

**Thursday, March 13, 2025**

9:30-10:30

**Creating an Accessible Future: Embracing Lessons from a Deaf Technology Leader**

**Presenters:** Brenden Gilbert, All American Entertainment (AAE) Speakers Bureau

Join us as we kick off Convergence 2025 with an inspiring presentation from Brenden Gilbert. Brenden Gilbert, a Deaf technology leader and American Sign Language user, stands at the forefront of innovation, seamlessly bridging accessibility gaps and tackling complex technological challenges. This session will describe Brenden's experiences working in technology and will emphasize the glaring needs for equitable accessibility. Additional recommendations will be made for integrating technology into common spaces to create greater access for individuals with communication needs.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

11:00-12:30

**Life on the Spectrum: Insights from Love on the Spectrum's Abbey and Christine**

**Presenters:** Alexandra Read  
Janella Velasco  
Aaron Rothbart, University of Southern California  
Abbey Romeo  
Christine Romeo

Existing Autism Spectrum Disorder (ASD) research predominantly focuses on young children, with a noticeable lack of discussion regarding the needs and challenges of adolescents and young adults with autism. This leaves a significant gap in clinicians' understanding of how to support these individuals. Abbey and Christine Romeo, ASD advocates better known for their appearance on Netflix's Emmy Award-winning show Love on the Spectrum, provide a unique glimpse into the coming of age of an autistic teenager. Sharing their first-hand experiences in conversation with University of Southern California graduate students Alexandra Read and Janella Velasco, the parent-child duo offer rare insight regarding navigating the transition to early adulthood, developing relationships, pursuing a career, fostering a positive parent-child dynamic, and becoming a public figure with a social communication disorder.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar

11:00-12:30

### **Embrace Dismissal in the Public Schools: A Framework for Exiting Students**

**Presenters:** Francine Wenhardt, ASHA, SIGs 1 and 16; California Speech Language Hearing Association; Chapman University; Tustin Unified School District  
Lisa Chattler, ASHA, SIGs 1 and 16; California Speech Language Hearing Association; Pacific Coast Speech Therapy; The Stepping Stones Group  
Laura Gottlieb, Long Beach Unified School District  
Amy Culligan, Long Beach Unified School District

This 90 minute presentation will address the entirety of the dismissal process in public schools. It will include the roadblocks that SLPs face in dismissing students from school caseloads, why it is important to think about exiting/dismissing our students (the ethics regarding dismissal), research-based ways to effectively dismiss students, and tips for tackling difficult IEP meetings involving dismissal. School-based SLPs will come away being able to describe the barriers to dismissing students, list the steps in completing the dismissal process and reporting the information, and conduct IEPs that involve difficult conversations. School-based SLPs will come away being able to describe the steps to dismiss students, the importance of the “why” in exiting students, and the barriers they may face during this process.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

11:00-12:30

### **Trauma-Informed Higher Education**

**Presenters:** Alicia McCormick, Biola University

Students who have experienced or are experiencing trauma are unable to use the full cognitive capacity of their brains, making it more difficult to learn new information, make good behavioral choices, and succeed in school. College students who struggle in school while trying to cope with trauma – whether it be previous traumatic events or current racism, financial insecurity, or health issues – would benefit from a trauma-informed college experience. Trauma-informed educational practices including classroom relationships, pedagogy, assignment accommodations, resilience, advising, and faculty self-care can provide the flexible aid struggling students may need to succeed without lowering academic standards, allowing more students to thrive in college regardless of their life outside of academia.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

11:00-12:30

### **Enhance Supervision, Leadership, and Management via Evidence-based Self-care**

**Presenters:** Ting-fen Lin, California State University, Fresno

Occupational stress is a common concern among speech-language pathologists and audiologists, with “too much to do and too little time.” Stress can impact the physical body as well as sleep, energy, mental well-being, and even cognitive skills. Despite the pervasiveness of stress, clinicians often lack the right tools to deal with it. This session will explore the complex relationship between mind, body, and breath and provide clinicians with practical self-care in order to prevent burnout and to improve performance. Come prepared to experience the power of the breath and meditation in achieving work-life balance.

**Instructional Level:** Beginner

**Track:** Supervision, Leadership & Management

**Session Type:** 90-minute Seminar

11:00-12:30

### **Embrace Evidence, Reject Junk: EBP in Speech-Language Pathology**

**Presenters:** Rachel Nortz, University of the Pacific  
Kristen Nahrstedt

Delve into the vital importance of evidence-based practice (EBP), while also addressing the risks of “junk science” in our field. This session will emphasize how combining scientific research with clinical expertise and client values leads to more effective, personalized interventions. We’ll explore the challenges of staying current with reliable research and the importance of discerning credible evidence from unsupported or misleading claims. By understanding and applying true evidence-based methods, speech-language pathologists can avoid the pitfalls of junk science, thereby enhancing our practice and improving communication outcomes for clients. We’ll also discuss practical strategies to implement EBP effectively, ensuring that our approaches are scientifically sound, ethically responsible, and tailored to meet the unique needs of diverse populations.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

11:00-12:30

### **Embracing Inclusive SLP Services for Signing Deaf and Hard-of-Hearing Children**

**Presenters:** Brittany Lee, Chapman University

This session will feature original research from a pair of studies investigating professional standards for speech-language pathologists (SLPs) working with signing Deaf and Hard-of-Hearing (DHH) children. Following an introduction to SLP services for DHH clients, this session will describe a Delphi study asking experts in Deaf Studies to offer recommendations for SLPs working with signing DHH clients. The results include a list of agreed-upon recommendations for SLPs who do and do not specialize in working with this population. Next, the session will guide participants through an activity to reflect on which standards they are currently meeting in their own professional practice. Then the session will present a nationwide survey of practicing SLPs who were also asked which of these expert-recommended standards they were meeting. The results will reveal strengths and weaknesses of the field in addressing the needs of signing DHH children. The session will conclude with time for questions.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

11:00-12:30

### **Supporting CF-SLPs, Early Career SLPs, and Mentors: Strategies for Success**

**Presenters:** Hylan Noble, The Mentorship Collective, LLC; WordsMyWay Speech and Language Therapy, Inc.  
Nicole Rosner, WordsMyWay Speech and Language Therapy, Inc.; The Mentorship Collective, LLC

This session, led by experienced SLPs who have supervised over 20 Clinical Fellows and managed teams of SLPs across multiple states, will provide strategies for improving mentorship and supervision in clinical settings. Focusing on both Clinical Fellows, early-career SLP professionals, and their mentors, the session will discuss challenges such as burnout and workload management, emphasizing the importance of external resources like mentorship programs, coaching, and online platforms. These tools can help SLPs bridge the gap between academic theory and clinical practice while offering mentors practical ways to balance their own clinical responsibilities with effective supervision. Evidence-based methods will be presented, showing how leveraging

outside support can reduce burnout, increase job satisfaction, and improve long-term retention for both mentors and mentees. Participants will leave with practical solutions for fostering professional growth and success in the SLP field

**Instructional Level:** Intermediate

**Track:** Supervision, Leadership & Management

**Session Type:** 90-minute Seminar

11:00-12:30

### **Helping School Age Children Who Stutter Find Their True Voice**

**Presenters:** Leslie Lockwood, SpeakRiverside Speech Therapy; Stuttering Foundation  
Lynne Metzger

This program will align with the theme "Embrace Communication Diversity" in that we will talk about stuttering as one possible and perfectly acceptable way to communicate. This presentation will be an in-depth look at several ways to help children who stutter find their true voice. We will approach this topic through role-play with a hypothetical 5th grader and their clinician. Each role-play will be preceded by a brief description of the targeted objective.

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** 90-minute Seminar

11:00-12:30

### **Timing is Everything: Strategic AAC in Neurodegenerative Populations**

**Presenters:** Patricia Liu, University of California, San Francisco; RESNA  
Deborah Ha, University of California, San Francisco

Augmentative and Alternative Communication are commonly considered in neurodegenerative populations such as Amyotrophic Lateral Sclerosis (ALS) and Primary Progressive Aphasia (PPA). This seminar will embrace timing as a crucial consideration in clinical decision-making for progressive etiologies through the lens of individual patient journeys in ALS and PPA. We will discuss practical considerations including dynamic feature-matching specific to anticipated disease trajectories, funding resources and constraints, and outline service delivery models for efficient, proactive and comprehensive support as symptoms evolve. We will also review caregiver and patient perspectives in the literature. Attendees will be provided with resources to think critically about timing in AAC intervention for more nuanced and patient-centered care.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

11:00-12:30

### **Korean Parent Support Group at CSU Fullerton: Embrace Collaboration**

**Presenters:** HyeKyeong Seung, American Speech-Language-Hearing Association (ASHA); ASHA API Caucus; California State University, Fullerton; CSHA; Professor  
Sunghee Lee, California State University, Fullerton  
Jinsook Baek, Being Built Together

This presentation will review the inspiring journey of a parent support group for Korean parents of children with autism that a faculty member in Communication Science and Disorders started in 2007. The session will share the purpose, contents, structure, challenges and collaboration with special education faculty members of this parent support group. The ultimate goal of the parent support group was to empower parents to reduce service disparities for underserved immigrant families by removing language and cultural barriers. Additionally, the presentation will discuss key lessons learned from this experience and offer clinical insights for SLPs on how they can effectively support culturally diverse families and their children with communication disorders. By examining this journey, we aim to provide practical strategies and considerations for SLPs working with diverse clients, ensuring the adoption of inclusive and culturally responsive practices.

**Instructional Level:** Beginner

**Track:**Considerations for Autistic Populations

**Session Type:** 90-minute Seminar

11:00-12:30

### **"No Sabo" - Working With a Culturally & Linguistically Diverse Latinx Community**

**Presenters:** Lizbeth Gonzalez-Villegas, San José State University  
Marcella McCollum, San José State University; California Speech  
Language Hearing Association

Professionals often consider language, culture, and disability from an external, outsider lens. Information and learning comes from research articles focusing on specific therapeutic or diagnostic tools and strategies focused on assessment or treatment. This structure often ignores many related issues, such as emotional and personal

perspective that can interfere with successful communication in bilingual students. This first person perspective, grounded in research, will provide participants with a deep look at bilingual learner experiences, including an in depth description of how communication and inclusion can be perceived by students as they develop English. Recommendations for creating belonging in schools, supporting families, and identifying other 'hidden disabilities' will be provided.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

11:00-12:30

### **Updates on Communication Options Post Head and Neck Cancer Treatment**

**Presenters:** Jennifer Kizner, Stanford Healthcare

This 90-minute session will focus on updates on communication options for people treated for post head and neck cancer (HNC) treatments. A review of treatment options for people diagnosed with HNC and importance of having a multidisciplinary approach to cancer care will be presented. People who have significant communication issues post HNC treatment can have reduced quality of life with respect to return to work and socialization which can also lead to depression. There is some newer technology to help bridge the gap for those with reduced communication from TL, subtotal or total glossectomy. To enhance this talk, I will have videos of people treated for HNC, discuss their journeys to their new normal and getting back into work/life activities with communication challenges.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

11:00-12:30

### **Embracing Advocacy for Growing Epidemics: Elder's mTBI & Social Isolation**

**Presenters:** Nancy Horowitz Bertsch, M.A.CCC-SLP

A newly identified epidemic: Mild Traumatic Brain Injury (mTBI), aka "Concussion" in elders is a rapidly growing sub-group of TBI being referred to as a silent epidemic. The gap between ASHA's guidelines for SLP intervention and the apparent lack of referrals is addressed. A serious look at the staggering number of occurrences, confusing diagnostic descriptors, patient's variable and lingering symptoms is presented. The risks

of Social Isolation, also at epidemic levels (U.S. Surgeon General Vivek Murthy, 2023.) and the many symptoms of a mTBI are linked demonstrating the inherent risk of early mortality. The author/presenter, an elder SLP, chronicles her ground-level fall, the ER visit with diagnosis of Concussion and her journey forward. A unique educated perspective via journaling symptoms and self-treatment underscores the early contributions and insights for rehabilitation which Speech Language Pathologists can make. Group discussions will allow for the development of talking points for embracing patient advocacy.

**Instructional Level:** Intermediate

**Track:** Acquired Cognitive Communication Disorders

**Session Type:** 90-minute Seminar

11:00-12:30

### **Putting Our Heads Together: A Guide to Head Neck Cancer for Community Continuity**

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

This seminar addresses the significant gap in formal head and neck cancer (HNC) coursework within Speech-Language Pathology (SLP) graduate programs, which contributes to disparities in clinical practice and patient outcomes outside major oncology institutions. HNC patients require nuanced SLP approaches that differ from those used for other populations. The efficacy of SLP interventions in managing HNC dysphagia, highlighting how these strategies can preserve swallow muscle mass, strength, range of motion, and coordination, mitigating dysphagia related to muscle atrophy and treatment-related side effects will be explored. Participants will engage with a literature review on HNC treatment sequelae, specifically radiation-induced dysphagia, and learn practical, evidence-based approaches for management throughout the treatment trajectory. The seminar will also include case reviews to facilitate application and provide access to valuable resources, empowering SLPs to enhance continuity of care and improve patient outcomes in the community.

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar



11:00-12:30

### **Come Sing With Us: Embracing Neurorehabilitation Through Therapy Choir**

**Presenters:** Claire MacKenzie, University of California, Irvine; The Academy of Neurologic Music Therapy  
Lynn Gallandt

In this 90-minute seminar, the presenters will briefly review current literature on the therapeutic benefits of community musicking and group-based singing in the treatment of acquired neurogenic communication disorders and considerations for future research. The presenters will review music-based intervention techniques and unique service delivery models that embrace lifelong learning for survivors of stroke and acquired brain injury. The session will include live interactive demonstrations of discussed music-based intervention techniques and pre-recorded interviews with members of a local Therapy Choir. Attendees will be encouraged to embrace this opportunity to sing with us and experience how music drives neurorehabilitation. The presenters will discuss the SLP's role and collaboration with allied professionals when providing music-based therapeutic services in the context of a Therapy Choir. Attendees will gain knowledge and information on how to start their own Therapy Choir, with or without a musical background.

**Instructional Level:** Intermediate

**Track:** Acquired Language Disorders in Adults

**Session Type:** 90-minute Seminar

11:00-12:30

### **Lead, Advocate, Thrive: Embracing Tough Conversations with Purpose and Power**

**Presenters:** Stephanie Sweigart, American Speech-Language-Hearing Association;  
California Speech-Language-Hearing Association

Join me for an interactive session on elevating communication and invigorating collaboration in professional settings. Discover practical strategies to embrace active listening, cultivate empathy, and navigate conflicts effectively while honoring diverse professional perspectives and needs. Learn how to identify and utilize a 4-step pathway to heighten communication skills and empower advocacy for impactful change, promoting diversity, equity, and inclusion. Don't miss this opportunity to embrace and uplift your interpersonal skills, build a more harmonious and enjoyable professional environment, and affect positive change by strengthening interprofessional relationships.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

12:30-2:00

### **360-Degree Video Modeling and Executive Function in Autism Spectrum Disorder**

**Presenters:** Elise Guerra, California State University, Fresno  
Brooke Findley, California State University, Fresno; California Speech  
Language Hearing Association

This poster presentation will include a review of the results of a multiple baseline across behaviors study that explored the effects of a 360-degree video modeling treatment program on the executive functioning skills of a high-school student with Autism Spectrum Disorder (ASD). Based on initial assessment results, working memory, problem solving, and planning were selected as the target behaviors for the study. These target behaviors were addressed using a treatment program that included pre-practice instruction, 360-degree video modeling, verbal praise, and a least-to-most error correction procedure. Primary results, implications for practice, and recommendations for future research will be shared during the presentation.

**Instructional Level:** Intermediate

**Track:** Considerations for Autistic Populations

**Session Type:** Poster Session

12:30-2:00

### **Effective Use of Feedback for Clients Diagnosed with Speech Sound Disorders**

**Presenters:** Olivia Massick, Biola University  
Olivia Lambooy, Biola University  
Suzanne Welty, Biola University  
Lauren Barnes, Biola University  
Matthew McCarthy, Biola University  
Drew Sangren, Biola University

The purpose of this study is to determine the competency of undergraduate and first-year graduate students in using cues and prompts when providing speech and language therapy for clients with speech sound disorders (SSDs). The study aims to answer two questions: (1) What type of feedback do undergraduate and graduate speech-language pathology students find effective for intervention with SSD clients? (2) Does participation in training increase competency and use of cues and prompts with clients?

**Instructional Level:** Intermediate

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

**Session Type:** Poster Session

12:30-2:00

### **The Treatment Plateau: Discharging Patients With Aphasia in Outpatient Settings**

**Presenters:** Savannah Verschuur

This exploratory study investigates discharge service provision for speech-language pathologists (SLPs) who treat patients with aphasia (PWA) who have demonstrated a treatment plateau in outpatient rehabilitation sites in Los Angeles County, California. Utilizing a descriptive research methodology to collect qualitative and quantitative data, the study explores the influences on the citation of a treatment plateau as criteria for discharging PWA. Moreover, it investigates site-level guidelines, discharge criteria, and methods utilized to justify and quantify a treatment plateau.

**Instructional Level:** Beginner

**Track:** Acquired Language Disorders in Adults

**Session Type:** Poster Session

12:30-2:00

### **Developing Cultural Responsivity Through an AAC Vocabulary Assessment Simulation**

**Presenters:** Joanna Valadez Salcedo, Pacific University

Expanding linguistic diversity in the US increases the demand for speech-language pathologists (SLPs) serving multilingual clients. SLPs often encounter AAC clients with diverse languages and cultural backgrounds. To meet professional standards of culturally responsive care, graduate programs must offer safe learning environments for students to hone their skills. Simulations provide a standardized, safe setting for students to develop skills and clinical reflection. To address this need, a high-fidelity simulation with a bilingual standardized patient was used to train students in AAC vocabulary assessment and culturally responsive care. Results indicate that students successfully implemented the vocabulary assessment but had more performance variability in their ability to employ cultural responsiveness. More educational, clinical, and practice implications will be discussed within the presentation.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

12:30-2:00

**Master's SLP Students: Stress and It's Perceived Impact on Learning**

**Presenters:** Theresa Gidney, California State University, Monterey Bay

Master's speech-language pathology (SLP) students experience high stress levels throughout their graduate studies, with increasing stress levels as they advance (Colbert, 2018). Given the negative impact of stress on a learner's ability, it is essential for faculty in SLP graduate programs to understand—and eventually develop means of addressing—excessive stress in SLP graduate students. The stress experienced by master's SLP students is a multifaceted issue, likely consisting of both programmatic/academic and personal factors. This poster session will examine what research has previously been conducted in the field in regard to this, and propose a pilot study in which the aim is to quantify and describe the specific stress factors experienced by master's SLP students and the perceived impact of that stress on their overall learning experience.

**Instructional Level:** Intermediate

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

**Session Type:** Poster Session

12:30-2:00

**Who's home? How SLHS Research is Defining the "Home Literacy Environment"**

**Presenters:** Alejandro Granados Vargas, University of California, Irvine

This study explores how the "home literacy environment" (HLE) is defined in Speech-Language-Hearing Sciences (SLHS) research, particularly centering cultural and linguistic diversity. The research highlights the need to consider diverse literacy practices in homes, as current SLHS research tends to prioritize book reading and the number of books present, often reflecting the experiences of white, middle-class families. Using a translanguaging framework, the study underscores the importance of acknowledging the full range of linguistic and semiotic practices in the home. A systematic concept analysis of 22 studies from 2013-2023 was conducted, resulting in nine categories that describe HLE, including Books and Book Reading, Oral Language, and Art. The study calls for a broader conceptualization of HLE that accounts for non-book literacy activities to better reflect the diverse ways families support language and literacy development in children, particularly those with language-based disabilities.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

12:30-2:00

### **Understanding of Congenital Cytomegalovirus Among Future SLPs**

**Presenters:** Corinne Howie, Cal State LA  
Margaret Winter, Cal State LA  
Erica Ellis, Cal State LA  
Alaina Bassett, Cal State LA

Congenital cytomegalovirus (CMV) is the most common environmental cause of hearing loss and neurological disability in children (Kebani & Ross, 2020). Despite these facts, awareness and understanding of congenital CMV is significantly lacking (Kebani & Ross, 2020). This project examines the knowledge of current speech-language pathology (SLP) graduate students and assesses their understanding of congenital CMV. Participants complete a pre-training survey, an informational training session and then a post-training survey. Data are collected via Qualtrics and examines levels of knowledge of CMV and the effectiveness of the training. Interdisciplinary clinical training opportunities and clinical implications will be discussed.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

12:30-2:00

### **Vowel Production in Spanish-English Bilinguals With and Without a History of LD**

**Presenters:** Alexis Hernandez, California State University, San Bernardino  
Lisa Ly, California State University, San Bernardino  
Patrick Nocon, California State University, San Bernardino  
Kendra Tallchief-Stanley, California State University, San Bernardino

Previous research shows differences in English vowel production between monolingual and bilingual speakers (e.g., Grijalva et al., 2013), as well as those with and without language disorders (LD; e.g., Kent & Rountrey, 2020). However, the intersection of these populations is rarely examined. This study compares the English vowel spaces of two Spanish-English bilingual adults with a self-reported history of LD and two bilinguals with typical development (TD). Each TD-LD pair was matched for age, gender, and language dominance. Vowels were automatically aligned and extracted from conversational interviews using the Dartmouth Linguistic Automation tool (DARLA; Reddy & Stanford 2015). Formant values were plotted and compared for each pair of

speakers, and the results show less variation in the first formant (i.e., tongue height) in the speakers with LD. We examine these findings in the context of the participants' language learning histories and self-reported accent ratings in English.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

12:30-2:00

### **Toddler See, Toddler Do: Modeling During Routine Activities in Children with LLE**

**Presenters:** Ashley Reed

This poster session will discuss the practical use of modeling during routine-based activities to increase the vocabulary of a child with LLE. We will review the results of a current study investigating modeling during routine-based activities using a service delivery model of high frequency and intensity across a short period of time. Lastly, this poster session will briefly review the caregiver's reported perspective on modeling and how modeling impacted their ability to assist their child in positive communication.

**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Early Intervention

**Session Type:** Poster Session

12:30-2:00

### **Implementing PODER Parent-Mediated AAC Intervention With Spanish-Speaking Dyads**

**Presenters:** Robin Dodds., California State University, Los Angeles  
Christina Toapanta, California State University Los Angeles

The PODER+ program offers a culturally and linguistically tailored approach to augmentative and alternative communication (AAC) for Spanish-speaking families. This session will present the implementation of PODER+ with Spanish-speaking families in the U.S., adapted from the original POWR program used with English-speaking families. Attendees will learn about the program's design, including parent training, intervention phases, and methods for assessing effectiveness and social validity. We will discuss outcomes such as achieving over 80% fidelity of implementation, increased communication opportunities provided by parents, and enhanced child communicative acts. Participants will explore strategies to support parents in maintaining high fidelity during the maintenance phase. By focusing on practical applications and measurable

outcomes, this session aims to provide insights into the impact of culturally relevant interventions for improving communication skills among children with language disorders.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

2:00-3:30

### **Got R Problems? A Phonemic Approach to R Remediation**

**Presenters:** Christine Ristuccia, Say Itr Right

Frustrated with treating /r/ disorders? This course offers a new and refreshing approach to treat the most difficult of sounds. Backed with extensive research and field testing, a complete phonemic approach to evaluating and treating /r/ is presented based on the 32 different types of /r/

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

2:00-5:00

### **Supervising Bilingual SLPAs: Collaboration to Improve Outcomes**

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

This presentation discusses the 2024 regulatory changes to SLPA supervision, as well as resources and best practices to assist supervising SLPs in service delivery for our culturally and linguistically diverse populations across the state of California with support from our bilingual SLPAs. SLPs and SLPAs who attend this course will leave with resources, strategies, and knowledge of best practices moving forward in the supervisory relationship and processes between SLPAs and SLPs.

**Instructional Level:** Beginner

**Track:** Supervision, Leadership & Management

**Session Type:** 3-hour Course

2:00-5:00

## **Phonomotor Therapy for Aphasia: What Is It, Why Do It, and How Does It Work?**

**Presenters:** JoAnn Silkes, San Diego State University

Phonomotor Therapy (PMT) is an aphasia treatment method aimed at rebuilding a client's phonological system and their ability to activate and manipulate phonological information for the sake of supporting all language domains (i.e., verbal expression, auditory comprehension, reading, and writing). It is multimodal, integrating acoustic, motor, visual, tactile kinesthetic, and orthographic information, with tasks designed to pair stronger and weaker modalities. PMT has been shown to be effective at improving language function when measured immediately after treatment, with gains maintained - and even further improved for some people - a year after therapy has ended. This session will provide the theoretical background for understanding and implementing PMT and review the evidence supporting this approach. Treatment methods will be described and demonstrated, and participants will have opportunities to practice elements of the treatment. Obstacles to clinical implementation, and possible solutions, will be discussed.

**Instructional Level:** Beginner

**Track:** Acquired Language Disorders in Adults

**Session Type:** 3-hour Course

2:00-5:00

## **Seeing Options and Possibilities: Continuums for Social Learning (and Life)**

**Presenters:** Anna Vagin, Anna Vagin, PhD  
Sophie Miles

Social learning concepts like flexibility and motivation are complicated to define – they all depend on where you are and what's happening. The more we can make these abstract ideas visible to our students and engage them as we develop our materials, the more they'll understand the ideas and participate in self-advocacy, goal setting, and critical decision-making. We will describe how to use scales (continuums) to establish defined markers along conceptual paths. When students have a linear outline, they can see what we are talking about – and see the potential to move from one position to the next. They can reflect on where they are, and determine whether that's where they want to be. They can consider change, or not. We'll review a range of case studies presenting collaborative ways to use SocialScales in individual and group sessions with students ranging in age from 5th grade to young adulthood.

**Instructional Level:** Intermediate

**Track:** Considerations for Autistic Populations



**Session Type:** 3-hour Course

2:00-5:00

### **Stuttering as Verbal Diversity: Creating Stutter-Affirming Therapy Practices**

**Presenters:** Nina Reeves, Stuttering Therapy Services & Seminars; Stuttering Therapy Resources, Inc  
Lee Reeves, Stuttering Therapy Resources, Inc

In the era of neurodiversity, many SLPs have expressed confusion regarding their roles in working with those who stutter. Two stuttering experts - one SLP and one life-long person who stutters - join forces to discuss how they perceive the current climate, how it relates to what has been transpiring over decades, and how SLPs can provide effective stuttering therapy that supports the personal journeys of each person who stutters.

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** 3-hour Course

2:00-3:30

### **Ditching Prerequisites: Implementing Speech-Generating Devices With EI Clients**

**Presenters:** Katherine McKernan, North Star Speech and Language Pathology Center, Inc.; CSHA  
Meghan Chow, North Star Speech and Language Pathology Center, Inc.

Speech-generating devices (SGDs) increase access to communication for individuals who have difficulty communicating with their mouth. Specialists agree that there are no prerequisites to implementing SGDs with clients. However, many SLPs are still hesitant to try and use high-tech SGDs with clients under the age of three, citing barriers such as young age, poor understanding of cause-and-effect, and difficulty with device funding. In this session, attendees will learn how to ditch the concept of prerequisites for SGDs and will leave with resources to embrace immediate implementation of SGDs with young clients. This session will also review specific apps, modifications, and funding resources to get SGDs into your client's hands as soon as possible.

**Instructional Level:** Intermediate

**Track:** Clinical/Professional Issues: Early Intervention

**Session Type:** 90-minute Seminar

2:00-3:30

### **Cognitive-Communication Intervention for Long Covid**

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

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 cognitive-communication deficits including those who have had a 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 treatment approaches and preliminary results from a cognitive-communication and auditory processing intervention study will be presented.

**Instructional Level:** Intermediate

**Track:** Acquired Cognitive Communication Disorders

**Session Type:** 90-minute Seminar

2:00-3:30

### **ADHD: Strategies for Supporting Language Development in School-Age Children**

**Presenters:** Letizia Hendrickson, ASHA Sig 1 Language Learning and Education; ASHA Sig 12 AAC; CSHA Board of Directors; CHADD -Education Committee; Emerson College; California State University Northridge; Baylor; West Coast University; Loma Linda University; The Hanen Centre; The PROMPT Institute; LSVT-LOUD; The Learning Grove

This session explores executive function and language development challenges in school-age children with ADHD through the lens of neurodiversity and equity. Emphasizing inclusive, evidence-based practices, attendees will identify the connection between ADHD, executive function and language difficulties. In addition, attendees will learn to support diverse learning needs while elevating the standard of care. ADHD-related language difficulties require unique skills for assessment and neuro-affirming treatment. Attendees will gain executive function-based language intervention strategies that respect and harness the unique strengths of neurodivergent

students. Furthermore, the session will identify explicit and implicit biases clinicians hold about ADHD that can potentially impact access, equity and inclusivity. By focusing on adaptability and cultural responsiveness, this presentation aims to equip speech language pathologists with the skills necessary to create supportive, effective interventions that honor the neurodivergent community.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

2:00-3:30

### **Introduction to a Speech Language Pathologist's Role in Head and Neck Cancer**

**Presenters:** Leia Chapman, University of California Davis Health Center

Through the use of case studies, audience engagement, and didactic teaching this presentation will explore the current evidence for a Speech-Pathologist's role in the treatment of head and neck cancers, primarily in regards to dysphagia. Treatment modalities are diverse and include prophylactic swallow exercises, range of motion stretches, strength training, EMST and lymphedema therapy. Attendees will be introduced to expected outcomes from tumor burden, surgical intervention, radiation therapy, and late-radiation effects. Therapy options will be discussed to help clinicians determine appropriate care for the patient across their lifetime.

**Instructional Level:** Beginner

**Track:** Special Populations

**Session Type:** 90-minute Seminar

2:00-3:30

### **The Confident Compensation Conversation: Know your Worth and How to Ask for It.**

**Presenters:** Melissa Jakubowitz, CEO and Founder of eLiveNow  
Shari Robertson, CEO of Dynamic Resources

Negotiating compensation for your SLP services can be daunting. How do you determine what you are worth and what is a reasonable ask to a potential employer? How do you overcome personal risk aversion and self-doubt to advocate for fair and appropriate compensation? Unfortunately, research shows that women have a strong tendency to underestimate their skills, value, and competencies resulting in a cascading negative effect to their both career advancement and income. This seminar will provide

multiple “how to” strategies and a step-by-step roadmap to elevate your ability to engage in compensation conversations with competence, self-assurance, knowledge, and confidence. You’ve got this!

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

2:00-5:00

### **Embrace Multimodal Learning for All: Apraxia, Dyslexia, Deaf, Downs, Stroke, AAC**

**Presenters:** Sandy Kaul, California State University Sacramento

Multimodal learning engages the brain using multiple learning styles, and various media simultaneously. For example, an interactive puzzle involving assembling animal parts, coupled with labeling and discussing their functions, engages visual, auditory, tactile, kinesthetic, and linguistic learning styles. The social interaction and self-direction are also driving factors of this learning process. In this presentation we will investigate how multimodal teaching strategies support auditory processing, phonemic awareness, and increase successful speech acquisition, spelling and reading skills for even our severe populations. These include children and adults who are AAC device users, individuals with Down Syndrome, apraxia, dyslexia, deafness, adults with acquired physical disabilities and other deficiencies in speech sound recognition and production. Anecdotal videos and demonstration will support and clarify evidence-based multisensory methods, which will include PROMPT, Visual Phonics, LiPS and FONEMZ: Speak and Read and various Apps to use virtually and in-person.

**Instructional Level:** Advanced

**Track:** Special Populations

**Session Type:** 3-hour Course

2:00-3:30

### **HPV and Throat Cancer: The View through the Lens of a Collaborative Team**

**Presenters:** Kam Gardner

This seminar will provide the importance of a collaborative team approach to diagnosing and treating patients who have been diagnosed with human papilloma virus (HPV) type throat cancer. The diagnosis and treatment process through the lens of a disciplinary team that includes the Head and Neck Surgeon, Oncologist, Speech Language

Pathologist, Physical Therapist and Dietician will be outlined. Actual patient cases will be presented and analyzed starting with the diagnosis, placement of gastric tube, through the radiation and chemotherapy process, to the removal of the gastric tube. Navigation through the challenges of residual dysphagia, weight loss, satiety, and throat pain during the recovery process will be shared.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

2:00-3:30

### **I'm a SLPA! Wait. Now What?: Going Beyond the Textbook**

**Presenters:** Michelle Foxx Meloche, California Speech Language Hearing Association; VitalStim; TLC Speech and Language; Early Intervention Task Force Committee; Legislative Advocate, CSHA  
Jonathan Sterling, California Speech Language Hearing Association

Are you a SLPA? About to be a SLPA? This is for you! Yes, SLPAs are required to complete courses, hours & obtain a license, but doing the actual work can be daunting. Although most SLPAs stay within the scope of practice, the issue is actually the fear of going outside it, thus tending to be rigid and hesitant to stray from the 'plan'. Taking years of experience as an SLP, writing & teaching SLPA courses and supervising SLPAs, there have been identified challenges most SLPAs face. This is both a short review and opportunity to learn what you CAN do to make sessions effective and FUN, adjusting for unplanned incidences that inevitably occur. Topics covered include planning, treating, talking with families, choosing materials, and how to use one item for multiple kids. Come learn new tips& tricks, problem-solve scenarios, and leave with fresh ideas and maybe more confidence too!

**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Early Intervention

**Session Type:** 90-minute Seminar

2:00-5:00

### **California's SLI Eligibility Criteria: Overdue for Change**

**Presenters:** Tiffany Ruiz

The California Code of Regulations (CCR) for Speech or Language Impairment went into effect in 1983. That was the first time that California had a statewide policy for

determining eligibility for special education. We now have 40 more years of research to consider when developing our assessments and making eligibility decisions. It is time to update the regulations so that the CCR better aligns with current research, best practices related to cultural humility and the Individuals with Disabilities Education Act (IDEA).

**Instructional Level:** Intermediate

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

**Session Type:** 3-hour Course

3:45-5:15

### **Leadership in Action: Embracing Skills That Empower and Inspire Growth**

**Presenters:** Maria Chisolm, Layers Consulting

In leadership roles, speech-language pathologists (SLPs) and audiologists must develop skills beyond clinical expertise to foster effective teams and cultures. This session explores critical leadership components, including psychological safety, clear values, empathy, trust, listening, and the importance of creating inclusive communities and healing spaces. Participants will learn how to clearly describe their personal and professional values, cultivate empathy throughout organizational systems, and strengthen trust through vulnerability and open communication. By integrating these leadership skills, attendees will be empowered to enhance supervisee engagement and boost productivity. Whether working in educational settings, healthcare, or private practice, participants will leave with actionable strategies to develop and strengthen their impact.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

3:45-5:15

### **Neurological Voice Disorder Care: Embracing Collaboration and the SLP Role**

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

SLPs serve a vital role in the assessment and management of neurological voice disorders such as vocal tremor and laryngeal dystonia, alternatively known as spasmodic dysphonia. In this session, we will delve into what a comprehensive evaluation for these disorders looks like, including laryngeal exam findings, perceptual

evaluations, and new objective measures. We will discuss tremor-specific voice therapy techniques and strategies to reduce strain and discomfort for people with laryngeal dystonia. We will review case studies to bridge theory with practical application. Join us for an interactive journey merging theory and practice, elevating expertise in managing the care of neurological voice disorders. Together, we can elevate the role of the SLP and improve outcomes for individuals with neurological voice disorders.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

3:45-5:15

### **Reliable Progress Monitoring: Embrace an Alternative to Discrete Trial Data**

**Presenters:** Benjamin Reece, CSHA; University of the Pacific; American Speech-Language-Hearing Association (ASHA); California Speech Language Hearing Association; CSHA; San Joaquin Delta College  
Jill Duthie, CSHA; University of the Pacific

Embrace an alternative to discrete trial data collection and progress monitoring. Be present in the moment rather than looking down to your therapy log to collect data. We will present a simple and authentic means of gathering data and showing progress for clients working on a variety of goals. The Clinician's Hierarchy for Advancing Treatment (CHAT) is a leveled criteria rubric used for data collection and progress monitoring appropriate for documenting naturalistic therapy sessions. A study demonstrating the reliability of this tool as a reflective analysis method will be presented. The CHAT has long been used in clinical instruction with demonstrated effectiveness. It is now being used in university clinics for treatment documentation and in schools for IEP reporting and Medicaid billing.

**Instructional Level:** Intermediate

**Track:** Supervision, Leadership & Management

**Session Type:** 90-minute Seminar

3:45-5:15

### **Savoring the Moment: Rethinking Swallowing in Acute Care at End of Life**

**Presenters:** Sanora Yonan, City of Hope Medical Center  
Taylor Wilde, City of Hope Medical Center

The management of dysphagia at end-of-life (EoL) varies significantly among acute care institutions. Unfortunately, some facilities discontinue Speech-Language Pathology (SLP) services when transitioning to comfort care, leaving patients and caregivers without vital support. This presentation underscores the importance of ongoing SLP involvement, highlighting how their expertise enhances patient comfort and alleviates caregiver burden. This will discuss the shift from rehabilitative to comfort-focused care, showcasing how to use compensatory strategies and diet modifications to align with patient preferences. Through case reviews from an oncologic medical center, practical dysphagia guidelines will be provided in addition to approaches for fostering interdisciplinary collaboration. Additionally, the concept of “comfort diets” will be explored, illustrating how SLPs can prioritize patients’ autonomy and comfort over safety. By empowering clinicians to advocate for involvement in this vulnerable population, the aim is to ensure that feeding and swallowing experiences remain meaningful and dignified during this critical stage of care.

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

3:45-5:15

### **Effects of Contact Sport on the Brain Health of Male Adolescents**

**Presenters:** Stefan Henley, University of Canterbury, New Zealand; California State University, Fullerton  
Marissa Montanez, California State University, Fullerton  
Lauren Bagdonoff, California State University, Fullerton  
Rebeca Rodriguez, California State University, Fullerton

The neurological integrity of contact sport athletes is a global concern. Concussion is a global public health issue and has received increased media attention in the last twenty years, especially in the area of contact sport. Concern around repeated sub-concussive head impacts have been expressed around chronic traumatic encephalopathy (CTE), where documented cases have been reported in American football and rugby. Concussion can be an invisible injury compounded by a lack of symptom reporting and, at times, a lack of medical follow-up. This may have an impact on the education of young people as they return to school, as well as to their safety as they return to playing sport. Within this context, we consider the balance between protecting the neurological integrity of young athletes whilst acknowledging the many benefits of exercise and team sports for young people.

**Instructional Level:** Intermediate

**Track:** Acquired Cognitive Communication Disorders



**Session Type:** 90-minute Seminar

3:45-5:15

### **Early Intervention: Embracing an Integrated Systems Approach**

**Presenters:** Dr. Deborah Ross-Swain, The Swain Center; American Speech-Language-Hearing Association (ASHA)  
Cindy Esquivias, Stanford Medicine Children's Health

Early speech and language development in children ages 0-3 forms the foundation for cognitive, social, and emotional growth. This period is critical as 85% of brain development occurs, establishing neural pathways essential for communication. Communication involves neurologic, oral, respiratory and other systems warranting early intervention to maximize optimal development during this formative time. This session will highlight the connection and importance of the areas forming the “nexus” of skill development that can enable clinicians to implement a “preventive” model for EI to offset and mitigate long-term consequences on healthcare, education, public health, socialization and life success. Children are often identified as being “delayed” in their communication around 18-24 months as measured by the number of spoken words. However, clinicians report many other underlying skill weaknesses that often are underidentified or reported. Clinicians must view children as integrated systems, addressing more than just speech but the entire developmental framework.

**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Early Intervention

**Session Type:** 90-minute Seminar

3:45-5:15

### **Diversity in action: Embracing Diversity for Holistic Evaluation**

**Presenters:** Janet Reyes, CSHA D&I Committee Chair  
Destiny Johnson, CSHA D&I Committee Member  
Bejani Turley, CSHA D&I Committee Member  
Hitasha Mitera, CSHA D&I Committee Member  
Roberta Joseph, CSHA D&I Committee Member  
Minerva Vasquez Meese, CSHA D&I Committee Member  
Silvia Arzate, CSHA D&I Committee Member

We invite all Speech-Language Pathologists to a presentation on embracing diversity for holistic evaluation. This session will highlight evidence-based assessment practices for identifying developmental language disorders, speech sound disorders and stuttering in culturally and linguistically diverse (CLD) children in early intervention and school settings. Participants will learn why assessments must consider the

intersectional identities of CLD children. We'll provide an overview of converging evidence and alternative approaches for accurate assessments. Case studies will demonstrate the practical applications of these methods. Additionally, we will discuss current federal and state laws to ensure compliance with legal requirements. Attendees will receive valuable resources, handouts, and actionable steps to integrate these concepts into their practice, promoting inclusivity for all individuals. Join us as we explore the intersection of diversity and assessment, empowering ourselves to make a meaningful impact in our communities!

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

3:45-5:15

### **Embracing Diverse Multilingual Resources in Speech and Language Assessments**

**Presenters:** Timothy Tipton, San Diego Unified School District; California Speech Language Hearing Association (CSHA)

Multilingual data gathering for multilingual students is the “gold standard” in speech and language assessments. This session describes how to identify our own Cultural, Linguistic and Professional assets and needs and focuses on what perspectives and resources may be available to speech and language pathologists for diverse speech and language assessments. Participants will consider how to implement comprehensive, multilingual speech and language evaluations that embrace a continuum of diverse perspectives and resources such as bilingual colleagues, cultural informants, interpreters and other professional supports. The goal will be to help SLPs better understand and gather authentic data across diverse perspectives, contexts and languages to ensure meaningful outcomes for all their students.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

3:45-5:15

### **LISTEN with AAC: Successes, Challenges and Strategies of a Personnel Prep Grant**

**Presenters:** Elena Dukhovny, California State University, East Bay  
Talya Kemper

Project LISTEN (Learning Interdisciplinary Strategies to Teach and Engage with AAC), now in its third year, is a personnel preparation grant that integrates evidence-based education, fieldwork and service learning to prepare pre-service professionals to serve students with complex communication needs. Project LISTEN provides an opportunity for graduate students in speech-language pathology and special education to learn with each other and to participate in an interprofessional training experience that will prepare them to work effectively in teams in school settings. This presentation will discuss the successes and challenges of personnel preparation, as well as strategies for success and future directions.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

5:00-7:30

### **Telehealth Language Assessment for Bilingual Mandarin-English Speaking Children**

**Presenters:** Ka Kei Fong, Independent Consultant  
Ganya Luo, Corona-Norco Unified School District  
Yusa Liu, Independent Consultant  
Yueyan Tang, University of California San Diego  
Xinyue Liang, University of Southern California  
Shuang Quan, Juniata College  
Li Sheng, Hong Kong Polytechnic University  
Bingsheng Yao, Northeastern University  
Dakuo Wang, Northeastern University  
Yao Du, University of Southern California

In the U.S, the shortage of bilingual speech-language pathologists (SLPs) and bilingual assessment tools pose significant challenges in diagnosing and treating language disorders in bilingual Mandarin-English speaking (MES) children. Our research investigates the feasibility of implementing an automated, web-based, and criterion-referenced Mandarin-English Receptive Language Screener (MERLS) that enables parents as e-helpers to assist their MES children for language screening in the home setting via telehealth. Qualitative video analysis with 72 MES parent-child dyads during both in-person and telehealth settings indicated that children between 4 and 8 years old were capable of independently completing MERLS with minimal parental support; however, parent behaviors may interfere children's performance in Mandarin, the dominant language from parents. This presentation highlights barriers and opportunities of implementing a bilingual telehealth language screener MERLS as a web-based bilingual language screener, which further sheds light on implementing novel approaches for advancing bilingual language assessment for minorities.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

5:30-7:00

### **Dysphagia Assessment and Management in ACDF Patients: A Retrospective Study**

**Presenters:** Kerensa Estrada  
Melissa Howard, CSHA

This poster presentation aims at identification and management of dysphagia in patients s/p Anterior Cervical Discectomy and Fusion (ACDF) surgery with the hopes to develop a protocol aimed at enhancing the assessment, intervention and counseling of dysphagia both preoperatively and postoperatively. By analyzing retrospective data of ACDF patients, we hope to utilize this initial information to establish a standardized protocol involving pre and post operative assessment for the early identification and management of dysphagia in ACDF patients. This session is essential for healthcare professionals involved in the care of patients s/p ACDF procedures to optimize patient outcomes and refine postoperative care practices by analyzing data provided.

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** Poster Session

5:30-7:00

### **Effect of Tongue and Lip Restriction on Auditory Processing in Bilinguals**

**Presenters:** Kazhra Kelcho, A.T. Still University  
Amanda Moscrip, A.T. Still University  
Beatriz Barragan, A.T. Still University

Research on sensorimotor integration highlights the importance of vocal tract movements for language comprehension. Studying bilingualism through this framework shows that the brain relies on the motor system to process features across languages. Yet, little is known about how restricting these movements affects bilingual adults. This study explores the impact of such constraints on Tagalog-English bilinguals' word recognition. Our findings reveal that word recognition is significantly slower for both the native (L1) and second language (L2) when vocal movements are restricted, and accuracy is notably reduced in L2. These results suggest that vocal tract movements are essential for effective speech perception, especially in L2, and highlight the potential

benefits of incorporating articulatory movement therapies to support bilinguals with language deficits.

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** Poster Session

5:30-7:00

### **The Role of Didactic and Experiential Learning in Accelerated SLP Programs**

**Presenters:** Mariah Kroeck, University of the Pacific  
Nalanda Chakraborty, University of the Pacific  
Megan Black, University of the Pacific

Accelerated speech-language pathology (SLP) graduate programs, typically extending over 15-18 months, are designed to develop proficient clinicians through integrated didactic learning and practical clinical exposure. Such expedited programs include unique frameworks to strategically blend academic and experiential learning for optimizing student achievements which includes a rotational model of didactic coursework and experiential clinical placement. Through online surveys that include qualitative and quantitative questions, this study evaluates the influence of these educational aspects on graduate students' self-efficacy for clinical placements and clinical fellowship year. Moreover, it explores additional factors that may contribute to students' readiness and confidence for clinical practice.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

5:30-7:00

### **Promoting Therapeutic Alliance: A Key Ingredient in Patient-Centered Therapy**

**Presenters:** Bryan Ness, California Baptist University  
Michelle Ross, California Baptist University

This presentation will encourage participants to embrace a key element in patient-centered therapy: therapeutic alliance. The presenters will provide a definition of therapeutic alliance and highlight current research delineating the importance of therapeutic alliance for client outcomes. Historically referred to as working alliance, therapeutic alliance describes the characteristics of a positive, constructive relationship between clinician and client that optimizes therapy outcomes. While most

speech-language pathologists are familiar with the importance of a strong interpersonal connection between clinician and client, often referred to as “rapport”, specific treatment activities that help speech-language pathologists enhance therapeutic alliance with their clients have received relatively little attention in the research literature. The presenters will share examples of current research-based practices that clinicians can implement in any clinical setting, but special emphasis will be placed on therapeutic alliance with clients who have neurogenic communication disorders.

**Instructional Level:** Advanced

**Track:** Acquired Cognitive Communication Disorders

**Session Type:** Poster Session

5:30-7:00

### **Bridging Professions: A Multi-Disciplinary Approach to Preceptor Training**

**Presenters:** Megan Black, University of the Pacific  
Karissa Pina, University of the Pacific

Continuing education (CE) is a required component of professional practice across healthcare disciplines; however, CE training events rarely target a wide range of healthcare professionals within one event. Additionally, interdisciplinary practice has become a gold standard for how we deliver care; however, there appears to be a disconnect between our target audience for CE events, oftentimes being more directed towards one healthcare discipline, and the interdisciplinary nature of our collective fields. Following a 3-event CE series titled, “The Art of Precepting,” attendees of each presentation were asked to provide feedback via an online survey with specific interest in their feelings towards the interdisciplinary nature of the CE event. Data collected during this pilot study suggests there is a perceived value in providing an interdisciplinary continuing education course series to clinical supervisors in a variety of healthcare fields.

**Instructional Level:** Intermediate

**Track:** Supervision, Leadership & Management

**Session Type:** Poster Session

5:30-7:00

### **Vestibular Knowledge in the Field of Deaf Education**

**Presenters:** Julia Alvarado, Cal State LA  
Amal Khan, Cal State LA  
Miwako Hisagi, Cal State LA

Margaret Winter, Cal State LA  
Alaina Bassett, Cal State LA

This presentation examines the critical relationship between vestibular function and academic performance in children with hearing loss. The research investigates the extent of knowledge and perceptions among Deaf and Hard of Hearing (D/HH) educators regarding vestibular symptoms and their academic implications. Utilizing a convergent sequential mixed-methods approach, the study analyzed survey responses and in-depth interviews with a D/HH teacher. Results indicate a discrepancy between symptom recognition and a comprehensive understanding of vestibular loss's academic impact. The presentation will include quantitative data on symptom identification rates, reported academic difficulties, and implemented accommodations. Additionally, qualitative insights into educators' perspectives and their expressed need for continued professional development in this area will be discussed. This study highlights the necessity for targeted educational initiatives to enhance D/HH educators' expertise in vestibular issues, potentially leading to improved academic outcomes for students with concurrent hearing and vestibular deficits.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

5:30-7:00

### **Verb Frequency, Complex Syntax, and Children With Language Disorder**

**Presenters:** Ian Morton, California State University, Los Angeles  
Thea Patterson, CSU, Los Angeles

School-age children with development language disorder (DLD) produce fewer instances of complex syntax in their spontaneous spoken language (Arndt & Schuele, 2013). One potential challenge for children with DLD is the production of complex syntax vocabulary, such as complement clause-taking verbs (CCVs). Twenty-eight five-year-old children (DLD n = 14) participated in this study. The experimental task was a 50-item sentence imitation task. Five complement clause verbs – think, know, guess, bet, remember – were used in sentential complement clause sentences. Although children with DLD presented with lower proficiency in all sentential complement clause sentences, children with DLD did not show as much difficulty with sentences containing early-emerging complement clause verbs. Analyses revealed that the type of complement clause verb influenced the performance of children with DLD. Ultimately, future intervention studies should consider the role of complement clause verbs in optimizing complex syntax treatment efficacy.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

5:30-7:00

**Caregiver Reports: Spanish-English Bilingual Children's Grammatical Productivity**

**Presenters:** Alicia Escobedo, CSU San Bernardino  
Morgan Waterman, CSU San Bernardino  
Melissa Loeza, CSU San Bernardino

Caregiver reports are an integral part of language assessment and offer insight into language abilities in a variety of language domains (Castilla-Earls et al., 2020; Guiberson et al., 2011). For Spanish-English bilingual children, caregiver reports allow for caregivers to provide information on their children's language development in the home language. The current study investigates the clinical utility of caregiver reports on Spanish-English bilingual children's grammatical productivity. Grammatical productivity, the breadth and diverse use of grammatical structures, has been shown to yield group differences between monolingual English-speaking children with and without DLD (Gladfelter & Leonard, 2013). The current study will examine how caregivers of typically-developing bilingual children report productive use of grammatical structures in Spanish. In addition, the current study will compare children's productivity from caregiver reports to productivity derived from traditional language samples. Results suggest that caregiver reports hold promise as a clinical tool for the assessment of bilingual children.

**Instructional Level:** Intermediate

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

**Session Type:** Poster Session

5:30-7:00

**Rethinking Non-Word Repetition for Bilingual Language Assessment**

**Presenters:** Alanis Sandez, CSUSM  
Lori Heisler, CSUSM

This presentation will review key research findings related to Non-Word Repetition (NWR) and its use in individuals who speak Spanish. The most common tests of NWR are designed using non-words that conform to the phonotactic structure of English. While NWR has been proven as reliable for identifying developmental language disorders in monolingual children, it is possible that the differences in sounds and syllable structure in Spanish and English may affect its accuracy for identifying



language impairments in bilingual populations. The purpose of this presentation is to inform Speech Language Pathologists about the reliability of the Non-Word Repetition (NWR) task and examine its utility in identifying language impairments in bilingual children.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

5:30-7:00

### **Embracing Opportunities and Relationships in EI Through Community Workshops**

**Presenters:** Rebecca Lozano, The Stepping Stones Group; California Speech Language Hearing Association; American Speech-Language-Hearing Association (ASHA); Be Heard Speech Therapy; Children's Hospital of Orange County

This poster will discuss and debunk various myths about bilingualism (Spanish-English) in Early Intervention. This poster will discuss ways EI professionals can accommodate and provide culturally appropriate services. It will outline the action plan and outcomes of a community-based project of a participant in the CSHA Leadership Development Program. The goal of the project is to provide workshops for Spanish-speaking/bilingual families and EI professionals throughout the Los Angeles community.

**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Early Intervention

**Session Type:** Poster Session

5:30-7:00

### **Vocal Mimicry: Artists' Experiences and Strategies in Developing New Voices**

**Presenters:** Santhosh Simon, American Speech-Language-Hearing Association (ASHA)  
Stephanie Burns, American Speech-Language-Hearing Association (ASHA)

This presentation will discuss a qualitative study conducted with professional vocal mimicry artists in the Kerala region of India regarding their practices and experiences with mimicry performance and shifting their natural voice to the voice of an unfamiliar target speaker. When developing a new voice, the participants approach the process in

manners that are both similar and different depending on the individual's preferences and what is most optimal for their learning. Different mimicry artists use different materials and different techniques to practice an imitation and prepare it to be convincing for general audiences. Distinctions are made across what participants prioritize in terms of the target speaker's acoustic and secondary communicative characteristics and which voices are the best for their specific speaking styles. These observations are beneficial for grasping how a person attempts to shift their natural vocal parameters and may be applicable to voice therapy and healthy vocal practices.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

**Friday, March 14, 2025**

8:00-9:00

**Coffee with CSHA and ASHA**

**Presenters:** Robert McKinney, California Speech Language Hearing Association  
Sarah Bishop, CSHA  
Julie Malone, ASHA  
Marcella McCollum, CSHA  
Belinda Daughrity, ASHA  
Deborah Ross-Swain, ASHA

Join us for coffee and tea as you take part in an interactive panel presentation featuring leaders from CSHA and ASHA discussing the ways in which these two associations collaborate to serve their members and advocate on behalf of their clients. Sarah Bishop, Belinda Daughrity, Julie Malone, Marcella McCollum, and Deb Swain will provide short presentations about their roles in both organizations and give examples of how the two associations complement each other as they strive to achieve their shared goals. The panel will then address questions from the live audience as well as those collected in advance.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

9:00-10:30

### **CSHA Advocacy in Action**

**Presenters:** Benjamin Reece, California Speech Language Hearing Association; San Joaquin Delta College; University of the Pacific  
Laura Wasco, Ball/Frost Group

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 in the Schools, and Flexible Endoscopy Committees. Attendees will have the opportunity to ask questions of the panelists as we work together to make our voices heard.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **Practical Prompts for the Impervious Child: Shaping Accurate Responding Skills**

**Presenters:** Sheryl Heidt, Effective Speech Therapy

Are you waiting for "readiness?" Every child is ready for something! When children and goals are not budging, behavioral issues are often blamed. But even cooperative low performers may be missing simple skills such as planning, scanning and selecting. Being able to comprehend a model and to process available choices are essential skills for independent thinkers. It's time to install some systematic practical supports so that performance reflects ability. This is an in the trenches approach to managing a child's attention and response. Fade prompt dependence and provide a structure for self cuing. Analog materials, can be used to systematically shape speed, precision, and reliability in children who have inconsistent performance and processing skills. These improved skills can be generalized to AAC, visual schedules, testing, or other academic tasks. This presentation will address the issues related to low functioning students who are unable to reliably match, imitate, or select.

**Instructional Level:** Beginner

**Track:** Special Populations

**Session Type:** 90-minute Seminar

10:45-12:15

### **Creating a Neurodiversity-Affirming Environment for AAC Users in Schools**

**Presenters:** Kimberly Tan, Villa Esperanza Services; Chapman University

In recent years many school-based clinicians have become aware that there is a need to adjust the services they provide to neurodiverse individuals. This includes evaluating current practices, making changes to treatment plans, and educating staff members. With a focus on AAC users in schools, this session will combine information from current literature with clinical experience to provide practical recommendations for fostering an environment that focuses on client strengths and encourages self-advocacy. Attendees will be instructed in writing neurodiversity-affirming goals for AAC users, implementing goals in group sessions, and educating staff members on neurodiversity-affirming strategies. A goal bank, sample lessons, and additional resources will be provided.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **Embracing Video Modeling to Foster Self-Advocacy and Digital Citizenship Skills**

**Presenters:** Brittany Brunell, Everyday Speech  
Janet Dudley

In today's digital age, learning how to communicate and thrive online is essential, especially for neurodivergent students. As clinicians, we recognize that technology is a constant presence in our students' lives. So how can we empower them to embrace and navigate the digital world safely and effectively? This session will explore how video modeling, an evidence-based practice, can support neurodivergent learners in developing critical digital citizenship and self-advocacy skills. We will showcase how Everyday Speech's platform uses video modeling to teach safe online behaviors, self-expression, and the ability to advocate for one's needs. Attendees will gain practical strategies they can use to foster differentiated learning experiences and support neurodiverse students in their journey toward becoming confident digital citizens. The session will also touch on recent findings regarding screen time's impact on Autistic learners and how clinicians and families can best support this population in a rapidly evolving digital landscape.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar

10:45-12:15

### **Functional and Effective Voice Evaluation**

**Presenters:** Laishyang Ouyoung  
Brenda Villegas  
Uttam Sinha

This seminar will focus on the anatomy and physiology of voice, components of clinical voice evaluation, and how to obtain critical information for treatment to optimize functional outcomes. The roles of the otolaryngologist and speech pathologist will be discussed, and a framework for collaboration will be shared. Case studies will be used to provide examples of successful voice evaluations.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **Enhancing Outcomes in School-Aged Children Through a Brain-Based Perspective**

**Presenters:** Deborah Swain, American Speech-Language-Hearing Association (ASHA); CSHA

This session is intended to provide attendees with an understanding of brain function, health and wellness and its role in enhancing clinical outcomes in all populations with emphasis in school-aged children. Recent research demonstrates the multisensory and pansensory brain networks interacting that affect listening, communicating and learning based on neurocognition, psychology, and neurobiology frameworks. The work of audiologists and speech-language pathologists involves working with the brains of children thus demands that there be a solid understanding of brain function and wellness. This course will present the two primary brain operating systems, neurogenesis and neuroplasticity and how they affect academic and social success. The six pillars for a healthy brain will be presented with strategies for implementation in clinical practice.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **School-Age Intervention for Attention, Memory, and Executive Functions**

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

Learning issues significantly impact children and teens in the school setting. Children and teens frequently exhibit attention, memory, and executive function (EF) issues, overlapping with language and speech deficits. Many children and teens experience attention, memory, and executive function deficits that do not correlate with a speech and language diagnosis, although they will show up as having difficulty on language and learning assessments. Nevertheless, Speech-Language Pathologists (SLP) can provide targeted intervention for areas such as attention, memory, and EF. The SLP has expertise that can address these deficits. Furthermore, neuroplasticity shows us that the brain has unlimited potential to learn and make new pathways, yet we assume that attention, memory, and EF issues are not amenable to treatment. This course will review current evidence-based practice to expand your toolbox.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **Cultural Diversity and Swallowing Difficulties**

**Presenters:** Heather Thompson, Cedars-Sinai Medical Center  
Erika Der Sarkissian, Cedars-Sinai Medical Center  
Madison Stern, Cedars-Sinai Medical Center

Dysphagia is recognized as a disabling disorder that affects both the functional aspects of swallowing and the emotional and relational dimensions of an individual's life (Farri et al., 2007). This presentation will explore the crucial role of cultural diversity in shaping diet and texture modifications, as well as dietary recommendations for patients with dysphagia. We will guide you through the dysphagia evaluation and treatment process with a Speech-Language Pathologist, while also examining various cultural food preferences and traditions. Our goal is to enhance nutrition, promote inclusion, and reduce hospitalization risks by improving adherence to prescribed diets. Recognizing the significant impact of culture on dietary choices underscores the need to respect and incorporate cultural differences into healthcare practices. Additionally, a case study will illustrate how adapting recommendations from Speech-Language Pathologists to culturally specific foods can improve patient adherence to treatment plans, ultimately enhancing health and safety outcomes.

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

10:45-12:15

### **Mentoring in Stuttering Therapy: the SDUSD Fluency Disorders Resource Center**

**Presenters:** Jena McWaters, San Diego Unified School District  
Nina Reeves, Stuttering Therapy Resources, Inc.  
Vinita Rajah, San Diego Unified School District  
Meredith Hoskins, San Diego Unified School District

During this presentation, an overview of the San Diego Unified School District (SDUSD) Fluency Disorders Resource Center (FDRC) will be introduced. The district's model will be explained and the program manager, speech-language pathologist (SLP) lead, FDRC coordinator, and fluency specialist who served to mentor the group will discuss their experiences in developing a team and advocating for a specialized position within the department. Research continues to show that SLPs express feelings of inadequacy working with students who stutter. Thus, the FDRC provides consultation, online resources, and professional development centered around the assessment and treatment of fluency disorders within the school district. These programs support nearly 250 school-based SLPs in enhancing service delivery for students with fluency disorders in the state's second largest school district.

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** 90-minute Seminar

10:45-Noon

### **Embracing the Use of Everyday Technology in Functional Neurorehabilitation**

**Presenters:** Danielle Parsons

In a world increasingly enmeshed in technology, it is crucial for rehab professionals to familiarize themselves with approaches that incorporate tech-based tools to support patients post-neurological injury. This session will explore both the reasons and the foundational methods for integrating readily accessible technologies—such as smartphones, tablets, websites, and watches—into functional neurorehabilitation for acquired brain injury and stroke. The presentation will provide real-life examples of how these tools can enhance patients' independence in daily tasks requiring executive

functioning, memory, safety, and communication. Attendees will leave the session with recommended tools, accessibility considerations, and documentation samples.

**Instructional Level:** Beginner

**Track:** Acquired Cognitive Communication Disorders

**Session Type:** 90-minute Seminar

10:45-12:15

### **The Instrumental Dysphagia Evaluation: Make an Impression**

**Presenters:** Sarah Panjwani, University of California Los Angeles  
Joey Buhler, University of Los Angeles

This presentation aims to teach clinicians how to embrace patient goals within the impressions statement of an instrumental swallow evaluation report. Specifically, we will describe how to create a clear and concise impression statement that incorporates swallow physiology findings with medical history to describe patient's aspiration risk, swallow efficiency and sensation information.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **Embracing Change and Supporting the Non-Traditional Student**

**Presenters:** Belinda Daughrity, ASHA; California State University Long Beach  
Marley Balin Frederick, California State University Long Beach  
Kareesha de Visser, California State University Long Beach  
Raja Abbas, California State University Long Beach; Emerson College

Demographics are changing and more “non-traditional” students are pursuing higher education. Faculty and supervisors have to embrace change to better meet the needs of this growing demographic. This session will target university faculty and clinical supervisors supporting nontraditional CSD students to effectively complete their undergraduate and/or graduate programs.

**Instructional Level:** Beginner

**Track:** Supervision, Leadership & Management

**Session Type:** 90-minute Seminar



10:45-12:15

### **Inclusive Feeding Strategies for Visually Impaired Children**

**Presenters:** Cindy Esquivias, Stanford Medicine Children's Health

This presentation explores practical strategies for supporting mealtime participation and autonomy in children with visual impairments and complex needs. Family dynamics and sensory challenges can make mealtimes stressful, making it crucial to address both individual and familial needs. Attendees will learn about common feeding challenges faced by visually impaired children, along with tips to repair mealtime routines. The session emphasizes centering the caregiver-child dyad and fostering trust through consistent communication. Strategies will include the use of adaptive equipment and sensory-rich environments to enhance comfort and engagement. Participants will also learn how to integrate multisensory cues, such as touch and sound, to help children anticipate feeding and communicate their readiness. This session is designed for professionals and caregivers who aim to foster a more inclusive and supportive mealtime experience for visually impaired children.

**Instructional Level:** Beginner

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

10:45-12:15

### **Beyond Headcounts: Transforming SLP Workloads with Weighted Caseloads**

**Presenters:** Nicole Bruce, Escondido Union School District  
Sarah DeTar, Escondido Union School District  
Benjamin Bennett, Escondido Union School District; California Speech Language Hearing Association (CSHA)

Discover how implementing a "weighted caseload" model can transform workload management for school-based speech-language pathologists (SLPs) and enhance student outcomes. Traditional models often assign SLPs an average of 55 students without considering varying needs or additional responsibilities, leading to burnout and reduced effectiveness. This session delves into how a weighted caseload approach factors in elements like severity of student needs, service delivery complexity, and compliance activities to ensure equitable workload distribution. Learn from a district's successful implementation, including the development of weighting formulas, data analysis, and practical tools like surveys and calculators. Attendees will gain actionable insights on applying this model in their own settings to improve SLP retention, provide higher-quality therapy, and transparently advocate for additional resources—all within a manageable and straightforward framework.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **Language Nutrition: Coaching Parents to Embrace and Build Language-Rich Homes**

**Presenters:** Jennifer Adams Oppenheimer, SpeakJoy Center for Development

In recent years, there has been a growing use of the phrase “language nutrition” (defined as the “quantity and quality of linguistic and nonlinguistic input and the nature of caregiver–child verbal interactions” [Bang et al., 2020]) to describe language-rich environments. While speech-language pathologists who focus on early intervention are well-versed in supporting the communication development of young children, we often fail to guide parents on the bigger picture of more holistically creating a language-rich home environment to support their children’s language nutrition. In this session, we will look at six essential elements of language-rich homes and review principles of a parent-mediated model for working with families. By learning how to implement these principles to better support families, we will see better outcomes for children in early intervention.

**Instructional Level:** Intermediate

**Track:** Clinical/Professional Issues: Early Intervention

**Session Type:** 90-minute Seminar

10:45-12:15

### **A Conversation on Neurodivergence: critical considerations for SLPs**

**Presenters:** Hanna Novak, The Center for Connection; Executive Function Junction; Bogen Speech & Language Therapy  
Desiree Misrachi, The Center for Connection; Willow Tree Speech and Language Therapy

Join this robust conversation about the diverse landscape of neurodivergence and the practice considerations we must keep in mind to be safe, co-regulating, affirming professionals in partnership with neurodivergent clients and students. Driven by the stories and experiences of neurodivergent kids and adults and facilitated by two neurodivergent ADHD Speech and Language Therapists, we will discuss trauma-informed, bottom-up, high-impact actions we can take to improve access and inclusion for neurodivergent folks as they navigate a world structured to honor

neurotypical biases. While no single conversation can encapsulate all the nuances of neurodivergent-affirming practices, we hope you'll join this session as your starting point or a learning stop along your journey towards a professional practice defined by greater care and celebration for all neurotypes.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar

10:45-12:15

### **Enhancing Training: Improving Knowledge of Deaf Education & Communication Options**

**Presenters:** Gul Mushtaq

This seminar addresses the critical need for Speech-Language Pathologists (SLPs) and audiologists to enhance their understanding of the different perspectives of deafness, including its cultural significance and medical interpretations, communication modalities, and the historical and cultural context of deafness. Grounded in a mixed-method study, the session explores how professionals can more effectively guide parents of deaf and hard-of-hearing (DHH) children in making informed decisions about communication options. Participants will gain insight into the current gaps in SLP/audiologist training and practical recommendations for improving professional education. Additionally, the session will present future recommendations for curriculum developers, including academic programs and professional organizations, to ensure that training for future professionals includes robust, accurate, and unbiased information on Deaf culture and communication modalities. By the end of the seminar, attendees will be equipped with actionable strategies to advocate for and support DHH students in educational and clinical settings.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **Social Communication or Social Emotional? How SLPs Can Guide the Conversation**

**Presenters:** Caitlin Francis, Irvine Unified School District; American Speech-Language-Hearing Association (ASHA); California Speech Language Hearing Association (CSHA)

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

### **Embracing Unapologetic Diversity Within Undergraduate and Graduate Programs**

**Presenters:** Marcella McCollum, California Speech Language Hearing Association (CSHA); San Jose State University

In the field of speech-language pathology and audiology, demographics within the profession have never caught up with demographics in the communities that professionals serve. The impact of culturally discordant care is an area of concern in education and healthcare. The field needs to actively support students who are more reflective of the communities that they serve. This session will highlight both specific and collective experiences of undergraduate and graduate students of color who exist in spaces where they can't see themselves. Building on previous work, information will be provided on student experiences, using testimonio as a methodology. Recommendations for creating belonging in CSD programs will be provided, as well as ideas for professional growth in the area of cultural and linguistic diversity.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

12:15-1:45

### **Accessibility Features in Video Games for Patients With Neurogenic Impairments**

**Presenters:** Andrew Schwagerl  
Josh Berardino

Gaming is a massive, multi-billion dollar industry with, according to the Entertainment Software Association, an estimated 212 million people who game regularly in the United States. Of these gamers, upwards of 74% are over 18 years of age. Therefore, for a speech-language pathologist (SLP) who works with adults, there is a good possibility some of them game as a hobby. This poster's purpose is two-fold: to report on the results of an independent survey given to gamers who experienced neurological insult (e.g., concussion), and to inform speech-language pathologists about the cognitive symptoms that most affect gaming and the accessibility options SLPs can explore with their patients to make gaming an activity they enjoy again. Finally, this poster describes some of the most common accessibility features across popular gaming systems, discusses their potential use, and based on the survey, highlights which features are frequently used.

**Instructional Level:** Beginner

**Track:** Acquired Cognitive Communication Disorders

**Session Type:** Poster Session

12:15-1:45

### **Voicebanking for Partial Laryngectomy: Improving Communication After Surgery**

**Presenters:** Heather Thompson, Cedars-Sinai Medical Center

Partial Laryngectomy is the surgical removal of a portion of the larynx. For people who undergo this procedure the thought of losing one's ability to communicate to loved ones can be devastating and life changing. In this session, I will discuss the benefits of voicebanking for the partial laryngectomy patient, family, and caregivers. When given the opportunity to complete voice banking with the speech-language pathologist prior to the partial laryngectomy surgery, the patient is provided a chance to preserve a part of their identity, prevent communication breakdowns with healthcare providers after surgery, and saving the distress of significant others being unable to remember what their loved ones sounded like, a kind of "vocal insurance" in case voice is lost (Benson, 2015) .

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** Poster Session

12:15-1:45

## **Are Medical Personnel at a Loss of Words When Speaking to Persons with Aphasia?**

**Presenters:** Andrew Schwagerl  
Sarah Larsen

Aphasia awareness has been, historically speaking, rather low. However, aphasia awareness appears to be on the rise, possibly as a result of well-known names associated with aphasia, such as Bruce Willis. With a rise in awareness of aphasia, how does the medical community fare in their understanding of aphasia? This poster presentation discusses recent trends in aphasia awareness, and aims to evaluate support staff's knowledge of aphasia, as well as identify existing support systems in place to help individuals with aphasia communicate across related medical professions (e.g., dentist offices, neurology clinics, physical therapy clinics). Our survey information was obtained via a short electronic survey emailed to local health care settings in Orange County to ascertain awareness of aphasia according to associated symptoms, as well as identify resources and medical training in place to support people with aphasia.

**Instructional Level:** Beginner

**Track:** Acquired Language Disorders in Adults

**Session Type:** Poster Session

12:15-1:45

## **Transformative Leadership in Action: SLPs Supporting Core Board Integration**

**Presenters:** Jessica Riojas-Bourgeois

This session includes the transformative leadership role of a Speech-Language Pathologist (SLP) in supporting paraprofessionals and teachers in the implementation of core boards within Autism preschool classrooms. This presentation will describe how SLPs can embody transformational and servant leadership principles to foster a collaborative environment. I will discuss strategies for SLPs to empower team members by providing guidance, training, and resources necessary for habitual integration of core board into daily routines. I will describe how SLPs can model inclusive practices during key activities—such as large group circle time and centers—while encouraging paraprofessionals and teachers to take ownership of communication opportunities. Through evidence-based approaches, this session aims to support teamwork perceptions and language outcomes for students with Autism. Discover how adopting a leadership mindset can transform classroom dynamics and create a supportive, inclusive environment for the students you serve.

**Instructional Level:** Intermediate

**Track:** Supervision, Leadership & Management

**Session Type:** Poster Session

12:15-1:45

### **How Communication and Family Relationship Quality Relate to Dementia Impairment**

**Presenters:** Rebecca Smuck, University of Kansas  
Kristine Williams, University of Kansas  
Marion Leaman, University of Kansas  
Frances Yang, University of Kansas

Dementia is a condition impacting millions of individuals each year. Speech language pathologists (SLPs) can support communication partners of people living with dementia (PLWD) by understanding the correlation between relationship quality and communication quality of partners as it relates to impairment level in PLWD. This research evaluates partners' perceptions of communication quality and relationship quality while considering PLWD impairment level as a covariate factor. Findings demonstrate how decreased communication quality is associated with strain relationship interactions while there is no significant association between increased communication quality and positive relationship interactions. Dementia severity did not result in a correlation between relationship quality and communication quality. Considering these findings, SLPs can better educate communication partners on the relationship of communication quality and strain interactions to support their communication throughout dementia.

**Instructional Level:** Intermediate

**Track:** Acquired Cognitive Communication Disorders

**Session Type:** Poster Session

12:15-1:45

### **Audiology and Speech-Language Pathology: Fact vs. Fiction Among College Students**

**Presenters:** Myriam Salazar, California State University Northridge  
Rachel Regi, California State University Northridge  
Khanh Tran, California State University Northridge  
Shreya Narayanan, California State University Northridge  
Victor Solis, California State University Northridge  
Taylor Briones, California State University Northridge

This study investigates the factors contributing to the workforce shortages and diversity imbalance in the fields of audiology (AUD) and speech-language pathology (SLP). Specifically, it examines college students' awareness and misconceptions about these professions, with a focus on underrepresented groups. The research highlights that most students, particularly males and ethnic minorities, have limited knowledge of the roles, responsibilities, and educational pathways in AUD and SLP. Through an online survey distributed to undergraduate and graduate students, the study aims to identify common misconceptions and explore barriers to entry for these groups. The findings will suggest strategies to increase interest and diversity in these fields, including targeted outreach programs to raise awareness of career opportunities. By addressing these gaps, the study aims to promote a more diverse workforce, capable of meeting the rising demand for communication and hearing services.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

12:15-1:45

### **A Content Analysis of Multidisciplinary Graduate Course Syllabi for AT Education**

**Presenters:** Garrett Oyama

Yao Du, University of Southern California

Matthew Vazzana, Monmouth University

Nicole Halliwell, Monmouth University

Kathryn Lubniewski, Monmouth University

Serbay Zambak, Monmouth University

Melissa Feldman

This session explores the intersection of assistive technology (AT) education across multiple disciplines, including General Education, Special Education, Occupational Therapy, and Speech-Language Pathology. Using the HAAT (Human, Activity, Assistive Technology) model to evaluate instructional methods, materials, and content in AT training instruction, we conducted a record review and content analysis of four-course syllabi from a university that offers all four disciplines of the graduate program. Key themes include the need for greater multidisciplinary alignment in AT education and the diverse approaches to field experiences and technology integration. The study highlights how each discipline prepares professionals for real-world AT implementation informs the development of collaborative training models and enhances the understanding of AT's role in multidisciplinary educational settings.

**Instructional Level:** Intermediate

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



**Session Type:** Poster Session

12:15-1:45

### **Impact of a Required Office Hours Assignment on University Student Perceptions**

**Presenters:** Mariah Vallejo, California State University, Chico  
David McCoy, California State University, Chico

Student office hours are a seemingly ubiquitous experience across higher education. The purpose of this study is to report on student demographics related to prior office hours experiences and outcome measures of attitudes and perceptions resulting from a required student office hours assignment. Data were gathered from a junior-level cohort of CMSD majors. The purpose of the assignment was to build community and develop relationships outside of typical help-seeking and academic advising purposes for office hours. Students were required to attend a 15-minute semi-structured conversation with their professor/instructor. Results will be reported using qualitative and quantitative survey data. The study has implications for the pre-professional development of students, recruitment of a more diverse applicant pool for graduate programs, and understanding the demographic variables related to student's access to faculty in a commonly offered and often underutilized academic experience for purposes other than help-seeking and academic advising.

**Instructional Level:** Intermediate

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

**Session Type:** Poster Session

12:15-1:45

### **Cost-Effective SLP Services: Merging Quality Care with Sustainability**

**Presenters:** Ruchi Narkar, California State University, Long Beach; Glendale Adventist Medical Center

Unlocking Value: The Critical Intersection of Quality Care and Financial Sustainability in Speech-Language Pathology The goal of this presentation is to provide participants with actionable insights and data to better understand the value of SLP services. By highlighting the interplay between quality care and financial considerations, attendees will be equipped to advocate for effective SLP practices that enhance patient care while ensuring sustainability in healthcare systems.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

12:15-1:45

**Complex syntax and Verb Errors in Children with Developmental Language Disorder**

**Presenters:** Ian Morton, California State University Los Angeles  
Lan-Anh Pham, California State University Los Angeles

We compared the complement clause-taking verb errors produced in the language samples of 16 preschool children with DLD. We anticipated that children with DLD would produce more errors when producing utterances with later-emerging complement clause-taking verbs as compared to utterances with early-emerging complement clause-taking verbs. Preliminary results support this hypothesis.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

1:15-2:45

**Considerations in assessing school aged students speaking South Asian languages**

**Presenters:** Prabhu Eswaran, Whittier City School District  
Puja Goel, Nexus Therapy

This proposal is a service based practical approach consisting of: tools, techniques and tips to effectively and efficiently assess school aged children speaking South Asian languages in the US. The perspective is: broad, dynamic and objective when evaluating and factoring the linguistic background for eligibility determination. Best practice dictates a culturally responsive perspective with consideration. The proposal is a visual display of how assessment can occur from a right to left directional approach with: useful tips, clinical techniques and specific tools, clinical techniques and useful tips are explained in order to conduct an effective and efficient comprehensive standardized and/or dynamic assessment to determine the eligibility for speech-language services of students speaking South Asian languages.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

1:45-3:15

## **Unscripted Success: How improv & performing arts can support people who stutter**

**Presenters:** Cecilia Goedert  
Christine Abasi

This presentation discusses current research on how improvisational acting can be used as a therapeutic tool to target communication skills in a variety of populations, including individuals with speech, language, and learning disorders, with a specific focus on how this art form supports building communicative confidence and participation for people who stutter. The concept that spontaneity is an essential component of positive communication interactions is discussed, as well as the connection between improv/acting exercises and therapeutic approaches including Avoidance Reduction Therapy (ARTS) and open-stuttering/desensitization in stuttering treatment. This presentation will then discuss how improv has previously (and is currently being) used as a component of camp and recreation programs for children who stutter, as well as implications for furthering how we can integrate improvisation and character-based exercises into treatment, as well as suggestions for direction of future research.

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** 90-minute Seminar

1:45-3:15

## **Family-Based Early Literacy Resources for Children with Disabilities**

**Presenters:** Daniela Baffigo, California State University, Los Angeles  
Erica Ellis, Cal State LA

Family involvement and shared reading during early literacy activities have been shown to improve children's literacy skills, including for children with disabilities (Justice & Kaderavek, 2002; Hudson & Test, 2011). It is often unclear how families with children with disabilities engage in library programs and what local resources are available to support them. This project examines patterns of library use in an early intervention program at Cal State LA and the availability of early literacy programs at local public libraries are explored. Survey data was analyzed and results including caregiver's reported information on library visit patterns, reasons for participation in library activities, and weekly reading time will be shared. Findings suggest that library resources for children with disabilities were limited. Clinical implications including the importance of access to library resources for children with disabilities and their families will be discussed.

**Instructional Level:** Beginner

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

**Session Type:** Student Research Presentation

1:45-3:15

### **Embracing EI in TinyTalkers®: Enriching Speech, Language, and Cognition**

**Presenters:** Deborah Swain, CSHA; American Speech-Language-Hearing Association (ASHA); The Swain Center; American Board of Child Language and Language Disorders; National Academies of Practice  
Nicole Rieger, CSHA; American Speech-Language-Hearing Association (ASHA); The Swain Center

"Embracing EI in TinyTalkers®: Enriching Speech, Language, and Cognition," offers exploration of the Tiny Talkers® group-based early intervention therapy method. This multifaceted program offers a family-friendly naturalistic environment, utilizing the fundamentals of interactive peer engagement, social learning, and cognitive learning strategies to foster a holistic language rich environment. TinyTalkers® embraces a monthly thematic curriculum centered on play-based engagement through song, reading, and role-playing, that brings together small peer groups with similar communication and development needs. Through this course, attendees will obtain the knowledge required in order to confidently embrace the TinyTalkers® method, extending their ability to foster children's language and learning development.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

1:45-4:45

### **Voice Thera-Palooza: An interactive Seminar on Voice Therapy Techniques**

**Presenters:** Alexandra Purdy, USC Voice Center  
M. Eugenia Castro, USC Voice Center; California State University, Los Angeles  
Kacie La Forest, USC Voice Center  
Felicia François, USC Voice Center  
Nicolas Valdez, USC Voice Center; San Francisco Voice and Swallowing  
Lauren Timmons Sund, USC Voice Center

This hands-on interactive course will guide participants in the clinical implementation of a variety of voice therapy techniques. Voice-specialized clinicians will review

physiological rationales and the latest updates on well-known approaches as well as newer techniques more recently published. Presenters will provide guidance regarding clinical decision-making when selecting one therapy approach over another. Therapy techniques will be demonstrated with volunteers from the audience, and attendees will be invited to practice in a group environment. Hands-on practice will include techniques such as semi-occluded vocal tract exercises (SOVTs), manual therapy techniques, Conversation Training Therapy, Resonant Voice Therapy, PhoRTE, and Vocal Function Exercises.

**Instructional Level:** Beginner

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

**Session Type:** 3-hour Course

1:45-4:45

### **Embrace Supervision for Students, Interns, CF/RPEs, and SLPAs**

**Presenters:** Francine Wenhardt, American Speech-Language-Hearing Association (ASHA); ASHA, SIGs 1 and 16; California Speech Language Hearing Association; Chapman University; Tustin Unified School District  
Belinda Daugherty, American Speech-Language-Hearing Association (ASHA); California Speech Language Hearing Association; California State University, Long Beach; NBASLH  
Lisa Chatter, American Speech-Language-Hearing Association (ASHA); ASHA, SIGs 1 and 16; California Speech Language Hearing Association; Pacific Coast Speech Therapy; The Stepping Stones Group  
Leann Schouten, American Speech-Language-Hearing Association (ASHA); California Speech Language Hearing Association; Chapman University; Jump and Schout Therapies; California State University, Fullerton; National Organization for Disorders of the Corpus Callosum  
Rebecca Lozano, American Speech-Language-Hearing Association (ASHA); California Speech Language Hearing Association; The Stepping Stones Group; Be Heard 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). This is the same presentation as at 2024 Convergence and meets the 3-hour biennial requirement for California licensure.

**Instructional Level:** Intermediate

**Track:** Supervision, Leadership & Management

**Session Type:** 3-hour Course

1:45-4:45

### **Resources & Strategies Supporting Multilingual Children in Early Intervention**

**Presenters:** Kelly Arellano, California Speech Language Hearing Association; Hola Clinic Bilingual Speech Language Pathology Inc.

This presentation will explain how to implement best practices in assessing and treating multilingual children in early intervention (0-3 years) settings. SLPs and SLPAs who attend will learn about multilingual language and speech development, cultural and linguistic considerations when interviewing and supporting families from a variety of backgrounds, and a myriad of resources that can immediately be implemented in Early Intervention settings (e.g. - homes, clinics, etc.) to support multilingual children with language and speech deficits.

**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Early Intervention

**Session Type:** 3-hour Course

1:45-3:15

### **Use of Audio-Recorded Cases on Teaching Dynamic Assessment to Graduate Students**

**Presenters:** Casey Chan, University of California, Irvine  
Khanh Tran, University of California, Irvine  
Ashley Quinteros, University of California, Irvine  
Joseph Hin Yan Lam, University of California, Irvine  
Wendy Meyer, LightStreet Solutions  
Alisa Therkildsen, University of Wyoming  
Maria Resendiz, Texas State University  
Douglas Petersen, University of Wyoming

The current study aims to evaluate the effectiveness of an interactive workshop on dynamic assessment by examining (1) the diagnostic accuracy (sensitivity and specificity), (2) rating of modifiability, and (3) attitudes towards the use of dynamic assessment after the training. Ninety-one graduate students in speech-language pathology received a one-hour interactive workshop on dynamic assessment. Afterward, they listened to two audios of dynamic assessments, indicated their clinical diagnosis, and provided the reason. They completed a questionnaire on attitudes towards dynamic assessment before and after listening to the audio. The overall classification accuracy of the graduate students was 71% (Sensitivity: 55% and Specificity: 88%). There were significant differences in the modifiability rating. The

questionnaire showed positive changes in the attitudes towards dynamic assessment. Analysis of their qualitative response will be presented. The current study can provide evidence for the use of real-life case data in training student clinicians for future clinical practice.

**Instructional Level:** Intermediate

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

**Session Type:** Student Research Presentation

1:45-4:45

### **AAC Assessment Bootcamp**

**Presenters:** Benjamin Bennett, Escondido Union School District; California Speech Language Hearing Association (CSHA)

Struggling with the complexities of AAC assessments? You're not alone. Many Speech-Language Pathologists find the multitude of guides and tools overwhelming, leading to uncertainty about best practices. Join our engaging 3-hour bootcamp that demystifies AAC evaluations by distilling them into a simplified, easy-to-follow framework. This comprehensive session focuses on assessing functional communication and AAC competency areas—including operational, linguistic, social, and strategic competencies—to evaluate and enhance AAC use. You'll learn how to assess clients' current communication abilities using practical tools like the Communication Matrix, master interpreting results, and conduct feature matching to select the most appropriate AAC devices for your clients. With hands-on experience using various AAC technologies and collaborative case studies, you'll build confidence and practical skills. Enhance your assessment techniques, improve client outcomes, and transform your approach to AAC services.

**Instructional Level:** Beginner

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

**Session Type:** 3-hour Course

1:45-4:45

### **Why /r/ We Struggling - Management for Habituated /r/**

**Presenters:** Jennifer Buckler, Midwestern University; JenB the SLP, LLC

Treatment for /r/ has long been a struggle for many speech pathologists. Clients spend years in therapy and treating clinicians express frustration with the lack of success shaping the elusive /r/. Establishing /r/ shouldn't bring SLPs or our clients to tears of

frustration. The 'Why /r/ We Struggling' method takes the guess work out of how to treat /r/ and provides a step by step process for facilitating accurate /r/ production in even the most challenging cases. With caseloads on the rise and time at a premium, this method for treating /r/ is proven to manage /r/ in less than a year versus the standard 3-6 years these children are on the caseload. Long term, this will reduce caseload and workload. This method provides easy to follow procedures for eliciting /r/ in even the most habituated cases and is immediately implementable.

**Instructional Level:** Intermediate

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

**Session Type:** 3-hour Course

1:45-3:15

### **Barriers to Regional Center Care: Spanish-Speaking Individuals with Disabilities**

**Presenters:** Heather Thompson, California State University, Sacramento  
Felicitas Morales, California State University, Sacramento  
Stephanie Rivera Tran, University California Davis, MIND Institute  
Elisabeth (Lisa) D'Angelo  
Karely Olivas, California State University, Sacramento

This project was developed by California State University, Sacramento in collaboration with Alta California Regional Center (ACRC) with the aim to collect population-based data regarding Spanish-speaking individuals with disabilities' barriers to receiving ACRC services. Individuals accessing ACRC services or professionals working in community-based organizations were invited to attend one of four patient-centered bilingual English-Spanish listening sessions or one of four bilingual English-Spanish community partner meetings for professionals. Thirty-eight participants attended a listening session and 33 attended a community partner meeting. Questionnaires and focus group questions were administered. Responses obtained from the focus groups and questionnaires were analyzed for the presence of themes. Results revealed the presence of barriers for Spanish speaking individuals with disabilities in accessing essential ACRC services. Outcomes of this program assessment will provide information regarding needed changes to ACRC to reduce barriers to care for Spanish-speaking individuals with disabilities.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar



1:45-3:15

### **FEES- Introduction Course for SLPs**

**Presenters:** Jennifer Kizner, Stanford Healthcare

This introduction to Flexible endoscopic Evaluation of Swallowing (FEES) course will review the history of FEES and how it has evolved from inception to current practices. FEES is a tool that has been around since 1998 and should be standard practice for evaluating swallowing disorders for medical SLPs. Pertinent anatomy and physiology of the swallow function will be reviewed. Case studies to highlight importance of having direct visualization of swallow structures in order to make a treatment plan. Specific clinical reported outcome tools will be discussed to show how you can enhance your FEES studies to get the most salient information for treatment decision making. Case studies, including FEES examinations, will be discussed to highlight information given during the talk.

**Instructional Level:** Beginner

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

1:45-3:15

### **GAVT: Barriers, Biases, & Complexities**

**Presenters:** Andi Reuda, California State University, Long Beach

Want to become a better advocate for the transgender perspective in our field? In this presentation you will gain a deeper understanding of trans and gender diverse clients perspectives coming into gender affirming vocal therapy (GAVT) and their barriers to access. You will learn about the current state of research as well as challenges speech language pathologists looking to administer culturally competent GAVT care may face, from lack of resources to unconscious personal biases. Come learn how the complexities of one's gender identity/presentation impact treatment goals and become better suited to service the growing trans population.

**Instructional Level:** Beginner

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

**Session Type:** Student Research Presentation

1:45-4:45

### **Exploring Multilingual Care: Filipino, Punjabi, & Spanish Linguistic Insights**

**Presenters:** Stephanie Jacobson  
Vivlin Bal  
Jaskiran Mann  
David Roman  
Kris Obligar  
Stephanie Delarosa

In this session, a diverse group of SLPs and student clinicians will discuss the nuances of care for multilingual patients, focusing on Spanish, Punjabi, and Filipino speakers. The session will begin with a review of multiple language acquisition patterns and cognitive-linguistic effects of multilingualism. Speakers will share demographic information on each group as it relates to these populations in California and educate learners on relevant migration patterns. We will highlight features of each language and contrast them with English phonologically, morphologically, semantically, and syntactically, as well as lead discussions of how these language differences may present in different disorder populations relevant to the SLP scope of practice. The final portion of our session will focus on the impact of culture on communication, health disparities, and what we, language experts, can do to support and advocate for all our patients. This session is designed to be interactive, encouraging audience participation.

**Instructional Level:** Beginner

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

**Session Type:** 3-hour Course

1:45-3:15

### **Collaborative Leadership: Educators and Clinicians Address Dyslexia in Schools**

**Presenters:** Kai Greene, California State University Dominguez Hills  
Anna Osipova, California State University Los Angeles  
Ya-Chih Chang, California State University Los Angeles  
Sue Sears, California State University Northridge  
Vanessa Goodwin, California State University Dominguez Hills

One in five children struggle with language-based learning difficulties (Harris 2024). This session showcases the work of the UC/CSU Collaborative for Neuroscience, Diversity, and Learning that was established to share emerging brain research which supports California's K-12 students with language-learning differences. The Collaborative developed a series of electronic-learning modules that cover the characteristics, neuroscience, early identification, assessment, and intervention for students who appear at-risk or present with language-based learning difficulties specific to dyslexia.

Session's participants will develop awareness to address the unique needs of diverse school-age children with speech-language-communication and literacy-based learning difficulties. As language and literacy development are entwined, additionally, as part of the CSHA Leadership Academy, a collaborative project will be discussed to discuss how university programs dedicated to the preparation of student clinicians from communication sciences and disorder program and general and special education teachers can utilize the electronic-learning modules for common teaching and clinical purposes.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

1:45-3:15

### **The relationship between NWR and language markers in later development**

**Presenters:** Irais Bravo, California State University San Marcos  
Lori Heisler, California State University San Marcos

Performance on non-word repetition (NWR) has been associated with vocabulary size in young children (Smith, J. A., & Jones, L. B., 2023). In addition, decreased performance on NWR tasks has been associated with a diagnosis of Developmental Language Disorder (DLD). The purpose of the current research is to see if performance on NWR tasks continues to be associated with vocabulary measures across development. NWR and persuasive narrative samples have been collected from middle school, high school, and college-aged students to determine if NWR scores correlate with specific language measures from the systematic analysis of language transcripts (SALT). This study could offer new insights into screening and assessment measures for children and adolescents across the developmental continuum.

**Instructional Level:** Beginner

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

**Session Type:** Student Research Presentation

1:45-3:15

### **Identifying and removing barriers to success with AAC across settings**

**Presenters:** Jane Norman  
Grace Norman

My presentation focuses on addressing the obstacles that hinder parents and staff from fully embracing a student's Augmentative and Alternative Communication (AAC) device in both home and school environments. I will explore these barriers, offer guidance on modeling and integrating the device into everyday routines, and showcase various AAC-driven activities designed to foster enriched and meaningful communication opportunities for students utilizing augmentative and alternative communication systems. The presentation will emphasize key themes such as promoting effective communication, acknowledging diverse needs, empowering stakeholders, fostering inclusivity, encouraging collaboration, advocating for communicative rights, emphasizing lifelong learning, and creating language-rich environments. By addressing these themes, the presentation aims to provide educators, parents, and caregivers with the necessary knowledge and tools to overcome the barriers to successful AAC integration and foster enriched communication opportunities for students utilizing augmentative and alternative communication systems.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

1:45-3:15

### **Neuroplasticity and Evidence-Based Practices in Pediatric Acquired Dysarthria**

**Presenters:** Letizia Hendrickson, CSHA Board of Directors; CHADD -Education Committee; The Learning Grove; ASHA Sig 1 Language Learning and Education; ASHA Sig 12 AAC; California State University Northridge; West Coast University; Emerson College; Baylor; Loma Linda University; The PROMPT Institute; The Hanen Centre; LSVT-LOUD

Pediatric acquired dysarthria presents unique challenges, requiring clinicians to blend clinical expertise with the latest research on neuroplasticity and motor learning. This session will "Embrace" evidence-based practices to promote meaningful change in children affected by acquired dysarthria due to brain injury or neurological conditions. Attendees will learn how to differentiate dysarthria from other speech disorders, explore three therapeutic strategies that enhance neuroplasticity, and review research on prognosis and outcomes. This presentation aims to provide participants with practical tools to support functional communication goals while considering each child's unique context. By attending this session, clinicians will leave equipped to improve outcomes for pediatric clients with acquired dysarthria.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

1:45-3:15

## **Embrace Inclusivity: Supporting Autistic Children in Early Intervention**

**Presenters:** Carla Zarate

This session, "Embrace Inclusivity: Supporting Autistic Children in Early Intervention," explores evidence-based, neuro-affirming practices designed to foster communication and social skills in autistic children. Attendees will learn how to create inclusive environments that prioritize equity and access for diverse communication needs. The presentation will cover the latest research supporting the effectiveness of various interventions, including individualized communication strategies and collaborative family engagement. Participants will engage in discussions about the importance of embracing neurodiversity and the role of speech therapists in advocating for inclusive practices. By the end of the session, attendees will have actionable strategies to implement in their own practices, ensuring that every autistic child has the opportunity to thrive in early intervention settings.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

1:45-3:15

## **Childhood Dementia: Understanding Communication in Cognitive Impairment**

**Presenters:** Miriam Dashevsky

Acquire knowledge in a detailed session on "Childhood Dementia: Understanding Communication in Individuals with Cognitive Impairment." This session will focus on the unique communication challenges faced by children with dementia (Sanfilippo Syndrome) and other cognitive impairments. Discussions will include effective strategies for fostering meaningful interactions, emphasizing the importance of empathy, patience, and customized communication techniques. Attendees will explore practical tools and resources to enhance engagement with affected children, including environmental rearrangement, verbal cues, and individualized language approaches. Psychological and emotional aspects of communication for caregivers and children will be addressed, highlighting the significance of creating supportive environments. Through a case study and interactive discussions, participants will gain valuable insights that can be applied in various settings, including homes, schools, and healthcare facilities. Take part of this opportunity to increase awareness of the challenges faced by these individuals, ultimately enriching their quality of life.

**Instructional Level:** Beginner

**Track:** Acquired Cognitive Communication Disorders

**Session Type:** 90-minute Seminar

3:30-5:00

**Orthographic Instruction: Literacy-Based Intervention for Speech Sound Disorders**

**Presenters:** Keli Richmond, Literacy Speaks!, Northside ISD

Phonological awareness is a foundational skill for successful reading and spelling. Preschoolers with speech sound disorders are at risk for deficits in phonological awareness. Additional implications such as language disorders and low socioeconomic status multiply risks. Interventions targeting phoneme awareness and letter knowledge promote foundational literacy skills including phonological awareness. Focusing on orthographic (printed) cues, this session will discuss intervention techniques that improve speech intelligibility while building phonological awareness. Functional activities will be introduced. Participants will be able to implement Orthographic Instruction principles on Monday!

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

3:30-5:00

**Core Functions of Speech-Language Pathology: A Disabled SLP's Perspective**

**Presenters:** Angela Evenich, Jabbergym; ASHA Disability Caucus; CSHA

This autoethnographic study analyzes the use of the Essential Functions for Speech-Language Pathology, developed by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) in 2008 (recently renamed "Core Functions" in 2023), from the author's point of view as a disabled speech-language therapist, researcher, and activist. Intersectional considerations of racism and ableism explain how oppressive systems work interdependently to intentionally keep the field of Speech, Language and Hearing Sciences white, abled, and neurotypical. It is concluded that the gatekeeping of marginalized students from the profession is not a coincidence as the history of remediating disability in rehabilitation fields uncovers the relationship between productivity, capitalism, and professionalism.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

3:30-5:00

### **AAC for Students with Visual Impairments**

**Presenters:** Rebecka Henry, California School for the Blind  
Samantha Peterson, California School for the Blind

From low-tech to high-tech AAC options, this session will delve into practical strategies to enhance communication experiences for students with visual impairments (VI) including blindness, low vision, and cortical/cerebral visual impairment (CVI). Learn crucial terminology in the field of VI, explore how to create and utilize accessible AAC solutions for your students, and find valuable resources to help guide your selection process. This session aims to empower speech-language pathologists with the tools they need to communicate effectively with IEP team members in order to create inclusive and visually accessible AAC environments for students with visual impairments.

**Instructional Level:** Beginner

**Track:** Special Populations

**Session Type:** 90-minute Seminar

3:30-5:00

### **Embracing Mindful Supervision for Successful Relationship Dynamics & Learning**

**Presenters:** Darla Hagge  
Jennifer Ratcliff, SPG Therapy and Education

This session is designed to provide tools for those who are providing supervision at multiple levels including university clinics, internships/externships, speech-language pathology assistants, and clinical fellows. The co-presenters will discuss literature-based ways for supervisors to be mindful and present, provide meaningful individualized feedback, collaborate with supervisees, consider the perspectives of the supervisees, and support clinical growth in supervisees with consideration of generational differences, cultural differences, neurodivergence, disabilities, as well as personal styles. In addition, a summary of the literature will be shared regarding the supervisor factors and attributes that contribute to positive and negative relationships with supervisees. Finally, reflective and engaging whole group activities will be included, and attendees will leave equipped with tools and resources designed to immediately improve their supervisory and communication skills.

**Instructional Level:** Intermediate

**Track:** Supervision, Leadership & Management

**Session Type:** 90-minute Seminar

3:30-5:00

### **Choosing Effective Voice Treatment**

**Presenters:** Laishyang Ouyoung, USC Head and Neck Center  
Brenda Villegas, USC Head and Neck Center  
Uttam Sinha, USC Head and Neck Center

Creating an effective voice treatment program is a challenge for speech-language pathologists. In this seminar, the impact of dysphonia on several populations, e.g., vocal cord dysfunction (VCD), Parkinson's, head, and neck cancer) will be discussed as well as the treatment considerations. A review of the current voice treatment programs will be reviewed and discussed using case studies to help design an effective program. The importance of collaboration between the otolaryngologist and speech pathologist will be shared. The audience will have an opportunity to plan treatment for dysphonia.

**Instructional Level:** Advanced

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

**Session Type:** 90-minute Seminar

3:30-5:00

### **Optimizing Perioperative Dysphagia Management in Cardiac Surgery**

**Presenters:** Alexa Rogers

Dysphagia in patients who undergo cardiac surgery is common, placing patients at increased risk for aspiration in the postoperative setting. It is understood that certain risk factors are associated with poorer swallow-related outcomes. However, there is no standard procedure for speech pathology intervention in this patient population. The aim of this program is to review the underlying mechanism for dysphagia and risk for aspiration in the cardiac surgical population and also to explain the outcomes of a process improvement project designed to better the management of perioperative dysphagia. This project included the development of a preoperative swallow screening and post-surgery dysphagia protocol based current literature.

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar



3:30-5:00

### **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 enhanced well-being! Discover how to create a systematic and personalized weekly schedule that boosts efficiency, reduces stress, and improves overall well-being through the use of Life Savor Method. This approach embraces innovation and equips you with tools to develop an organized workload schedule tailored to your unique responsibilities as an SLP. You'll learn to strategically plan your workdays, maximizing productivity while minimizing stress often accompanying a demanding profession. The method also offers practical techniques to manage stress and elevate your work-life balance effectively. For therapy to thrive, the systems supporting it must foster success. By implementing the Life Savor Method into your routine, you'll gain a comprehensive understanding of how to achieve long-term satisfaction in your career. Join us to revolutionize your workload scheduling!

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

3:30-5:00

### **Embrace New Perspectives: Re-evaluating Myths in Language Literacy Intervention**

**Presenters:** Alaine Ocampo, California State University Long Beach; Plural Publishing  
Geraldine Wallach, California State University Long Beach; Plural Publishing

This seminar will help participants consider alternatives to some of the popular practices that are alive and well in language-literacy intervention circles which may require re-evaluation. By sharing selected goals that highlight “myths” or “memes” that have persisted over time, we will help participants identify the underlying task requirements, developmental prerequisites, and metalinguistic abilities required for each goal and intervention activity through an evidence-based framework.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

3:30-5:00

### **An Examination of Oral Persuasive Narratives from Middle School to College**

**Presenters:** Abigail Lopez, California State University of California  
Lori Heisler, California State University of San Marcos

This presentation examines developmental differences in persuasive narrative production across middle school, high school, and college. Persuasive skills are essential throughout life, from academic and professional settings to social interactions. The study includes participants aged 13-21 from Southern California who provided spoken persuasive narratives which were analyzed using SALT software.

**Instructional Level:** Beginner

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

**Session Type:** Student Research Presentation

3:30-5:00

### **CSHA Leadership Development Program: Success Stories From Program to Practice**

**Presenters:** Dr. Theresa Dawson, Pepperdine University; Emerson College; Chapman University  
Jessica Riojas-Bourgeois, California Speech Language Hearing Association (CSHA)  
Annick Tumolo, California Speech Language Hearing Association (CSHA)  
Kai Greene, California Speech Language Hearing Association (CSHA)  
Kristina Zajic, California Speech Language Hearing Association (CSHA)  
Jennifer Rasore, California Speech Language Hearing Association (CSHA)  
Jessica Ochoa, California Speech Language Hearing Association (CSHA)  
Penny Lopez, California Speech Language Hearing Association (CSHA)

CSHA Leadership Development Program participants will present the outcomes of their projects and discuss their growth as leaders. Panelists will describe how they enhanced their skills in ethical conflict resolution, resilience, and collaboration while implementing change in their professional settings. They will share insights into their leadership journeys, including how they identified their strengths and addressed challenges. The session will cover practical experiences in developing educational programs, advocating for policy changes, and volunteering with local and state associations. Panelists will discuss strategies they learned for influencing others, managing conflicts, and thinking strategically in their roles. Attendees will engage in an activity facilitated by panel members and will leave with an understanding of how to apply leadership skills in their own work settings, and initiate and manage change projects.

**Instructional Level:** Beginner

**Track:** Supervision, Leadership & Management

**Session Type:** 90-minute Seminar

3:30-5:00

### **Chronic Cough: Etiology, Assessment, and Treatment**

**Presenters:** Richard Rodriguez

This presentation will discuss the diagnosis of chronic cough (or chronic throat-clearing), review the multiple factors which contribute to this diagnosis, educate concerning accurate assessment of which factors affect the patient, and reveal the successful application of current therapeutic practices to address the diagnosis. There will also be a presentation of a case study to illustrate the above aspects of successful treatment of chronic cough and/or throat-clearing.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

### **Saturday, March 15, 2025**

8:00-9:00

### **Updates from the Licensure Board**

**Presenters:** Gilda Dominguez, CSHA; American Speech-Language-Hearing Association  
Cherise Burns

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

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

9:00-10:30

### **CA Medical SLP Panel**

**Presenters:** Elisabeth (Lisa) D'Angelo, California State University, Sacramento; Davis Joint Unified School District; UC Davis Medical Center; UC Davis Rehabilitation Hospital  
Dana Kimbar, Cedars-Sinai Medical Center  
Jennifer Kizner, Stanford Healthcare

A panel of Speech-Language Pathologists from all regions of California, who work in medical settings across the lifespan will be participating in a panel discussion. Topics will include, but not limited to, screening versus evaluation, referrals and follow-up issues, the importance of all medical SLP areas/not just dysphagia, mentoring, FEES training, medical to school connections, and changes in the law.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

9:00-10:30

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

**Presenters:** Marcella McCollum, California Speech Language Hearing Association (CSHA)  
Angela Evenich, California Speech Language Hearing Association (CSHA)  
Joyce Ko, California Speech Language Hearing Association (CSHA)  
Lauren Mizutani, California Speech Language Hearing Association (CSHA)  
Vondell Pilcher, California Speech Language Hearing Association (CSHA)

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 Past President, 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

### **Embracing Advocacy Through Legislation: the CSHA Survey and Beyond**

**Presenters:** Francine Wenhardt, Tustin Unified School District; Chapman University; ASHA, SIGs 1 and 16; CSHA  
Brooke Findley, CSHA; American Speech-Language-Hearing Association (ASHA); Fresno State University  
Izabela Sinor, Fresno State University

The CSHA Taskforce on Caseload/Workload has been working for over a year. Come hear the results of the survey to which over 2,000 SLPs responded. Hear what we have been doing since analyzing the survey results and what we plan for the future. There will be time for questions.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **Advocates, Lawyers, Practitioners, Oh My! An SLP Survival Guide for IEPs**

**Presenters:** Caitlin Francis, Irvine Unified School District; California Speech Language Hearing Association; American Speech-Language-Hearing Association (ASHA)

Navigating IEPs with additional participants can be a daunting experience, even for seasoned speech-language pathologists. With expectations for school-based SLPs continuously growing, it's understandable to feel intimidated, annoyed, or frustrated by the perceived increase in workload from additional participants that parents may bring to IEP meetings. This session will explore the vital collaboration between school-based SLPs and families who retain advocates, attorneys, or private providers to develop student-centered IEPs. Topics discussed will include a deep dive into Procedural Safeguards, understanding the perspectives of additional participants, assessment best practices, and practical tips for creating successful collaborative relationships to best support students.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **Therapeutic and Medical Management of Dysphagia Following Brainstem Stroke**

**Presenters:** Dana Kimbar, California Speech Language Hearing Association (CSHA); Cedars-Sinai Medical Center; American Speech-Language-Hearing Association  
Jennifer Whelan, Cedars-Sinai Medical Center; American Speech-Language-Hearing Association  
Neelaysh Vukkadala, Cedars-Sinai Medical Center

Many individuals who suffer a brainstem stroke experience dysphagia, particularly a lateral medullary stroke. Dysphagia following a brainstem stroke is often more severe and the chances of spontaneous recovery are less likely as compared with dysphagia following a hemispheric stroke (Kjaersgaard, 2020). Intervention utilizing a combination of compensatory strategies and rehabilitative exercises have shown to improve swallow physiology over time in this population (Layfield & Ballard, 2013), and medical/surgical options may be considered in the chronic phase. The aim of this presentation is to discuss the effects a brainstem stroke can have on swallow and voice function, present therapeutic and medical treatment options, and examine effects of dysphagia and voice therapy through a case study. This presentation highlights how an interdisciplinary team approach resulted in favorable outcomes for an individual with severe dysphagia from lateral medullary syndrome.

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

10:45-12:15

### **API (Asian Pacific Islander) Voices in Speech-Language Pathology**

**Presenters:** Sarah Bishop, American Speech-Language-Hearing Association (ASHA); ASHA API Caucus; California Speech Language Hearing Association; Fallbrook Union Elementary School District  
Alan Vu, Flexspeak  
Nadhiya Ito, American Speech-Language-Hearing Association (ASHA); ASHA API Caucus; Los Angeles Speech and Language Therapy Center, Inc.  
Mai Ling Chan, American Speech-Language-Hearing Association (ASHA); ASHA API Caucus; EdTheory  
Li-Rong Cheng, American Speech-Language-Hearing Association (ASHA); ASHA API Caucus; San Diego State University  
Yao Du, American Speech-Language-Hearing Association (ASHA); University of Southern California

This panel features esteemed Asian and Pacific Islander (API) Speech-Language Pathologists who will share their leadership experiences, focusing on cultural humility in clinical practice. Panelists will discuss how their API backgrounds shape their therapy approaches, strategies for overcoming cultural and linguistic barriers, and how identity factors such as gender, socioeconomic status, and disability intersect with their professional lives. They will also highlight important research and provide strategies for educating and engaging API communities about communication disorders. Attendees will reflect on their own cultural backgrounds, comparing them to the panelists' experiences to explore the impact on clinical practice. A brief Q&A will follow to engage with audience questions.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **To Feed or Not to Feed: Informed Decision Making in Pediatric Dysphagia**

**Presenters:** Lisa Mulcahy, Stanford Medicine Children's Health  
Randi Thomas, Stanford Medicine Children's Health

This course will discuss the ethics of informed consent and how Speech Language Pathologists (SLPs) may apply it when providing diet recommendations for pediatric patients with dysphagia. This comprehensive course will cover the basics of informed consent in a general medical sense and then how SLPs can implement it in their daily practice. It will review the literature pertaining to the risks and benefits of oral feeding in medically fragile pediatric patients with high aspiration risk. Multiple case studies will demonstrate complex decision-making with an emphasis on the caregiver being the ultimate decision-maker.

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

10:45-12:15

### **Evaluating Voice Cloning Technology for Post-Laryngectomy Communication**

**Presenters:** Blossom Adanike, California State University, Chico  
Megan Willi, California State University, Chico

This session will explore the use of voice cloning AI technology as an innovative communication tool for patients scheduled for a laryngectomy. Aligning with the CSHA Convergence theme of "Embrace," this presentation focuses on creating inclusive solutions that accommodate the diverse communication needs of laryngectomees. The presentation will cover the essential features of 5 voice cloning applications, such as data requirement, voice customization, language support, cost, support and training, and vocabulary. Attendees will gain insight into the benefits and limitations of implementing this technology in clinical settings, including the impact on patient communication outcomes and quality of life post-surgery. Through a comparison of various voice cloning apps, the session will highlight the importance of accessibility, language diversity, and user-friendliness for patients and healthcare providers. Attendees will leave with knowledge about the role of voice cloning in improving care for laryngectomy patients, as well as potential limitations that exist.

**Instructional Level:** Beginner

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

**Session Type:** Student Research Presentation

10:45-12:15

### **Embrace Challenging Speech-Language Cases in the School Setting**

**Presenters:** Alysa Nava, California Speech Language Hearing Association (CSHA)  
Terrie Masten

SLPs in schools often face challenging cases involving parents who have lost trust in the system, are traumatized by past experiences, or are in denial about their child's needs. The involvement of advocates/lawyers can further complicate these situations, making it difficult to set realistic goals and service plans. This proposal provides SLPs with effective strategies to advocate for appropriate service times, achievable goals, and the best educational settings for students. It emphasizes the importance of building rapport with skeptical parents, promoting collaboration, and addressing concerns with empathy. Additionally, the proposal highlights how to navigate advocacy and legal pressures while prioritizing the student's best interests. A crucial aspect of this approach involves writing legally defensible reports that integrate both dynamic and formal assessments, ensuring a comprehensive view of the student's needs and progress. By focusing on clear communication and solid documentation, SLPs can rebuild trust and ensure students receive necessary services.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar



10:45-12:15

### **Dynamic Assessment: Embracing the Diversity of Varied Linguistic Experiences**

**Presenters:** Destiny Johnson, American Speech-Language-Hearing Association (ASHA); California Speech Language Hearing Association; ASHA, SIGs 1 and 16; Multimodal Communication Speech Clinic P.C.; Northwestern University

A vast amount of research literature recommends the use of dynamic assessment with children from culturally and linguistically diverse (CLD) backgrounds. This presentation will explore two types of dynamic assessment procedures: test-teach-retest approach and graduated prompting procedures. This presentation will examine the language targets that can be selected during a dynamic assessment in order to appropriately differentiate between a language difference or a language disorder. Furthermore, this presentation will demonstrate how the use of dynamic assessment aligns with IDEA federal law and California Code of Regulations. Our aim is to empower SLPs to adopt dynamic assessment procedures in their clinical practice in order to accurately assess students from CLD backgrounds.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **Emotional Regulation Development: Prelinguistic to Language Strategies & Beyond**

**Presenters:** Melissa Gardner

This session will delve into the complex process of emotional regulation across developmental stages, focusing on pre- and post-language development. Participants will explore key milestones in typical development, while also discussing variations in self-regulation presentation among neurodiverse and culturally diverse populations. The session will address common misconceptions, such as attributing “behavior problems” solely to a lack of language or using complex strategies with children who are not developmentally ready. By identifying potential biases in behavioral expectations and understanding the impact of cultural differences on service delivery, attendees will learn to tailor intervention strategies to individual needs. This seminar will equip participants with the knowledge and skills to support children's emotional growth and success in various settings, fostering respectful and culturally sensitive interactions.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

10:45-12:15

**Empowering voices: an SLP's experience supporting pragmatics in the schools**

**Presenters:** Jessica Riojas-Bourgeois

This session presents an autoethnographic journey of a SLP implementing JASPER-mediated therapy in an autism preschool setting. As an SLP with a caseload of students with Autism, I recognized a critical issue: many students transition to general education with strong academic skills but limited interaction skills due to an emphasis on academics over social communication. Drawing from innovative approaches learned at a university clinic, which are not widely taught in rural districts, I adopted a transformative method that differs from traditional classroom practices. We will discuss specific strategies used during therapy sessions that foster engagement and regulation, support communication, and address individual needs. The session will also reflect on my professional growth, including challenges encountered and collaborative learning through peer debriefs. Attendees will leave with practical tools and a deeper understanding of interventions for students with Autism, bridging the gap between research and practice.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** Student Research Presentation

10:45-12:15

**Holistic Approaches to Voice Interventions (or How to Embrace the Unexpected)**

**Presenters:** Ruchi Kapila, Kapila Voice and Speech Services, Professional Corporation; Minnesota State University - Mankato; San Francisco State University; Trans Voice Initiative

This presentation delineates and describes adaptations to various therapeutic approaches for voice to help the novice or experienced voice SLP utilize more accessible, functional, supportive, safe(r), and client-centered practices. Options for shifting practice will cover evaluation, therapy/training sessions, home program co-creation, and considerations for discharge for in-person and teletherapy modalities. Case studies/scenarios will feature examples of clinical adaptation to ensure comprehension for attending clinicians, such that they will be able to adapt processes and protocols to be client-friendly, meaningful and engaging.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

10:45-12:15

**Embracing Advocacy: Laryngeal Dystonia Expert Panel and Patient's Perspectives**

**Presenters:** M. Eugenia Castro, USC Voice Center; California State University, Los Angeles  
Alexandra Purdy, USC Voice Center  
Elizabeth Shuman, USC Voice Center  
Toni Gold

Join us for an interactive panel discussion on laryngeal dystonia (LD), where voice disorder specialists and an individual with LD will share their knowledge and personal experiences with this rare condition. Laryngeal dystonia (LD), alternatively known as Spasmodic Dysphonia (SD), is a neurological condition that affects the intrinsic laryngeal muscles, causing involuntary spasms during speech. Individuals with LD experience reduced quality of life secondary to the negative impact to communication effectiveness. Several challenges currently hinder diagnosis, which in turn delays proper treatment. This issue is in part related to poor clinician exposure and awareness. Attendees will leave with a greater understanding of LD, the dynamic diagnostic process, treatment considerations, resources for supporting individuals with LD, and insight into lived experiences. The goal of this panel is to raise awareness and embrace advocacy for individuals with LD. SLPs, academic faculty, and students are all encouraged to attend.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

10:45-12:15

**The Role of the SLP in School Reentry for students with an Acquired Brain Injury**

**Presenters:** Crystal Garcia, Children's Hospital Los Angeles; California State University, Los Angeles  
Caroline French, Children's Hospital Los Angeles  
Jillian Kusumoto, Children's Hospital Los Angeles  
Abigail Ristow, Children's Hospital Los Angeles

This seminar will focus on highlighting the importance of the Speech Language Pathologist's (SLPs) involvement in the transition of children with Acquired Brain Injuries

(ABIs) to school following discharge from the hospital setting. We will start by defining the role of the SLP then transition into discussing evidence-based assessment and treatment tools that can be used to best identify the cognitive-communication, and language deficits that are present after this type of injury. Through this presentation, participants will learn how to improve their involvement with this population, learn tools that they can implement when working with this population, and learn treatment strategies to support students in the school setting.

**Instructional Level:** Beginner

**Track:** Acquired Cognitive Communication Disorders

**Session Type:** 90-minute Seminar

10:45-12:15

### **Embracing Neurodivergent Clients and Their Families in Early Intervention**

**Presenters:** Becca DeCarlo Burke, CSHA; ASHA Member; University of the Pacific

This presentation will explore comprehensive strategies for supporting neurodivergent clients and their families within early intervention services. It will discuss best practices for speech-language pathologists in parent coaching and direct therapy methods tailored to the unique needs of neurodivergent toddlers and preschoolers. Participants will learn how to effectively discuss neurodivergent characteristics with caregivers, helping families embrace and understand their child's neurotype while guiding them in pursuing potential diagnoses. Additionally, SLPs will learn ways to support the mental well-being of caregivers navigating the complexities of early childhood intervention. The presentation will also explore collaborative strategies for working with early educators, ensuring the unique needs of neurodivergent clients in daycare and preschool settings are embraced and met across environments.

**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Early Intervention

**Session Type:** 90-minute Seminar

10:45-12:15

### **"DEI is What We Do" : School-Based SLPs Share their Perspectives**

**Presenters:** Alaine Ocampo

This presentation will share the results of a qualitative study that explored what diversity, equity, and inclusion (DEI) means to school-based SLPs and how DEI, as a framework, is operationalized through their culturally responsive practices. Specific

examples of practices related to how SLPs embrace inclusivity while staying relevant to the curriculum and goals of students will be shared, along with successes and barriers that can occur during the implementation of DEI-approaches.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **Investigating Awareness in Asian Student Groups on Autism Spectrum Disorder**

**Presenters:** Ashlyn Joseph, California State University Long Beach

The session addresses the cultural gap surrounding Autism Spectrum Disorder (ASD) within Asian communities. Analyzing pre and post symposium assessments allowed exploration of the impact of culture on students' knowledge of ASD. The session will be able to outline future research directions to be able to acknowledge the gap of knowledge in ASD. The goal is to be able to advocate for cultural groups that don't have as much awareness or education about ASD in the community.

**Instructional Level:** Beginner

**Track:**Considerations for Autistic Populations

**Session Type:** Student Research Presentation

10:45-12:15

### **Assessing the Impact of First-Hand Experience on ASD Knowledge**

**Presenters:** Antonio Miramontes-Andrade, California State University Long Beach

This research presentation will review the results from a survey taken by college students at California State University, Long Beach that was meant to collect the misconceptions and myths that students hold about individuals with Autism Spectrum Disorder (ASD). These results were then compared to another group of individuals who took the same survey. The only difference in these two groups was that the second group of individuals had been exposed to an autistic individual, which correlated to their differing perspectives. This session will analyze the research that was collected and discuss the significant findings. This session will also aim to demonstrate that students with an exposure to an autistic individual will have more of an understanding about autism than their peers without an exposure.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** Student Research Presentation

10:45-12:15

### **Let's Get Things Done! Embracing Evidence-based Personal Productivity**

**Presenters:** Jennifer Adams Oppenheimer, SpeakJoy Center for Development

Discussion abounds about job dissatisfaction, burnout, and stress among speech-language pathologists (SLPs) across employment settings. Meditation, an oft prescribed strategy to alleviate stress, necessarily falls short of accomplishing stress reduction without also establishing practical personal productivity and time management practices. Focusing on strategies applicable across practice settings, we will look at evidence-based time management and personal productivity tools to help SLPs, SLPAs, Audiologists, and students effectively and efficiently accomplish required tasks, reducing stress in the process. We will also focus on how supervisors can help foster these skills in students and early-career professionals. Let's get things done!

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **Embrace Your Journey: Supervisor-Supervisee Dynamics in School SLPs**

**Presenters:** Janet Reyes, CSHA D&I Committee Chair  
Bejani Turley, CSHA D&I Committee Member

Join us for an inspiring session, "Embrace Your Journey: The Supervisor-Supervisee Dynamic in School-Based Speech-Language Pathology!" Dive into the challenges and triumphs of the clinical fellowship experience, whether you're a new school-based SLP or a first-time CF supervisor. We'll discuss navigating your first IEP meeting, overcoming imposter syndrome, and the importance of advocacy, including union involvement and cultural competency in diverse communities. Attendees will gain practical techniques, evidence-based strategies, and valuable resources to enhance their practice. This session emphasizes community-building over competition, equipping you to manage high caseloads with limited resources effectively. Don't miss this opportunity to connect, learn, and empower yourself and your colleagues!

**Instructional Level:** Beginner

**Track:** Supervision, Leadership & Management

**Session Type:** 90-minute Seminar

10:45-12:15

### **Mindfulness Meditation Interventions in Speech Therapy for Children with Autism**

**Presenters:** Mariel Palacios, California State University, Fullerton

Over the last few decades, countless research has shown the tremendous positive impacts of mindfulness meditation on one's mental health, confidence, and well-being overall. The purpose of this study is to examine if the inclusion of mindfulness meditation interventions at the beginning of speech therapy for children with autism can help with their focus and attention, emotional regulation, and speech therapy goals. The research will explore how mindfulness meditation interventions can help calm their nervous systems, thus leading to a more efficient therapy session. The research aims to examine the effectiveness of the inclusion of mindfulness meditation intervention on the performance of their speech therapy session.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** Student Research Presentation

10:45-12:15

### **Blowing the Whistle on Observed Unethical Behavior: How, When, and Where?**

**Presenters:** Christine Villareal, American Speech-Language-Hearing Association; Fresno State University; California Speech-Language-Hearing Association

Professionals bound by the American Speech-Language-Hearing Association Code of Ethics (2023) are required to report observed unethical conduct, including such behavior observed in professionals outside of our field. The reporting process has often been called "whistleblowing," defined as the reporting of illegal or unethical behavior by an individual or organization (Pannbacker, 1998). The act of whistleblowing can be stressful, and whistleblowers may themselves be subjected to negative effects. This seminar will examine situations in which whistleblowing may be warranted, suggest precautions that should be taken by the whistleblower, and describe the procedures set forth by the ASHA Board of Ethics for reporting unethical professional conduct. Audience members will participate by analyzing various scenarios depicting possible ethical violations and proposing an appropriate course of action for addressing those scenarios.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

10:45-12:15

### **Managing Stuttering in Bilingual School-age Children**

**Presenters:** Hatun Zengin-Bolatkale, San Diego State University  
Danaee Donovan, San Diego State University

: Stuttering is an area of clinical practice in which SLPs consistently report feeling the least competent and confident. Many SLPs also express low personal efficacy in assessing and treating bilingual clients, resulting in few SLPs feeling confident in their ability to work with bilingual children who stutter. Our goal in this presentation is to enhance your understanding and confidence in the clinical management of bilingual children who stutter. Providing culturally and linguistically responsive care is not only an ethical responsibility but also crucial, especially considering that the 2021 US Census indicates that 43.9% of Californians speak a language other than English at home, and this number continues to increase. This presentation will provide you with the latest information on stuttering, bilingual individuals who stutter, and best practices for assessing and treating bilingual individuals who stutter in educational settings.

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** 90-minute Seminar

12:15-1:45

### **Cognitive-Communication Intervention for Aphasia and Cognition: a Pilot Study**

**Presenters:** Kaity Holden, California State University, Sacramento  
Tasneem Abed, California State University, Sacramento

A 75-year-old male suffered a Left Middle Cerebrovascular Accident resulting in moderate to severe receptive and expressive language and cognitive-communication deficits. Prior to the accident, the participant was estimated to be significantly above average in his cognitive-communication and language abilities due to a doctoral education level and long professional career. As a result of the incident, the participant exhibits moderate to severe expressive and receptive aphasia, and significantly reduced working memory, attention, memory for new information, and executive functions. This study aimed to determine the impact of intensive cognitive-communication intervention on a participant with previous high levels of functioning impaired by an acquired brain injury: a cerebrovascular accident (CVA). The focus of treatment sessions involved targeting the participant's working memory, delayed memory, attention, and executive functions and improve these processes utilizing compensatory strategies, progressive



activities, and a variety of language modalities. Results of this innovative study will be shared.

**Instructional Level:** Intermediate

**Track:** Acquired Cognitive Communication Disorders

**Session Type:** Poster Session

12:15-1:45

### **Increasing Accessibility of Trauma Focused CBT for Adolescents with LD**

**Presenters:** Lauren Fillet, Chapman University

This project highlights how the benefits of the Trauma Narrative component of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) may be less accessible for adolescents with language disorder as a result of the difficulties they experience in narrative construction. Based on interview data from speech-language pathologists and mental health providers, as well as a review of relevant evidence and recommended modifications or accommodations to TF-CBT for other populations, the present study will identify how the trauma narrative activity may be uniquely challenging for adolescents with language disorder and propose potential accommodations in order to increase the accessibility of TF-CBT for this population.

**Instructional Level:** Beginner

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

**Session Type:** Poster Session

12:15-1:45

### **Sensory Integration Therapy for Social Communication Skills in ASD Children**

**Presenters:** Rylie Akahiji

This presentation will review study results of Sensory Integration (SI) therapy and multisensory interventions that target self-regulation which can be essential for social communication skill success. Session attendees will learn how SI therapy can increase language skills in children with Autism Spectrum Disorder (ASD) and how occupational therapy collaboration can be beneficial in providing the best individualized treatment plans for a client. This topic is related to research in Autistic populations to better understand the trajectory of their social language use and adaptive skills from the advancements in intervention approaches. The CSHA Convergence theme of embrace aligns with this presentation as embracing inclusivity to create and accommodate diverse communication, embracing innovation in therapy approaches, and embracing

collaboration with interdisciplinary teams are touched on to enhance speech and language outcomes.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** Poster Session

12:15-1:45

### **Cognitive Control in Bilinguals: Effects of Everyday Language Practices**

**Presenters:** Khanh Tran, California State University Northridge  
Myriam Salazar, California State University Northridge  
Rachel Regi, California State University Northridge  
Taylor Briones, California State University Northridge

This study systematically reviews the factors influencing the bilingual cognitive advantage, particularly in inhibitory control (IC). While some research shows that bilinguals exhibit superior IC due to frequent language switching, results have been inconsistent. To address this, we analyzed a total of 22 published and unpublished studies between 2004 and 2023, focusing on variables such as daily language usage, proficiency, age of acquisition, and socioeconomic status. Findings suggest that the bilingual advantage in IC is more consistently observed when bilinguals demonstrate balanced language usage, whereas studies that fail to control for key factors report mixed or no results. Inconsistencies in defining and measuring bilingualism also contribute to these conflicting outcomes. This review highlights the need for future research to standardize bilingual participant recruitment and factor control, providing a clearer understanding of when and how the cognitive benefits of bilingualism manifest.

**Instructional Level:** Intermediate

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

**Session Type:** Poster Session

12:15-1:45

### **Artificial Intelligence in the Pedagogy of Communication Sciences and Disorders**

**Presenters:** Shriya Basu, California State University Long Beach  
Margaret Vento-Wilson, California State University Long Beach

Communication Sciences and Disorder (CSD) programs are mandated to implement a curriculum that supports students' ability to master the Knowledge and Skills Outcomes outlined in ASHA Standards and Implementation Procedures for the Certificate of

Clinical Competence in Speech-Language Pathology. Implicit in these expectations is the development of critical thinking and writing skills. Within appropriate ethical considerations, AI has the potential to offer students and faculty alike expanded opportunities to construct knowledge in novel ways that integrate critical thinking, critical writing, and knowledge ownership through experience. This parallels a constructivist perspective where students actively participate in the learning process and engage in inquiry, reflection, analysis, and synthesis. While CSD programs are well advised to engage in open discussions with students about personal integrity and plagiarism's academic and professional implications, AI used judiciously may provide a bridge between the theory and practice, resulting in a more dynamic platform of knowledge development.

**Instructional Level:** Intermediate

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

**Session Type:** Poster Session

12:15-1:45

### **How Hybrid Group Therapy Impacts Socioemotional Quality of Life - A Case Series**

**Presenters:** Jennilyn Taguam, University of the Pacific  
Nalanda Chakraborty, University of the Pacific; CSHA  
Larry Boles, University of the Pacific

It has been established in previous literature that individuals with aphasia (IWAs) are vulnerable to changes within their social network due to changes in communication, physical ability, and energy levels. Common consequences of a decreased social network are anxiety, depression, and lower quality of life. Current research suggests that IWAs who participate in group therapy or social support groups may mitigate the effects of depression and anxiety. However, current literature has yet to explore the effects of participating in hybrid group therapy, a mixture of group therapy and social support group, on IWA's socioemotional health and quality of life. The Stroke and Aphasia Quality of Life Scale (SAQOL-39) and a qualitative interview was administered to four participants who regularly attend the University of the Pacific's hybrid aphasia group in a mixed-methods case series study. The outcomes of this session may have implications for future socioemotional treatment with individuals with aphasia.

**Instructional Level:** Beginner

**Track:** Acquired Language Disorders in Adults

**Session Type:** Poster Session

12:15-1:45

### **Case Study: Cornelia de Lange Syndrome**

**Presenters:** Deepthy Dileep  
Sandhya Padmanabhan

Cornelia de Lange syndrome (CdLS) is a rare genetic condition characterized by a developmental disorder and malformations that impact multiple domains, including physical growth, cognitive development, and behavioral functioning. This presentation will focus on a single case study that explores a multimodal approach to treatment, integrating various therapeutic strategies aimed at addressing the complex needs of individuals with CdLS. The study will highlight the effectiveness of combining different therapeutic modalities, such as speech and language therapy, occupational therapy, and behavioral interventions, to promote holistic development and improve the quality of life. Attendees will gain insights into practical treatment approaches, the challenges encountered, and the measurable outcomes achieved in this comprehensive case study.

**Instructional Level:** Beginner

**Track:** Special Populations

**Session Type:** Poster Session

12:15-1:45

### **Student Connections Help With Advancement (SCHWA): An Alumni Study on Mentorship**

**Presenters:** Madeline Vanderheid-Nye, San Jose State University  
Dalia Harara, San Jose State University  
Annie Chen, San Jose State University  
Theresa Delgadillo, San Jose State University

Student Connections Help With Advancement (SCHWA) was established in 2022 by four graduates from San José State University's (SJSU) master's program in speech-language pathology. Recognizing the value of peer connections, the founders created this mentorship program to offer academic and emotional support. Through mentorship pairings, students discuss the challenges of navigating graduate school. The program initially paired SJSU students in their final year of the speech-language pathology master's program with incoming graduate students. Navigating forward, SCHWA is expanding to include recent graduates from the program to bridge the mentorship gap between academia and professional development. The SCHWA team will report on feedback from a Q&A event for students in their final year of graduate school to learn from current SLPs in their clinical fellowship (CF) experience.

Additionally, presenters will describe a qualitative analysis of recent graduates as they navigate their CF and first year as licensed SLPs.

**Instructional Level:** Intermediate

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

**Session Type:** Poster Session

12:15-1:45

### **A Speech-to-Print Summer Literacy Camp for Children with Reading Difficulties**

**Presenters:** Ashley Sanabria, San Diego State University  
Stefani Woll, San Diego State University  
Julie Mun, San Diego State University  
Faith Felix, San Diego State University  
Jaime Ruoff, San Diego State University  
Obdulia Loria, San Diego State University  
Jacqueline Trejo, San Diego State University  
Carrie Goodwiler, San Diego State University

**Rationale:** As many as half of children with language disorders will also struggle with learning to read. The role of the SLP in reading intervention is controversial and most graduate students do not receive training in this area. We describe a summer literacy camp based on speech-to-print principles provided by six, graduate-level clinicians to twelve students between 1st and 5th grade. The camp took place over the course of 8 weeks. Half of the children received 7 sessions of code-focused intervention followed by 7 sessions of morphology-focused intervention. The other six students received the intervention in the reverse order. Measures of vocabulary, reading, spelling, and morphology were given pre- and post-intervention. Additionally, probes of spelling and morphology were given at the conclusion of each of the 14 intervention sessions. Response to the intervention was variable. We will discuss our single subject and pre-post intervention results and features of intervention responders.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

12:15-1:45

### **Impact of Video-Based Self-Reflection on Student Clinicians' Skill Development**

**Presenters:** Nalanda Chakraborty, University of the Pacific  
Ashley Kramer, University of the Pacific

Kellie Ott, University of the Pacific  
Jessica Stanley, University of the Pacific

This study explores the impact of video self-analysis and targeted goal-setting in Speech-Language Pathology (SLP) clinical education. In SLP programs, where one-on-one mentoring is often constrained, these self-reflection techniques could facilitate students' problem-solving abilities. When paired with guidance from experienced mentors, this approach has potential of sharpening clinical expertise, deepening professional insights, and fostering independent learning among budding clinicians. The study aims to maximize learning through video-based self-assessment and personalized growth strategies, better equipping SLP students for real-world scenarios. This innovative method may provide future speech therapists with valuable tools for ongoing skill enhancement throughout their professional journey. By reimagining clinical education, it aims to pave the way for more adaptable, self-aware SLP practitioners ready to meet evolving healthcare challenges.

**Instructional Level:** Intermediate

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

**Session Type:** Poster Session

12:15-1:45

### **Integrating Quality of Life Goals in Communication Disorders: A Clinical Study**

**Presenters:** Megan Black  
Nalanda Chakraborty  
Karissa Pina  
Carol Barnes  
De'lace Kelly  
Iureni Silva

Acquired neurological communication disorders significantly impact individuals' communication abilities and social interactions, contributing to reduced quality of life (QoL). This study addresses the critical need to integrate QoL assessments with communication disorder management. Using a mixed-method pre-post design, participants complete communication and QoL questionnaires at the beginning and end of a clinic semester. Based on initial responses, clinicians develop and address both speech therapy and QoL goals throughout the treatment period. The study aims to examine the combined impact of speech therapy outcomes and QoL in various clinical settings, addressing the gap in research exploring their interrelationship. This integrated approach is essential for creating holistic interventions that can simultaneously improve both communicative abilities and psychological well-being in individuals with acquired neurological communication disorders.

**Instructional Level:** Intermediate

**Track:** Acquired Language Disorders in Adults

**Session Type:** Poster Session

1:45-4:45

### **Assessment & Treatment of Multilingual Children in California Schools**

**Presenters:** Kelly Arellano, California Speech Language Hearing Association; Hola Clinic Bilingual Speech Language Pathology Inc.

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

**Instructional Level:** Beginner

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

**Session Type:** 3-hour Course

1:45-3:15

### **SLPs and School-Based Transition-Planning: ITPs and Goals in the Real World**

**Presenters:** Jillian Hall, Twin Rivers Unified School District; CerebroLingua Therapy

Join us for a session designed specifically for SLPs in the high-school setting who seek to enhance their skills in developing Individual Transition Plans (ITPs), transition goals, and embedding transition activities into therapy. This session will provide practical strategies and tools to streamline the creation of ITPs while ensuring legal compliance and a focus on student-centered goals. Attendees will learn how to balance regulatory requirements with personalized, meaningful outcomes for students. Gain confidence in your ability to craft ITPs and provide therapy that not only meets legal standards but also truly support student success and transition readiness for the post-high school world.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

1:45-4:45

### **Aging and Dysphagia: Optimizing Swallowing and Nutrition**

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

Providing dysphagia services to an aging population requires an interprofessional approach to management. This presentation will discuss aging in the United States and increase knowledge of sarcopenia, frailty, and presbyphagia and its impact on nutrition and swallowing, and the common etiologies such as CVA, Parkinson's Disease, and head and neck cancer in relation to dysphagia. The importance of a team approach and management will be shared. Case studies will be used to facilitate discussion with the audience with the panel which will include the physician, clinical dietitian, and speech-language pathologist.

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** 3-hour Course

1:45-3:15

### **Embracing Core Vocabulary: Enhancing Communication in Preschool Classrooms**

**Presenters:** Marie Muratalla  
Allison Williams  
Katherine Saul

This session will delve into the vital role of core vocabulary in fostering communication among preschool-aged children. Participants will learn to define core vocabulary and understand its significance for young learners, particularly those with speech and language challenges. Practical strategies for embedding core vocabulary into daily preschool routines—such as storytelling, play, and interactive activities—will be presented. Additionally, we will discuss ways to engage teachers and staff in reinforcing core vocabulary in the classroom, ensuring a cohesive approach to communication development. Through interactive discussions and opportunities to collaborate, attendees will gain actionable insights to create an inclusive and supportive environment where every child can express themselves confidently and effectively.

**Instructional Level:** Beginner

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



**Session Type:** 90-minute Seminar

1:45-3:15

**Celebrate: A neurodiversity-affirming gaming community for children who stutter**

**Presenters:** Erik Raj, Monmouth University  
Yao Du, University of Southern California  
Loryn McGill, University of Southern California; OC Stuttering Center  
Ashley Zingillioglu, Monmouth University

This session explores the CELEBRATE framework, a neurodiversity-affirming approach to stuttering therapy that incorporates discussions of verbal diversity within a gaming environment. Developed for children who stutter, CELEBRATE stands for Communicate, Enjoy, Listen, Encourage, Believe, Respect, Advocate, Trust, and Evolve. The framework promotes empowerment and camaraderie by creating a safe online gaming community where children can express themselves freely. Presenters will highlight key principles of the CELEBRATE approach and discuss how speech-language pathologists can apply these strategies, and others, to support clients with diverse communication needs. Through case studies and practical examples, attendees will learn how to incorporate the CELEBRATE framework into their practice, fostering acceptance and pride in verbal diversity, while simultaneously enjoying interactive gaming. This session is designed for clinicians working with children who stutter, as well as those supporting neurodiverse individuals with a range of speech and language differences.

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** 90-minute Seminar

1:45-3:15

**Factors of Belonging in Male SLPs from Underrepresented Racial/Ethnic Minorities**

**Presenters:** Kaylina Moreno, CSHA; San José State University

This research project explores the phenomena of belonging as reported by American male speech-language pathologists from underrepresented racial/ethnic minorities (UREM). Via interviews, this research aims to identify factors and clinicians' lived professional experiences at the intersection of race and gender. Although UREM male clinicians are a rarity, their individual voices provide insights into promoting customized client care, and healthier and inclusive work environments.

**Instructional Level:** Beginner

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

**Session Type:** Student Research Presentation

1:45-4:45

### **Embracing Functional Goals With Children And Teens Who Stutter**

**Presenters:** Jaime Michise  
Natasha Gigliotti

Research suggests that many individuals who stutter are often dissatisfied with therapy. This dissatisfaction stems from various causes, including lack of clinical training and experience (Tellis et al., 2018), perceptions that clinicians do not always understand their clients' lived experience of stuttering (Tichenor et al., 2022), a lack of agreement on functionality and relevance of treatment goals (Sønsterud et al., 2019), and failure to show the true extent of progress made in therapy (Sønsterud et al., 2020). During this experiential session, presenters will invite participants to embrace a new mindset around the process of goal-writing and measuring progress with their clients who stutter. Participants will explore the dos and don'ts of goal writing, as well as have the opportunity to practice creating functional goals that address the multifaceted nature of stuttering. Evidence-based approaches to exploring children's and adolescents' personal preferences for treatment targets will also be shared and discussed.

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** 3-hour Course

1:45-3:15

### **Flow Experiences Among Adults Who Stutter: An Exploratory Analysis**

**Presenters:** Rebecca Donaldson, Claremont Graduate University

Studies and treatment of stuttering have focused heavily on disfluency and reducing it rather than on spontaneous fluency and the conditions that support it (Constantino et al., 2020). Whereas controlled fluency is the result of effortful execution of fluency-shaping and fluency-enhancing techniques, spontaneous fluency occurs without effortful control. While researchers have highlighted that loss of self-consciousness supports fluency among PWS and loss of self-consciousness is inherent in flow states (a state of complete absorption in an activity), this is the first qualitative research study to date that has explored spontaneous fluency in relation to flow activities among adults who stutter. Thematic analysis of interviews suggests that adults who stutter do indeed experience greater spontaneous fluency when concurrently engaged in a flow activity.

**Instructional Level:** Beginner

**Track:** Special Populations

**Session Type:** Student Research Presentation

1:45-3:15

**Therapeutic Model: How to be Effective and Have Fun While Doing it**

**Presenters:** Michelle Foxx Meloche, VitalStim; California Speech Language Hearing Association; TLC Speech and Language; Early Intervention Task Force Committee, CSHA

New SLP or SLPA? Seasoned therapist heading towards burnout? This is for you! Minimize the burn, maximize results while bringing enjoyment back to your sessions! Both new and experienced therapists can fall into formulaic ways of planning and executing therapy sessions, but it is not a difficult thing to modify both our thinking and techniques when engaging with children. Prevent boredom and increase results by altering our perspective, leading to small, impactful adjustments. In this session, participants will learn (or review) basic foundations of the therapeutic model yet acquire a fresh take, learning how to personalize sessions: small changes can create a large impact on not only the child, but family and therapist as well. Participants will have an opportunity to discuss solutions to challenging sessions, taking away a 'reminder card' and a number of ideas for implementing fresh, effective techniques for your next session, and maybe have fun too!

**Instructional Level:** Intermediate

**Track:** Clinical/Professional Issues: Early Intervention

**Session Type:** 90-minute Seminar

1:45-3:15

**Happily Stuttering At School**

**Presenters:** Jill Barton

Social-emotional learning is an educational practice that integrates social and emotional skills into the school curriculum. This session will discuss integrating qualifications for fluency in school-based services/ therapy techniques and Social Emotional Learning (SEL) to improve a student who stutters attitude toward communication, their ability to speak confidently and promote students' capacities to integrate thinking, emotion, and behavior to deal effectively with everyday personal and social challenges.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

1:45-3:15

**Trauma in Speech and Language development: Children in the Foster Care System**

**Presenters:** Kamilah Ambriz, California State University San Marcos  
Lori Heisler, California State University San Marcos

The purpose of this presentation is to examine the behaviors of children in the Foster Care System (FCS), as observed by Speech Language Pathologists (SLP). Children in the FCS are likely to have experienced trauma. Trauma can be a primary factor in the delay of speech and language, and it can also lead to behaviors that may interfere with the implementation of speech and language treatment. By surveying SLP's who work with in the FCS, we are able to document the behaviors they observe to determine if these behaviors align with those associated with traumatic experiences. Responses to traumatic events often are characterized by strong emotional, psychological, and physical challenges. Childhood is a crucial time for emotional and cognitive growth, a disruption can lead to lasting effects throughout life. (Leve et al., 2012; Putnam, 2006). The impacts on speech and language development will be discussed.

**Instructional Level:** Beginner

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

**Session Type:** Student Research Presentation

1:45-3:15

**Harmony in Voice: Cultivating Self-Identity Through Ethnographic Interviewing**

**Presenters:** David-Michael Stoner  
Madhu Sundarrajan  
Anusha Sundarrajan

Ethnographic interviewing is a way to be culturally responsive and identity-affirming when interacting with clientele as it utilizes a specific interview style. This allows for the client to respond to questions with their own experiences and philosophies without worrying if their answer is "incorrect," and allows for both the clinician and client to create a more individualized therapy journey. This interview style can be seen as beneficial through Gender-Affirming Voice Care (GAVC,) as participants and clinicians explored concepts of identity and intersectionality and how these senses contributed to trans individuals' views of themselves and their respective communities as they experience GAVC. Therefore, ethnographic interviews encourage trans individuals to

become their true selves and cultivates an environment for their voices to be validated and celebrated.

**Instructional Level:** Beginner

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

**Session Type:** Student Research Presentation

1:45-3:15

### **Supervision 2.0: Evolving SLPA Practices for Gen Z Needs**

**Presenters:** Letizia Hendrickson, CSHA Board of Directors; The Learning Grove; NLACRC VAC Committee; ASHA Sig 1 Language Learning and Education; ASHA Sig 12 AAC; CHADD -Education Committee; California State University Northridge; Emerson College; Baylor; West Coast University; Loma Linda University; The Hanen Centre; The PROMPT Institute; LSVT-LOUD  
Abigail Hernandez, The Learning Grove; CSHA; CSHA District 7 Advisory Committee  
Miriam Dashevsky, The Learning Grove; CSHA

In this engaging session, participants will explore how to update current SLPA and student supervision models to effectively meet the unique needs of Generation Z. With an emphasis on California state SLPA supervision requirements and ASHA guidelines, this presentation will identify critical characteristics of Gen Z, including their mental health considerations and expectations for inclusivity and equity. Participants will learn practical strategies for integrating technology into supervision and fostering collaborative environments that enhance learning and feedback. Additionally, evidence from peer-reviewed studies will highlight the importance of inclusive supervision practices across various settings, including healthcare, education, and private practice early intervention. By the end of the session, attendees will be equipped with actionable insights to adapt their supervision practices to support the diverse needs of today's emerging professionals in speech-language pathology, ultimately benefiting both practitioners and the clients they serve.

**Instructional Level:** Intermediate

**Track:** Supervision, Leadership & Management

**Session Type:** 90-minute Seminar

1:45-4:45

## **Current Legal Updates & Hot Topics in Special Education**

**Presenters:** Jonathan Read, F3 Law

The legal landscape of special education is constantly evolving, with court decisions frequently impacting special education. The Office of Administrative Hearings (OAH) and federal courts have remained active, ruling on numerous important special education issues. This session will provide an overview of several important recent cases and why they matter to special educators and SLPs. The session also highlights newsworthy legal developments affecting special education in California, as well as need-to-know "hot topics" on the legal forefront for special education professionals.

**Instructional Level:** Advanced

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

**Session Type:** 3-hour Course

1:45-3:15

## **Navigating Diversity: Insights from the D&I Committee**

**Presenters:** Hatun Zengin-Bolatkale, CSHA D&I Committee Member; San Diego State University  
Janet Reyes, CSHA D&I Committee Chair  
Destiny Johnson, CSHA D&I Committee Member  
Hitasha Mitera, CSHA D&I Committee Member  
Minerva Vasquez Meese, CSHA D&I Committee Member  
Bejani Turley, CSHA D&I Committee Member  
Silvia Arzate, CSHA D&I Committee Member  
Roberta Joseph, CSHA D&I Committee Member  
Jessica Ochoa, CSHA D&I Committee Member

Join us for a dynamic and thought-provoking discussion, "Navigating Diversity: Insights from the D&I Committee," hosted by our passionate Diversity and Inclusion (D&I) Committee. This session features committee members sharing their unique experiences and professional insights on promoting diversity across early intervention, schools, and healthcare settings. Discover the key challenges and opportunities they've faced while championing inclusive practices, and gain actionable strategies for fostering a culturally competent environment for clients and colleagues alike. Engage in an interactive Q&A and contribute to a vibrant exchange of ideas and experiences. Leave inspired and equipped with practical takeaways to strengthen your commitment to diversity and inclusion in the SLP community. Don't miss this chance to elevate your practice and connect with fellow professionals dedicated to making a difference!

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

1:45-3:15

### **Charting New Paths: The Future of SLPA Advocacy and our Journey Forward**

**Presenters:** Nicole Wilson-Friend, Stockton Unified School District; California Speech Language Hearing Association; California School Employees Association (CSEA); SLPA in the Wild

Over the past two decades, the role of SLPAs has evolved significantly. Initially, advocacy efforts centered around establishing recognition and basic registration within states like California. Today, SLPAs face a more complex landscape filled with new regulations and expectations. This session aims to explore these developments and provide you with essential tools for self-advocacy, regardless of your experience level or work setting. We will delve into strategies to effectively communicate your role and capabilities to employers and clearly articulate your scope of practice and state regulations to ensure proper supervision and collaboration within your workplace. By the end of this session, you will have a comprehensive understanding of how to champion your role as an SLPA, ensuring that your contributions are recognized and valued within any professional environment. Join us as we navigate the changing landscape of SLPA advocacy and empower ourselves for a successful future in this vital field.

**Instructional Level:** Intermediate

**Track:** Supervision, Leadership & Management

**Session Type:** 90-minute Seminar

1:45-3:15

### **I'm All Choked Up! Laryngeal Irritants and Their Impact on Communication**

**Presenters:** Bobby Dowhy, Cedars-Sinai Medical Center

Speech-Language Pathologists (SLPs) identify and treat a wide variety of communication disorders across the lifespan. Underlying each disorder lies a host of potential contributing factors that require the therapist to determine which is the most probable and in need of treatment. For voice clinicians, Laryngopharyngeal Reflux Disease (LPRD) is well-known and leads to a constellation of symptoms such as sore throat, cough, globus pharyngeus, and laryngospasm. (Cohen et al., 2002). However, it is common for there to be symptom overlap with other head and neck concerns, including allergy and muscle tension. (Van Houtte et al., 2011) Additionally, treatment is

not always straightforward and may require SLP intervention. In fact, combining voice therapy with medication may expedite laryngeal healing and symptom resolution. (Park et al., 2012) This presentation will discuss the clinical manifestations of LPRD, diagnostic criteria, extraesophageal maladies that can mimic reflux and the treatments that can offer patient relief.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

1:45-3:15

### **From Fear to Confidence: Embracing Public Speaking Challenges**

**Presenters:** Karin Hartunian Koukeyan, American Speech-Language-Hearing Association (ASHA)

This course addresses the fear of public speaking, with a focus on both native and non-native speakers. Participants will explore the root causes and barriers that contribute to public speaking anxiety, such as cultural influences, language proficiency, and psychological factors. The course introduces three practical techniques to enable speakers to embrace their fears and improve their confidence by implementing relaxation techniques (i.e. breathing exercises and positive visualization), structured speech frameworks, and linguistic techniques (i.e. prosody, suprasegmentals, etc.). Attendees will practice these techniques in real time and evaluate their impact on building confidence across diverse speakers. By the end of the course, participants will be empowered with actionable strategies to improve their public speaking skills, fostering confidence and effective communication, regardless of language or cultural background.

**Instructional Level:** Beginner

**Track:** Special Populations

**Session Type:** 90-minute Seminar

3:30-5:00

### **Embracing the Impact of Supports for Adults who Stutter**

**Presenters:** Ricardo Alvarado, Biola University  
Bianca Nava, Biola University  
Sidney Lang, Biola University  
Stephanie Harrison, Biola University  
Julia Leal-Watkins, Biola University



This presentation examines how support groups and other support systems benefit adults who stutter. This study investigates the impact of various types of support on individuals' stuttering experiences. Drawing on existing research and the team's findings, the presentation highlights the positive effects of support systems in enhancing communication skills and overall engagement in daily life. Attendees will gain insights into effective support strategies, learn about the study's methodology, and understand how these findings can inform better practices in speech-language pathology. This session is valuable for professionals and students interested in improving therapeutic approaches for adults who stutter.

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** Student Research Presentation

3:30-5:00

### **Disfluency Characteristics Among Children Who Stutter: a Scoping Review**

**Presenters:** Dana Hall

Stuttering takes a toll on individuals both physiologically and psychologically. This study introduces the implications of stuttering in children and examines the causes behind it. By collecting and reviewing recent articles, stuttering is determined to be heavily related to cognitive processing, meaning the cognitive load in children who stutter (CWS). This factor is decreased compared to children who do not stutter (CWNS). Stuttering is currently being investigated as a physiological and psychological issue. Additionally, this issue affects working memory and attention shifting in CWS versus CWNS. Executive function and working memory both play major roles in CWS. There is a high correlation between completing assigned tasks efficiently and whether a child stutters. This study further examines these issues, and the inherent significance stuttering takes on children.

**Instructional Level:** Beginner

**Track:** Special Populations

**Session Type:** Student Research Presentation

3:30-5:00

### **Speech Disfluencies in Spanish-English Bilingual Children Who Stutter**

**Presenters:** Maya Carrillo

Accurately diagnosing stuttering in bilingual children is crucial, yet traditional monolingual tools might lead to misdiagnoses. This study explores disfluency characteristics in Spanish-English bilingual children who stutter (ages 5-7). Speech samples in both languages are collected and analyzed for disfluency frequency, type, and severity. Differences in disfluencies are investigated in relation to linguistic features within each language. Additionally, the relationship between disfluency patterns and language dominance is also investigated. Findings aim to increase our understanding of stuttering presentation in bilingual populations, refine diagnostic practices and promote culturally competent speech therapy services.

**Instructional Level:** Beginner

**Track:** Special Populations

**Session Type:** Student Research Presentation

3:30-5:00

### **Tips and Tools for Providing Services in the Middle and High School SDC Setting**

**Presenters:** Jillian Hall, Twin Rivers Unified School District; CerebroLingua Therapy  
Lauren Boyer, Twin Rivers Unified School District; CerebroLingua Therapy

This session will focus on empowering SLPs and SLPAs working in middle and high schools to enter into their school's Special Day Classes (SDCs) to provide push-in therapy, train staff, and ultimately make their campus a more inclusive place. Learn new strategies for addressing the diverse needs of students with disabilities through innovative approaches that foster engagement of both staff and students. Participants will gain insights into real-world ideas that support academic and social growth while navigating the challenges of secondary education.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

3:30-5:00

### **Embracing Readiness for a Potential Catastrophic Event in Your Private Practice**

**Presenters:** Leann Schouten, Jump And Schout Therapy; Chapman University;  
California State University, Fullerton

You have opened the doors to your private practice, built your policies and procedures manuals and then catastrophe happens. Are you prepared? In the short presentation we will go through the step of creating an action plan after a major catastrophe happens

to your business. Fire, earthquake and floods may impact your business differently and may require different insurance needs. You will learn insurance differences as a renter or owner, business organizational items, and be given valuable tools and resources to help protect and get you back to work.

**Instructional Level:** Advanced

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

**Session Type:** 90-minute Seminar

3:30-5:00

### **Innovation in Public School Recruitment and Retention**

**Presenters:** Sherri North, ASHA member  
Jodi Curtis

What do SLPs need and value when working for school districts? What do Districts need and value from their SLPs? How can they meet in the middle to form Strong SLP Teams? Why do so many SLPs decide to work for Contract Agencies, and what can we do to make our positions attractive and draw more applicants? This session will outline some of the innovative ideas utilized in our school district, and some ideas for further innovation in recruitment and retention. Our district is committed to raising the bar of excellence in our speech department and believe we have some great strategies in place and developing that will take our team there. We are happy to share our successes!

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

3:30-5:00

### **SLPA Voices**

**Presenters:** Sarah Bishop, California Speech Language Hearing Association; Fallbrook Union Elementary School District; American Speech-Language-Hearing Association (ASHA); ASHA API Caucus Benjamin Reece, California Speech Language Hearing Association; San Joaquin Delta College; University of the Pacific Nicole Wilson-Friend, California Speech Language Hearing Association; California School Employees Association (CSEA); Stockton Unified School District

Rosemary Montiel, California Speech Language Hearing Association (CSHA)

Katie Kegan Williams, California Speech Language Hearing Association

Carmen Vasquez, California Speech Language Hearing Association

Tamisha Tague, California Speech Language Hearing Association

Vickie Jones, California Speech Language Hearing Association

Join us for an engaging SLPA Panel discussion, where experienced SLPAs from diverse settings—hospitals, schools, and clinics—will share their insights on the role and responsibilities of SLPAs. This session will explore career development opportunities, including advanced certifications, and provide practical strategies for successful collaboration with supervising SLPs. Panelists will also address common challenges SLPAs face in their work and discuss ethical dilemmas and solutions to ensure professional integrity. Attendees will learn how to advocate for the SLPA profession and scope of practice. With real-world examples and advice from experts, this session offers valuable guidance for both new and seasoned SLPAs and supervising SLPs. A Q&A session will allow participants to engage directly with panelists. Don't miss this opportunity to expand your professional knowledge and network!

**Instructional Level:** Intermediate

**Track:** Supervision, Leadership & Management

**Session Type:** 90-minute Seminar

3:30-5:00

### **Temperament and Emotion in Developmental Stuttering: A meta-analysis**

**Presenters:** Ariana Garabedian, California State University, Fresno; Community Regional Medical Center; Clovis Unified School District

Despite increasing research, the role of temperament and emotion in developmental stuttering remains unclear. Inconsistencies across studies warrant a systematic review to synthesize existing quantitative data. This meta-analysis comprehensively examines differences in aspects of temperament, emotional reactivity, and emotion regulation children who stutter (CWS) and children who do not stutter (CWNS). Findings from relevant studies spanning decades of research are extracted, analyzed, and summarized to contribute to a better understanding of the role of emotion and temperament in developmental stuttering.

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** Student Research Presentation

3:30-5:00

### **Embracing Advocacy: Effecting Change Through Action**

**Presenters:** Deb Swain, The Swain Center  
Belinda Daugherty, California State University Long Beach  
Lucia Carvalho, California State University Long Beach  
Allison Tran, San Jose State University

This session will provide practical and functional strategies to embrace our role in advocating for important issues to the professions. Attendees will learn specific ways to be a catalyst for meaningful transformation in their local setting and beyond. This dynamic and interactive presentation will review what advocacy is and is not, the importance of utilizing legislative power, and the way to find an active voice to initiate positive change. The session is applicable to all members of the CSD field from students to seasoned professionals regardless of practice setting, level of experience, and professional interests. Student presenters will share how pre-professionals can begin to participate in advocacy as a roadmap to future professional engagement. Attendees will receive practical tools and expert tips to advocate adeptly for themselves, the profession, and the well-being of families and clients.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

3:30-5:00

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

**Presenters:** Joyce Ko, ASHA Disability Caucus  
Angela Evenich, ASHA Disability Caucus; California Speech Language Hearing Association

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

3:30-5:00

**Blending Therapy Techniques: A Recipe for CAS+**

**Presenters:** Aubrie Hagopian, The TALK Team  
Sabrina Baisdon, The TALK Team

In this course participants will learn about the features of each classifying condition under the speech sound disorder umbrella, prevalence of comorbidities, principles of motor learning and how they can be applied to more than just motor speech disorders, and how to determine which “diagnosis” to focus on first. Participants will also be provided with examples of how to modify a treatment session or approach to accommodate comorbidities as well as being empowered to create an individualized intervention approach for children with CAS plus other diagnoses.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

3:30-5:00

**Everything You Wanted to Know from the Laryngologist (but were afraid to ask)**

**Presenters:** Lauren Timmons Sund, USC Voice Center  
M. Eugenia Castro, USC Voice Center; California State University, Los Angeles  
Benjamin Rafii  
Elizabeth Shuman, USC Voice Center  
Lindsay Reder, Southern California Permanente Medical Group/Kaiser Permanente

For patients who may benefit from voice therapy, best clinical practice necessitates a team approach to care. 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 learn to navigate the wild west of physician referrals outside of this model. How do we break down barriers to efficient communication and provide optimal patient care? How can we have our most pressing questions answered? What can we learn from our physician colleagues? What do the physicians wish we knew? This session will focus on embracing effective collaboration between our professions, examples of interprofessional case management discussions, and will highlight the questions you've been dying to ask the most.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

3:30-5:00

### **Putting the SUPER in supervision**

**Presenters:** Courtney Gebhart, Metamorphosis Therapy Group, INC; California State University, Fresno

Supervision in the field of speech-language pathology is more than passive oversight; it is an opportunity to mentor and shape the profession's future. Recent changes in California's supervision rules for SLPAs allow virtual supervision but include strict requirements, such as 80% direct supervision in the first 90 days. This seminar will address supervision rules for SLPAs, RPEs, and paraprofessionals, highlighting the importance of effective mentorship. It will explore teaching and learning styles, generational differences, and strategies for creating a supportive, trusting environment. Key skills include active listening, open-ended questioning, and reflective problem-solving. Attendees will also learn about supervision's legal aspects, leadership, and how mentors can influence the field. The seminar aims to inspire clinicians to become effective supervisors and communicators, ensuring high-quality services for clients.

**Instructional Level:** Intermediate

**Track:** Supervision, Leadership & Management

**Session Type:** 90-minute Seminar

3:30-5:00

### **Measurement Methods of Language Exposure and Language Performance in Bilinguals**

**Presenters:** Annette Nguyen, University of California, Irvine  
Chengkai Yang, University of California, Irvine  
Joseph Hin Yan Lam, University of California, Irvine  
Mariana Gomez, University of California, Irvine  
Lisa Bedore, Temple University  
Elizabeth Peña, University of California, Irvine

Language exposure is associated with language performance in bilinguals. Two common ways of measuring language exposure are total hours of exposure and percentage of exposure. The current study approached two research questions. First,

does the percentage of exposure differ from the total hour of exposure? Second, is there a significant difference in the correlation between language performance and measurement methods of language exposure? Participants were 1,398 Spanish-English bilingual preschool children, caregivers reported hour-by-hour of language input and output for a typical weekday and a typical weekend. Children's bilingual language performance was measured using a standardized language screener. The percentage of exposure and the total hour of exposure were strongly and significantly correlated with each other for Spanish and English. The percentage of exposure and the total hour of exposure were moderately significantly correlated with language exposure. The results suggest both measurement methods are statistically similar.

**Instructional Level:** Beginner

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

**Session Type:** Student Research Presentation

3:30-5:00

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

**Presenters:** Annick Tumolo, CSHA- LDP; Naturally Speaking San Francisco; Las Lomas Elementary School District

Exhilarating, informative and addictive- No, not the latest App. This is the power of a novel or picture book used in therapy with middle schoolers. In this session you will learn the benefits of implementing on-going therapy sessions centered around a book with well-developed, relatable characters, interesting stories that will excite, pull at their heart strings, and engage them in fun/functional therapy activities directly related to these stories. You'll even hear from the students themselves!

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

3:30-5:00

### **Building a TBI Assessment Toolkit for SLPs in Telehealth**

**Presenters:** Aubrey Mahoney, All Care Therapies  
Roxana Gonzalez, All Care Therapies

Addressing higher-level functional cognition within the adult traumatic/acquired brain injury population through telehealth assessment is crucial within the growing technological world we live in. Understanding the prior cognition level and impairment



severity greatly influences this process, showing the importance of case history review and client interviews/patient-related outcome measures (PROMS). To gather comprehensive information relating to assessment in telehealth, we sent out a survey to telehealth providers, querying their current methods and tools for assessing traumatic brain injury (TBI). Subsequently, we have compiled the responses into a chart, categorizing them for clarity and comparison purposes. This presentation aims to enhance our understanding of the assessment landscape in this field.

**Instructional Level:** Intermediate

**Track:** Acquired Cognitive Communication Disorders

**Session Type:** 90-minute Seminar

3:30-5:00

### **Embrace Stuttering – Not Easy to Do but Possible for a Better Life**

**Presenters:** Gail Lew, American Speech-Language-Hearing Association (ASHA); Biola University; California State University Northridge

Gail Wilson Lew, a person who stutters, and a speech-language pathologist will explain how she embraced her stuttering by accepting that it is “OK” to stutter as well as advocating, and learning to not be ashamed of stuttering. She will describe traditional techniques, prolongations, pullouts, cancellations, and how one can use sports analogies to better define those concepts. She will summarize how motivation plays a key part in stuttering therapy as well as how to change negative attitudes into more positive ones. How one advocates to make a more “stutterable” environment will be explained.

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** 90-minute Seminar

### **Sunday, March 16, 2025**

8:30-10:00

### **Maximize Your CF/RPE Experience: Navigate Successfully and Advocate Confidently**

**Presenters:** Hillary Kissack, Communication Works  
Corinne Donohue, Communication Works

This seminar is exclusively for second-year graduate students and offers a comprehensive overview of the two primary tracks in their profession: licensing and certification. Participants will learn about the transition from student to professional, a crucial aspect of their ongoing clinical education that lays the foundation for embracing success in their careers. The session will cover the timelines, documentation, and requirements for both the California State Board's Required Professional Experience (RPE) and the ASHA Clinical Fellowship (CF). Additionally, we will emphasize the importance of supervision and mentoring during this pivotal year following graduation, equipping students to advocate for supervision effectively.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

8:30-10:00

### **Social Media Training for People with ASD**

**Presenters:** Francis David, Glendora Unified School District; Whole Child Therapy

This session would talk about the evolving context of pragmatics in the digital world and how as speech-language pathologists, we also have to look at social media as an alternative form of communication that our clients use. Based on an article published by [peatc.org](http://peatc.org), people with communication disabilities are also users of social media in order for them to communicate. As this type of expression, continues to become the norm for clients with pragmatic disorders, most of the pragmatic errors that we see in face-to-face interaction also carry over to the digital domain. The aim of this session is to help our clients with pragmatic deficits use socially acceptable behaviors in social media to adequately express their thoughts and ideas.

**Instructional Level:** Beginner

**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar

8:30-10:00

### **Buttons...Buttons...Groovy Talking Buttons**

**Presenters:** Amy Prince, The TALK Team  
Amber Ladd, The TALK Team

In this engaging conference presentation, explore the transformative potential of recordable communication buttons in early augmentative communication. Discover how

these simple (and affordable) yet powerful tools empower non-verbal and minimally verbal individuals, particularly young children, to express needs, desires, and emotions effectively. The presentation will showcase real-world applications, demonstrating how these buttons can be used to facilitate communication in educational settings, at home, and within therapeutic contexts. Attendees will learn about the practical benefits of customizable tools that support language development and social interaction. Through interactive demonstrations and case studies, gain insights into how these buttons can be seamlessly integrated into daily routines to enhance communication skills and promote independence. Whether you're an educator, therapist, or caregiver, this session offers valuable strategies to support early communicators and enrich their interaction experiences.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

8:30-10:00

### **Think Inside the ENT Box: A Multidisciplinary Approach to Feeding Difficulties**

**Presenters:** Jessica Newman

This presentation aims to address the complex challenges surrounding early feeding in the setting of structural pathology. Infants facing inadequate weight gain, failure to thrive, noisy breathing, feeding difficulties, or difficulties latching benefit from a multidisciplinary approach from Pediatric Otolaryngologists (ENT) and Speech-Language Pathologists (SLP). Attendees will gain insight on how a multidisciplinary approach can improve feeding outcomes and quality of life for infants and their caregivers. The presentation will highlight the role of the SLP in the evaluation and treatment of infants with suspected ankyloglossia, laryngomalacia, and micrognathia. Furthermore, participants will discover common surgical interventions performed by ENT Providers and potential feeding outcomes post-surgery. This presentation will utilize the most up-to-date research to support evidence-based practices.

**Instructional Level:** Beginner

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

8:30-10:00

## **R You Good at Fixing R? Embracing Evidence-Based Therapies, to Finally Fix R.**

**Presenters:** Patty Yandell, Turlock Unified School District

How do you fix R, so it is a natural sounding R at the conversational level? Many speech therapists feel they didn't learn how to effectively and efficiently correct R and other sounds in grad school, which can contribute to SLP burnout and disillusionment. This presentation will review principles of motor learning as they apply to speech therapy, correct speech biomechanics, identifying maladaptive motor speech patterns of the tongue, lip and jaw commonly found with R and other sounds, and how to correct them. Participants will learn a hierarchy of successful therapy techniques from isolation to generalization. Simple materials, detailed hierarchy, visual modeling, and videos of therapy will be shown. Presenter will draw upon evidence-based methodologies and experiences of 28 years working in private practice, medical setting, and schools to teach strategies that work. Learn to be a detective to find out what's really going on in their mouth!

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

8:30-10:00

## **From Awareness to Action: Embracing DEI Initiatives in Telepractice**

**Presenters:** Karin Hartunian Koukeyan, Speak Better Now Consulting; ASHA SIG 18 - Telepractice

In this course, participants will explore the convergence of Diversity, Equity, and Inclusion within the field of Communication Sciences and Disorders, with a specific focus on telepractice. Participants will learn to identify and label DEI issues prevalent within the CSD field, gaining insight into how these issues manifest in telepractice. Through case studies and interactive discussions, participants will identify situations in telepractice that jeopardize DEI, including barriers to access, cultural competence gaps, and implicit biases. Furthermore, participants will critically evaluate solutions to improve DEI in telepractice, considering strategies such as cultural competence training, technology accessibility initiatives, and policy advocacy. By the end of the course, participants will be able to foster a more inclusive and equitable environment in telepractice.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

8:30-10:00

### **Virtual Equity: Parent Inclusion in Early Intervention Language Program**

**Presenters:** Cherina Williams, Rocky Mountain University of Health Professions  
Kelly Robinson-Hawkins, Rocky Mountain University of Health Professions

Virtual care ensures marginalized families receive healthcare equity. Integrating methodical partnerships with families creates inclusive environments tailored to accommodate individualized needs. It also fosters parent advocacy to become viable stakeholders throughout the intervention process. The HomeGoals Program (HPG) combines screening, education, and coaching, while measuring parent stress and toddler vocabulary. Coaching targets joint attention, language modeling & language feedback. Education covers language development, delay, behavior & support to increase parent knowledge and collaboration. An A-B study was conducted 3x/5weeks (n = 2). High fidelity for parent reporting & observation was reported. This presentation will discuss a single approach, the HomeGoals method.

**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Early Intervention

**Session Type:** 90-minute Seminar

8:30-10:00

### **Help Us Help You: Empowering Diverse CSAD Students**

**Presenters:** Stephanie Jacobson  
Vivlin Bal  
Jaskiran Mann  
David Roman  
Kris Obligar  
Stephanie Delarosa

In this panel discussion, practicing SLPs and student clinicians share their experiences within CSAD programs. We begin by defining key terms before we turn to an examination of why diversity, equity, and inclusion matter (even more in our field than most). This will include stories showcasing the truth that we practice best when bringing ourselves to the therapy room. The discussion will then review institutional barriers, personal experiences confronting them, and proposals for changes to support diverse students. Then, we will move from institutional barriers to considerations of interpersonal and individual barriers and share our perspectives again. These issues may involve interactions with faculty, university staff, supervisors, classmates, patients, and caregivers. The final portion of the discussion will focus on what students wish their

monolingual/monocultural [white] colleagues knew. The discussion culminates in an open discussion between the audience and the panel.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

8:30-10:00

### **Early Intervention and Advocacy Across California: History and Call to Action**

**Presenters:** Katherine McKernan, CSHA; North Star Speech and Language Pathology Center, Inc.  
Kelly Arellano, CSHA; Hola Clinic Bilingual Speech Language Pathology Inc.  
Tracey Tasker, CSHA; Tracey Tasker Speech Therapy; California State University San Marcos; Cardiff Elementary; Summit Professional Education

This session is for any SLP who has been frustrated about current issues related to Early Intervention in California and has wondered, "What can I do?" Problems abound in early intervention, from inconsistent rules applied by Regional Centers to potentially drastic decreases in reimbursement rates. As SLPs struggle with rising inflation and lower rates while attempting to provide the highest quality services possible, we need to work together to advocate for lasting change. Attendees will learn about the issues we face, have the opportunity to share other issues they experience, learn about potential solutions, and leave with actionable advocacy tips and calls-to-action.

**Instructional Level:** Beginner

**Track:** Clinical/Professional Issues: Early Intervention

**Session Type:** 90-minute Seminar

8:30-10:00

### **Library Charlas Re-imagining Language Futures in Multilingual Communities.**

**Presenters:** CECILIA PEREZ, University of Southern California  
Alejandro Granados Vargas, University of California, Irvine  
Shirley Ly, Los Angeles Public Library  
Nicholas Catt, Los Angeles Public Library  
Janella Velasco, University of Southern California  
Elizabeth Peña

This session details the process of planning and implementing community-engaged “Charlas” (i.e. “chats”) in Spanish-speaking and Tagalog-speaking public community spaces. A collaborative team of community members, educators, speech-language therapists, and librarians discuss language histories, unpack myths about multilingualism, and the interaction between multilingualism, multimodality and disability in school and community contexts. Instead of following a traditional format of expert-delivery knowledge, the current programs re-imagine alternative language futures for different multilingual, racialized groups of children who are educated in the U.S. context. We will discuss the differences and considerations when designing materials for the groups, the themes raised by the various communities, and the team's reflection on this experience.

**Instructional Level:** Advanced

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

**Session Type:** 90-minute Seminar

8:30-11:30 **WITHDRAWN**

### **Water Resistance Therapy for Gender Affirming Voice: An Advanced Curriculum**

**Presenters:** Katherine Isaacson, Gender Voice SLP, LLC; Gender Voice Center

Learn how to use Water Resistance Therapy at the sentence, paragraph, conversational, and singing levels to teach gender affirming voice training and voice transition for gender diverse clients while embedding voice care that's gentle, hygienic, safe, protective, and restorative. Give clients the power to feel from the inside out how to explore their voice! When implemented correctly, this gender affirming voice training curriculum is highly effective and safe for gender affirming voice transition, including rehabilitative and restorative effects on the vocal tract, true vocal fold tissues, aryepiglottic folds, false vocal fold tissues, surrounding laryngeal cartilages, and the laryngeal mechanism overall. Please bring a water bottle with lid and straw, or cup with lid and boba or regular straw for implementation and discussion.

**Instructional Level:** Advanced

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

**Session Type:** 3-hour Course

8:30-11:30

### **Supervision: What's DEI got to do with it? Cultural Competence to Social Justice**

**Presenters:** Veronica Dominguez  
Vinita Rajah

This session, themed around Embracing Lifelong Learning and Embracing Empowerment, delves into Singleton's Courageous Compass model and its application in facilitating critical conversations regarding power, privilege, and biases in supervisory relationships. Participants will explore the impact of diversity, or lack thereof, on clinical supervision. The Wheel of Power and Privilege will be used to examine how intersecting axes of privilege, domination, and oppression, along with implicit and cognitive biases, influence both supervisors and supervisees. Strategies enhancing cultural competency will be shared, supported by relevant literature addressing bias, power imbalances, cultural humility, and self-analysis. By engaging case studies and interactive activities, participants will reflect on their cultural, ethnic, socio economic, and racial identities and how these shape their supervisory alliances. The session will equip supervisors with critical consciousness and essential tools for fostering inclusive, ethical, legal, culturally aware supervisory practices that concurrently benefit the supervisory dynamic and client outcomes.

**Instructional Level:** Beginner

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

**Session Type:** 3-hour Course

8:30-10:00

### **Autism and Speech Services; Those Who Get Left Behind and How We Can Do Better**

**Presenters:** Simone Olsberg  
Darrell Bunch

This seminar will focus on comparing the past and current Speech and Language Pathology services as it relates to the overall service model of the autistic population, specifically highlighting the underserved sub-populations of adults with developmental disabilities and psychiatric, forensic or behavioral complications. These populations are often under-diagnosed and underserved in our profession. By looking at case studies we will study how Speech and Language Pathologist can utilize integrated therapy and collaborative techniques to increase the overall efficacy and continuity of care to these different populations. We will also illuminate the importance of collaborative care as it relates to funding ongoing services and expanding the overall access of Speech and Language Pathology.

**Instructional Level:** Intermediate

**Track:** Considerations for Autistic Populations

**Session Type:** 90-minute Seminar



10:15-11:45

### **How to Embrace AAC into your Early Intervention Treatment Plan**

**Presenters:** Cynthia Young, Villa Esperanza Services

Learn how to embrace AAC into your Early Intervention sessions! You can create fun and interactive sessions that support play and functional interactions while also promoting multi-modal communication in culturally inclusive ways. Gain resources and tools that can improve your pre-symbolic client's play skills and communication skills.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

10:15-11:45

### **Managing Late-Onset Dysphagia in Head and Neck Cancer: SLPs' Evolving Role**

**Presenters:** Ruchi Narkar, Glendale Adventist Medical Center  
Gabriella Evans, California State University Los Angeles

This presentation will empower SLPs to better manage dysphagia that manifests years post-radiotherapy by refining their approach to long-term care. Attendees will gain insights into the mechanisms of late-onset dysphagia, learn to optimize assessment and intervention, and understand the critical importance of continuous monitoring to ensure lasting patient outcomes.

**Instructional Level:** Intermediate

**Track:** Swallowing and Feeding Disorders

**Session Type:** 90-minute Seminar

10:15-11:45

### **Embracing Interprofessional Education in Higher Education**

**Presenters:** Cindy Sendor, MA, CCC-SLP, CSHA District 10 Advisory Board Member;  
California Baptist University  
Dayna Herrera, DNP, RN, California Baptist University

Called 2 Collaborate was developed by California Baptist University (CBU) faculty from the College of Nursing and College of Health Sciences to meet the needs for accreditation. The World Health Organization's framework, IPEC, will be reviewed as the guidance for curriculum development toward improving health outcomes through

effective collaboration. The CBU program has evolved to include 6 disciplines and 100-150 undergraduate and graduate students each semester. This presentation will provide guidance on how to develop an Interprofessional Education (IPE) program, train facilitators, and gain community participation.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

10:15-11:45

### **Embrace Change: Proven Strategies for Increasing Income in Private Practice**

**Presenters:** Traci Bean, Total Education Solutions  
Melissa Jakubowitz, eLive Now

Discover the keys to unlocking financial success in your private speech therapy practice. In this illuminating session, we share actionable strategies and techniques to boost your income and maximize profitability. From implementing tiered service offerings to leveraging digital platforms for teletherapy expansion, we'll explore innovative approaches tailored specifically for the speech therapy practitioner. Learn how to attract high-value clients, optimize billing processes, and strategically raise rates without compromising client satisfaction. Join us as we empower you to embrace change and advance your practice while achieving financial prosperity and professional fulfillment.

**Instructional Level:** Advanced

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

**Session Type:** 90-minute Seminar

10:15-11:45

### **Stuttering Therapy: Let Stuttered Voices Be Your Guide**

**Presenters:** Annick Tumolo

The primary goal of this presentation is to provide SLPs with strategies and resources to offer well-rounded, compassionate support to their clients and their families. By learning to focus on the whole person and their environment, SLPs will feel empowered and better suited to build confidence and self-advocacy skills in individuals who stutter, while also educating families on how to create a supportive home environment. Additionally, this presentation seeks to foster a deeper understanding of how community resources,

such as stuttering camps and organizations, can be pivotal in the therapeutic journey for both SLPs and their clients.

**Instructional Level:** Intermediate

**Track:** Special Populations

**Session Type:** 90-minute Seminar

10:15-11:45

### **Embracing Innovation in Therapy: The Evolution and Future of Teletherapy**

**Presenters:** Sandy Broderway, National TeleTherapy Resources  
Alana Flow, National TeleTherapy Resources

Join Sandy Broderway and Alana Flow as they explore how embracing innovation is transforming the field of therapy. Drawing from their journeys as speech-language pathologists, they will share their passion for teletherapy and how it continues to evolve. With roots in early communication technologies, teletherapy now offers unprecedented flexibility and accessibility, proving to be just as effective as in-person sessions. Backed by research and real-life success stories, they will discuss how teletherapy breaks barriers, fosters engagement, and leads the future of therapeutic care. Their dedication to innovation drives transformative change, making teletherapy an integral part of modern speech-language pathology.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar

10:15-11:45

### **Applying PROMPT and Elements of DTTC for Children with CAS and Comorbidities**

**Presenters:** Amy Clark, PROMPT Institute; Apraxia Kids

SLPs and SLPAs providing intervention for children with CAS and comorbidities can choose from many approaches. Embracing innovative ways to achieve optimal outcomes involves individualizing treatment rather than “one approach fits all”. There is not a single approach that is right for every child. PROMPT (Prompts for Restructuring Oral Muscular Phonetic Targets) is used for children with CAS and comorbidities. It assesses and treats the whole child by approaching communication as an interaction of the Physical-Sensory, Cognitive-Linguistic and Social-Emotional Domains. DTTC was primarily designed for children with severe CAS and treats individuals based on integral

stimulation. Both PROMPT and DTTC are motor-based and evidenced-based approaches which incorporate multi-sensory cues, principles of motor learning and target movement, not individual sounds. In this presentation case studies of children with CAS and comorbidities will be presented to promote discussion and highlight how DTTC can be incorporated into PROMPT treatment.

**Instructional Level:** Intermediate

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

**Session Type:** 90-minute Seminar

10:15-11:45

### **From Clinician to CEO: Concrete Strategies to Start and Grow Your Own Business**

**Presenters:** Swati Shah  
Rakesh Shah

Start and grow your business with legal, ethical, and clinical foundations. This session provides practical strategies, methods, and resources for clinicians eager to launch or expand their practice, business, or start-up. The speaker will offer personal experience from their 25 years of running a business, interactive discussions, financial strategies, leadership development, and guidance, all designed to support your journey in starting a practice across California. This seminar is relevant for SLPAs, CFs, SLPs, lecturers, and pediatric-focused clinicians who are interested in pursuing a part-time business or exploring independent ventures. You'll learn about forming sole proprietorships, partnerships, LLCs, or corporations, as well as key tax obligations, with a focus on the essential dos and don'ts. Our goal is to provide the support you need. We want all entrepreneurs to succeed by leveraging their strengths, skills, learned behaviors, and leadership abilities.

**Instructional Level:** Beginner

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

**Session Type:** 90-minute Seminar