discourse analysis, including intentionality, presuppositions, and conventions. Attendees will participate in live, interactive analysis of samples (line-by-line transcripts) as well as discussions of their own discourse conventions, and apply these conventions to conversations with students and/or supervisees. Students are also welcome to attend.

**Instructional Level:** Intermediate

**Track:** Clinical/Professional Issues: Models of Academic and Clinical Education

**Session Type:** 3-hour Course

1:30-4:30

### **Enhancing Communication for Non-Speaking Individuals: Integrating Verbal, Gestures, and AAC**

**Presenters:** Sarina Murrell, American Speech, Language and Hearing Association; California Speech Language Hearing Association

This session integrates verbal output, gestures, and Augmentative and Alternative Communication (AAC) techniques, emphasizing the intricate nature of the human ability to communicate, even for those whose speech is unreliable or not used. Rather than



focusing on specific AAC systems, we spotlight the fusion of these modalities, reflecting the complexity of real-world communication. We will touch on strategies to develop and promote expressive communication through vocalizations and gestures, in addition to a more robust AAC system. We stress the significance of fostering meaningful connections and promoting social inclusion through relationships and routines. Additionally, we will explore the application of repetitive and reliable scripts (or gestalts) in order to enhance communication by tapping into preset expressive patterns. Through vivid examples and hands-on demonstrations, attendees will learn to cultivate holistic communication environments through integrating verbal output, gestures, and AAC - empowering non-speaking individuals, nurturing genuine connections, and ensuring their ideas are expressed.

**Instructional Level:** Intermediate

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** 3-hour Course

1:30-4:30

### **Find the Fun! Create Effective Interest-Focused Social Groups With ND Affirming Rubric-Based Goals**

**Presenters:** Anna Vagin, Anna Vagin, Ph.D.  
Sophie Miles, None; Anna Vagin, Ph.D.

Scheduling social groups is a nightmare! You've talked to your students, and identified their common interests. You've massaged your schedule to be able to see students in social groups based on what THEY love. Now however, you are having nerves and second thoughts. What will you actually do in sessions? How will you actually write those goals? And how will you juggle the needs of students with such diverse goals? Join us to learn how to create interest-based social groups that are fun and effective. We will discuss a variety of specific student group interest profiles across the age range. We'll also provide information and templates explaining how to write relevant, measurable, rubric-based goals that measure student growth relative to change in themselves, rather than in comparison to neurotypical norms and expectations. Groups are so hard to organize and schedule, we'll help you get the most out of every session.

**Instructional Level:** Intermediate

**Track:** Considerations for Autistic Populations

**Session Type:** 3-hour Course



1:30-4:30

## **How Salaries Stack Up: A Comprehensive Analysis of Salaries & Contract Language for California SLPs**

**Presenters:** Amie Morisette, None

In this session we'll embark on a comprehensive analysis of salaries and union contract language for all SLPs employed by California school districts. See how your salary compares to those in your region, learn the ways available to you to increase your pay, and advocate for yourself and others in the field of speech pathology. We'll look at the contract language from districts and county educational departments across the state and gather many real-world examples to use for your own district to address caseload, workload, compensation, and other issues specific for speech-language pathologists. Additionally, we'll discuss how to advocate for change within your union and what to do if your union isn't willing to address your concerns. If you're hoping to make change or simply wanting to better the SLP world, this is the session for you.

**Instructional Level:** Beginner

**Track:** Clinical/ Professional Issues: School-Based

**Session Type:** 3-hour Course

1:30-4:30

## **Insights from the Field: Episodic Care in Pediatric Speech Therapy**

**Presenters:** Kristin McKee, Stanford Medicine Children's Health  
Shivani Patel, Stanford Medicine Children's Health  
Cindy Esquivias, Stanford Medicine Children's Health  
Silvano Perez, Stanford Medicine Children's Health  
Brynn Schor, Stanford Medicine Children's Health  
Jessica Chizen, Stanford Medicine Children's Health

This session will explore the implementation of evidence-based, family-centered treatment programs within an episodic care service delivery model. The episodic care model offers care within designated periods of focused intervention for a specific therapeutic need with ongoing home programming. Through discussion and observation of case studies from an outpatient pediatric medical setting as practical examples, attendees will learn how a short-term model of care effectively supports child and caregiver needs.

**Instructional Level:** Intermediate

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



**Session Type:** 3-hour Course

1:30-4:30

### **Understanding the Natural Language Acquisition (NLA) Stages to Support Gestalt Language Processors**

**Presenters:** Katja Piscitelli, Meaningful Speech Course; Total Spectrum Speech Therapy INC  
Katherine Adams, Total Spectrum Speech Therapy INC

Did you know that MOST Autistic children are gestalt language processors? This is a unique way of language development that calls for tailored treatment methods. Join CCC-SLP, Katja Piscitelli, for an engaging and practical 3-hour workshop designed for professionals seeking to enhance their knowledge of supporting gestalt language processors. By understanding the Natural Language Acquisition (NLA) stages thoroughly, you will be better equipped to help move Autistic students from using delayed echolalia, to self-generating language. This comprehensive session will dive into what the NLA stages are, how to identify gestalt language processors on your caseload, and the basics of how to support students within each of the 4 main NLA stages. By the end of this workshop, participants will leave equipped with a toolkit of practical skills, evidence-based strategies, and the confidence to implement methods that support gestalt language processors' unique learning style.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** 3-hour Course

3:00-4:30

### **Identifying Alternatives to Ableist Practices within Speech, Language and Hearing Sciences**

**Presenters:** Angela Evenich, None  
Lara Crotwell, None

This seminar will address the history of ableism in the field of Speech, Language and Hearing Sciences from the perspective of two disabled speech-language pathologists. Ableist practices that are widely used and taught will be discussed with recommended evidence-based alternatives that are anti-ableist and neurodiversity-affirming. Clinically relevant case studies, video examples, resources, and frameworks will be included to support clinicians in providing strength-based speech-language therapy approaches to



their clients. Results will explore the implementation of disability-affirming practices and real-life examples implemented in clinical settings.

**Instructional Level:** Intermediate

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** 90-minute Seminar

3:00-4:30

### **It's FEESable! Tools to Advocate for Instrumental Swallow Studies**

**Presenters:** Denise Rule, Dynamic Dysphagia Solutions  
Avalon Ahrensberg, SCOPE Speech-Language Pathology

There is a lack of access to instrumental swallow studies, particularly FEES, across all medical settings. This session will discuss current barriers that prevent SLPs from gaining access to FEES. Presenters will review legislative, administrative, and financial barriers that one might face in various medical settings. SLPs will gain knowledge and specific tools to help overcome these barriers and effectively advocate for these necessary instrumental swallow studies. Presenters will also include a review of case studies to further support access to FEES in your medical setting.

**Instructional Level:** Beginner

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

3:00-4:30

### **Savoring Diversity: Navigating Dysphagia Across a Lifespan**

**Presenters:** Jenan Maaz, Community Medical Centers

We will take a deep dive into cultural considerations in dysphagia management across the lifespan. Enhance your clinical skills, gain a deeper understanding of patient-centered culturally sensitive care, and become adept at applying DEI principles to your daily practice.

**Instructional Level:** Intermediate

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** 90-minute Seminar



3:00-4:30

### **The Importance of Autobiographical Narratives for Development of the Self in Children With Autism.**

**Presenters:** Brendan Webster, Center for Speech, Language, Occupational Therapy and Applied Behavior Analysis

This 90-minute session will focus on the importance of personal narratives in the child with autism. The Who, What, When, Where, How, and Why of a personal event story will be discussed from the child's perspective. Children with autism are at risk for failure to develop personal narratives. How does an SLP elicit a sample, and once collected, how is the sample analyzed and interpreted? What does the child tell us about their identity construction? Treatment recommendations for the child and their family will be shared along with practical strategies to increase a child's ability to tell their story.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar

3:00-4:30

### **Thinking About and Resolving Ethically Problematic Situations (Continued)**

**Presenters:** Christine Villareal, Fresno State University; Fripty - SLP Praxis

The presentation will begin with an explanation of revisions made to the ASHA Code of Ethics (Meyer & Shermansky, 2023). The remainder of the presentation time will consist of interactive discussion centered around various scenarios presenting ethically problematic situations (ASHA Board Decisions, 2023). The audience will be divided into groups, given some time to consider each situation, and then regroup to discuss ways in which the Code of Ethics (ASHA, 2023) may apply to the situation. The presentation will center around new scenarios not discussed during the same presentation for the CSHA 2023 convention.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

**Sunday, March 17, 2024**



8:30-10:00

### **Assessing a Student with a Visual Impairment - Where do I start?!**

**Presenters:** Rebecka Henry, None  
Tamar Solomon, None  
Shelby Zimmerman, None

In this seminar, you will learn from two SLPs and a Teacher of Students with Visual Impairments (TSVI) from the California School for the Blind about the impact of vision loss on language and social development, and how to assess 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 to a TSVI. This discussion will cover the difficulties with using standardized tests, how to set up an appropriate testing battery, and best practices for ensuring your assessment is as valid as possible. The presentation will explain various testing accommodations such as magnification options and braille considerations as well as problems with modifications and the impacts on test validity. Supplemental tools such as checklists and criterion-referenced tests will be presented as well.

**Instructional Level:** Beginner

**Track:** Special Populations

**Session Type:** 90-minute Seminar

8:30-10:00

### **Enhancing Cultural Competence with Skills from Professional Counseling**

**Presenters:** Zachary McNiece, San Jose State University

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:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** 90-minute Seminar

8:30-10:00

### **Let's Boost Connectedness for All Ages by Priming Playfulness via Nonverbal Immediacy Behaviors**

**Presenters:** Dorothy Bohntinsky, Kindred Hospital San Francisco Bay Area  
Carly Gamble, Kindred Hospital San Francisco Bay Area

Cultural competence, according to ASHA, includes understanding the similarities between cultures. One similarity is playfulness, which is crucial for social connectedness and well-being. However, we are in an age of disconnection. In 2023, the U.S. Surgeon General identified loneliness to be a nationwide epidemic causing critical health risks (including teens and young adults) and the urgent need for organizations to improve connections for all people. This course links data from the scientific literature to show how playfulness can be primed during any activity by combining specific nonverbal immediacy behaviors that promote connectedness. It links the vagus nerve's pathways of social engagement (polyvagal theory), the omohyoid muscle's relationship to the vagus nerve, the omohyoid muscle's relationship to nonverbal immediacy behaviors of pondering, followed by nonverbal immediacy behaviors of positiveness to the state of playfulness. Observations regarding connectedness after priming playfulness with culturally diverse hospitalized adults and their families are shared.

**Instructional Level:** Beginner

**Track:** Equity, Inclusion, and Cultural-Linguistic Diversity

**Session Type:** 90-minute Seminar

8:30-10:00

### **Project AAC for ALL: Igniting Cultural Humility in AAC Practice**

**Presenters:** Nancy Robinson, San Francisco State University  
Daniel Phillips, The Nika Project  
John Kim, San Francisco State University

This seminar features the Project AAC for ALL curriculum, funded by USDOE/OSEP and designed to 'ignite' the development and demonstration of cultural humility in preparing speech-language pathologists and special educators with AAC specialization. The curriculum is sequenced to build scholars' cultural humility in practice through



coursework, clinical practicum, research and innovation, international service learning and school-based internships/student teaching. Members of the AAC for ALL faculty will feature components of the curriculum, including research and innovation in bilingual AAC, international cultural immersion in AAC practice, and AAC-focused school internship/student teaching. Outcome results will be shared, including scholar and mentor perspectives; and application of findings to continual improvement for building and connecting culturally and linguistically affirming AAC practice.

**Instructional Level:** Intermediate

**Track:** Augmentative & Alternative Communication (AAC)

**Session Type:** 90-minute Seminar

8:30-10:00

### **Providing Whole-Person Care to Individuals with Dysphagia**

**Presenters:** Jocelen Hamilton, Stanford Health Care  
Theresa Jingyun Yao, Stanford Health Care; San José State University

Speech-language pathologists play a critical role in the process of rehabilitation for persons with dysphagia (PWD). There are limitations with current impairment-based approaches in treating dysphagia in patients because of the mismatch between the level of impairment and the impact on quality of life. This presentation will explore different tools that support a whole-person approach to assessment and treatment in order to help PWD to live well with dysphagia. A new framework, drawn from the Life Participation Approach to Aphasia (LPAA) philosophy, will be introduced - Living with Swallowing Difficulties: Framework for Outcome Measurement (Swal-FROM). Case studies will be used to highlight how to apply the Swal-FROM framework across different patient populations.

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

8:30-10:00

### **The "How" of Dysphagia Instruction: Frameworks To Up Your Supervision Game in Dysphagia Management**

**Presenters:** Julia Martin, Stanford Health Care  
Madison Fox, CSHA; Stanford Health Care



Charlotte Nakamura, Stanford Health Care

SLPs play a central role in managing dysphagia, including identifying risk factors, observing signs and symptoms of abnormal swallowing, and incorporating patient preferences into decision-making to reduce the risk of adverse events and promote wellness. While aspects of this process can be taught didactically, many graduate clinicians and CFYs experience a steep learning curve in their medical placements due to nuance in the decision-making process. Despite coming to their internships with foundational dysphagia knowledge, the process of synthesizing information to form a diagnostic differential, integrate patient-specific risk factors, and determine an appropriate intervention plan are skills that must be built through a high-quality mentorship experience. SLP supervisors vary in approach and would benefit from adopting evidence-based skill acquisition models that provide graduated structure to the process. This, in conjunction with evidence-based frameworks for risk-benefit management of aspiration, may combat the misconception that experience alone yields a more effective “gut instinct.”

**Instructional Level:** Intermediate

**Track:** Clinical/Professional Issues: Models of Academic and Clinical Education

**Session Type:** 90-minute Seminar

9:00-Noon

### **Adjusting the California Education Code for Speech and Language Impairment: Know Better, Do Better.**

**Presenters:** Tiffany Ruiz, None

The current California Education Code for Speech and Language Impairment (SLI) is not in line with evidenced based practices in the area of language disorders. We know better, so let's do better. This presentation will compare the California education code for language disorders to federal eligibility criteria for language disorders. The state education code for language disorders will be compared to best practices with regard to the use of non-discriminatory assessment tools, cognitive referencing and arbitrary cutoff scores to qualify. The over-reliance on standardized tests for assessments of culturally and linguistically diverse (CLD) students is pervasive and leads to over-identification. The current education code only perpetuates this practice. Also, the current California education code allows for the use of cognitive referencing to determine eligibility, which is not reflective of federal law or best practices. Finally, the specified cutoff score may not reflect the psychometric properties of the test being used.

**Instructional Level:** Intermediate



**Track:** Clinical/ Professional Issues: School-Based

**Session Type:** 3-hour Course

9:00-Noon

### **Say the Sign: A "Handy" Motor Speech Toolkit for SLPs**

**Presenters:** Smitha Chandrabose, Los Angeles Unified School District

Using the accessible tools of IPA and ASL letter hand shapes, this course will cover the steps to train motor sound production without requiring client letter-name knowledge or visual-grapheme awareness. Created while working with a D/HH population and used with children as young as 18 months old, the program teaches how to organize the 26 ASL letter hand-shapes, including the 5 short vowels, by using the 5 parameters of ASL which describe how a sign behaves in a signer's space. Those parameters will embed kinesthetic IPA place and manner cues and do not require audition. For a hearing population, the use of physical kinesthetic cues versus written letter prompts avoids the pitfalls of the pairing of sound to a grapheme (a common form of reading difficulty). In addition to D/HH populations, the program works for developmental articulation motor sound errors as well as disorders of dysarthria and apraxia.

**Instructional Level:** Intermediate

**Track:** Audiology, Hearing Sciences, Deaf, & Hard of Hearing

**Session Type:** 3-hour Course

10:30-Noon

### **Best Practices in Accent Modification: Evidence-Based and Client-Centered Approaches**

**Presenters:** Robert McKinney, SDSU

Accent modification is an elective service that aims to help non-native-speaking adults who wish to become more confident and effective communicators in another language. Speech-Language Pathologists (SLPs) are well-suited to provide this type of targeted phonological instruction because they have the knowledge and skills required to assess and train clients on various aspects of second language phonological acquisition. However, accent modification also poses some unique challenges for SLPs, who may have less familiarity with the nature of accents and some of the segmental and suprasegmental issues typically encountered when working with this unique clientele. In addition, there are ethical factors related to linguistic discrimination that require careful consideration. This presentation will review the current evidence and best practices for



accent modification, as well as provide practical tips and strategies for SLPs who work with clients seeking these services.

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** 90-minute Seminar

10:30-Noon

### **Communication Considerations and the Total Laryngectomy: From Pre-op to Post-op**

**Presenters:** Cara Evans, University of California San Francisco

The surgical removal of the larynx or a total laryngectomy has a profound impact on communication. The Speech-Language Pathologist plays a crucial role in pre-operative counseling regarding changes in anatomy and physiology and how this impacts communication post-operatively. The education and counseling provided by SLP has an impact in shaping a patient's expectations and attitudes towards various modalities of communication. It is the responsibility of the SLP to understand the advantages and disadvantages of each potential communication modality to help patients determine which is most appropriate for them. It is important to consider patient factors including age, gender, changes in anatomy and reconstruction, physical and cognitive status, work, socio-economic status and social support. This seminar will focus on the role of SLP in pre-operative counseling and considerations for patient candidacy and considerations with multiple modalities of communication including the electrolarynx, esophageal speech, augmentative alternative communication (AAC) and tracheoesophageal prosthesis (TEP).

**Instructional Level:** Beginner

**Track:** Medically Based Issues

**Session Type:** 90-minute Seminar

10:30-Noon

### **How Salaries Stack Up: An Analysis of Salaries and Contract Language for California SLPs**

**Presenters:** Amie Morisette, None

In this session we'll embark on an analysis of salaries and union contract language for all SLPs employed by California school districts. See how your salary compares to



those in your region, learn the ways available to you to increase your pay, and advocate for yourself and others in the field of speech pathology. We'll look at the contract language from districts and county educational departments across the state and gather real-world examples to use for your own district to address caseload, workload, compensation, and other issues specific for speech-language pathologists. If you're thinking of entering the field, feeling frustrated by your job, reaching burnout, or simply wanting to be part of the movement to make this a better career choice for all, this is the session for you.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

10:30-Noon

### **Swallowing Your Fears: How to Start a Community-Based Dysphagia Support Group**

**Presenters:** Theresa Jingyun Yao, Stanford Health Care; San José State University  
Claire Heitlinger, Sutter Health

Have you ever thought about starting a dysphagia support group, but don't know where to start? Support groups can help individuals with shared experiences reduce feelings of isolation, build resilience, and improve wellness. Individuals with dysphagia often have limited community-based resources and there are currently very few support groups specific to dysphagia in existence in the state of California. This presentation will highlight real patient and caregiver experiences that justify the need for our profession to expand availability of community-based support groups for individuals with dysphagia. It will also provide a summary of the evidence supporting the efficacy of support groups. Lastly, it will provide a guide on how to start your own dysphagia support group, including practical considerations and tips for overcoming potential roadblocks.

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar