



Thursday, March 12, 2026

9:30-10:30

Keynote Presentation: My Autism Quest: Becoming My Best Self

Presenters: Robbie Messer, Autism Quest

As CSHA's keynote speaker, Robbie Messer brings a powerful first-person perspective that challenges assumptions, amplifies lived experience, and underscores the impact of meaningful support across the lifespan. Robbie's presentation offers a compelling and insightful perspective as he shares his personal experience living with autism. He guides the attendees through key moments in his life, discussing both achievements and challenges. He also highlights the essential role of a strong support system made up of family, friends, community members, and professionals.

Instructional Level: Introductory

Track: Considerations for Autistic Populations

Session Type: Keynote Presentation

Learner Verb and Learning Objectives:

- Identify common struggles people with autism face.
- List strategies for providing services for clients with autism.
- Discuss inclusive language for use with people who live with autism.

Potential Benefits: This course provides clinicians with first-person insight into the lived experience of an individual with autism, supporting more person-centered and respectful service delivery.

Potential Risks: Attendees may overgeneralize one individual's personal experiences to all individuals with autism, potentially overlooking the diversity of presentations and needs within the autistic community. Strategies discussed from a personal perspective may be applied without sufficient consideration of individual client needs, evidence-based practices, or clinical judgment.

10:45-12:15

Pediatric Feeding and Swallowing from NICU to Schools: What You Need to Know

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

Pediatric Dysphagia and Feeding issues are becoming an extreme specialty in our field, while the need itself is growing at a rapid pace. Babies are surviving prematurity and complex medical diagnoses in the NICU, subsequently needing services in Early Intervention and later in the school setting. This course will cover pediatric feeding and swallowing development, disorders, assessment, and treatment for birth to school age children. Graduate programs cannot cover this topic in depth, and experiences are difficult to find. Case studies will be reviewed, and issues in delivery such as how to work with a mentor in this area, medically fragile children, school services, and how to develop a collaborative interprofessional team will be discussed. Recommendations for preparation and training will be shared.

Instructional Level: Introductory

Track: Swallowing and Feeding Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Define developmental processes, differences, and disorders/diagnoses with infants, toddlers and school-age children for feeding and swallowing

- Summarize specific assessment and treatment practices for infants, toddler and school-age children in feeding and swallowing.
- Create an education, training and experience plan for this area of SLP expertise.

Potential Benefits: Benefits: students and professionals will get an overview of the different settings and skills/experience needed, and how to achieve those

Potential Risks: Risks: the training and experience may be difficult to access in certain areas

11:00-12:30

Empowering Transition: Supporting Advocacy and Independence for AAC Users

Presenters: Jennifer Wright, Placer County SELPA, California Department of Education, Member of CSHA, ASHA, USSAAC
Casandra Guerrero, Diagnostic Center North, California Department of Education. Member of ASHA, USSAAC
Natalia Silva Sepulveda, San Benito High School District

This session explores best practices for supporting high school students who use Augmentative and Alternative Communication (AAC) as they transition into adulthood. Exploring transition from a UDL perspective of developing learner agency (UDL Guidelines 3.0 CAST, 2024), participants will learn practical strategies to foster student independence, build self-advocacy skills, and support shared decision-making. Emphasis will be placed on collaboration with families and caregivers to plan for sustainable support systems that extend into the community, work, and home environments. The session will also address funding options for personal AAC devices and continuity of use beyond the school setting. Attendees will engage in reflective activities to examine current practices, identify barriers, and discover opportunities to create more inclusive, student-centered transition plans. Participants will leave with strategies and resources to support AAC users in building autonomy and leading their own post-school journeys with confidence and clarity.

Instructional Level: Intermediate

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify strategies that foster self-advocacy and independence in AAC users transitioning to adulthood
- Describe funding and planning pathways for securing personal AAC devices post-high school.

- Compare and contrast reflection tools to evaluate and enhance current transition planning practices.

Potential Benefits: Attendees will gain practical strategies and tools to support high school students who use AAC in building independence, agency, and self-advocacy as they transition to adulthood. Grounded in UDL principles, this session offers evidence-informed approaches, collaborative planning strategies, and resources to ensure student voices lead the way in meaningful, inclusive transition planning.

Potential Risks: This session may prompt attendees to reflect on current transition practices and recognize areas for growth. There is a minimal risk that strategies could be misunderstood or applied without appropriate individualization. Presenters will mitigate these risks by using anonymized examples, offering context for implementation, and fostering a supportive, reflective learning environment

11:00-12:30

From Misinformation to Meaningful Connection: Addressing the Myths of Autism

Presenters: Becca DeCarlo Burke, University of the Pacific; American Speech-Language-Hearing Association (ASHA); California Speech Language Hearing Association (CSHA)

This presentation will take a thoughtful look at the history of autism—how it has been understood, diagnosed, and treated over time—and how those early ideas continue to influence public perception, research, and intervention today. Common myths, such as the origins of autism and the so-called “autism epidemic,” will be reviewed, along with how these misconceptions continue to negatively impact autistic individuals and their families. This presentation will also examine current mental health statistics, emphasizing how adopting a neurodiversity-affirming approach can benefit clients. Finally, practical and compassionate strategies will be shared to help SLPs discuss autistic characteristics with caregivers, as well as how to discuss the benefits of pursuing a potential diagnosis.

Instructional Level: Introductory

Track: Considerations for Autistic Populations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe key historical shifts in how Autism has been understood, diagnosed, and treated over time.
- Identify at least three common misconceptions about Autism and their impact on autistic individuals and their families.
- Demonstrate practical, compassionate strategies for discussing autistic characteristics and potential diagnoses with caregivers.

Potential Benefits: 1. Participants will likely gain a deeper understanding of how past narratives continue to shape Autism discourse today, leading to more informed and intentional care. 2. Participants will likely feel more confident dispelling common myths, improving the lived experience of autistic people and their families. 3. Participants will likely gain strategies to teach autistic children and caregivers how to embrace their neurodiversity, potentially improving the mental health of clients. 4. Participants will likely gain the knowledge to advocate for change, helping to ensure the mistakes of the past are never repeated.

Potential Risks: 1. This presentation may challenge deeply held beliefs or participants may feel that their previous therapeutic choices are being criticized. 2. Some of the information shared about the treatment of autistic people is emotionally sensitive and may upset some participants. 3. Autistic people represent a highly heterogeneous group and the information provided in this presentation may seem oversimplified or overgeneralized.

11:00-12:30

WITHDRAWN: Connect with Adolescents with High Support Needs using Multi-Objective Lessons

Presenters: Francine Wenhardt, American Speech-Language-Hearing Association (ASHA); California Speech Language Hearing Association (CSHA); Tustin Unified School District; CSHA Caseload/Workload Taskforce Chair; ASHA Convention Proposal Reviewer: Language and Learning in School Age Individuals Topic Committee
Lisa Chatter, American Speech-Language-Hearing Association (ASHA); California Speech Language Hearing Association (CSHA); CSHA; Pacific Coast Speech Services; The Stepping Stones Group; CSHA Caseload/Workload Taskforce Member
Brandon Osorio, Tustin Unified School District; The Stepping Stones Group

This presentation gives examples of the authors' use of research-based contextual lessons with groups of adolescents with high support needs in classrooms. The authors will present an evidence-based lesson plan with explicit examples of how to address a variety of social, functional, and educational needs to a group with mixed support needs

and how to implement the use of high- and low-tech assistive communication within the lesson. In addition, this session will address working with paraeducators and teachers to generalize the skills being taught. Multiple resources will be shared with attendees.

Instructional Level: Intermediate

Track: Clinical/ Professional Issues: School-Based

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Construct an evidence-based multi-objective, systematic group lesson for adolescent students with high support needs
- Describe how to prepare for and incorporate AAC into the lesson
- Prepare classroom staff for carrying over the activities and generalizing student skills

Potential Benefits: Clinicians will benefit from having real-world case examples in addition to a free lesson. They will also have evidence backing for what they are doing. Benefits to students with high support needs include improved access to knowledge.

Potential Risks: Though we anticipate that the lesson template we provide will benefit all students, there may be frustration among students

11:00-12:30

Order up! Investigating SLP-Driven Dysphagia Consults in Acute Care

Presenters: Taylor Wilde, City of Hope
Kaitlin Valdez-Sanqui, City of Hope

Barriers such as limited staffing, lack of standardized protocols, and communication breakdowns often delay or prevent speech-language pathology consultations for dysphagia in acute care. This retrospective review examines SLP-driven consultations in the acute oncology setting, analyzing 112 referrals. Consultations were based on daily chart reviews by a supervisor-level SLP, with attention to oxygen needs, diagnoses, and diet levels. Of the referrals, 93.75% resulted in completed evaluations, with high-flow nasal cannula use being the most common clinical trigger. Most common diagnoses included head and neck cancer, leukemia, and lung cancer. Missed consultations were mostly due to lack of provider response and non-treatment cases were primarily due to clinical transitions such as intubation or hospice care. Findings support the effectiveness of proactive SLP involvement in identifying at-risk patients, especially those outside traditional diagnostic groups. This highlights the need for interdisciplinary education and standardized screening to improve early dysphagia detection and care equity.

Instructional Level: Intermediate

Track: Clinical/Professional Issues: Medical Settings

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify Identify barriers to medical team consultation of SLP services for dysphagia management.
- Describe Describe clinical triggers and patient characteristics that support SLP-initiated dysphagia consults in the acute care oncology setting.
- Explain Explain the role of SLP in enhancing interdisciplinary collaboration and informing quality improvement efforts for hospitalized patients with swallowing disorders.

Potential Benefits: Benefits to this proposal include earlier identification of dysphagia, improved patient safety, enhanced interdisciplinary collaboration, equity in care, and professional advocacy.

Potential Risks: Potential risks include resource strain for some SLP departments given staffing, reduced vigilance of medical team due to overreliance on SLP suggested orders, provider resistance/perception of SLP overstepping their role, and reduced generalizability across institutions due to culture.

11:00-12:30

Designing User-Friendly AAC: Principles of Vocabulary and Organization

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

Designing user-friendly AAC systems requires thoughtful decisions about vocabulary content and organization. This session presents clear, practical strategies for selecting and arranging vocabulary to support communication and language development. We'll examine how a developmental model of language acquisition can inform vocabulary selection for preliterate AAC users. Drawing on current research and clinical examples, we'll compare organization methods—such as visual scene displays, taxonomic layouts and motor planning-based systems—and their effects on learning and message construction. Participants will leave with evidence-based tools to support efficient access, reduce cognitive load, and promote generative language in individuals who use aided communication.

Instructional Level: Intermediate

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Choose vocabulary that aligns with an AAC user's stage of language development.
- Apply organization methods that support message construction and reduce cognitive load.
- Modify an existing AAC system to support progression towards developmentally appropriate language goals.

Potential Benefits: Attendees will gain access to evidence-based strategies for selecting and organizing vocabulary in AAC systems, grounded in developmental models of language acquisition. These strategies may enhance communication efficiency, reduce cognitive and motor demands, and promote the use of generative language in preliterate users. Clinicians will benefit from exposure to practical tools and real-world case examples that support the creation of intuitive, user-friendly AAC systems. This may improve treatment outcomes and engagement for individuals with developmental disabilities, while also enhancing caregiver understanding and participation in the intervention process.

Potential Risks: This session presents research-informed strategies for AAC vocabulary selection and organization; however, individual client needs vary, and strategies may not generalize across all populations or access methods. Implementing new AAC layouts or reorganizing vocabulary without sufficient support or training may lead to temporary decreases in communication efficiency or user frustration. There is also a potential risk of misapplying developmental frameworks without considering individual learning profiles, cultural and linguistic backgrounds, or current system familiarity, which could result in reduced engagement or inconsistent progress. Clinicians should individualize all recommendations and monitor outcomes closely when applying these strategies in practice.

11:00-12:30

FOUND: A Path to Neurodiversity-Affirming Family Support - A Replicable Model

Presenters: Heather Brady, American Speech-Language-Hearing Association (ASHA); San Diego Unified School District

This session presents FOUND (Families of the Unique and NeuroDivergent) a support and learning community created by a San Diego Unified Senior SLP. FOUND provides a

space for families to learn about neurodiversity through a strengths-based lens while fostering authentic connections between neurodivergent individuals and their families. The presentation will share the steps that were taken to create, run and continue to support the group. There is continued research around the mental health challenges that neurodivergent individuals experience, and value in making authentic connections with other neurodivergent individuals. The goal of FOUND is to reduce these hardships by shifting the understanding of their families as well as foster connections and community. The hope is for others to replicate this idea to grow our support for all kinds of minds in the future.

Instructional Level: Intermediate

Track: Clinical/ Professional Issues: School-Based

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the rationale for shifting toward a neurodiversity-affirming lens when supporting neurodivergent students and families, including identification of systemic barriers that exist toward this goal.
- Explain the step-by-step process for creating and sustaining a support and learning community for neurodivergent students and their families.
- Evaluate strategies for adapting and replicating this support community model across various settings, age ranges, and populations.

Potential Benefits: -Increased family understanding and acceptance of neurodivergence -Development of authentic peer relationships among neurodivergent individuals -Enhanced family navigation of educational and community systems -Improved mental health outcomes through strength-based approaches -Creation of sustainable, long-term support networks -Professional development opportunity for SLPs to expand their role beyond traditional service delivery

Potential Risks: Potential for families to receive conflicting information if not properly facilitated Risk of creating "us vs. them" dynamics if not inclusively managed Possible resistance from traditional educational systems or colleagues Time and resource demands on facilitating SLP Need for ongoing education to ensure evidence-based, culturally responsive practices Potential Mitigation Strategies: Clear communication about the group's supplementary (not replacement) role Collaboration with school administration and interdisciplinary teams Regular evaluation and feedback collection from participants

11:00-12:30

Queer-Affirming Practices in the Special Education Meeting Process

Presenters: Jeff Gierer, Community Medical Centers

Special education due process meetings (e.g., individual education program meetings) are essential components for supporting school-age student, family, and provider needs. While such meetings are ostensibly aimed at welcoming learning team members to collaborate as partners, it is often reported that they can be daunting to many (particularly for persons from culturally-diverse backgrounds). As LGBTQIA+ families, students, and colleagues may experience needs specific to their unique experiences, this session offers recommendations for speech-language pathologists (SLPs) and other providers interested in holding queer-affirming special education meetings.

Instructional Level: Intermediate

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify 3 aspects of queer-affirming practice to encourage more LGBTQIA+-welcoming special education meetings.
- Identify 2 resources to increase their LGBTQIA+ cultural competence.
- Apply 1 aspect of queer-affirming special education meetings in their practice.

Potential Benefits: Participants who attend this session may leave able to identify aspects of queer-affirming practice to encourage more LGBTQIA+-welcoming special education meetings. Further, participants may increase their knowledge of resources around LGBTQIA+ cultural competence and queer issues in their professional practice.

Potential Risks: Currently, queer-identified persons in America are experiencing heightened discrimination federally. While attendees to this session may learn tools to support their queer colleagues, students, and their families, new federal requirements may force them to exercise additional levels of caution when demonstrating open support for their queer clients professionally.

11:00-12:30

AAC-ceptance: Embracing Neurodiversity in Communication

Presenters: Zoe Giatis, Cupertino Union School District (CUSD); California Speech Language Hearing Association (CSHA); Growing With AAC; San Jose State University
Nadia Townsend, Cupertino Union School District (CUSD); California Speech Language Hearing Association (CSHA); Growing With AAC; San Jose State University; Rocky Mountain University of Health Professions (RMUoHP); Townsend Speech Therapy

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

Instructional Level: Intermediate

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify aspects of neurodiversity-affirming practices into AAC clinical practice
- Differentiate between traditional clinical practices and neurodiversity-affirming practices
- Define key terms and elements related to AAC and neurodiversity-affirming best practices

Potential Benefits: This seminar equips professionals with practical, evidence-based strategies to better support neurodiverse children through inclusive, child-led, and affirming AAC practices. Attendees will gain a deeper understanding of how to foster autonomy, engagement, and self-expression while honoring each child's unique communication style. By promoting environments of belonging and respect, the seminar empowers clinicians to deliver more ethical, effective, and individualized therapy. Participants will leave with tools to enhance

communication outcomes, advocate for neurodiversity-affirming care, and build stronger, more collaborative relationships with the children and families they serve.

Potential Risks: Challenging traditional models of therapy and introducing newer paradigms like neurodiversity-affirming AAC may provoke resistance or discomfort among professionals accustomed to more directive or deficit-based approaches. Without careful framing, these paradigm shifts could be seen as dismissive of prior training or clinical experience, potentially impacting buy-in or collaboration across teams.

11:00-12:30

Speak, Listen, Heal: Building Connections Through The Power of Storytelling

Presenters: Karin Hartunian Koukeyan, California Speech Language Hearing Association (CSHA); SpeechFit, A Speech Language Pathology Corporation

This interactive course introduces participants to the principles and practices of narrative medicine as a framework for delivering person-centered care within the field of communication sciences and disorders (CSD). Participants will explore how storytelling—through patient narratives, reflective listening, and clinician self-reflection—can enhance therapeutic relationships, support meaningful goal-setting, and prevent clinician burnout. The course will examine the benefits and limitations of implementing narrative approaches in a variety of clinical settings, including speech-language pathology and audiology. Real-life case studies and practical strategies will help participants apply narrative tools to improve client connection, clinical outcomes, and professional satisfaction. Whether you're supporting a child finding their voice or an adult navigating identity through communication, this course offers tools to help you listen deeply, respond empathetically, and reconnect with your purpose as a clinician. This course is intended for professionals seeking to deepen client engagement, communication outcomes, and personal fulfillment through the power of story.

Instructional Level: Intermediate

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Explain key principles of narrative medicine and how they support patient-centered, compassionate care within the field of communication sciences and disorders (CSD).

- Describe the benefits and challenges of incorporating storytelling into clinical practice, particularly for fostering therapeutic connection, reflective practice, and clinician well-being.
- Evaluate at least two practical approaches to applying narrative techniques such as patient narratives, reflective writing, or story-based interviewing in both assessment and treatment across CSD settings.

Potential Benefits: Clinicians will strengthen their ability to build trust and connection with clients by using storytelling techniques that foster empathy, cultural responsiveness, and more meaningful, person-centered care ultimately leading to improved outcomes and reduced feelings of burnout.

Potential Risks: Participants may encounter emotional discomfort or vulnerability when engaging in reflective storytelling or discussing sensitive client experiences, particularly if they have not previously explored narrative-based practices or processed their own clinical challenges.

11:00-12:30

Supporting Cognitive-Linguistic Functioning in Patients with Cancer

Presenters: Catherine Wang, San Diego State University; University of California San Diego; University of California San Francisco (UCSF Health), San Francisco, CA
Allison Gallaher, University of California, San Francisco

According to the National Cancer Institute, from 2022 to 2040, the number of people in the United States who have lived 5 or more years after their cancer diagnosis is projected to increase approximately 53%, to 19.2 million. As cancer mortality decreases, the likelihood with which cancer survivors will appear on a speech-language pathologist's caseload increases. SLPs who treat cognitive-linguistic deficits following stroke and traumatic brain injury may be wondering how to support patient functioning in the setting of cancer. This talk is designed to provide a brief overview of the types of cognitive and communicative deficits often seen in cancer, including aphasia due to neuro-oncology diagnoses and cancer-related cognitive impairment (CRCI), which may be described colloquially as "chemo brain." Come learn some tips/resources for this patient population.

Instructional Level: Introductory

Track: Acquired Cognitive Communication Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe at least two patient-reported and/or objective assessment measures that would be appropriate for characterizing cognitive-communication functioning in the setting of cancer.
- Formulate a specific, functionally relevant, and measurable treatment goal to address cognitive-linguistic impairments in the setting of cancer.
- Identify a supportive statement and/or resource for adult patients and caregivers with CRCI or aphasia secondary to brain cancer.

Potential Benefits: This talk will inform clinicians of a typical treatment trajectory in cancer and provide resources for navigating nuances in assessment and treatment. Clinicians who feel familiar with treating cognitive-linguistic deficits for more common etiologies will be assisted in mapping that knowledge onto the potentially less familiar etiology of cancer. Participants will be informed of resources to support patients and families.

Potential Risks: Cognitive-linguistic deficits in the context of cancer are heterogenous and caution should be taken in applying treatment protocols as each case will need an individualized approach. An open line of communication with the oncology or neuro-oncology team as change in symptoms could indicate disease progression.

11:00-12:30

AAC Emergency Preparedness Beyond Natural Disasters

Presenters: Maria De Leon, Goodwill of Orange County - ATEC; VocesAAC; BilingueAAC
Alma Partida, Con Alma Speech Therapy
Melissa Tapia, BilingueAAC; Hablame Speech Therapy
Sarah Lee, BilingueAAC; San Jose State Univeristy

This session will describe the needs, barriers, and current gaps in AAC emergency preparedness planning for different populations of AAC users and their families. It will discuss various types of emergency planning beyond natural disasters, including immigration raids and health crises. It will review evidence-informed culturally responsive strategies that service providers can use to support AAC users and their families. This session is ideal for AAC service providers who seek to understand the lack of emergency preparedness for individuals who use AAC and their families, and to acquire practical tools to help integrate emergency preparedness into their practices. This session will highlight how supportive interventions and preparedness, viewed through a culturally responsive lens, are essential to help mitigate damage in crises.

Instructional Level: Introductory

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Evaluate current gaps in AAC emergency preparedness planning for different populations of AAC users and their families.
- Name at least two evidence-informed strategies that service providers can use to support AAC users and their families.
- Design emergency-specific AAC vocabulary pages, in collaboration with the AAC user and their families.

Potential Benefits: This session aims to increase awareness of emergency preparedness planning and implementation, broadening the scope of emergency planning beyond natural disasters to include less visible crises that affect communication access. Attendees will gain a deeper understanding of the disproportionate risks and challenges that AAC users face during real-life emergencies and learn different strategies to implement in their service provision.

Potential Risks: The presentation discusses alternative types of emergency preparedness that extend beyond natural disasters, which may be an emotional trigger for participants. There is also limited research literature on how to help AAC users prepare for emergencies.

11:00-12:30

Breathe, Speak, Thrive: Total Laryngectomy 360° for the SLP

Presenters: Ann Kearney, Stanford University and Stanford Healthcare

“Breathe, Speak, Thrive: Total Laryngectomy 360° for the SLP” offers a comprehensive, practice-ready overview for clinicians and students. Participants will identify key post-laryngectomy anatomic and physiologic changes and confidently differentiate a total laryngectomy from a tracheostomy, translating these distinctions into correct decisions for airway access, communication, and swallowing. The course reviews three alaryngeal communication options—electrolarynx, esophageal speech, and tracheoesophageal puncture (TEP)—and compares indications, benefits, limitations, and troubleshooting. Learners will also describe core TL care and rehabilitation tasks, including stoma care, humidification/HME selection and fit, management of common TEP issues, and patient/family education for people with head and neck cancer. Expect practical demonstrations and take-home tools to improve confidence, voice outcomes, and quality of life.

Instructional Level: Introductory

Track: Clinical/Professional Issues: Medical Settings

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Recognize key post-laryngectomy anatomical/physiological changes and differentiate a total laryngectomy from a tracheostomy, noting implications for airway access, communication and swallowing.
- List 3 communication options for this population and explain the pros and cons of each.
- Describe basic core TL care and rehabilitation tasks, including but not limited to, alaryngeal communication options (electrolarynx, esophageal speech, TEP) with basic troubleshooting.

Potential Benefits: This session provides basic understanding of anatomy and physiology changes in communication, breathing and swallowing after a total laryngectomy procedure.

Potential Risks: There is no potential risks to this presentation.

12:30-2:00

Pre-Service Special Education Teachers Perspectives on AAC

Presenters: Carlie Parsons, California State University Long Beach
Margaret Vento-Wilson, California State University Long Beach

This presentation shares findings from a mixed-methods study exploring preservice special education teachers' perspectives on AAC implementation. As more students rely on AAC in school settings, collaboration between special educators and speech-language pathologists (SLPs) is essential. Yet, limited research exists on how future teachers are being prepared to support AAC users. This study uses survey data to examine participants' knowledge of AAC, perceived barriers, and confidence in collaborating with SLPs. Results reveal key gaps in training and suggest a need for more explicit instruction and interprofessional collaboration opportunities. Attendees will learn about preservice teachers' readiness to implement AAC, implications for AAC coursework in pre-service special education programs, and actionable strategies to improve communication outcomes for AAC users through interdisciplinary teamwork.

Instructional Level: Introductory

Track: Augmentative & Alternative Communication (AAC)

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Describe current perspectives of preservice special education teachers regarding AAC implementation in inclusive classroom settings and their willingness to collaborate with SLPs.
- Identify barriers and facilitators to AAC implementation in the classroom environment and collaboration between preservice special education teachers and SLPs.
- Discuss implications for improving collaboration between SLPs and SETs to support improved outcomes for students who use AAC in educational environments.

Potential Benefits: Attendees may benefit from insights into preservice special education teachers' perspectives on AAC implementation and interprofessional collaboration with SLPs. Findings may inform improvements in teacher preparation programs, enhance collaboration between educators and SLPs, and ultimately support more effective, inclusive AAC service delivery in school settings.

Potential Risks: This presentation discusses preliminary findings from an ongoing mixed-methods study. The results are not yet peer-reviewed or generalizable across all special education credential programs. Therefore, attendees should consider the contextual limitations of the sample and exercise caution when applying insights to other educational settings or populations.

12:30-2:00

Creating Community Connections Through the FRIENDS One-Day in the Bay!

Presenters: Annick Tumolo, CSHA Member, Spero Ally of Stuttering

Sometimes the best connections are the ones you never expected. This poster presentation highlights the experience of bringing the FRIENDS One-Day Conference to the Bay Area for the first time—a powerful event designed to support people who stutter, their families, and speech-language pathologists. Learn how this community-centered gathering created a safe, welcoming, and fun environment where individuals of all ages who stutter could connect, share, and grow together. You'll discover the steps involved in organizing a FRIENDS One-Day event, including collaboration with the national FRIENDS organization, outreach strategies, and insights from participants. The presentation will also explore the research that supports the impact of community-building experiences for those who stutter, emphasizing the importance of connection. Come learn how to help foster meaningful connections in your own community.

Instructional Level: Introductory

Track: Fluency

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Identify at least three evidenced based rationals why events such as the FRIENDs One-Day Conference are significant in the lives of those who stutter.
- Discuss the steps to organizing a FRIENDs One Day.
- Identify the important Stakeholders required in planning a FRIENDs One-Day.

Potential Benefits: -Increase awareness about way to bring those who stutter, their families and SLPs together -Inspiring other SLPs to do the same
-Educating others on the importance of building connections in the stuttering community -building the stuttering community for those who stutter to improve their quality of life

Potential Risks: -SLPs may feel overwhelmed by the idea of organizing a conference - This undertaking is very time consuming and may or may not be a successful - Some participants in the FRIENDs One Day may not be the best fit or ready to participate in this type of event

12:30-2:00

Ed.D. SLP Dissertation: Navigating Social Communication Support in Autism SDC

Presenters: Jessica Bourgeois, California State University, Stanislaus

This session explores the implementation of the evidence-based Joint Attention, Symbolic Play, Engagement, Regulation (JASPER) model in a preschool classroom to support social communication development in children with an educational eligibility of Autism Spectrum Disorder (ASD). Using a qualitative, autoethnographic approach, the study examines the real-time experiences of a school-based Speech-Language Pathologist (SLP) in applying JASPER over an 8-week period. Attendees will gain insights into the challenges, behaviors, and supports encountered when using JASPER in the classroom, as well as the importance of individualized strategies for social communication. The presentation emphasizes the critical role of regulation and engagement in supporting language development and highlights the iterative process of clinical decision-making. This research contributes to the field of speech pathology by demonstrating the value of qualitative methods in understanding and applying evidence-based practices in real-world educational settings, offering practical insights for SLPs.

Instructional Level: Advanced

Track: Considerations for Autistic Populations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Examine the role of qualitative research in therapy implementation
- Identify strategies for using engagement and regulation to support language development.
- Recognize the importance of individualizing therapy approaches, specifically with social communication.

Potential Benefits: Attendees will gain a deeper understanding of how JASPER-mediated therapy can be effectively implemented in preschool settings to support social communication development in children with ASD. The insights shared from a real-world application will help SLPs and educators better navigate the complexities of therapy implementation in diverse classroom environments. This presentation highlights the importance of tailoring interventions to meet the unique needs of each student, which is crucial in promoting effective communication development. Attendees will learn strategies for adapting therapy approaches and incorporating flexibility into their own practice, ultimately improving outcomes for students with ASD.

Potential Risks: As the study focuses on a small sample size of six preschool students, there is a risk that the findings may not be applicable to all students with ASD, particularly those with different developmental needs or in different educational contexts. Attendees should consider that individualized adjustments may be required when implementing JASPER in other settings. Adapting and implementing JASPER in diverse school environments may be challenging for service providers due to variations in resources, staff training, and institutional support. Some attendees may face difficulties in replicating the strategies or achieving the same outcomes without sufficient resources or time allocation.

12:30-2:00

Addressing Systemic Barriers in Bilingual SLP: Policy Reform & Practice

Presenters: Shu-Ting (Tina) Hsieh, Beyond Words Bilingual Speech Therapy, Inc
Vickie Yu, California State University, Northridge

Despite increased recognition of the value of culturally and linguistically appropriate services (CLAS), systemic barriers continue to limit access to equitable care for culturally and linguistically diverse (CLD) populations. Bilingual speech-language pathologists (SLPs) are uniquely positioned to provide effective, family-centered services, yet they often face challenges such as under-reimbursement, lack of policy

support, and excessive administrative burdens. This research-in-progress investigates financial, institutional, and policy-level barriers across various service settings. It also explores recent developments, such as caregiver training CPT codes, and identifies gaps in implementation. Preliminary findings from bilingual SLP and caregiver interviews will be shared to highlight current challenges and emerging trends. Attendees will gain insight into structural inequities, the impact on provider sustainability, and the need for policy reform. The project ultimately seeks to support equitable reimbursement models and promote access to high-quality, linguistically responsive care for CLD communities.

Instructional Level: Introductory

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Identify financial, administrative, and institutional barriers that limit access to culturally and linguistically appropriate services (CLAS) in bilingual speech-language pathology.
- Analyze gaps in current reimbursement structures that affect the sustainability of bilingual SLP services and caregiver training.
- Describe policy recommendations and advocacy strategies aimed at improving equitable access to high-quality, culturally responsive care for culturally and linguistically diverse (CLD) populations.

Potential Benefits: This presentation will enhance participants' understanding of systemic barriers impacting bilingual speech-language pathologists and the culturally and linguistically diverse (CLD) families they serve. Attendees will gain insights into how under-reimbursement, administrative burdens, and inconsistent policies limit access to CLAS. By reviewing early data and real-world experiences from both providers and families, participants will be better equipped to advocate for equitable reimbursement models and policy reform. The findings and recommendations may inform clinical decision-making, institutional practices, and future advocacy efforts to support sustainable, linguistically responsive care.

Potential Risks: The presentation addresses systemic inequities and policy shortcomings in the field of speech-language pathology, which may challenge existing institutional practices or provoke discomfort among stakeholders invested in the current reimbursement structure. Some participants may feel defensive or overwhelmed when reflecting on gaps in service access or support for bilingual SLPs. Additionally, preliminary data will be

shared, and while findings are grounded in research, they may not yet represent a complete or nationally generalizable picture. However, these risks are minimal and will be mitigated through respectful discussion, transparent methodology, and a strengths-based, solutions-oriented approach.

12:30-2:00

Ethical and Equitable AI Integration in Augmentative & Alternative Communication

Presenters: Greta Tan, Cupertino Union School District (CUSD)

This session will define core concepts regarding the use of Artificial Intelligence in Augmentative & Alternative Communication, its ethical implications, and principles for responsible implementation. We will discuss AI's history and its applications in AAC, including Natural Language Processing (NLP) and generative language models that enhance communication speed and vocabulary. Critical ethical issues including bias, data privacy, and user autonomy will be emphasized. Strategies for responsible AI use in AAC based on the relevant ASHA Code of Ethics, as well as the World Health Organization's (WHO) six guiding principles for ethical AI in health, will be proposed. Finally, crucial future research needs for ethical and equitable AI integration in AAC will be identified.

Instructional Level: Intermediate

Track: Augmentative & Alternative Communication (AAC)

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Describe three AI-powered AAC features, including NLP and generative models,
- Explain three potential ethical issues related to AI use in AAC.
- Identify three strategies for supporting responsible AI use in AAC based on the applicable ASHA Code of Ethics and WHO's six guiding principles for ethical AI in health.

Potential Benefits: This presentation will raise the attendees' awareness of AI-related ethical concerns in AAC, as well as guidance for applying ASHA's Code of Ethics and WHO's principles to AI's responsible implementation in AAC.

Potential Risks: Given the poster session's time and format constraints, the primary potential risk of this presentation may be the oversimplification of complex AI ethical issues. Furthermore, AI

is rapidly evolving which leads to the need to frequently update information.

12:30-2:00

Verb Retrieval in Bilingual Speakers: A Closer Look

Presenters: Vickie Yu, California State University, Northridge
Rachel Regi, California State University, Northridge
Myriam Salazar, California State University, Northridge
Shreya Narayanan, California State University, Northridge
Anahit Karapetyan, California State University, Northridge

This study investigates verb retrieval in bilingual speakers using the Verb Generation Task (VGT), a task that elicits verbs in response to noun prompts. Unlike traditional naming tasks such as the Boston Naming Test (BNT), which have shown a bilingual lexical disadvantage, the VGT more closely resembles spontaneous speech and may offer a more ecologically valid measure of language proficiency. Prior findings indicate that bilinguals perform comparably to monolinguals on the VGT, and that VGT performance correlates more strongly with self-rated English proficiency, and language use than the BNT does. This study aims to examine the relationship between verb generation and executive function and to determine how individual differences such as linguistic background and cultural experience influence performance. By recruiting a diverse sample of bilingual adults, the study seeks to develop culturally sensitive normative data for the VGT and contribute to more accurate and inclusive approaches to bilingual language assessment.

Instructional Level: Introductory

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Explain the limitations of traditional naming tasks in assessing language proficiency in bilingual speakers
- Discuss how verb generation tasks engage executive functions and offer a more comprehensive view of bilingual language processing.
- Analyze the influence of demographic and linguistic variables on lexical retrieval performance in bilingual populations.

Potential Benefits: The study will contribute to a deeper understanding of bilingual language processing and the relationship between executive function and verb retrieval. Findings may support the creation of more culturally and linguistically appropriate tools for assessing language proficiency in bilingual populations.

Potential Risks: The preliminary results have not been validated through peer-reviewed research and may not generalize across populations.

12:30-2:00

Neurodiversity-Affirming Education for Mandarin-Speaking Autism Caregivers

Presenters: Shu-Ting (Tina) Hsieh, Beyond Words; California State University Long Beach

This session presents preliminary findings from an ongoing study evaluating a neurodiversity-affirming education program for Mandarin-speaking caregivers of autistic children in the U.S. Many of these families face cultural stigma, limited autism knowledge, and a lack of accessible support. This virtual, two-weekend workshop was designed to increase caregiver knowledge, boost parental confidence, reduce stress, and ultimately support families in advocating for their children. Participants completed pre- and post-surveys measuring changes in these areas. The workshop introduced neurodiversity-affirming perspectives and practical strategies for supporting communication and development at home. Early results suggest the program may empower caregivers to better understand autism, navigate available resources, and make informed decisions for their child.

Instructional Level: Intermediate

Track: Considerations for Autistic Populations

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Describe the unique barriers Mandarin-speaking caregivers face in accessing autism education and support in the United States.
- Identify key components of a culturally responsive, neurodiversity-affirming caregiver education program.
- Explain the impact of caregiver education on knowledge, stigma, confidence, and stress levels based on pre- and post-intervention data.

Potential Benefits:

1. Increased Knowledge of Neurodiversity and Autism Caregivers will gain a better understanding of neurodiversity-affirming approaches, which can positively impact how they support and communicate with their child.
2. Practical Strategies for Supporting Their Child Participants will learn actionable strategies to implement at home, helping to better support their child's development, communication, and emotional well-being.
3. Improved Ability to Work with Therapists Caregivers will have better knowledge to collaborate

effectively with therapists, allowing them to make more informed decisions about selecting therapy approaches and setting meaningful, individualized goals for their child. 4. Enhanced Understanding of Behaviors Caregivers will gain a clearer understanding of the rationale behind their child's behaviors, enabling them to provide more empathetic and appropriate support in various settings. 5. Access to Tailored Resources Participants will receive educational materials and resources designed specifically for Mandarin-speaking caregivers, enhancing their ability to support their child and connect with relevant services.

Potential Risks:

Risk #1: Emotional Discomfort Some caregivers may experience emotional discomfort or distress when discussing their experience and challenges after receiving the child's diagnosis. Topics such as neurodiversity and autism can evoke a range of emotions, including anxiety or feelings of overwhelm. Risk #2: Privacy and Confidentiality During group discussions or Q&A, participants may unintentionally share sensitive personal or family information. There is always a risk that this information could be overheard by others in the same household or that confidentiality could be breached during virtual sessions.

12:30-2:00

Interprofessionalism of SLP with Psychology: Support Group of Adults who Stutter

Presenters: Desiree Kua, California State University, Monterey Bay
Presley Pasquel, California State University, Monterey Bay
Jennifer Peña, California State University, Monterey Bay
Lisa LaSalle, California State University, Monterey Bay
Julia Unger, InVivo Institute for Effective Communication
Steve Hoff, InVivo Institute for Effective Communication

This poster presents an interprofessional education (IPE) model in which SLP graduate students collaboratively facilitate support-group sessions for adults who stutter under dual supervision by a licensed SLP and a clinical psychologist. We present our collaboration between CSU-Monterey Bay and a private practice, Invivo Institute for Effective Communication, founded in New York. Invivo formed a telepractice support group for adults who stutter, facilitated by an SLP and a psychologist. This tutorial will provide: (1) background on adult stuttering support groups vs. self-help groups; (2) a structured supervision workflow encompassing planning, co-facilitation, and reflective debriefing; (3) evidence-based counseling strategies such as normalization, peer feedback, and cognitive restructuring; and (4) typical session formats. Gains in participant self-efficacy and SLP student counseling were observed and specific

examples will be presented. Borrowing from the field of psychology, we offer a template for embedding IPE, and specific resources for counseling adults who stutter.

Instructional Level: Introductory

Track: Fluency

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Summarize core therapeutic mechanisms of adult stuttering support groups, such as normalization, modeling, and cognitive restructuring
- Order a joint supervision workflow, including pre-session planning, co-facilitation, and reflective debriefing
- Demonstrate evidence-based counseling techniques, such as peer feedback and cognitive reframing, within a group context.

Potential Benefits: Many university clinics want ideas on how to implement interprofessional education (IPE) into their curriculum as it is required and also helpful. Furthermore, adults who stutter benefit from support groups, and we benefit from thinking about different formats for running them when we are able to as SLPs. Attendee professionals whose roles are not that of SLP and audiology might enjoy thinking about the involvement of a psychologist in a support group and learning how the literature supports that.

Potential Risks: Interprofessional education (IPE) could also involve psychology graduate students, and we are not yet at that point of developing this extension to the IPE model. So the risk is an audience member of our poster thinking that we applied an ideal IPE model involving psychology students; we did not, and we are aware of that.

12:30-2:00

Study of Mazes and Macrostructure: Narratives in Bilingual Children with/out DLD

Presenters: Morgan Dejno, A.T. Still University
April Baumgartner, A.T. Still University
Miranda McCluskey, A.T. Still University
Patricia Reyes Perez, A.T. Still University
Lourdes Martinez Nieto, A.T. Still University
Melissa Pierce-Rivera, Midwestern University
Maria Adelaida Restrepo, University of South Florida

This session explores the longitudinal development of English narrative macrostructure in Spanish-English bilingual children with and without Developmental Language Disorder (DLD). Drawing on five years of data from 54 children, this study examines changes in narrative abilities using the Narrative Scoring Scheme (NSS) and analyzes where mazes (e.g., repetitions, false starts) occur within the different story grammar elements. Findings highlight differences in narrative organization and fluency between typically developing children and those with DLD. Attendees will gain insights into how bilingualism and language disorder intersect in narrative development and how these findings can inform culturally responsive assessment and intervention practices for bilingual populations.

Instructional Level: Intermediate

Track: Language, Learning, & Literacy

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Interpret the interaction between mazes and macrostructure
- Identify patterns and types of mazes in narratives
- Analyze the longitudinal development of macrostructure elements

Potential Benefits: It will provide insight to macrostructure skills through narratives of Spanish/English bilingual students.

Potential Risks: This presentation will provide evidence-based insights into narrative development and maze production in bilingual children with and without Developmental Language Disorder (DLD), enhancing clinicians' ability to assess and support language skills using culturally and linguistically responsive practices. Potential risks are minimal but may include researcher bias when interpreting narratives through specific cultural frameworks, methodological limitations common to longitudinal bilingual research, and the subjectivity inherent in coding story grammar elements. Attendees are encouraged to critically consider these factors when applying findings to clinical practice.

12:30-2:00

Designing Language Tracking AI Tools for Bilingual Children and Parents

Presenters: Yao Du, University of Southern California
Tracy Sippl, S&L Teletherapy Consultant
Ying Dong, Academic Staffing company
Elena Hu, Philadelphia College of Osteopathic Medicine

Yihan Wang, University at Buffalo
Mengyun Liu, University of Michigan
Xi Lu, University at Buffalo

This poster presents the design of an AI-enabled system that empowers parents to track and share their bilingual children's language development with clinicians. Developmental Language Disorder (DLD) is difficult to diagnose in bilingual children due to limited time, tools, and norms in clinical care. Parents observe rich, everyday language behaviors but lack structured means to capture or communicate them. Through surveys with 71 parents and 21 clinicians, co-design workshops, and a 3-month field study, this research identifies parent and provider needs for a home-to-clinic language tracking tool. Findings show parents want easy-to-use tools that support both languages, offer reminders, and enable data sharing; clinicians value data that includes progress visualizations, milestone tracking, and contextualized speech samples. By leveraging Human-Centered AI, this work aims to bridge gaps between home observations and clinical evaluation, positioning parents as active partners in early, accurate diagnosis and support of bilingual children with DLD.

Instructional Level: Introductory

Track: Language, Learning, & Literacy

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Analyze how Human-Centered AI can support the interpretation of parent-collected multimodal language data to improve the diagnosis of language disorders in bilingual children.
- Compare SLP and parents tracking to learn how do SLPs track language development compared to parents.
- Identify 3 key considerations when analyzing language development in multilingual children using AI

Potential Benefits: This session introduces a multi-phase research study that seeks to use human-centered AI and design approaches towards helping parents and clinicians to make more informed, efficient, and individualized language tracking for children with DLD. Attendees will gain practical insights into preliminary findings from parent and clinician needs discovered towards creating innovative technology that supports multi-stakeholder needs.

Potential Risks: This presentation informs the audience about parents' and clinicians' needs and preferences towards utilizing AI tools. Potential risks might include limited sample size that may not represent diverse parent needs across different social and economic backgrounds. This session explores potential design

recommendations and its implementation in supporting more accurate diagnosis of child language assessment; however, AI tools have not been heavily investigated in this domain and may lead to concerns about safety and trust.

12:30-2:00

Disability Pride Festival: Connecting Outside the Therapy Room

Presenters: Caitlin Lopez, CSHA Convergence Content Co-Coordinator; San Bernardino City Unified School District

Sometimes we need to get out of our therapy rooms to rejuvenate and inspire our practice. This poster session tells a story of an SLP who began volunteering in her community. A need was discovered, a team was built, and a Disability Pride Festival was put on for the greater community. The session will walk the attendees through the steps needed to create a community event, the resources available, and the results of greater community connection.

Instructional Level: Introductory

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Identify ways to engage stakeholders
- List steps to creating a community event
- Describe leadership skills needed to mobilizing a team

Potential Benefits: Potential Benefits: Attendees may be inspired to act on problems they see in their community and create better connections with people they serve.

Potential Risks: Potential risks: The procedures mentioned may not be appropriate for all groups.

2:00-5:00

AAC Goal Writing Workshop: A Practical & Theoretically Grounded Roadmap

Presenters: Lisa Erwin-Davidson, Member of CSHA, ASHA, USSAAC; ISAAC; Cal State University Fullerton
Margaret Vento-Wilson, California State University Long Beach

This course provides guided training to school-based SLPs on how to write theoretically grounded AAC-IEP goals for school-age students who require or use aided augmentative and alternative communication for fuller participation in their academic curricula. The presenter's will share their current (in-press) research findings suggesting the adoption of a practical roadmap that SLPs could use to rapidly guide AAC goal construction while ensuring appropriate linkages with three primary educational learning theories.

Instructional Level: Intermediate

Track: Augmentative & Alternative Communication (AAC)

Session Type: 3-hour Course

Learner Verb and Learning Objectives:

- Identify three main findings of an AAC goals research study.
- Apply the findings to assist with AAC goal construction using a roadmap that is theoretically grounded, aligned with state academic standards, and designed to maximize students' communication for academic and life outcomes.
- Construct AAC goals by learning how to include/exclude terms or linguistic phrasing that may either facilitate communication for academic and life learning, or unintentionally create barriers to learning

Potential Benefits: This course potentially supports improved language-learning outcomes for students who use aided AAC due to improved goal wording supporting fuller participation in academic curricula and improved alignment with underlying learning theories.

Potential Risks: There are no known risks for SLPs who take this training although SLPs may experience frustration when learning a new way of framing goals that may counter what they previously believed as "best practice".

2:00-3:30

You're Not Too Much: Advocacy & Connection for Neurodivergent Therapists

Presenters: Alexandria Green, Green Family Therapies

This interactive session is designed for professionals who identify as neurodivergent or are exploring that identity. Together, we'll reflect on what it means to show up authentically in our work, advocate for the support we need, and connect with others who share similar lived experiences. Through guided reflection, peer discussion, and creative connection activities, participants will leave with practical tools for self-advocacy, a deeper understanding of neurodivergent workplace needs (and how to address those needs), and a renewed sense of belonging in the field.

Instructional Level: Introductory

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Recognize research-based common workplace challenges experienced by neurodivergent SLPs, including masking, sensory dysregulation, communication differences, rejection-sensitive dysphoria, etc.
- Role-play strategies for requesting legally-afforded accommodations and setting boundaries in workplace settings.
- Discuss in peer discussions and structured reflection to explore personal identity and build professional connections.

Potential Benefits: This presentation provides both immediate and long-term benefits for speech and audiological professionals who identify as neurodivergent or are exploring that identity. Participants will gain increased self-awareness of their sensory, emotional, and communication needs in professional settings, which will help support sustainable and authentic practice. The session also provides attendees with knowledge of ADA-supported accommodations and modifications, as well as practical advocacy tools, including sample scripts and real-world strategies for requesting accommodations and setting workplace boundaries. This session also offers a rare opportunity for meaningful peer connection, helping to reduce professional isolation and foster a much-needed sense of community among neurodivergent clinicians. These outcomes align with ASHA's broader goals of promoting cultural competence, clinician wellbeing, and inclusive service delivery. Ultimately, participants will leave feeling better supported in their roles and also better prepared to advocate for change within the systems around them.

Potential Risks: This session may prompt emotional responses, especially when discussing masking, workplace challenges, adverse experiences, or identity. Some participants may feel vulnerable when sharing personal experiences or reflecting on past instances of exclusion. To reduce risk, participation is always optional, with flexible ways to engage (or not). The environment will be structured to support safety, consent, and emotional regulation. Resources for post-session support will be provided.

2:00-3:30

Connection Over Compliance: Implementing PRC-Salttillo AAC Apps in the Classroom

Presenters: Erik Larson, Rehabilitation Engineering and Assistive Technology Society of North America; PRC-Salttillo
Johnson Taing, PRC-Salttillo

PRC-Salttillo is known for developing well-designed AAC language systems. Widely adopted in schools and available as iOS apps, these systems support students with complex communication needs and diverse access methods. This session explores the most effective strategies for classroom implementation of these tools. Participants will examine key features of PRC-Salttillo AAC apps, focusing on leveraging core vocabulary to promote meaningful language development. Through methods like descriptive teaching and aided language input, educators will learn to cultivate a language-rich environment that empowers student engagement. The session also includes a demonstration of commercially available eye gaze technology, showcasing how students with significant access needs can use these language systems. Emphasis is placed on practical classroom application, collaboration among educators, and the importance of creating feasible, effective classroom implementation plans. Attendees will gain insight into integrating AAC into everyday classroom life, building strong connections with students, and supporting inclusive language learning environments.

Instructional Level: Introductory

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify 3 iOS AAC apps offered by PRC-Salttillo.
- Differentiate key features of iOS apps offered by PRC-Salttillo.
- Describe at least one strategy for implementing PRC-Salttillo AAC iOS apps in the classroom/school setting.

Potential Benefits: This session focuses on implementation of specific AAC apps in the school setting. Potential benefits include increased knowledge of research based AAC implementation methods, an enhanced knowledge of PRC-Salttillo iOS AAC apps and their salient features, and empowerment related to how these systems can be used to improve AAC implementation in the school setting.

Potential Risks: This session focuses on implementation of specific AAC apps in the school setting. Potential risks might include: lack of buy-in

from all school professionals on a team, school staff being unfamiliar with specific AAC apps presented, students requiring features from other AAC apps not covered in the present session.

2:00-3:30

Connect for a Cause: Mobilizing Speech-Language-Hearing Professionals for Change

Presenters: Deborah Swain, The Swain Center
Benjamin Reece, CSHA Board of Directors; San Joaquin Delta College;
University of the Pacific

This presentation outlines a replicable framework to guide CSHA members in moving an initiative from issue identification to impact and change. Drawing from best practices in professional advocacy, the session breaks down each stage of the advocacy process—defining the issue, setting an action agenda, identifying strategies, mobilizing members, and enacting change. Emphasis is placed on the critical role of member engagement, data gathering, establishing partnerships, and communication strategies. The session will present a real-world application affecting CSHA professionals and offer practical tools to support advocacy efforts in CSHA. Participants will leave with a blueprint to launch or enhance their own advocacy efforts while empowering members to contribute meaningfully. The presentation is relevant to members in every work and professional setting seeking to influence practice, policy or equity and elevate their profession's voice.

Instructional Level: Intermediate

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe advocacy for speech-language-hearing professionals
- Describe the seven steps in successful advocacy
- Apply advocacy strategies to initiatives in their work settings

Potential Benefits: Members will better understand the importance of advocacy, their role, and the impact on professional practice and policy.

Potential Risks: None

2:00-3:30

Advancing Equity in Autism Services in California's Developmental Service System

Presenters: Monica Hudnall, CA Department of Developmental Services
Lauren Libero, CA Department of Developmental Services

This seminar will provide an overview of the CA Department of Developmental Service's structure and services, statutory obligations, statewide data trends related to Autism and Autism and co-occurring Intellectual Disability (ID), programs and resources available to enhance equity and service delivery for individuals, and families and highlight potential future directions to improve statewide outcomes.

Instructional Level: Intermediate

Track: Considerations for Autistic Populations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Explain the structure and services of CA DDS and the Autism Services Branch.
- Interpret statewide Autism and Intellectual Disability (IDD) data.
- Identify publicly available programs and resources to support individuals with Autism and ID and their families.

Potential Benefits: Attending this presentation offers partners a unique opportunity to understand California's developmental services system in the context of the growing autism population. The session provides valuable insight into the systemic challenges and exploration of solutions being implemented. By highlighting data-driven efforts and culturally relevant service models, it empowers participants to contribute to a more equitable and responsive support system for autistic individuals and their families across the state.

Potential Risks: Possible risks include hearing information that may be sensitive or emotionally difficult, recognizing system limitations such as uneven access to services, encountering complex policy or data that may be challenging to interpret without background knowledge, privacy considerations when discussing professional experiences, limited availability of resources in certain regions, and potential delays in service delivery or treatment due to waitlists or staffing shortages.

2:00-3:30

Children with Brain Injury: New or in History

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

Pediatric brain injury, of any severity, is a growing area of public awareness due to potential long-term issues in learning and development. The disproportionate number of incarcerated juveniles and adults with a history TBI highlights this impact (Williams et al., 2015). A TBI before or during school can result in difficulties with communication, attention, learning, memory, behavior, and social skills (Haarbauer Krupa et al., 2018) and can dramatically impact later quality of life (Haarbauer-Krupa et al., 2021). The family and the intervention team may not make the connection. To adequately address the child's needs, identifying the TBI history is critical, and assessment and intervention should target many areas not typical in a speech/language or special education evaluation (Keenan et al., 2020). The goal of this session is to give an overview of assessment and treatment for cognitive-communication for all children, neuroplasticity, and the importance of SLP advocacy and awareness.

Instructional Level: Introductory

Track: Acquired Cognitive Communication Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify the needs of children after TBI and the potential long-term impact on cognitive-communication development.
- Construct developmentally appropriate tools to assess and treat cognitive-communication in children of all ages.
- Recommend and advocate for intervention and services for children after TBI.

Potential Benefits: Potential Benefit: SLP will be aware of TBI identification tools, potential long term developmental issues, team work, tests and treatment approaches; and be able to advocate for the child and family

Potential Risks: Risks: may be difficult to identify TBI, family denial/grief, difficulty accessing services needed, lack of providers

2:00-3:30

Social Communication in the Young Child: Connect Assessment to Functional Goals

Presenters: Patti Hamaguchi, Academic Therapy Publications (ATP)
Kristen White, Academic Therapy Publications (ATP)

Many children with language, learning, neurodevelopmental and emotional-behavioral disorders have co-occurring deficits in social communication. These difficulties have been challenging to identify and measure using existing assessments within the toddler-preschool populations, especially given their short attention span, unpredictable levels of cooperation, and discomfort with new adults and settings. This presentation will focus on the unique assessment needs of this complex population, and will also introduce a new, nationally-normed social communication assessment for the young child, The Receptive, Expressive, Social Communication/Play Assessment-Early Language Development (RESCA-ELD). We will connect standardized assessment with dynamic assessment principles and parent/caregiver input. This combined assessment format leads to improved selection of functional language goals, as well as supporting executive function development. Through lecture and videos, this presentation will also demonstrate how to take this diagnostic information and put it into practical application by creating effective activities to support language & social communication goals.

Instructional Level: Intermediate

Track: Clinical/Professional Issues: Early Intervention

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- List at least three criteria from the DSM-5 for identifying social communication disorders.
- Identify at least five critical components of a best-practices, comprehensive assessment for young children who are at risk for social communication disorders.
- Describe at least five common response patterns and behaviors that would be expected to be observed during a comprehensive assessment of the young child that would be indicative of a social communication disorder

Potential Benefits: This presentation discusses important information related to assessing young children who may have social communication disorders, including how to integrate dynamic assessment with standardized tests information. This will help the SLP develop an effective treatment plan.

Potential Risks: The testing discussed requires time to administer and score, as well as time to conduct dynamic assessment measures and gather input from the parents, caregivers and teachers. SLPs may not have adequate time or resources to do this. This session reviews the RESCA-ELD, which may not be appropriate for all learners.

2:00-3:30

Connecting Knowledge and Compassion: Empowering SLPs in Palliative Care

Presenters: Marissa Galin, Good Samaritan Hospital, San Jose; Rocky Mountain University of Health Professions

This session is designed to empower speech-language pathologists (SLPs) to deepen their connection with patients, families, and their interdisciplinary colleagues within palliative care through collaborative practice. Attendees will develop an understanding of palliative care's core principles and objectives while also developing the essential skills to collaborate effectively within an interdisciplinary team. Bridging the gap between knowledge and practice, the session will highlight the findings from a recent study on the effectiveness of asynchronous palliative care training for medical SLPs, current replication efforts, and the need for ongoing investigation in effective clinical education in palliative care. This session highlights how SLPs can serve as vital connectors, bridging the gap between interprofessional teams and the patients and families they serve. With a focus on bioethical concerns, attendees will gain insight into how SLPs can support shared decision-making, advocate for person-centered care, and foster meaningful dialogue during some of life's most challenging moments.

Instructional Level: Intermediate

Track: Clinical/Professional Issues: Medical Settings

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the speech-language pathologist's role within the interdisciplinary palliative care team, including their responsibilities in communication, dysphagia, education, counseling, and holistic care.
- Analyze the research on the effectiveness of online palliative care training on medical SLPs' knowledge and comfort levels.
- Integrate the core principles and objectives of palliative care, particularly its emphasis on preserving and improving quality of life, considering ethical challenges, and translating the evidence and principles to clinical practice.

Potential Benefits: Through quality, effective Palliative Care training, SLPs can improve the quality of life, patient/family autonomy,

communication of needs and wants, and joy and comfort in positive eating and drinking experiences in life-limiting illness and toward the end-of-life.

Potential Risks: SLPs receive limited pre-professional training in palliative care specific to the scope of practice for SLPs. There is a lack of robust research, and we face ethical and emotional burdens when providing care to patients receiving palliative care.

2:00-3:30

Affirming Self through Affirming Voice Care: a Multi-disciplinary Approach

Presenters: Oneida Chi, Stanford Children's Hospital
Betsy Stickels, CSU East Bay; Stanford Health Care Division of Laryngology

This course explores the collaborative roles of Speech-Language Pathologists, laryngologists and psychologists in delivering patient-centered, identity-affirming voice care. Participants will acquire frameworks for delivering culturally responsive care across the full trajectory of voice intervention, emphasizing interdisciplinary inclusivity and collaborative practice. Designed for professionals working with a diverse population of teens and adults seeking voices that better reflect their identities, this session focuses on evidence based practical strategies. The course will highlight key areas of voice modification, equipping SLPs with tools to explain vocal changes and guide patients toward their voice goals. Additionally, it will cover the use of pitch-altering procedures—examining their benefits, limitations, and the SLP's integral role in peri-operative support

Instructional Level: Intermediate

Track: Voice, Resonance, and Upper Airway

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Apply evidence based practices for providing patient-centered and culturally responsive voice care.
- Identify practical strategies to work with adults and teens to achieve a voice aligned with their identity.
- Differentiate the advantages and limitations of surgical vs therapeutic interventions in identity aligning voice care

Potential Benefits: Provides evidence based framework and practical guidance for creating culturally responsive and patient centered goals. Clinicians will have strategies to provide specialized, effective

therapy to adults and teens seeking assistance with aligning their voice to their identity. Deliver effective postoperative care following voice surgery.

Potential Risks: The risk of this course lies in the current political climate and the genuine threat to gender affirming healthcare for adults and teens. Frustration may arise from patients regarding delays with insurance reimbursement and coverage for gender affirming voice care.

2:00-3:30

A Translanguaging Approach to Assessing Language Disorders in Bilingual Children

Presenters: Carla Kakejian, California State University, Northridge (CSUN)

This session introduces participants to translanguaging theory within the field of speech-language pathology and demonstrates its practical application in assessing bilingual children with suspected language impairments. Drawing on a case studies with Armenian-English bilingual children in Los Angeles, the session highlights how allowing and analyzing translanguaging during narrative retell tasks leads to more complex, lexically rich language samples. Participants explore how translanguaging-informed assessment practices support more accurate diagnoses, reduce the misidentification of language disorders, and promote equitable service delivery. The session also provides speech-language pathologists with practical tools and strategies for implementing translanguaging frameworks in clinical settings, including how to structure narrative tasks, provide inclusive prompts, address client-clinician language mismatches, and effectively analyze multilingual language samples.

Instructional Level: Intermediate

Track: Language, Learning, & Literacy

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Define translanguaging and demonstrate understanding of language use among bilingual children.
- Apply translanguaging theory in the context of narrative assessments for bilingual children with suspected language impairments.
- Demonstrate an understanding of culturally responsive services in speech-language pathology.

Potential Benefits: This talk equips speech-language pathologists with a deeper understanding of translanguaging theory and its powerful

implications for assessing bilingual children. By moving beyond deficit-oriented frameworks, clinicians will gain practical tools to differentiate language differences from true language disorders. Attendees will learn strategies for designing inclusive assessments, analyzing multilingual language samples, and implementing culturally and linguistically responsive practices. This approach supports more accurate diagnoses and promotes equitable service delivery.

Potential Risks: This session presents minimal risk to participants. It is educational in nature and does not involve any personal data collection. While some speech-language pathologists may become aware of bias in their current assessment procedures, this realization offers a valuable opportunity for learning and growth toward greater clinical competence and culturally responsive practice.

2:00-3:30

Centering Underrepresented Voices in the Undergraduate Pipeline

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

How can we ensure that first-generation, bilingual, and underrepresented students feel prepared, confident, and connected as they navigate the path to graduate study in speech-language pathology? This interactive 90-minute session presents new data and student voices from Foundational Firsts, a multi-campus CSU initiative supporting undergraduate juniors from historically marginalized backgrounds. Participants will explore how intersecting identities (e.g., racial/ethnic background, socioeconomic status, language use) impact students' confidence, application behaviors, and sense of belonging in the field. Attendees will engage in small group dialogue, review student-driven recommendations, and learn strategies to build more culturally sustaining mentorship and support systems.

Instructional Level: Introductory

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe common barriers reported by first-generation and bilingual students applying to SLP graduate programs.
- Analyze the intersection of identity (e.g., racial/ethnic, linguistic, socioeconomic) and application confidence using student-derived data

- Identify at least two institutional practices that can strengthen the graduate school pipeline for underrepresented students in SLP.

Potential Benefits: This session offers participants the opportunity to engage with first-hand student perspectives and data-driven insights that can inform more equitable practices in graduate school advising, mentoring, and recruitment. It empowers educators and program leaders to build stronger, more culturally responsive support systems that affirm student identities and reduce barriers to access and success in the field.

Potential Risks: There is a potential risk of inadvertently reinforcing deficit-based narratives if student challenges are presented without sufficient attention to their strengths and cultural wealth.

2:00-3:30

You Want to Talk About What?! Supporting Intimate Communication

Presenters: Marcella Mojibi, Sacramento State University; Developmental Therapy of Sacramento

Communication is widely recognized as a cornerstone of healthy intimacy, yet it remains an often overlooked and under-supported area within our field. This session will explore the vital role SLPs play in supporting client's communication for fostering and maintaining intimate relationships. Attendees will gain clarity on how supporting intimate communication aligns with our professional scope of practice, examine key communication functions that support healthy intimacy, and learn practical strategies for initiating and navigating these sensitive conversations with clients. We will conclude with a discussion on how we can encourage continued development in the field to better support clients in achieving fulfilling and safe intimate lives.

Instructional Level: Introductory

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Examine the critical role communication plays in healthy intimate lives.
- Recognize the disparity that exists between the disabled and non-disabled communities concerning sexual education and access to intimate communication support.
- Identify methods for dissolving barriers to supporting communication for intimate relationships.

Potential Benefits: improved confidence and competence in supporting intimate communication. Improved access to sex education and supports for developing intimate communication. Improved interest research, and increased training for our field.

Potential Risks: Content may make people uncomfortable.

3:45-5:15

A Personal Communication Journey Perspective of a Trans AAC User

Presenters: James Nassetta, PRC-Salttillo
Alexis Glasser, PRC-Salttillo
Kirk Behnke, PRC-Salttillo; The Joy Zabala Fellowship

James Nassetta, an AAC user and member of the LGBTQ+ community, will present his personal journey of being an AAC user and how he navigated the social and educational systems to find support in his community. This session will provide a personal AAC user perspective, identify supports and hurdles within his journey of defining their authentic self as a trans person. As therapists and supporters of those who use AAC, part of the initial evaluative process and customization of language, is identifying communicative needs of the individual in a variety of environments. Participants will learn about potential available resources to support their AAC users who identify themselves as part of the LGBTQ+ community.

Instructional Level: Introductory

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Apply two key take aways from the presenter's personal narrative/experiences from an AAC user perspective and what it is like to be a member of the LGBTQ+ community.
- Indicate three potential available resources to support AAC users to identify themselves as part of the LGBTQ+ community.
- Compare compare and contrast the pros and cons of editing a device vocabulary system to be more effective and inclusive with members of the LGBTQ+ community.

Potential Benefits: Personal storytelling humanizes the experience of being both an AAC user and a transgender individual, fostering empathy and understanding among clinicians and educators. Ties James' experience to established AAC frameworks (e.g., Light & McNaughton), making the session both personal and

academically grounded. James' story can serve as a model for self-advocacy and empowerment, showing how AAC users can actively shape their communication tools and environments. Demonstrates how inclusive language and identity-affirming communication can be integrated into AAC systems, promoting dignity and respect. Therapists and educators gain insight into how to better support LGBTQ+ AAC users, especially in customizing vocabulary and communication strategies.

Potential Risks: Given the current sociopolitical climate, especially around transgender rights, the session could be seen as controversial in some settings. Some attendees may hold biases or lack familiarity with LGBTQ+ issues, potentially leading to discomfort or resistance to the content. There's a risk that James' experience might be seen as representative of all trans AAC users, which could lead to overgeneralization or tokenism.

3:45-5:15

No Plan? No Problem! Leveraging Functional Approaches for Treatment Success

Presenters: Amy Stricklin, Employee of All Care Therapies, owner of Ankor Rehab Advisors
Lindsey Sutton, All Care Therapies

In this interactive seminar, participants will explore the power of using what's already available in a client's home or community setting to conduct meaningful, goal-oriented therapy. Rather than relying on traditional therapy tools or structured materials, this session equips clinicians with strategies to deliver effective treatment using everyday objects and environments. By focusing on client-centered, functional activities, therapists can enhance generalization, engagement, and carryover of skills into daily routines. Through real-world examples and hands-on simulations, participants will learn to confidently enter a session without a pre-planned activity and still meet their client's individualized goals. This approach is valuable when working with all ages, especially when flexibility, creativity, and contextual relevance are essential for long term generalization and carryover.

Instructional Level: Introductory

Track: Language, Learning, & Literacy

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Demonstrate how to utilize functional objects within the client's natural environment to achieve a client's written goals.

- Describe treatment strategies for adults/EI clients that can be generalized to other populations in order to support carryover of skills into their natural environment and routine.
- Use the skills acquired during the seminar in a hands-on task to simulate a functional scenario.

Potential Benefits: Clinicians will benefit from introduction to real world functional tasks that can be integrated into clinical sessions. Attendees will gain practical tools and guided hands-on experience during this seminar for implementing functional therapy strategies that can be generalized to all age groups and abilities, increasing the clients carryover of target goals into real world experiences.

Potential Risks: Structured therapy tasks provide for easier measurability of goals, direct attention to foundational skills, and consistency of task, which is not always possible when utilizing client lead therapy approaches. Our findings have a strong correlation to previously established research findings but have not been validated through peer reviewed processes and may not be able to be generated to all diagnoses. This session explores functional therapy approaches and how principles utilized in treatment with other populations can be generalized across the lifespan.

3:45-5:15

Challenging Cases in Dysphonia: Learning Opportunities

Presenters: Sarah Schneider, University of California San Francisco
Elizabeth DiRenzo, Stanford University
Ted Mau, Stanford University
Clark Rosen, University of California San Francisco

Patients with voice concerns often require a multiple disciplinary approach to ensure comprehensive assessment, treatment planning, and execution of the treatment plan. This 90-minute panel comprised of voice specialized speech pathologists and fellowship trained Laryngologists will highlight challenging cases of dysphonia from evaluation through treatment highlighting different approaches and including perceptual and video assessment of each case presented. Instrumental assessment, behavioral voice treatment techniques, along with surgical techniques and decision making will be explored.

Instructional Level: Intermediate

Track: Voice, Resonance, and Upper Airway

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify identify and describe the hallmarks of the medical and behavioral voice evaluation for voice concerns
- Define define steps to assess candidacy for behavioral therapy (voice and/or upper airway therapy)
- Explain explain the role of surgical intervention in the management of voice disorders to assist in identifying appropriate surgical candidates

Potential Benefits: This session will provided real world case examples of inter-disciplinary evaluation and management of three voice/upper airway disorders demonstrating patient centered care. Pearls will be provided that the clinician will be able to implement in the clinic when they return related to auditory perceptual evaluation, laryngeal palpation, interpretation of laryngoscopy and stroboscopy along with planning treatment goals.

Potential Risks: This presentation discusses use of laryngoscopy and stroboscopy to assess laryngeal structure and function. It is possible that not all clinicians will have access to this equipment or to review these exams in their clinical practice. The risks to these procedures is minimal, but may include allergic reaction to anesthesia, damage to teeth, tongue soreness, infection, and bleeding. This presentation will be completed with two inter-disciplinary teams of SLP and laryngologist. It is possible that attendees are not able to practice in this model.

3:45-5:15

"Hands On" Fluency Shaping Workshop

Presenters: MARK Power, ASHA; California Speech Language Hearing Association (CSHA)

In this interactive workshop, participants will take on both roles — clinician and client — to experience a fluency shaping program from the inside out. Through guided practice, attendees will learn how to implement key techniques such as continuous phonation and speech rate control, while gaining a deeper understanding of the client experience. By switching roles, clinicians will build empathy, improve their instructional clarity, and develop confidence in delivering stutter-free speech strategies. Handouts outlining the full program will be provided, giving you a ready-to-use framework for immediate application with your caseload. Whether you're new to fluency shaping or seeking a refresh, this workshop offers the hands-on tools and insight to begin effective therapy right away.

Instructional Level: Intermediate

Track: Fluency

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Demonstrate 1 how to conduct the establishment, transfer, and maintenance phases of the therapy program.
- Demonstrate fluency shaping techniques themselves before presenting them to their clients.
- Role-play both clinician and client roles of the fluency shaping program during the workshop

Potential Benefits: Attendees will learn to practice and be able to implement this evidence-based fluency-shaping program SLPs in the schools will feel more comfortable working with children who stutter in their caseload

Potential Risks: Overemphasizing fluency training while neglecting the emotional experience of people who stutter can lead to increased negative attitudes toward speaking.

3:45-5:15

Thinking Outside the Box: Classroom Interventions for Preschoolers with SSD

Presenters: Keli Richmond, Northern Speech Services (NSS); Northside Independent School District

Preschoolers with speech sound disorders are at an increased risk for dyslexia. Research suggests that deficits in underlying phonological skills (e.g., phonological memory, speech perception, segmenting/blending words) as well as sound-letter decoding skills may impact speech, language and literacy acquisition. Additional implications such as language disorders and low socioeconomic status multiply risks. Preschoolers displaying atypical sound errors (e.g., initial consonant deletion, backing, distortions) as well as students exhibiting errors past age 8 have been shown to be at a higher risk for deficits in phonological skills. Focusing on literacy-based instruction for preschoolers with speech sound disorders, this session will discuss a classroom-based curriculum designed and led by speech pathologists. These innovative speech-based preschool classes have been engineered to remediate speech errors, while supporting language and literacy skills. Curriculum, intervention techniques, goals, and student progress will be discussed. Participants will leave with transformational strategies to address speech sound disorders.

Instructional Level: Intermediate

Track: Language, Learning, & Literacy

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Apply strategic interventions that support phonological awareness and remediate speech sound/language disorders.
- Explain the rationale for introducing grapheme-phoneme tasks into preschool classroom-based activities.
- Examine current school-based speech treatment options. Does targeted early intervention improve long-term outcomes?

Potential Benefits: Currently, 1 in 5 students have dyslexia. Multiple studies have shown that students with communication disorders are at significant risk for reading and spelling impairments. Early intervention, including literacy-based approaches, has been found to have a positive impact on speech, language and preliteracy skills.

Potential Risks: Risks are likely minimal. Implementing this early intervention classroom model may require significant training and resources, and results from one district may not yet be generalizable to broader practice. Additionally, some students—especially those with complex needs—may require supports beyond what the model can consistently provide.

3:45-5:15

Dose, Damage and Dysphagia: SLP Strategies for Head & Neck Radiation Care

Presenters: Sky Yang, University of California San Francisco
Cara Evans, CSHA; University of California San Francisco; Kaiser Permanente

Radiation therapy for head and neck cancer presents unique challenges due to its progressive impact on swallowing function and patient quality of life. This session will explore the pathophysiology of radiation induced dysphagia, risk stratification for dysphagia, and how tumor staging and radiation planning can inform individualized intervention. Attendees will examine the role of prehabilitation, rehabilitation and compensatory strategies in dysphagia management across the treatment continuum. Interactive case studies will illustrate how to integrate radiation dose, expected toxicities, and patient specific factors into targeted and individualized treatment. Counseling strategies, including trauma-informed care, will also be addressed to support patient adherence and engagement. Attendees will leave with practical tools to enhance clinical decision-making, optimize therapy outcomes, and improve quality of care for individuals undergoing radiation treatment for head and neck cancer.

Instructional Level: Intermediate

Track: Head & Neck Cancer Considerations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the acute and long-term impact of radiation therapy for head and neck cancer on swallow function
- Summarize the process of risk stratification for dysphagia severity in patients undergoing radiation treatment for head and neck cancer
- Develop individualized dysphagia counseling and treatment based on patient's radiation plan

Potential Benefits: Benefits include improved dysphagia management and improved quality of life for patients undergoing radiation treatment for head and neck cancer care. This session provides access to updated evidence-based tools to improve quality of care, inform policy and protocols, provide counseling to patients undergoing radiation and a better understanding of dysphagia risk stratification and decision making for patients undergoing radiation treatment.

Potential Risks: This talk will not be comprehensive for all types of patient profiles and will not be comprehensive for all radiation modalities including brachytherapy. Furthermore, workflows presented in this talk are based on established workflows at the University of California San Francisco (UCSF), which is an academic center that includes a large multi-disciplinary team, and thus, there is a risk that all aspects of this talk may not be applicable to all settings that SLPS are represented. For instance, an SLP working at a skilled nursing facility may not have the resources that are available at an academic center.

3:45-5:15

A Walk Through Bilingual AAC Case Studies - BilingueAAC

Presenters: Maria De Leon, Goodwill of Orange County - ATEC; VocesAAC; BilingueAAC
Alma Partida, Con Alma Speech Therapy
Sarah Lee, BilingueAAC; San Jose State University
Melissa Tapia, Hablame Speech Therapy; Bilingue AAC

In this session, we will critically examine school-based AAC assessments and interventions through case studies of bilingual children. We will explore acculturation, assimilation, and intersectional identities of Latino families and how these affect AAC assessment and intervention planning. We will discuss culturally linguistically diverse

assessment tools, prioritize communicative needs, and discuss practical strategies to enhance family/caregiver partnerships.

Instructional Level: Intermediate

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify Learners will identify acculturation and assimilation and their impact on AAC service provision.
- Demonstrate Learners will demonstrate understanding of the vocabulary selection process with family caregivers for bilingual/multilingual AAC users.
- Formulate Learners will prioritize and formulate AAC intervention goals with family caregivers for bilingual AAC users.

Potential Benefits: This sessions aims to bridge the gap between research and implementation, this session will provide a practical application of current scholarly literature in AAC and bilingualism. It will compare and contrast case studies of bilingual children in Special Education. We will discuss acculturation practices and Latino cultural values and perspectives that affect AAC service provision. Through the case studies, we will discuss criterion-referenced language assessments, questionnaires, family/caregiver interviews, and observations to support the AAC user and the family. This session will explore how to foster family partnerships in vocabulary selection, language preferences, and mutually defined goals (Robinson & Solomon-Rice, 2009).

Potential Risks: This session will present some anecdotal evidence and clinician-developed materials for working with Bilingual students who use or benefit from AAC. Some of the materials presented have not been validated through peer-reviewed research and may not generalize across populations.

3:45-5:15

Ethics in Supervision and Service of Underserved Populations

Presenters: Belinda Daughrity, California State University Long Beach

This session will review the ASHA Code of Ethics and utilize case study scenarios to evaluate potential ethical issues for ASHA members with a focus on supervision, in addition to the evaluation and treatment of underserved populations. Attendees will

review The Code, discuss current expectations for members, and explore the process of an ethics complaint. This session will be of interest to members who supervise students or clinical fellows, as well as members who serve underserved populations.

Instructional Level: Introductory

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the key areas of the Code of Ethics set forth by the American Speech-Language and Hearing Association (ASHA)
- Discriminate between ethical and unethical professional practices in supervision
- Differentiate between ethical and unethical professional practices in serving clients including serving diverse populations

Potential Benefits: Potential benefits include more awareness of the ASHA Code of Ethics to help attendees avoid potential ethics issues and/or respond to ethics issues appropriately.

Potential Risks: Potential risks may include discomfort when discussing case studies presenting with ethics scenarios.

3:45-5:15

The First Bite: FEES-Guided PO Diet Initiation After Tracheostomy

Presenters: Florence Ferreira, UC Davis Hospital
Yekaterina Shemyakin, UC Davis Health

Tracheostomy placement is often synonymous with dysphagia and G-tube placement, but is this connection based in truth? In 2021 Marvin and Thibeault stated that of the 272 patients they studied with new tracheostomies who underwent instrumental swallowing evaluation, 59% aspirated on at least one consistency. Odds of aspiration were twice as high in patients with uncapped tracheostomy compared to closed. Knowing these risks of aspiration as well as the consequences of prolonged NPO status, how can we as speech therapists use our unique voice for advocacy, speaking valves and instrumentals to return patients to PO diets safely? During this seminar we will use case studies and review FEES imaging to explore care for patients often overlooked and not considered for PO diets.

Instructional Level: Advanced

Track: Clinical/Professional Issues: Medical Settings

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Define the risk of silent aspiration in patients with tracheostomy.
- Summarize benefits of FEES in the tracheostomy population.
- Identify potential of safe return to PO diet in patients with tracheostomy.

Potential Benefits: Benefits may include restoration of voice in adults with communication vulnerability, return to PO diet reducing need for innervations including NG and G-tube placement. Increase in patient satisfaction and quality of life.

Potential Risks: Risks may include aspiration and sequelae or aspiration including pneumonia.

3:45-5:15

Dysphagia Following Organ Transplant: Stitching Connections Across Populations

Presenters: David Despotakis, Stanford Health Care
Katherine O'Connor, Stanford Health Care
Kayla Suarez, Stanford Health Care

Dysphagia is a common complication of organ failure and during organ transplantation. Yet education in speech language pathology typically does not cover all body systems, dysphagia due to organ failure, or the organ transplant process. In this presentation we seek to address this gap by focusing on patients with heart, lung, liver, and bone marrow transplants in the acute care setting. By connecting foundational knowledge of body systems and organ transplantation, specific risk factors for dysphagia, evidence-based assessment tools, treatment methods for critically ill patients, and several complex case studies, we aim to highlight the singularities of each transplant population while also drawing connections between them.

Instructional Level: Intermediate

Track: Swallowing and Feeding Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify at least four ways in which transplant patients are at increased risk for dysphagia.
- Decide when it is most appropriate to assess risk for aspiration and dysphagia using bedside screening tools and swallow imaging.
- Apply treatment methods with critically ill patient following organ transplantation.

Potential Benefits: This session will draw comparisons across transplant populations and provide shared approaches for dysphagia management. Clinicians will benefit from review of current research and clinical applications in complex case studies to promote adaptive clinical thinking in dysphagia management.

Potential Risks: This session will draw comparisons across transplant populations and provide shared approaches for dysphagia management. While dysphagia has been researched in heart, lung, and liver transplant, it has not been researched in bone marrow transplant, and dysphagia in these populations has not been compared in a combined research study.

5:30-7:00

Interprofessional Learning: SLP and PT Focus on Mechanical Ventilation

Presenters: Megan Black, University of the Pacific
Katie Graves, University of the Pacific

Interprofessional Education (IPE) is becoming a “gold standard” of healthcare professional training programs with more and more universities increasing their IPE opportunities to students in undergraduate and graduate programs (IPEC, 2023). Within the University of the Pacific’s School of Health Sciences, nine programs work together to create multiple impactful IPE events throughout the year for students to begin practicing the art of collaborating together for the betterment of their future patients. This year, the Department of Physical Therapy and Department of Speech-Language Pathology teamed up to provide an IPE event based around mechanical ventilation in the acute care setting. Following the event, students were asked to complete the SPICE-R2, a 10-question survey to assess their understanding of IPE and its importance on clinical practice. The results of this study will be discussed as well as potential ways to incorporate IPE into your own training programs.

Instructional Level: Intermediate

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

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Describe the current literature related to the importance of Interprofessional Education (IPE) in healthcare training programs
- Examine opportunities for IPE within their own undergraduate and/or graduate programs

- Summarize students' self-rated understanding of topics related to IPE from the SPICE-R2

Potential Benefits: Educators of SLP and AuD will benefit from information of current literature supporting the importance of IPE within programs and learn ideas about how they may be able to implement these types of events into their own programs.

Potential Risks: This session will discuss one university's approach to implementing an IPE event based around mechanical ventilation to it's students. This approach may not be applicable to some programs and logistically may present challenges depending on the program, especially those in an online or hybrid program.

5:30-7:00

Cognitive Screening Gaps- Acquired Brain Injury: A Clinical Perspectives Survey

Presenters: Melissa Howard, Casa Colina Hospital & Centers for Healthcare

Acquired Brain Injury (ABI) is a broad term that encompasses two primary categories: Traumatic Brain Injury (TBI) and Non-Traumatic Brain Injury (Non-TBI). TBI results from an external traumatic event causing brain damage, while Non-TBI arises from internal disease processes leading to brain tissue damage. TBI can be caused by incidents like motor vehicle accidents, falls, sports injuries, and violence, whereas Non-TBI can be triggered by events such as stroke, neoplasm, infection, and anoxia. Cognitive screening tools such as the Mini-Mental State Examination (MMSE), Montreal Cognitive Assessment (MoCA), and Saint Louis University Mental Status (SLUMS) are widely used in assessing individuals with acquired brain injury (ABI). However, no study has systematically explored clinicians' perspectives on their utility and limitations in daily practice. Understanding these views is key to improving screening tools for the ABI population.

Instructional Level: Intermediate

Track: Acquired Cognitive Communication Disorders

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Identify 3 current screening tools used with the ABI population.
- State at least 2 positive recurring themes identified by surveyed clinicians.
- List at least 2 domains inadequately represented in the current ABI screening tools.

Potential Benefits: This session highlights the challenges professionals identified with screening tools for ABI. It aims to increase awareness of limitations of current tools and identify areas for inclusion in future standardized tools.

Potential Risks: 91% of the respondents were SLP's or neuropsychologists. The survey lacked responses from physicians, physician assistants, and nurse practitioners who also commonly administer these screening tools and therefore findings are void of their feedback potentially skewing results.

5:30-7:00

A Scoping Review of Fundamental Frequency Variation Across Languages

Presenters: Una Roze, California State University, Northridge
Rachel Regi, California State University, Northridge
Shreya Narayanan, California State University, Northridge
Vickie Yu Yu, California State University, Northridge

Understanding how bilingual speakers modulate their pitch, or fundamental frequency (F0), across languages offers insight into the interaction between linguistic structure, social identity, and speech motor control. While F0 has traditionally been linked to biological factors such as vocal tract size and gender, emerging research suggests that pitch production is also shaped by language specific phonetic and prosodic norms, sociolinguistic expectations, and individual identity factors (e.g., Cheng, 2020; Ordin & Mennen, 2017). Bilingual speakers present an opportunity to examine how F0 varies within individuals. Exploring pitch production in bilinguals allows researchers to assess how early language exposure, language dominance, social context, and gender expression influence vocal characteristics. The present study is a scoping review designed to synthesize existing evidence and to explore the underlying linguistic, sociocultural, and individual level factors that contribute to these changes. This review considers the clinical implications of bilingual F0 variation for speech language pathologists.

Instructional Level: Introductory

Track: Voice, Resonance, and Upper Airway

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Identify key acoustic measures (pitch level, pitch span) used to characterize fundamental frequency in speech.
- Describe how fundamental frequency patterns vary across languages in bilingual individuals, citing examples from various language pairs.

- Explain the primary linguistic, and sociocultural factors that contribute to observed fundamental frequency differences in bilingual speech.

Potential Benefits: - The findings have significant clinical implications for speech language pathologists and audiologists. By highlighting language and gender specific F0 norms, it emphasizes the need for culturally competent assessment and treatment of voice disorders in bilingual populations. This includes applications for assessing and treating voice disorders, and in transgender voice treatment, where F0 targets may need to consider the client's language background and sociocultural expectations. - Promotes evidence based practice by summarizing existing peer reviewed evidence.. - The research directly addresses differences across linguistic and cultural groups, promoting awareness of diversity, equity, and inclusion in the field.

Potential Risks: - The findings are based on specific language pairs and participant demographics (e.g., young adult women). Generalizing these specific patterns to all bilingual populations or language combinations without further research could be inaccurate. - Some reviewed studies relied on read speech rather than spontaneous speech, which might not fully capture natural F0 variation. Variability in methodologies across studies (e.g., measures of pitch range, sample sizes) could limit direct comparisons. - As a scoping review of research, the presentation's findings are foundational and do not offer direct, ready to implement clinical protocols. - Without clear normative data for all bilingual populations, there is a risk of misinterpreting F0 variations as pathological when they may simply reflect language specific or sociocultural norms.

5:30-7:00

Graduate-Level Training of Speech-Language Pathologists for Serving Deaf Clients

Presenters: Nicole Wang, Chapman University
Natalie Gray, Chapman University
Clara Le, Chapman University
Brittany Lee, Chapman University

This study reviewed accredited graduate programs in speech-language pathology to quantify and characterize coursework dedicated to serving deaf and hard-of-hearing (D/HH) individuals. We calculated the number of required or elective courses and specialty tracks relevant to D/HH clients. We also coded whether courses addressed hearing, speech, spoken language, sign language, and/or other communication opportunities. Preliminary results from 60 programs revealed that 43% of programs

required a D/HH-related course, and 3% of programs offered a relevant elective. Of the programs with at least one required D/HH-related course, all addressed hearing (100%), while fewer referenced speech (34%), spoken language (23%), communication (31%), and none addressed sign language (0%). Graduate speech-language pathology curricula remain largely auditory-focused. Expanding or revising course content could support more inclusive and person-centered clinical practice and better prepare future clinicians to provide culturally competent services for D/HH clients.

Instructional Level: Introductory

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

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Identify 2 gaps in current graduate speech-language pathology curricula related to serving deaf and hard-of-hearing (D/HH) clients, including limited inclusion of sign language and culturally affirming content.
- Describe the percentage of D/HH-related courses that are focused on various aspects of communication (e.g., hearing, speech, spoken language, signed language).
- Explain how speech-language pathology education can be enhanced through integration of person-centered, culturally responsive, and linguistically inclusive practices to better serve diverse D/HH populations.

Potential Benefits: This session reviews graduate coursework related to deaf and hard-of-hearing clients. Attendees will benefit from learning about opportunities to improve clinical training and cultural competence with this population.

Potential Risks: The graduate programs in this study were reviewed through publicly available course catalogs and may not reflect actual content covered in courses, given the variations in pedagogy and syllabi.

5:30-7:00

Interprofessionalism: Psychologist and SLP with Parents of Children Who Stutter

Presenters: Cynthia Rodriguez, California State University, Monterey Bay
Amber Amber Barron, California State University, Monterey Bay
Stephanie Arellano, California State University, Monterey Bay
Lisa LaSalle, California State University, Monterey Bay
Julia Unger, InVivo Institute for Effective Communication
Steve Hoff, InVivo Institute for Effective Communication

Over a decade ago, ASHA set forth the intent for interprofessional education (IPE) to occur at the University clinic level. While the intent is good, the challenge is large. We present our design and experiences of a telepractice support group for parents of school-age children who stutter, residing in the East Coast, involving an SLP and a psychologist from the East Coast to collaborate with SLP graduate student clinicians here on the West Coast. We will discuss the "two-way street" of this interaction, both for the university and private practice on the East and West Coast, as well as for the parents and their children as clients. We also suggest opportunities for other universities and private practices to connect as a way to collaborate. Resources about psychological models of counseling and about IPE will be provided. Specific resources for parents of school-age children who stutter will also be provided.

Instructional Level: Introductory

Track: Fluency

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Describe core principles of IPE that are applicable to SLP Masters' degree program education
- Demonstrate a step-by-step framework for joint supervision by an SLP and a psychologist in parent counseling sessions
- Explain evidence-based counseling strategies tailored to common parental concerns, including support group facilitation

Potential Benefits: Benefits include all audience members knowing about the IPE and IPP models for university clinics, so that they can also innovate ideas such as the one that we experienced. SLP students will benefit from understanding the supervision model that was used, and parents of children who stutter will benefit indirectly from audience members learning more about the resources that are available for these parents. Finally, audience members will benefit from learning about varying types of support group counseling methods and philosophies used, both those inspired by the Psychologist and by the graduate student clinicians guided by the Supervising SLP.

Potential Risks: Interprofessional education (IPE) could also involve psychology graduate students, and we are not yet at that point of developing this extension to the IPE model. So the risk would be for an audience member of our poster thinking that we applied an ideal IPE model involving psychology students; we did not, and we are aware of that lack.

5:30-7:00

Semantic And Phonemic Fluency in Adults Who Do And Do Not Stutter

Presenters: Zoi Gkalitsiou, Cal State East Bay
Briana Rose, Cal State East Bay

This study investigated lexical access and retrieval in adults who do (AWS) and do not stutter (AWNS) via phonemic and semantic fluency tasks. Thirty-two AWS and 32 well matched AWNS generated as many words as possible in 60 seconds that began with a specific letter of the alphabet (i.e., F, A, S) or belonged to a specific semantic category (e.g., animals, supermarket). Results of the study revealed that AWS produced significantly fewer accurate responses than AWNS in phonemic fluency but not in semantic, suggesting that retrieving and accessing phonologically similar words is particularly difficult for AWS. No differences were found between the two groups in clustering (i.e., organization of responses into subgroups), suggesting intact word storage and verbal memory in AWS. Lastly, AWS had significantly fewer switches (i.e., shifting between subgroups) than AWNS suggesting reduced strategic search and cognitive flexibility in AWS.

Instructional Level: Intermediate

Track: Fluency

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Describe the difference between a semantic and a phonemic verbal fluency task
- Discuss processes involved in semantic and phonemic verbal fluency tasks
- Discuss the study's conclusions of reduced lexical access in adults who stutter primarily driven due to difficulties in phonological processing and executive control

Potential Benefits: Attendees will learn about the multifactorial nature of stuttering, specifically which aspects of lexical access and retrieval are particularly challenging for adults who stutter.

Potential Risks: This presentation discusses a specific task that assesses lexical access in individuals who do and do not stutter, the audience may not be familiar with such tasks and it may be hard to see their clinical relevance.

5:30-7:00

Connect Through Play: Bringing Communication Boards to Local Playgrounds

Presenters: Aunjalee Randhawa, TuLips Bloom Speech Therapy; Yuba City Unified School District

What if every child could have access to communication with peers while climbing, running, and swinging? This session will walk you through advocating for, designing, and implementing playground communication boards, and discuss the impact of training staff after installation. Learn how playground communication boards have transformed playtime into accessible, language-rich moments for all students, including AAC users, children with complex communication needs, and English learners through fostering peer inclusion and building opportunities for connection. Discover how you can turn playgrounds into spaces where all children can participate, connect, and build friendships through communication. Leave with practical tools and inspiration to create playground communication boards for your own community, ensuring children have access to communication while they play. Together, we can create playgrounds where every voice is valued.

Instructional Level: Intermediate

Track: Augmentative & Alternative Communication (AAC)

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Connect with families, local agencies, and schools to collaboratively create and implement playground communication boards within their communities.
- Design a playground communication board by selecting relevant core and fringe vocabulary to support social interaction and participation during play.
- List practical steps to advocate for and implement playground communication boards within schools and community settings.

Potential Benefits: In this session, participants will gain practical strategies for advocating, designing, and implementing playground communication boards, promoting accessible and inclusive play environments. These boards can enhance social participation, peer interactions, and communication opportunities for AAC users and children with communication differences. Clinicians and educators will benefit from concrete tools to promote equity and participation across natural play settings, aligning with best practices in AAC by providing access to robust communication systems across all environments, including natural settings like playgrounds. Along with aligning in neurodiversity affirming care by reducing barriers and creating environments where all

children can communicate in the ways that work best for them while recognizing that all communication forms are valid.

Potential Risks: Potential barriers to implementing playground communication boards include a lack of awareness about the importance of communication access during play, perceived cost or funding limitations, concerns about vandalism or maintenance, and limited staff to support modeling and integration into routines. Additional barriers may include uncertainty about vocabulary selection and the need to secure community support from administrators, facilities teams, families, and community partners to move forward with installation and sustained use.

5:30-7:00

Visualizing Dialect-Based Speech Sound Production Differences

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

In the U.S., graduate-level coursework in Communication Sciences and Disorders (CSD) has emphasized the identification of speech sound errors that deviate from adult-like production of speech sounds. An important consideration in the pre-service instruction of CSD graduate students is the identification of speech sound differences due to dialect differences rather than speech sound errors. Visual feedback computer software packages for speech analysis, such as Praat and Visi-Pitch, have been proposed as tools to help identify cross-linguistic (i.e., Spanish-English) consonant production differences (Offerman & Olson, 2016). One example of such a difference is voice onset time (VOT); while English voiceless stops are long-lag (30-100 ms), Spanish voiceless stops are short-lag (0-30 ms; Parra, 2022). An outstanding question is whether visual feedback will support CSD graduate students in identifying the typical voice onset time related to CE stop consonants (short-lag) as distinct and separate from voicing errors on stop consonants.

Instructional Level: Introductory

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

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Identify the voice-onset time (VOT) differences between Chicano English (CE) consonant stops and mainstream American English (MAE) consonant stops.

- Explain how visual feedback can support students in identifying important components that comprise dialect-based speech sound differences.
- Describe how a visual feedback training module supports student learning of speech sound differences.

Potential Benefits: Attendees will learn about how visual feedback can support knowledge of dialect-based speech sound instruction. Attendees will learn about voice-onset time and how it is one factor that contributes to speech sound differences.

Potential Risks: Attendees will be cautioned about using voice-onset time (or any other single feature of speech sound production) as the defining difference between spoken English dialects. It will be important to emphasize that many features contribute to dialect-based speech sound differences.

5:30-7:00

Word-Initial Glottalization in Spanish-English Bilinguals

Presenters: Maxine Van Doren, California State University, San Bernardino
Renee Zarate, California State University, San Bernardino

This study examines the interaction between linguistic structure and voice quality in bilingual Spanish-English speakers. In both languages, speakers make use of word-initial glottalization to signal phrase-level prominence. However, language-dependent acoustic features of word-initial glottalization were found, including lower pitch and more irregularity in English glottalization relative to Spanish glottalization.

Instructional Level: Intermediate

Track: Voice, Resonance, and Upper Airway

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Define word-initial glottalization.
- Describe acoustic features associated with glottalization
- Contrast the acoustic features of glottalization in Spanish and English among Spanish-English bilingual speakers

Potential Benefits: Attendees will benefit from gaining insight into the intersection of voice and language. Attendees will also benefit from learning the acoustic features associated with glottalization and non-modal voicing, broadly.

Potential Risks: Presentation focuses on bilingual speakers, so the study methods may not be applicable or appropriate for all populations.

5:30-7:00

Cognate Facilitation and Interference in Bilinguals with Aphasia

Presenters: Sophia Lopez, California State University, East Bay
Eve Higby, California State University, East Bay
Michelle Gravier, California State University, East Bay

Bilingualism, and specifically how it impacts neurogenic communication disorders, is still poorly understood, and the appropriate assessment and treatment options for bilingual clients are lacking. This study aims to address this shortage by investigating language and cognitive processing in Spanish-English bilinguals with aphasia, utilizing electroencephalography (EEG) and behavioral methods. Using cognate and non-cognate translation equivalents, the study aims to reveal the extent of cross-linguistic connections in the mental lexicon for bilinguals with and without aphasia, both behaviorally and at the neural processing level. Additionally, the study investigates whether individual differences in cognitive control mediate cross-language interference control. This research will help to improve and develop new theoretical models of language processing in bilinguals with aphasia and aid in ensuring that future diagnostic materials and treatment interventions for bilinguals with aphasia are tailored to their linguistic characteristics and can more successfully improve a patient's outcomes.

Instructional Level: Introductory

Track: Acquired Language Disorders in Adults

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Compare cross-language influence in the form of facilitation and interference.
- Describe how cognates can produce facilitation and interference effects depending on the linguistic context.
- Describe the relevance of this study's findings for clinical applications to treatment of bilingual individuals with aphasia.

Potential Benefits: Potential benefits include an increased foundational understanding of bilingualism with individuals with no communication disorders and people with aphasia.

Potential Risks: Participants may experience fatigue or loss of concentration during extended language-switching and EEG recording tasks, and findings should be interpreted with caution as results are

preliminary and not yet generalizable to real-world clinical practice

5:30-7:00

Evaluating AAC, Educational, and Game Apps for Children With Communication Needs

Presenters: Ka Kei Fong, SPG Therapy & Education
Yusa Liu, Community Medical Centers
Hannah Khalil, University of Southern California
Rafiah Ansari, National Institute for Health and Care Research
Yao Du, University of Southern California

With more than 1.8 million apps in the app store for children with special needs, clinicians can be at a loss for which app to purchase for their clinical population. This can lead to clinicians over-relying on online reviews or word of mouth and underutilizing formal evaluation tools of app rubrics. As a result, the need to demonstrate the value and utility of using evidence-based clinical evaluation tools to assess apps becomes more imperative. This project utilized three different rubrics to analyze three genres of apps (e.g., AAC apps, speech-language apps, game apps) in terms of usability, customization, engagement, and clinical alignment. In this session, we will share our findings, highlight the strengths and limitations of each rubric, and offer practical strategies for clinicians to make informed app selections that align with both therapeutic goals and client preferences.

Instructional Level: Introductory

Track: Augmentative & Alternative Communication (AAC)

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Analyze genre-specific challenges that impact app evaluation for speech-language therapy.
- Compare the strengths and limitations of three existing app evaluation rubrics across different app genres.
- Identify key considerations for selecting mobile apps to support children with communication impairments

Potential Benefits: This session introduces a structured, genre-informed approach to evaluating AAC, educational, and speech-language apps, helping clinicians make more informed, efficient, and individualized technology decisions for children with communication impairments. Attendees will gain practical insights into app usability, client fit, and design features,

supporting more effective and evidence-aligned therapy planning across clinical and educational settings.

Potential Risks: This presentation informs the audience about various apps and app evaluation rubrics to utilize in clinical practice. Potential risks might include clinicians demonstrating difficulty with learning app rubrics and thus leading to feelings of frustration. This session explores app rubrics and its implementation in analyzing three different app genres which may not explore all of the other apps available in the Apple App Store

Friday, March 13, 2026

8:00-9:00

CSHA Advocacy: A Panel Discussion

Presenters: Benjamin Reece, San Joaquin Delta College; University of the Pacific; CSHA
Lisa D'Angelo
Francine Wenhardt, CSHA; Tustin Unified School District; American Speech-Language-Hearing Association (ASHA)
Tiffany Ruiz
Jennifer Kizner, CSHA Advocacy Committee, CSHA STAR representative, CSHA Medical SLP Advocacy Subcommittee Co-Chair

Join us for a recap on CSHA's advocacy efforts of the past year and a discussion on where we go from here. Attendees will hear directly from a selection of CSHA's advocacy leaders, as they provide an overview of our efforts to advocate for our clients and professions. The panel will feature Lisa D'Angelo, Chair of the TBI Committee; Francine Wenhardt, Chair of the Caseload/Workload Committee; Tiffany Ruiz, Chair of the SLI Eligibility Committee; and Jennifer Kizner, State Advocate for Reimbursement (STAR) and member of the Medical SLP Committee and FEES Committee. The discussion will be moderated by Benjamin Reece, VP of Advocacy and member of the Episodic Care Committee.

Instructional Level: Intermediate

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Discuss CSHA's advocacy structures and practices for advocacy including prioritizing initiatives, developing an advocacy subcommittee/taskforce, obtaining

appropriate approvals from the board of directors and engaging our legislative advocates and other resources.

- List several critical issues facing speech-language-hearing professionals and their clients.
- Describe CSHA's efforts to advocate for six key initiatives over the past year.

Potential Benefits: Benefits include understanding the processes that CSHA employs to prioritize advocacy issues, increased awareness of CSHA's six current advocacy initiatives and increased awareness of how to get involved with CSHA's advocacy efforts.

Potential Risks: Risks include frustration resulting from increased awareness of threats to our profession, scope of practice and accessibility of services.

9:00-Noon

Collaboration in Action: SLPs and School Psychologists in SLD Evaluations

Presenters: Carlin Graveline Ku, AIM Institute
Jana Parker, Mind by Design, Inc.

Reading is a language-based skill, yet evaluations for reading difficulties often happen in professional silos. This session, co-led by a speech-language pathologist and a school psychologist, invites participants to explore a more connected approach to assessing students with suspected language-based learning disabilities. Presenters will describe the dynamic relationship between oral language and literacy, and how weaknesses in either domain can impact comprehension and decoding. Using real student examples and case-based discussions, the session will model how professionals can analyze task demands, interpret patterns of performance, and collaborate across disciplines to create unified, meaningful evaluations. Participants will walk away with concrete strategies for improving assessment practices and connecting findings across team members to support clearer intervention planning.

Instructional Level: Intermediate

Track: Language, Learning, & Literacy

Session Type: 3-hour Course

Learner Verb and Learning Objectives:

- Identify the intertwined relationship between oral language and literacy, and how weaknesses in either domain can impact reading comprehension and word reading.

- Integrate true collaboration in multidisciplinary evaluations by integrating the expertise of SLPs, school psychologists, and special education teachers to create comprehensive, unified assessments.
- Design assessment practices by analyzing task demands, student responses, and patterns of performance to move beyond test scores and inform targeted intervention.

Potential Benefits: Attendees will benefit from a research-informed framework for conducting collaborative, interdisciplinary evaluations of students with suspected language-based learning disabilities, which may lead to more accurate identification, clearer intervention planning, and improved student outcomes. This session offers practical tools for integrating findings across disciplines, supporting the development of cohesive, instructionally relevant goals. Clinicians will gain deeper insight into how language and literacy intersect, enhancing their ability to interpret assessment data through both a linguistic and cognitive lens. Participants will leave with strategies for breaking down professional silos, fostering stronger collaboration among SLPs, school psychologists, and educators, ultimately promoting more connected and effective service delivery.

Potential Risks: This session presents a collaborative framework for evaluating students with suspected language-based learning disabilities that may differ from current district practices or timelines. While the strategies discussed are grounded in professional best practices, they require coordinated planning and mutual understanding between disciplines, which may pose logistical challenges in settings with limited staffing, time, or administrative support. Additionally, recommendations for integrated report writing and goal development may not align with all institutional documentation systems or role expectations. Implementing collaborative approaches without sufficient team training or communication may lead to confusion or inconsistent interpretation of student data.

9:00-10:30

Orthographic Instruction: Literacy-Based Intervention for Speech Sound Disorders

Presenters: Keli Richmond, Northern Speech Services (NSS); Northside Independent School District

Children with speech sound disorders are at risk for reading and spelling deficits. Research has found that even when speech errors are remediated through early intervention, many children experience decreased language and cognitive skills

resulting in later academic difficulties. Phonological awareness, a well-known foundational skill in literacy acquisition, also plays a crucial role in speech and language development. Many children with speech sound disorders exhibit poor phonological awareness related to weak underlying phonological representations. Early, multifaceted intervention targeting speech production as well as phonological awareness is essential to academic success. This session will address the implementation of Orthographic Instruction (printed cues). Combining Orthographic Instruction with evidence-based remediation approaches for speech sound disorders improves speech intelligibility while supporting language and literacy development. 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

Learner Verb and Learning Objectives:

- Apply strategic interventions that support phonological awareness and remediate speech sound disorders.
- Explain the role of the reading processors (orthographic, phonological, meaning and context) in relation to literacy development.
- Explain the rationale for introducing orthographic instruction (printed cues) into therapy sessions.

Potential Benefits: Currently, 1 in 5 students have dyslexia. Multiple studies have shown that students with communication disorders are at significant risk for reading and spelling impairments. Implementing literacy-based interventions, combined with evidence-based approaches early on has a positive impact on both communication and literacy skills. Additionally, targeted literacy-based interventions decrease caseload numbers. Participants will be able to implement Orthographic Instruction strategies following the session.

Potential Risks: None. Multiple evidence-based approaches for speech-sound disorders will be discussed. Participants will learn how to pair printed cues with various approaches using materials they have available (paper, pencils, dry erase boards, etc.)

9:00-Noon

A Child-Centered & Multisensory Approach: Connecting SLPs with Autistic Children

Presenters: Patti Hamaguchi, Academic Therapy Publications (ATP); Apple/iTunes; Google Play Store; Pro-Ed Inc.
Kristen White, Academic Therapy Publications (ATP)

A child-centered approach is not child-led, nor is it adult-directed in the traditional sense. Instead, it is a child-adult collaborative approach that is flexible, yet incorporates activities in multisensory-based, creative ways that helps children progress towards their goals. This presentation will connect research with the guiding principles of the child-centered approach by demonstrating its practical application through lecture/videos for individual speech therapy sessions. The presenters will share ideas for therapy activities that integrate these elements into speech, language and social communication goals: executive function, hierarchical learning, auditory processing supports, metacognitive methods, art, music and movement. A child-centered approach is eclectic. Its principles can be applied and implemented even if the SLP routinely uses other models, frameworks and programs. A core principle is individualizing every session to meet the unique needs of each child and finding clever ways to incorporate their interests. (We will show you ways to do that!)

Instructional Level: Intermediate

Track: Considerations for Autistic Populations

Session Type: 3-hour Course

Learner Verb and Learning Objectives:

- Describe how a child-centered approach differs from a child-led or traditional adult-led therapy session.
- List 5 ways to incorporate visual supports during language therapy sessions with autistic children.
- Explain how including a metacognitive approach during speech-language therapy sessions helps create a purpose and common language needed for change to occur and transfer to other settings.

Potential Benefits: SLPs will benefit by learning practical hands-on clinical ideas that are evidence-based and are applicable across settings.

Potential Risks: Risks may include the need for more time and resources than some families can provide, and a risk of the approach being misinterpreted or implemented ineffectively if the adult is not genuinely following the child's lead

9:00-10:30

Collaboration Confessions: Real Talk from Dual Certified SLP/BCBAs

Presenters: Katie Jackson, Communication Across Barriers Speech Clinics; California Speech Language and Hearing Association
Brooke Findley, California State University, Fresno; California Speech Language and Hearing Association; Behavior Analysis Certification Board;
American Speech, Language and Hearing Association
Amy Prince, TALK Team
Amber Ladd, TALK Team

Scope of practice issues impact us all, regardless of professional setting or population. We seek to bridge the gap in developing interdisciplinary practices with one of the most predominate (and often divisive) professionals within the pediatric population: BCBAs (Board Certified Behavior Analysts) by providing basic explanations of training, certification, and scope of practice within Behavior Analysis and providing a panel of 4 dual certified SLP/BCBAs to answer questions and provide real time discussion and solutions for Speech Language Pathologists working with BCBAs across settings.

Instructional Level: Intermediate

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Contrast the educational requirements, scopes of practice, and ethical guidelines of Speech-Language Pathologists (SLPs) and Board Certified Behavior Analysts (BCBAs).
- Identify common areas of misunderstanding and professional tension between the two disciplines and describe strategies to address them through evidence-based collaboration.
- Apply insights from dually certified clinicians to improve interdisciplinary communication and develop more cohesive, client-centered treatment plans in shared clinical cases.

Potential Benefits: Attendees will gain a clearer understanding of the overlapping and complementary roles of Speech-Language Pathologists (SLPs) and Board Certified Behavior Analysts (BCBAs), which can enhance interdisciplinary collaboration and improve outcomes for shared clients. By demystifying the educational backgrounds, ethical frameworks, and clinical approaches of each profession, this session aims to reduce professional misunderstandings and foster mutual respect. The unique insights offered by dually certified SLP/BCBAs will provide

practical, real-world solutions to common challenges in collaborative care. Ultimately, participants will leave with actionable strategies for improving communication, aligning treatment goals, and integrating evidence-based practices across disciplines to support more cohesive and effective client-centered care.

Potential Risks: While this presentation aims to promote understanding and collaboration between Speech-Language Pathologists and Board Certified Behavior Analysts, it is important to acknowledge that systemic barriers and professional biases may still hinder interdisciplinary cooperation. The presenters will provide tools and insights to encourage collaborative practice; however, they cannot guarantee the willingness of individual clinicians or organizations within either field to commit to these ideals. Differences in training philosophies, regulatory standards, and workplace cultures may continue to present challenges despite increased awareness. Attendees should approach collaboration with realistic expectations and be prepared to navigate ongoing professional dynamics with patience and persistence.

9:00-10:30

Head and Neck Cancer: A Primer for SLPs

Presenters: Jennifer Kizner, Stanford Healthcare

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

Instructional Level: Introductory

Track: Head & Neck Cancer Considerations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Explain the importance of SLPs role in the evaluation and treatment of Head and neck cancer (HNC) within a multidisciplinary team.
- Describe how to evaluate and treat complex HNC patients.

- Identify appropriate evaluation and treatment tools used for HNC patients who have difficulty with speech, voice and swallowing functions

Potential Benefits: SLPs who don't typically work exclusively with this patient population will gain knowledge to improve their assessment and treatment with this complex patient population.

Potential Risks: The risks of this course could be that SLPs will initiate head and neck cancer treatment protocols reviewed in talk without proper training or background with this specialized patient population. A strong understanding of anatomy and physiology is required to ensure optimal treatment planning and discussing outcomes in patients who are treated with surgery, reconstruction, chemotherapy, radiation or a combination of these treatments.

9:00-Noon

R You Confident Correcting R?

Presenters: Patty Yandell, Turlock Unified School District; ASHA; CSHA; TxSHA

How do you correct R errors, so it is a natural sounding R at the conversational level? Many speech therapists feel they didn't learn how to effectively & efficiently correct R and other sounds in grad school, which can contribute to SLP disillusion and burnout. 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 and discussed. Presenter will draw upon evidence-based methodologies and experiences of 29 years working in private practice, medical setting, and schools to teach strategies that work. Connect what's really going on in their mouth, to fix R errors!

Instructional Level: Intermediate

Track: Motor Speech Disorders Across the Lifespan

Session Type: 3-hour Course

Learner Verb and Learning Objectives:

- Explain how correct tongue, lip and jaw, stabilization and dissociation are the foundation for accurate R production.
- Define principles of motor learning and how to apply them in a systematic hierarchy for effective generalization to conversation for R and other sounds.

- Identify maladaptive speech motor patterns for R, how to correct them by teaching correct placement and movement patterns using innovative techniques.

Potential Benefits: Benefits: Potential benefits of this presentation include increasing proficiency and expertise to provide effective and efficient articulation treatments and improved outcomes.

Potential Risks: Risks: Some of the treatment programs presented may not be appropriate for younger articulation clients such as infant toddler population.

9:00-10:30

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

Presenters: Caitlin Francis, Irvine Unified School District; California Speech Language Hearing Association (CSHA); 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: Introductory

Track: Clinical/ Professional Issues: School-Based

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe Procedural Safeguards including the process for managing disagreement from families
- Differentiate between advocates, attorneys, and private practitioners while describing the licensing and certification requirements for each.
- Summarize strategies to facilitate potential contentious IEPs and will identify which strategy may best support their caseload.

Potential Benefits: School SLPs will develop a deeper understanding of the special education process that may lead to better confidence and improved relationships with stakeholders

Potential Risks: Recommend strategies may lead to increased workload for school-based SLPs

9:00-Noon

Voice Thera-Palooza: An interactive Course on Voice Therapy Techniques

Presenters: Matt McCubbin, USC Voice Center
Nicolas Valdez, California Pacific Voice and Swallowing Center at Sutter Health in San Francisco
Lauren Timmons Sund, USC Voice Center
M. Eugenia Castro, USC Voice Center; California State University, Los Angeles

Connecting with each other as well as with published research, 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: Introductory

Track: Voice, Resonance, and Upper Airway

Session Type: 3-hour Course

Learner Verb and Learning Objectives:

- Summarize information from evidence-based practice as it relates to voice therapy techniques and approaches.
- Select appropriate therapy methods to achieve physiologically based voice therapy goals guided by evidence-based practice.
- Apply and practice different voice therapy approaches and techniques during simulated scenarios.

Potential Benefits: Attendees will benefit from: -Examples of patient education regarding the purpose of a variety of therapeutic techniques
-Refining their ability to model voice therapy techniques

Potential Risks: Risks for all is that none are appropriate for all clients as a cookie cutter approach and all necessitate clear setting of goals and targets that are individualized to the specific patient needs. Please defer to multidisciplinary team to ensure clients are safe to engage in therapeutic tasks.

9:00-10:30

You've Got that Magic Touch: The Significance of Nurturing Infant Communication

Presenters: Dr Elaine Fogel Schneider, Cal State LA; Touch in Time; Clinical Supervisor; American Speech-Language-Hearing Association (ASHA); National Academies of Practice; CSHA
Devonie Valadez, Cal State LA

This dynamic presentation addresses research and application about the importance of nurturing touch as the first language of communication and an essential treatment strategy for every SLP/SLPA working in the field of early intervention. Secure attachment, healthy brain development, and "happy" hearts are paramount for establishing secure relationships, the foundation for speech and language development. It is vital for therapists in early intervention to find ways to promote infant-caregiver communication skills, and develop meaningful interactions. Research findings will highlight the value of healing touch in the early intervention process. Touch in Time allows the parent to embrace their child and find ways to connect when words may not be enough. Participants, with permission, will engage in Touch in Time interactive experiences. Attendees will leave feeling nurtured and vitalized knowing they've got that magic touch for building successful communication dyads for infants and their caregivers who are receiving early intervention services.

Instructional Level: Introductory

Track: Clinical/Professional Issues: Early Intervention

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe how touch is the first language of communication
- Explain the benefits of Touch in Time as an early intervention communication strategy
- Summarize the importance of reading the baby's cues when engaging in Touch in Time infant massage

Potential Benefits: Potential Benefits: Attendees will learn strategies for increasing the parent-infant bond through the use of touch, infant massage or the first language of communication - the language of

nurturing touch. Benefits will include improved communication between parent and child and improved reading of the baby's cues to enhance the relationship between the caregiver and their infant. This session provides access to innovative, research-informed strategies for improving back and forth interactional skills for infants and toddlers with special needs. This session provides greater treatment efficacy by improving therapist's ability to enhance parent-infant interactions. In addition, learning the Touch in Time approach, using evidence based research, facilitates increased parents' reading their baby's cues, and enriches the parents' confidence which is needed when having a child with special needs. In addition to the baby's improved physiological development, and improved health benefits, infant massage will highlight the importance of increasing brain development, increasing physiological strength, and improved emotional regulation. By introducing skin to skin strategies, parents gain awareness of their child's needs and provides a way for parents to relate to their child instead of relating to their medical condition. No longer is a parent only a medical technician, the parent has tools that enrich their infant-parent bond. The attendees also gain insight into how to enrich prelinguistic skills and encourage communication between the parent and child with special needs, The attendees will learn the importance of touch as the first language of communication, and will learn that nurturing touch is a necessary stepping stone in the development of speech and language development. Touch is the first sense to develop in utero and therefore the first sense upon which all other senses follow.

Potential Risks:

One potential risk is that the topic of touch and words about touch and massage may bring up past experiences that may be unpleasant for an attendee (or a parent of a child in early intervention). For example, a person may have been physically abused as a child, or may have suffered duress from an unpleasant experience. This person may develop negative mental images and emotional discomfort. Before any presentation, Dr. Schneider always lets the audience know that feelings may arise, and they are encouraged to breathe deeply, acknowledge what they are feeling so they become grounded in the "here and now" and in the safety of the room. They may choose to leave the room, and are certainly given the opportunity to do so. Every interactive experience is prefaced by "With your permission" so if someone doesn't want to participate in any of the dynamic portions of the presentation, that person doesn't have to participate. The same is true when working with parents and children with the Touch in Time massage program.

Care is taken since the "body remembers" and this presentation is to inform SLPs/SLPAs about the benefits of nurturing touch which always includes "with their permission".

9:00-Noon

Connecting Across Generations: Supervision Strategies for Gen Z Clinicians

Presenters: Justine Sherman, Justine Sherman & Associates
Anna Beatriz Guerrero, Justine Sherman & Associates

Supporting and guiding Generation Z speech-language pathologists (SLPs) requires a modern, intentional approach that fosters connection, resilience, and growth. This interactive session explores research-informed strategies to effectively mentor and supervise Gen Z clinicians by promoting open communication, meaningful feedback, and a learning culture that embraces challenges. In alignment with CSHA's 2025 theme "Connect!", participants will engage in reflective discussion and gain practical tools to strengthen supervisory relationships, enhance performance, and support professional development. Emphasis will be placed on generational values, culturally responsive mentorship, and building accountability in ways that resonate with today's emerging clinicians. Attendees will leave with actionable strategies to create a connected, supportive, and growth-oriented clinical environment.

Instructional Level: Introductory

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

Session Type: 3-hour Course

Learner Verb and Learning Objectives:

- Describe key characteristics of Generation Z and their impact on workplace dynamics in speech-language pathology and Identify strategies to create a supervision culture that normalizes failure as part of professional growth.
- Apply effective communication techniques tailored to Gen Z clinicians, including structured feedback and mentorship models and evidence-based coaching strategies to support problem-solving, resilience, and adaptability in new clinicians.
- Develop actionable plans to foster accountability, self-reflection, and confidence in Gen Z therapists.

Potential Benefits: Participants will leave with actionable tools to build strong supervisory relationships that enhance clinician performance, retention, and job satisfaction—laying the foundation for a thriving, connected clinical community.

Potential Risks: No known potential risks

9:00-10:30

Partnering with Caregivers: Evidence-Based Strategies to Maximize Outcomes

Presenters: Kristin McKee, Stanford Medicine Children's Health
Shavani Patel, ASHA member
Lindsay Cheng, Stanford Medicine Children's Health

Caregiver involvement in pediatric speech therapy is a powerful, evidence-supported strategy for improving speech-pathology outcomes, including the areas of language development, fluency therapy, social communication, and AAC. This session explores how caregiver-implemented interventions align with all three pillars of evidence-based practice: scientific research, clinical expertise, and family perspectives. Participants will examine key findings from recent studies, including the impact of caregiver training on treatment intensity and generalization. Drawing on cumulative decades of clinical experience, the presenters will share practical, actionable strategies to coach and collaborate with caregivers across a variety of settings. Attendees will leave with tools to strengthen family engagement, enhance functional communication outcomes, and support lasting progress beyond the therapy room.

Instructional Level: Introductory

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe how caregiver involvement in pediatric speech-language therapy aligns with all three components of evidence-based practice (EBP), including clinical expertise, scientific evidence, and client perspectives.
- Solve common challenges to caregiver participation by applying flexible strategies for addressing barriers such as time constraints, cultural differences, or caregiver confidence.
- Apply concrete, clinician-tested strategies to effectively engage caregivers during therapy sessions and support generalization of skills across natural environments.

Potential Benefits: Clinicians will gain evidence-based strategies for increasing caregiver involvement, which may lead to more intensive intervention, improved communication outcomes, and greater generalization of skills across home and community settings. Attendees will benefit from practical tools for coaching caregivers in natural environments, which can enhance treatment efficiency and reduce reliance on clinic-only models. This session provides access to real-world, clinician-tested techniques that align with best practices in early intervention,

fluency, and social communication, supporting more consistent progress and functional gains for children. By integrating caregiver perspectives and strengths into therapy, clinicians may see improved family satisfaction, stronger therapeutic alliances, and greater long-term carryover of communication skills. Participants will leave with adaptable strategies for diverse family structures and cultural contexts, supporting more inclusive, family-centered service delivery.

Potential Risks: While caregiver-implemented interventions are evidence-based, inconsistent caregiver follow-through or limited understanding of techniques may result in reduced treatment fidelity and variable outcomes. The presentation includes clinical strategies informed by professional experience, which may not yet be validated across all populations or settings. Increased reliance on caregivers for intervention may not be feasible for all families due to time constraints, linguistic barriers, or other contextual factors, potentially leading to inequitable access or reduced effectiveness. Encouraging caregiver coaching in sessions may require clinicians to shift their therapeutic approach, which could be challenging without appropriate training or administrative support. Generalizing strategies from research studies to individual clients may require additional customization to account for cultural, developmental, or socioeconomic differences.

9:00-10:30

Resisting Ableism in Our Profession

Presenters: Sarah Bishop, California Speech Language Hearing Association (CSHA); Fallbrook Union Elementary School District; American Speech-Language-Hearing Association (ASHA)
John Kim, San Francisco State University
Sharon MacDonald, California Speech Language Hearing Association (CSHA); American Speech-Language-Hearing Association (ASHA); Santa Barbara County of Education Office; University of Santa Barbara; Mosaic Therapy Collective; Talking Tree Therapy
Stephanie Wigley, California Speech Language Hearing Association (CSHA); American Speech-Language-Hearing Association (ASHA); Newport-Mesa Unified School District

This panel presentation invites attendees to hear directly from professionals with disabilities as they share their lived experiences with ableism. Together, we will reflect on how ableism shows up in our field, the ways it impacts individuals and organizations, and the opportunities we have to build more inclusive and equitable practices. Panelists will also share resources and strategies for moving from awareness to action, and offer

guidance on building practices that honor and include people of all abilities. Sarah Bishop, CSHA President, will moderate the discussion.

Instructional Level: Intermediate

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Recognize the importance of lived experience within evidence-based practice.
- Define the concepts of horizontal and vertical identities in the context of disability and neurodiversity.
- Explain why it is important for non-disabled/neurotypical professionals to actively advocate for anti-ableism.

Potential Benefits: Attendees gain a clearer understanding of how ableism operates at personal, institutional, and cultural levels. By hearing directly from professionals with disabilities, participants receive authentic perspectives that go beyond theory. Builds empathy and shifts thinking from deficit-based models to strengths-based approaches. Attendees leave with concrete resources and strategies they can bring back to schools, clinics, and organizations. Helps leaders recognize their responsibility in resisting ableism, not leaving the burden solely on those most impacted. Aligns with DEI priorities.

Potential Risks: Content may feel uncomfortable or challenging, especially for attendees who haven't reflected on ableism before. If panelists are expected to "speak for" all disabled professionals, their perspectives may be misinterpreted as universal. Without careful moderation, panelists with disabilities could feel tokenized or overly burdened to educate others. Some attendees may resist the framing of ableism or disagree with neurodiversity-affirming approaches, especially if they feel it conflicts with traditional SLP practices.

9:00-10:30

Assessing and Treating Bilingual Aphasia: What Clinicians Need to Know

Presenters: Teresa Gray, San Francisco State University

In this seminar we will discuss bilingual language processing and how it breaks down in bilingual aphasia. We will examine current approaches to assessment and diagnosis of bilingual aphasia, emphasizing clinical markers essential for an accurate interpretation

of outcomes. The session will conclude with a focus on designing effective treatment programs, highlighting evidence-based models, recent research developments, and strategies for integrating diagnostic insights into individualized therapy planning.

Instructional Level: Introductory

Track: Acquired Language Disorders in Adults

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Discuss the importance of assessing two languages in bilingual adults with aphasia.
- Describe how to interpret multilingual testing results in aphasia.
- Explain how to evaluate two or more languages in bilingual aphasia.

Potential Benefits: This session discusses the current state of bilingual aphasia treatment research, how to use diagnostic information to guide treatment planning, and a patient example that includes diagnostic findings that inform the development of a treatment program. Clinicians will benefit from these discussions.

Potential Risks: The presentation discusses bilingualism and aphasia. Because bilingual adults with aphasia represent a heterogeneous population, not all details discussed will be applicable to the entire bilingual aphasic population.

10:45-12:15

Tips and Strategies for Successfully Passing the SLP Praxis

Presenters: Celeste Roseberry McKibbin, Sacramento State University

Speech-language pathology graduate students must take and pass the Praxis-SLP examination to obtain national certification; in addition, the Praxis is required for many state licenses. Students may experience great stress when preparing for this test because if they don't pass, they cannot obtain a state license or Certificate of Clinical Competence. This oral seminar provides practical test-taking and study tips to help test takers from all backgrounds to pass the Praxis examination the first time, including test takers whose first language is not English. Sample questions are provided and discussed.

Instructional Level: Introductory

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe practical study strategies for passing the Praxis examination
- Discuss specific test-taking tips to utilize during the Praxis
- Summarize the nature, content areas, and purpose of the Praxis examination in speech-language pathology

Potential Benefits: My goal is for seminar attendees to understand the nature and purpose of the Praxis and learn effective study methods and practical test-taking strategies that will help them pass the Praxis examination the first time they take it. My hope is that I can especially benefit students who speak English as a second or third language and experience additional challenges with multiple-choice type examinations. A detailed handout will be provided, with helpful websites and other resources that attendees can use to prepare for the Praxis examination.

Potential Risks: none

10:45-12:15

Self-Identification as a Reader: One Story of an Emergent Literacy Learner

Presenters: Estella Plancarte, California State University, Fullerton

This non-experimental, longitudinal descriptive case study documents how a 38-year-old autistic, nonspeaking woman began acquiring foundational literacy skills over 21 weeks through individualized instruction at a university AAC clinic. Sessions occurred 2–3 times per week for 50 minutes and focused on alphabet knowledge (upper/lowercase), word study, and communication around thematic, age-respectful, and reduced text-complexity books. Results showed measurable gains in letter identification, improved ability to match spoken sounds to printed letters, increased spontaneous core word combinations, and emergent vocabulary use accessible through the Spanish-English (customized) Core First page sets on TobiiDynavox (TD I-110) aided AAC application. Grounded in the Science of Reading and comprehensive literacy principles, results of instruction suggested meaningful gains in early literacy and generative early language expression. This study addresses a critical gap in research-practice: how to teach foundational reading skills to autistic and nonspeaking adults using individualized, communication-rich instruction anchored in evidence-based literacy approaches.

Instructional Level: Introductory

Track: Language, Learning, & Literacy

Session Type: Student Research Presentation

Learner Verb and Learning Objectives:

- Connect how alphabet letter identification, phonological awareness, and shared book engagement were related to text-based learning, leading to this adult's spontaneously generated communication and emergent literacy learning.
- Identify the adult's improvement in making words using alphabet letter identification, manual letter manipulation, and sound-to-grapheme matching.
- Identify words and phrases used by the literacy learner that indicate the participant's developing sense of agency and self-identification as a reader.

Potential Benefits: Potential benefits include improving alphabet letter identification skills and making 3-letter words with common rimes, eventually leading to more independent communication via an AAC device. This session will provide an in-depth explanation of how letter identification skills and making words lessons were conducted following evidence-based strategies from the Readtopia White Papers, with adaptations to fit the participant's learning style. Attendees will benefit from this session as it explains the different aspects of teaching a presymbolic adult bilingual communicator.

Potential Risks: Potential risks of this project were increased frustration, confusion, or worry for the participant. All of which are aspects of learning new skills; these risks might lead to the participant shutting down or deciding to leave the project. The presentation will include anecdotal evidence of said confusion or frustration, followed by coping mechanisms or alternative directions given to the participant, such as additional verbal prompts, gestures, and/or reassurance and affirmation(s).

10:45-12:15

Cerebral Palsy Beyond the Textbook: Identity and Insight From a Disabled SLP

Presenters: Angela Evenich, CSHA

Cerebral palsy (CP) is often introduced to SLP students and clinicians through a clinical, deficit-focused lens that overlooks key aspects such as disability identity, ableism, and the lived experiences of those with CP. With research indicating that at least 60% of children with CP experience speech or language disabilities, it is critical that practitioners move beyond textbook definitions and case studies to develop a more comprehensive understanding that includes the impact of ableism, the significance of disability history, and the role of identity development in shaping therapeutical outcomes. In this session, a disabled SLP with cerebral palsy shares personal and professional insights to challenge traditional narratives and offer a disability-affirming

perspective. Participants will learn how ableism shows up in therapy, reflect on their practices, and gain tools for writing inclusive goals, supporting autonomy, and partnering with clients as co-creators in care.

Instructional Level: Introductory

Track: Special Populations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe describe cerebral palsy and the various ways it presents among individuals.
- Explain how ableism manifests in the field of Speech-Language Pathology.
- Discuss strategies for providing disability affirming-care to clients with cerebral palsy.

Potential Benefits: This presentation offers several benefits for attendees. Participants will gain a deeper understanding of how ableism and deficit-based frameworks shape the way cerebral palsy is conceptualized and addressed in speech-language pathology. By engaging with lived experience, research, and disability studies, clinicians will be better equipped to recognize and challenge systemic biases in their practice.

Potential Risks: This presentation centers lived experience, which may differ from what is usually taught within the SLP field and result in defensiveness or discomfort among some participants. However, there will be space held for possible discomfort within the session as a key piece of reflection among attendees during the Q&A portion.

10:45-12:15

Pause, Think & Figure It Out: Deepening Inference & Social Understanding

Presenters: Anna Vagin, Anna Vagin, PhD

Spontaneous conversation, social learning, and even classroom discussions all rely on inference—yet for many students with language or social learning differences, these skills don't come easily. This workshop explores how slowing down—using silence, pacing, and visual supports—can deepen student thinking and help them connect the dots. We'll look at how inference involves “jump cuts,” or the pieces that aren't said or shown, and how to support students in figuring out the “why” behind the “what.” We'll explore the concept of “Double Think” and practice raising our own comfort with waiting, so students have space to reflect and respond. Strategies will be demonstrated using

animated videos, storybooks, classroom materials, and a semi-structured conversation framework. Participants will leave with ready-to-use tools for fostering deeper insight, supporting slower processors, and encouraging more thoughtful social participation—all without overwhelming our students or ourselves.

Instructional Level: Intermediate

Track: Considerations for Autistic Populations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Define jump cuts, and explain the connection between jump cuts, inference, and social understanding.
- Explain the concept of "double think" and how they can use incorporate "double think" into an activity with a student in their caseload.
- Demonstrate how to incorporate gestures more intentionally into activities with a student or group with whom they work.

Potential Benefits: Focusing and working from the abilities of our students, rather than their dis-abilities allows for a sense of collaboration between student and clinician, leading to higher levels of satisfaction with the work for all parties involved.

Potential Risks: These activities have not been validated through peer-reviewed research and may not generalize across populations.

10:45-12:15

How Environment Influences Spanish-Speaking Children’s Bilingualism

Presenters: Jocelyn Ramos, California State University, Fullerton

The present study focuses on developing a measure to capture how schools, family/peers, and neighborhoods can support children’s bilingualism and the association between schools, family/peers, and neighborhoods and bilingual language development. The goal by the end of this study is to gain a better understanding of how schools, family/peers, and neighborhoods can create better strategies to support children who are bilingual. Data has been gathered for 20 families who identify as Latine and are Spanish-speaking and have at least one child aged 6-10 who is in the process of learning English as their second language or is already bilingual in English & Spanish. Preliminary findings have found that there is a positive association between school, family/peers, and neighborhoods in having multiple opportunities for children to practice their Spanish and English, because it promotes the value of being bilingual.

Instructional Level: Introductory

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: Student Research Presentation

Learner Verb and Learning Objectives:

- Differentiate how different environments that a child is in affect their language development. Specifically, how a child who is bilingual communicates differently depending on the child's school, family/peers, and neighborhood.
- Develop a greater understanding of how school, family/peers/ and neighborhood affect a child's bilingualism.
- Use this information when becoming Speech language pathologists or Speech language pathologist assistants to help treat children who are bilingual.

Potential Benefits: This session provides insight into how a child's bilingualism is affected by their school, family/peers, and neighborhood. Potential benefits of this study can include, but are not limited to, providing communities with potential ideas on how to support bilingual families to foster their children's bilingualism in their communities. As well as bring awareness of what schools and neighborhoods can offer in order to advocate for bilingualism in their communities. By providing a better understanding to Speech Language pathologists on how different environments can shape children's development of their languages.

Potential Risks: A potential risk of this study could be that the factors we are focusing on can be limited and not include a comprehensive list of factors that influence children's bilingualism. In this study, we are not taking into consideration the number of siblings and sibling order that could potentially affect the child's language acquisition of both English and Spanish.

10:45-12:15

Care Partner's Perspective of the Bilingual ANCD Experience in Community Groups

Presenters: Paula Sanchez, Student at San Jose State University

Noticing the lack of bilingual clinicians and resources after volunteering for a brain rehabilitation center, this sparked a new curiosity about how we can best support this growing population within these community groups. With the growing popularity of therapy groups serving acquired neurogenic communication disorders, there is currently no set goal of best practices to provide resources, build a community outside, and assess the effectiveness of these groups for bilingual individuals. Utilizing their carepartner's perspective of what they experience, see, support, and advocate, this session will be able to provide a unique insight into what is currently working, what can

be changed, and how this can be integrated into a typical community group serving bilingual individuals with ANCD. This presentation will focus on accessibility of community groups to bilingual populations, such as what resources are available to them, and recommendations to improve inclusivity in the service design.

Instructional Level: Introductory

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: Student Research Presentation

Learner Verb and Learning Objectives:

- Judge the resources and their effectiveness as health literacy for bilingual individuals with ANCD.
- Evaluate the effectiveness of existing community-based programs in addressing the communication needs of bilingual adults with ANCDs and their care partners.
- Identify the barriers and facilitators for to participation in community-based programs for bilingual adults with ANCDs.

Potential Benefits: Benefits might include more understanding of various bilingual perspectives, which can be incorporated into providing potentially more culturally responsive care. Clinicians will benefit from exposure to bilingual perspectives to promote more equitable service delivery when working in community groups. Attendees will benefit from hearing real-world perspectives of individuals currently attending these varying community groups intended to serve acquired neurogenic communication disorders.

Potential Risks: Potential risks might include: Non-bilingual clinicians struggling with how to directly implement perspectives into community groups. If a clinician is unfamiliar with working with bilingual clients, they may have difficulty due to a limited background and language understanding. This data has not been validated through peer-reviewed research and may not generalize directly from the client's perspective, only the care partner's. The content will center only caregiver experience, which can create a limited insight. This presentation discusses research on care partners' perspectives, specifically revolving around different types of community groups intended to support acquired neurogenic communicative disorders, which can create various needs based on the diagnosis.

10:45-12:15

Bilingual Aphasia Test: Normative data for Tagalog-English bilinguals

Presenters: Arissa Melaine Ventura, San Francisco State University

This study collects normative data on 20 Tagalog-English neurotypical bilingual adults without aphasia to support the reliability and validity of the Bilingual Aphasia Test (BAT) Part B Tagalog and Part B Tagalog-English translation. California has the largest Filipino population outside the Philippines (Pew Research Center, 2024); however, this population is provided a limited amount of bilingual and bicultural aphasia diagnostic assessments (Beveridge & Bak, 2011). In order for California SLPs to best serve linguistically and culturally diverse persons with aphasia, diagnostic materials must be reliable and valid.

Instructional Level: Introductory

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: Student Research Presentation

Learner Verb and Learning Objectives:

- Examine the specificity of the BAT Part B Tagalog and Part C.
- Recommend the BAT Part B Tagalog and Part C as reliable and valid assessment tools.
- Recognize the need for normative data regarding multilingual and multicultural assessment tools.

Potential Benefits: Benefits would include clinicians would be more confident in using the BAT Part B Tagalog and Part C Tagalog-English as an assessment tool for diagnosing Filipino individuals. Attendees will benefit from learning about the need to norm multilingual assessments, ensuring their practice to be more culturally sensitive. Patients will benefit by increased use of the BAT, due to normative data backing it up, leading to increased use of multilingual assessments and more culturally relevant assessment and treatment procedures.

Potential Risks: Normative data does not transfer to other languages, so there is still a dearth of normative data for the other versions of the BAT.

10:45-12:15

Navigating Identity Through Language: Latinx Youth Perspectives on Language Loss

Presenters: Jennifer Moya, Cal State University Fullerton

This presentation explores how language loss impacts identity, confidence, and social interaction among Latinx youth. Rooted in qualitative interviews with 30–40 participants whose first language (L1) is Spanish and second language (L2) is English, this study examines how decreasing proficiency in L1 affects their self-esteem, relationships within their cultural community, and everyday language use. While existing research focuses on structural aspects of language loss, this study centers on youth perspectives, highlighting their emotions, challenges, and efforts to maintain their cultural identity through language. Attendees will gain insight into the lived experiences of Latinx youth navigating bilingualism and the personal consequences of language shift.

Instructional Level: Introductory

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: Student Research Presentation

Learner Verb and Learning Objectives:

- Relate to how one's language and cultural identity intersect with their clients or students. The ability to gain an understanding of how to navigate and integrate client or student language within therapy is strengthened.
- Express and reflect on one's experience or lack thereof with the topic, and how those experiences have and continue to shape their personal and cultural identity, perspectives, and social interactions with others.
- Connect how language functions within a community and in everyday life, with an emphasis on understanding its influence and resonance in social interactions.

Potential Benefits: Potential benefits related to the content of my presentation include increased awareness that highlights the emotional and identity-related effects of language loss in the Latinx youth community, which is underrepresented in current research. Additionally, the empowerment of Latinx voices to express their experiences losing their language and validation and visibility. Finally, another important potential benefit is educational and clinical insight into a deeper understanding of bilingual language development, which may inform culturally responsive practices to support the development of language for those who have experienced language loss.

Potential Risks: Potential risks related to the content of my presentation are the overgeneralization of findings across all Latinx communities; even though cultural and linguistic experiences may vary by the background and circumstances of each individual. Another related risk is emotional discomfort as identity, confidence, and language loss could evoke negative feelings such as shame.

10:45-12:15

Changes in Discourse in Aphasia Following a Physical Exercise Intervention

Presenters: Jade Leyvas, California State University, East Bay
Michelle Gravier, California State University, East Bay
Maria Ivanova, University of California, Berkeley

This session presents novel discourse outcomes from the APEX (Aphasia Physical EXercise) pilot intervention, a high-intensity interval training (HIIT) program adapted for individuals with chronic post-stroke aphasia. Building on prior evidence of cognitive and physical benefits, this presentation focuses on discourse-level language change, a critical yet understudied outcome in aphasia rehabilitation. Using a Content Information Unit (CIU) analysis framework, we examine changes in discourse efficiency (e.g., words per minute, CIUs/minute) and informativeness (%CIUs) before and after the 8-week APEX intervention. Data from seven participants will be discussed, including methodological considerations for analyzing connected speech in aphasia research. Attendees will gain insight into how physical exercise may influence language production at the discourse level and how this intersects with broader trends in neurorehabilitation. Findings may inform holistic, cross-disciplinary aphasia treatment models.

Instructional Level: Introductory

Track: Acquired Language Disorders in Adults

Session Type: Student Research Presentation

Learner Verb and Learning Objectives:

- Describe the APEX high-intensity interval training (HIIT) program tailored for individuals with aphasia
- Explain how discourse outcomes were measured using the Content Information Unit (CIU) analysis approach
- Summarize preliminary discourse findings following participation in the APEX intervention

Potential Benefits: The APEX intervention offers a novel physical exercise program that may improve communicative effectiveness in individuals with aphasia. By enhancing cardiovascular fitness and

supporting cognitive-linguistic recovery, it complements existing speech-language therapy and promotes functional outcomes.

Potential Risks: As a physical exercise program, APEX carries minimal risk when delivered under appropriate supervision. Potential risks include fatigue, muscle soreness, or cardiovascular strain, which are mitigated by careful screening and heart rate monitoring. No adverse events were reported in prior feasibility trials. There are no known linguistic or cognitive risks associated with the intervention.

10:45-12:15

Managing the Psychosocial Aspects of Dysphagia

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

The challenges of dysphagia go beyond the changes in anatomy and the physiology of swallowing function. The difficulty or loss of swallowing can be devastating to the patient and family since the patient must now navigate a new way of eating and drinking or use a feeding tube. These changes in swallowing not only impact nutrition but the patient's relationships with family and friends. The psychosocial aspects of dysphagia are not often addressed since much of the focus of dysphagia management is on the physical improvements of swallowing. This presentation will address the mental and emotional aspects of dysphagia, considerations for assessment and management with use of case studies. Perspectives will be shared from the physician, speech-language pathologist, and clinical dietitian.

Instructional Level: Intermediate

Track: Swallowing and Feeding Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe some of the emotions patients experience with dysphagia
- Identify ways to include the family during dysphagia treatment
- Discuss how dysphagia impacts social interactions and daily activities

Potential Benefits: This presentation informs speech pathologists of the importance of including the psychosocial aspects when managing a patient with dysphagia including the consideration of the family caregiver. This provides information to the speech pathologist

as to the importance of understanding the emotional aspect dysphagia has on the patient and family.

Potential Risks: This is a limited presentation and there are many aspects of emotion that will not be covered so some of the information may not be adequate to help a particular patient or group of patients. Speech pathologists do not all receive training in counseling swallowing or communication disorders and may not feel comfortable managing this as part of their swallowing therapy.

10:45-12:15

CSHA Leadership Development Program: Success Stories from Program to Practice

Presenters: Marcella McCollum, California Speech Language Hearing Association (CSHA); CSHA Leadership Development Program; San Jose State University
Joo Hye Han, CSHA Leadership Development Program
Jennifer Stanley, CSHA Leadership Development Program
Elizabeth Burcham
Ashley Reed, California Speech Language Hearing Association (CSHA); CSHA Leadership Development Program
Isabel Craik, CSHA Leadership Development Program

Curious about what the CSHA Leadership Development Program (LDP) is all about? Join this engaging panel to hear directly from LDP participants as they showcase the outcomes of their leadership projects and reflect on their growth throughout the program. Panelists will share how they strengthened skills in ethical conflict resolution, resilience, and collaboration while implementing change in their professional settings. They will highlight practical experiences such as developing educational programs, advocating for policy changes, and engaging in service with local and state associations. Panelists will also discuss strategies for influencing others, managing conflicts, and applying strategic thinking in leadership roles. Attendees will leave inspired to reflect on their own leadership skills and explore ways to give back and make an impact in their professional communities.

Instructional Level: Intermediate

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Define leadership and identify opportunities for leadership within the field of speech-language pathology

- Describe three key leadership skills for leading change
- Identify two ways to apply the strategic change process to a current issue in your organization

Potential Benefits: Participants will have the benefit of learning some practical applications of key educational concepts of leadership and topics for personal growth. They will have the benefit of engaging in an activity to get exposure to and practice concepts learned. They will have the benefit of learning about the LDP program and opportunities for leadership within the profession and state association.

Potential Risks: Risks of participation are minimal and could include triggering emotions pertaining to the subject matter.

10:45-12:15

AAC Unfiltered: AI, Access, & What Works Now

Presenters: Benjamin Bennett, Escondido Union School District
Elena Dukhovny, California State University, East Bay
Patricia Liu, University of California San Francisco (UCSF Health), San Francisco, CA
Jennifer Wright, Placer County Office of Education
Yao Du, University of Southern California

AAC is advancing faster than practice. This moderated panel brings clinical, research, and technology perspectives together to separate evidence from hype and identify what to adopt now. We will examine AI's growing role across the clinician workflow (assessment, goal setting, documentation, partner training), ethical guardrails for responsible use, culturally and linguistically responsive design for multilingual families, and reliability of access methods across environments. We will address interoperability and data portability so customizations follow the person, and we will look ahead to adult care with neurodegenerative disease and acute injuries, including emerging access pathways (camera-based, wearables) and early BCI/AI integrations. Expect clear criteria, case-anchored discussion, and pragmatic takeaways that prioritize autonomy, equity, and continuity of care. If you want a grounded view of "what's next" and a practical filter for evaluating new tools, this session is your front row seat to the future of AAC.

Instructional Level: Intermediate

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Evaluate AI-enabled AAC tools and workflow uses (assessment, goals, documentation, partner training) using clear criteria for transparency, privacy, bias, and human oversight.
- Explain practical steps for culturally and linguistically responsive AAC that preserve motor plans, support code-switching, and guide effective partner prompting.
- Recommend a portability strategy so individualized access settings, vocabulary, and customizations transfer reliably across school, medical, and community settings, including adult neuro and acute care contexts.

Potential Benefits: Attendees will gain clear criteria to evaluate AI in AAC, culturally and linguistically responsive practices, and access reliability across environments. Participants will learn practical strategies for interoperability and data portability so customizations follow the person across settings. The session will strengthen decision making for pediatric and adult care, including near-term considerations for neurodegenerative conditions and acute injuries.

Potential Risks: Recommendations may not apply uniformly across programs, workplace policies, or device ecosystems. Discussion of emerging technologies, including AI and early BCI work, may outpace local availability or scope of practice, and some examples may be interpreted without sufficient supervision or attention to confidentiality.

12:15-1:45

Pedagogical Preferences of Gen Z Students: Implications for Instructors

Presenters: Celeste Roseberry McKibbin, California State University, Sacramento
Irsah Khan, California State University, Monterey Bay

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

Instructional Level: Introductory

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

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Describe the challenges of Gen Z diverse students when many instructors are older and White.
- Interpret the results of an ongoing 8-year study that describes Gen Z's pedagogical preferences in university classrooms.
- Summarize the implications of this study for university instructors.

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

Potential Risks: None

12:15-1:45

Word Order and Voice Preferences in Syntax Processing of Tagalog-Speaking Adults

Presenters: Eduardo Europa, San José State University; California Speech Language Hearing Association (CSHA)
Emmaluz Colorina, San José State University
Kayleen Rafael, San José State University

This presentation describes a study investigating sentence comprehension and production in adult speakers of Tagalog, an understudied language spoken by 23 million people worldwide. Tagalog differs syntactically from English, featuring a verb-initial structure and a symmetrical voice system that alters sentence construction through verb inflection. Given its limited representation in psycholinguistic and aphasia research, this study aimed to establish typical syntax processing patterns to support the development of clinical assessments for Tagalog speakers with acquired neurogenic communication disorders. Twenty cognitively healthy adults completed a sentence-picture matching task and a sentence priming task using stimuli that varied by voice (agent vs. patient), word order, and relative clause structure (head-initial, head-final, null-head). Our results illustrate preferences in voice and word order that partially align with prior work and provide novel findings on head-final and null-head relative clauses in Tagalog, offering key insights for the development of culturally appropriate clinical assessments.

Instructional Level: Intermediate

Track: Acquired Language Disorders in Adults

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Discuss considerations for adapting sentence-level assessments to linguistically diverse clients.
- Summarize the clinical implications of syntactic variability in Tagalog for assessment design.
- Explain why data from cognitively healthy speakers of understudied languages is essential for equitable assessment of language disorders.

Potential Benefits: Benefits may include improved diagnostic accuracy and more equitable service delivery for Tagalog-speaking adults with neurogenic communication disorders. This session presents the development of an assessment of sentence comprehension and production in Tagalog, supporting clinicians' knowledge on linguistic factors that may distinguish typical from disordered language patterns in understudied languages. Clinicians will benefit from exposure to culturally and linguistically responsive assessment considerations that can inform clinical approaches with bi/multilingual or non-English speaking clients. Attendees will gain insight into the syntactic features unique to Tagalog, such as symmetrical voice and flexible word order, which are critical for selecting or developing appropriate sentence test items. These findings may inform more effective evaluation protocols, ultimately enhancing treatment planning, communication outcomes, and overall quality of life for this underrepresented population.

Potential Risks: Potential risks may include the misuse of findings to clinical populations without further validation because this study focuses on cognitively healthy adult speakers and does not yet include individuals with language impairments. The presentation introduces syntactic structures and assessment considerations specific to Tagalog, which may not necessarily generalize to other Filipino languages (e.g., Ilocano, Visayan, Pampangan, etc.) or other languages in the Austronesian language family that use symmetrical voice. Finally, Tagalog-speaking clinicians or Tagalog-speaking interpreters working with clinicians who are unfamiliar with the importance of these syntactic manipulations may find implementation of linguistically-informed assessment tasks challenging without additional training or resources.

12:15-1:45

Validating Equitable Family-Centered Tools: The HomeGoals™ EI Approach

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

Family-centered care is essential to effective early intervention, yet implementation gaps persist—especially for multicultural and multilingual families. This session presents the validation process of three tools from the HomeGoals™ Program: a developmental screener, milestone checklist, and parent survey. Using expert panel review and multi-rater agreement (I-CVI, S-CVI, and Cohen's kappa), the tools demonstrated strong content validity and interrater reliability. Participants will explore how these tools support culturally responsive practices by addressing parent stress, knowledge, and engagement. Attendees will gain insight into how the HomeGoals™ framework bridges theory and practice, offering SLPs a scalable, validated, and family-centered pathway from identification to discharge. Practical strategies for implementation and equity-driven application will be discussed.

Instructional Level: Intermediate

Track: Clinical/Professional Issues: Early Intervention

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the process of establishing content validity and interrater reliability for tools designed for use in early intervention settings.
- Identify how validated tools such as the HomeGoals™ Screener, Milestone Checklist, and Parent Survey support family-centered practices across culturally and linguistically diverse populations

- Apply strategies for integrating validated, family-centered tools into assessment and treatment planning for infants and toddlers with language or developmental delays.

Potential Benefits: 1. Culturally responsive tools that can be adapted across multi-cultural, diverse backgrounds. 2. Consistency in assessment that reduces subjectivity based on bias that can impact overall intervention processes. 3. Improved collaboration supports family-centered practices by assessing parent knowledge, stress, and skills to tailor results based on their needs. 4. Scalable across multiple settings which bridges gaps between underserved and underrepresented communities.

Potential Risks: 1. Language barriers. This tool has not been translated to meet the needs of families of diverse linguistic needs. 2. Expert homogeneity. The panel was highly experienced (100% female), but lacked male input. 3. Resource constraints can make HomeGoals difficult to implement without taking time to understand how to fully use this tool, despite best efforts to make it clear and concise.

12:15-1:45

Team Connections: A TIP Checklist Pilot Study

Presenters: Ross Adams, WestEd; American Speech-Language-Hearing Association (ASHA)
Erica Ellis, Cal State LA

Interprofessional practice (IPP) can support connection and collaboration efforts of early intervention (EI) teams. The shared values among professionals often set the foundation of IPP; however, there is little guidance to support EI teams in their reflection on teaming practices. The Transdisciplinary and Interprofessional Practice (TIP) Teams Checklist was recently developed to help EI teams assess and reflect on their teamwork across eight key areas. This pilot study explores the usefulness of the checklist for EI teams. In this presentation, the development of the Checklist will be shared and pilot data including team and family perspectives will be discussed.

Instructional Level: Intermediate

Track: Clinical/Professional Issues: Early Intervention

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Define interprofessional practice (IPP) and transdisciplinary teaming.

- Identify EI team reported strengths and challenges using the TIP Teams Checklist.
- Discuss how the TIP Teams Checklist may be utilized in their EI settings

Potential Benefits: This session provides insight into how EI teams collaborate and describes how the checklist tool may be helpful in various EI settings.

Potential Risks: This session shares preliminary pilot data findings which may not generalize across all EI teams.

12:15-1:45

Clinical Implications of AAC Feature Matching

Presenters: Dina Stein, North Star Speech and Language Pathology Center, Inc.

This session offers speech therapists practical, evidence-based strategies to support individuals using augmentative and alternative communication (AAC). Clinicians will learn to implement a multi-modality approach that values all communication forms—speech, sign, and speech-generating devices (SGDs)—equally. The presentation highlights best practices such as providing unrestricted device access, modeling AAC use through aided language stimulation, and encouraging device exploration without pressure or forced responses. Participants will explore how to teach a balanced core and fringe vocabulary, maintain consistent device layouts to support motor planning, and promote varied pragmatic communication functions. The session also addresses strategies to associate AAC devices with positive experiences while respecting client autonomy, consent, and self-determination. Speech therapists will leave equipped with effective techniques to enhance communication success, reduce client frustration, and foster meaningful language development for AAC users in clinical and educational settings.

Instructional Level: Introductory

Track: Augmentative & Alternative Communication (AAC)

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Describe evidence-based AAC strategies that support natural language development and reduce frustration in neurodiverse populations.
- Identify key components of effective aided language stimulation and vocabulary selection, including the use of core and fringe words.
- Explain how consistent device access, appropriate grid size, and client autonomy contribute to successful AAC implementation.

Potential Benefits:

- Improved Communication Outcomes: Clinicians will gain strategies to enhance AAC implementation, leading to more effective and meaningful communication for AAC users.
- Reduced Client Frustration: By learning to respect communication modes and provide unrestricted device access, therapists can help decrease frustration and meltdowns often associated with communication barriers.
- Increased Client Autonomy and Motivation: The session promotes honoring client autonomy and avoiding forced prompting, which supports greater user engagement and sustained AAC use.
- Enhanced Language Development: Teaching a balanced core and fringe vocabulary and modeling aided language stimulation fosters natural language growth across communication modalities.
- Greater Clinical Competence: Speech therapists will build confidence and skills in selecting and customizing AAC features, improving their ability to address diverse client needs effectively.
- Ethical and Person-Centered Care: The presentation encourages neurodiversity-affirming, respectful approaches that prioritize client dignity and self-determination.

Potential Risks:

- Overwhelming Vocabulary Size: Introducing too large or complex vocabulary sets or grid sizes without proper customization may overwhelm users, negatively impacting communication effectiveness.
- Technology Dependence: Reliance on devices that may malfunction or require frequent maintenance could interrupt communication access.
- Learning Curve and Frustration: AAC devices and strategies may be challenging for some clients to learn initially, potentially leading to frustration or resistance if not supported properly.
- Misapplication of Techniques: If clinicians do not apply modeling and autonomy-support strategies correctly, clients may feel pressured or misunderstood, which can result in device abandonment.
- Inconsistent Implementation: Failure to maintain consistent vocabulary layouts or device settings might disrupt motor planning and slow communication progress.

12:15-1:45

Do We Treat Them Differently? Survey on Dysphagia Care in Dementia

Presenters: Gisselle Asij, Andrews University
Ruchi Mangesh Narkar, Glendale Adventist Medical Center

Dysphagia affects over half of older adults with dementia, yet treatment approaches vary widely across diagnoses and care settings. This poster explores whether patients with dementia are treated differently than those without, in dysphagia management. Using a 17-item survey distributed to SLPs in adult care settings, the study examines

differences in caseload selection, discharge practices, and intervention strategies based on dementia status. It also compares treatment trends between acute care and skilled nursing facilities. Preliminary research suggests a bias toward compensatory methods and highlights a hesitancy to initiate or sustain therapy for patients with dementia. Survey results aim to validate or challenge these patterns, reveal setting-specific disparities, and promote evidence-based, equitable care. Attendees will gain insight into how clinician decisions may be shaped by diagnosis, environment, or perceived treatment potential—informing ethical, individualized dysphagia care that supports dignity and improved outcomes for all patients.

Instructional Level: Introductory

Track: Swallowing and Feeding Disorders

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Identify differences in caseload selection and discharge practices for patients with and without dementia receiving dysphagia management.
- Examine how dementia status influences the selection and implementation of dysphagia intervention strategies.
- Compare dysphagia management approaches across healthcare settings, specifically acute care and skilled nursing facilities (SNFs).

Potential Benefits: Attendees will benefit from research-informed insights into how dementia diagnoses influence clinical decision-making in dysphagia management, including differences in caseload selection, discharge practices, and intervention strategies. This session promotes critical reflection on the use of compensatory versus rehabilitative methods and highlights how clinician bias or systemic barriers may impact equitable access to care. By examining disparities across healthcare settings, attendees will gain strategies to better align treatment approaches with cognitive capacity, ultimately improving patient safety, quality of life, and ethical standards of care. Findings from this survey can support more individualized, evidence-based dysphagia management for persons with dementia and inform interdisciplinary collaboration, policy advocacy, and clinical education initiatives.

Potential Risks: This presentation discusses survey data and clinician-reported practices, which have not been validated through peer-reviewed research and could vary across settings or populations. There is a potential risk that attendees may misinterpret early findings as prescriptive rather than exploratory. Additionally, while the session critiques compensatory strategies, these methods may

still be appropriate for some individuals depending on cognitive capacity and caregiver support; overgeneralizing the limitations of such strategies may lead to underutilization in cases where they are effective. The presentation also addresses clinician bias and systemic disparities in treatment decisions, which may prompt discomfort or defensiveness among attendees. Without thoughtful reflection, this discussion could unintentionally reinforce perceptions of futility in managing dysphagia in persons with dementia rather than promoting rehabilitative potential. Finally, differences in institutional policies or resources may limit the generalizability of the findings, and adaptation of recommendations should be done with clinical judgment.

12:15-1:45

Cultural Journey Self-Assessment Tool: A Mixed Methods Validation Study

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

This poster features the second phase in the development of a tool titled “Cultural Journey Self-Assessment” to guide professional development. In the first phase, scholars enrolled in Project AAC for ALL, a USDOE, Office of Special Education Programs grant, completed a quantitative survey resulting in high agreement with statements regarding cultural humility, cultural and linguistic competence and culturally responsive practice. As a follow-up, scholars participated in focus groups to provide qualitative introspection to examine cultural humility in practice. Following the focus groups, the scholars completed the self-assessment once again. Comparative quantitative data prior to and following the focus groups will be discussed, in addition to qualitative analysis to inform item validity and application of the self-assessment tool for professional practice.

Instructional Level: Intermediate

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Define the parameters between attitudes and practice in cultural humility assessment.
- Describe three strategies to implement cultural humility in practice
- Identify three stages in the process to develop a self-assessment tool focused on culturally affirming practices.

Potential Benefits: This poster session will shed light on how cultural humility could be implemented in university academic curriculum, in addition to cultural competence and cultural responsiveness. University programs can learn what areas of cultural humility, cultural competence, and cultural responsiveness this tool is aiming for and adapt as needed to support the department culture and mission to DEI.

Potential Risks: This session presents a cultural humility measurement tool that is still in its exploratory phase at one particular university institution. Further use and data is required.

12:15-1:45

Cognitive-Communication Support in a Young Adult With Long COVID: a Pilot Study

Presenters: Grace Woll, California State University- Sacramento
Courtney Truelock, California State University- Sacramento

This study explores how Long COVID affects young adults in the area of cognitive-communication and the role that speech-language pathologists may play in supporting these individuals. Through a two-phase approach, this research sought to identify the cognitive-communication deficits that young adults are facing with Long COVID and determine the effect that cognitive-communication intervention has on a young adult experiencing associated deficits due to Long COVID. First, a survey was utilized to gather self-reported data from young adults on their cognitive-communication challenges post-COVID. Following the survey, a pilot intervention approach was conducted with a young adult who has Long COVID to provide targeted cognitive-communication support. The intervention focused on strengthening attention, memory, executive functioning, and real-world communication skills. The results of the survey and pilot study will be shared.

Instructional Level: Introductory

Track: Acquired Cognitive Communication Disorders

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Describe the areas of cognitive-communication that are affected by Long-COVID.
- Compare the individual's cognitive-communication abilities from before and after cognitive-communication intervention.
- Evaluate whether the cognitive-communication intervention that was used was beneficial to the individual's progress.

Potential Benefits: Potential benefits might include: participant may gain insight into their own cognitive-communication difficulties, contributes to growing research on Long COVID and its effects on young adults, may help identify individuals who could benefit from further support or intervention, and an increased awareness of cognitive-communication issues among healthcare providers and educators.

Potential Risks: Potential risks might include: minimal emotional discomfort when reflecting on health or cognitive changes, potential concern or stress from recognizing previously unnoticed symptoms, confidentiality risk (although data will be anonymized and securely stored).

12:15-1:45

An Exploration of the Functions of Echolalia in Children on the Autism Spectrum

Presenters: Brooke Findley, California State University, Fresno; California Speech Language Hearing Association (CSHA); American Speech, Language and Hearing Association
Perla Leyva, California State University, Fresno; The TALK Team

This poster session will focus on the results of a study that aims to explore the functions of echolalia in children with Autism Spectrum Disorder (ASD) using the principles of verbal behavior. While both immediate and delayed echolalia are common components of the vocal repertoires of children with ASD, limited research has explored potential communicative functions underlying these responses. The study uses a concurrent, embedded mixed methods design to analyze assessment results. Data sources include case history forms, play-based language samples, caregiver-completed MacArthur-Bates Communicative Development Inventories, and the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). The quantitative component of the study is using non-experimental methods to identify potential patterns in echolalia use. Conversation analysis is being used as a tradition of qualitative inquiry in order to further explore communication patterns. Primary results and implications for practice will be shared during the poster presentation.

Instructional Level: Intermediate

Track: Considerations for Autistic Populations

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Summarize the status of current research related to functions of echolalia in children with Autism Spectrum Disorder.

- Describe the assessment measures used in this study to explore echolalia functions.
- State the most common response topographies and verbal operants observed during moments of echolalia.

Potential Benefits: This session will provide clinicians with information regarding the potential functions of echolalia.

Potential Risks: The study is exploratory in nature and based on results with a small number of participants (n=20). This presents a limitation related to external validity.

12:15-1:45

Global Perspectives in Culturally Responsive Practices through Therapy Abroad

Presenters: Arveen Birdi, No Affiliations
Madhu Sundarajan, University of the Pacific

Cultural responsiveness in speech-language pathology (SLP) is essential for effective clinical practice, especially when working with diverse populations (American Speech and Hearing Association, n.d.). This study examines the impact of a two-week clinical experience in Belize on the ability of SLP clinicians to adapt their intervention strategies to low-resource settings and culturally diverse populations. Belize, has limited access to specialized SLP services, presents a unique context for SLP students and professionals to engage with therapy methods that differ from those used in the United States. By analyzing the experiences of SLP clinicians participating in the Therapy Abroad Belize program, this study contributes to understanding how international clinical experiences influence cultural responsiveness and the adaptation of therapeutic practices. Results highlight how these immersive experiences enhance clinicians' cultural competence, enabling them to adapt their intervention strategies in the face of resource limitations and to improve their effectiveness when working with diverse communities.

Instructional Level: Introductory

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Demonstrate enhanced cultural responsiveness by applying culturally responsive practices when providing speech-language therapy in diverse and low-resource settings.
- Show the ability to modify their speech-language therapy interventions to effectively address the cultural and resource limitations in client environments.

- Apply skills in promoting family and community involvement in therapy by using strategies that are culturally appropriate and empower caregivers to support speech-language development.

Potential Benefits: This session offers several key benefits for clinicians seeking to enhance their practice in culturally diverse and resource-limited settings. Attendees will gain valuable insights into how immersive international experiences can significantly improve cultural responsiveness and clinical adaptability. By examining real-world examples from the Therapy Abroad Belize program, participants will learn how to creatively modify intervention strategies using limited resources—skills that are equally applicable in underserved domestic contexts. The session also emphasizes the importance of reflective practice, showcasing how clinician self-awareness and cultural humility can evolve through direct engagement in unfamiliar environments. These takeaways support more equitable, effective service delivery and empower SLPs to build stronger, culturally informed relationships with their clients.

Potential Risks: This session presents findings from a qualitative study rooted in a specific immersive international clinical experience, which may limit the generalizability of its conclusions to other populations or settings. The strategies and adaptations discussed are tailored to the cultural and resource context of Belize and may require thoughtful modification before being applied elsewhere. Additionally, many of the insights are based on clinician observations and participant reflections rather than standardized, peer-reviewed intervention models, which could introduce subjectivity. However, a key takeaway from this experience is the critical importance of understanding and respecting cultural and dialectical differences. Attendees will be encouraged to reflect on how cultural knowledge—including awareness of regional dialects and language variations—can help distinguish between a communication disorder and a difference. This awareness is essential for reducing misdiagnosis and ensuring that assessment and intervention practices are culturally and linguistically appropriate.

12:15-1:45

Cross-linguistic Interference and Control in Spanish-English Bilinguals

Presenters: Nancy Vasquez, California State University, East Bay
Eve Higby, California State University, East Bay
Michelle Gravier, California State University, East Bay

This study investigates the magnitude of cross-language interference for bilinguals and how bilinguals control that interference in both single-language and mixed-language environments. In addition, the project examines whether individual differences in non-linguistic cognitive control predict the magnitude of cross-language interference. Electroencephalography (EEG) was collected during all tasks to observe brain patterns associated with these processes. Spanish-English bilingual adults (n = 24) completed a blocked-language and mixed-language picture naming task to measure cross-language interference, as well as a color-shape switching task to measure domain-general cognitive control. Switching from the non-dominant language (Spanish) to the dominant language (English) revealed a combination of facilitation and interference effects while switching from the dominant to the non-dominant language showed mostly facilitation. The findings from this study will contribute to better models of language and cognitive processing for bilinguals and might inform the development of better treatment methods for bilinguals with aphasia.

Instructional Level: Introductory

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Compare cross-language influence in the form of facilitation and interference.
- Describe the role of cognitive control in reducing cross-language interference.
- Describe the relevance of this study's findings for clinical applications to treatment of bilingual individuals with aphasia.

Potential Benefits: The potential benefits include foundational knowledge of the psycholinguistic processes of bilinguals in order to apply it to intervention decision-making.

Potential Risks: A potential risk may be difficulty applying the knowledge of bilinguals without communication disorders to clinical populations.

12:15-1:45

Implications for Eligibility Determination of South Asian Speaking Students

Presenters: Prabhu Eswaran, Community Medical Centers
Puja Goel, Community Medical Centers

A service based practical approach in determining eligibility with respect to implications for students speaking South Asian languages in the US. Our perspective is: specific, fluid and objective when evaluating and factoring the linguistic background for eligibility

determination. Best practice dictates a culturally responsive perspective with detailed understanding of implications.

Instructional Level: Intermediate

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Distinguish L1 vs. L2 when assessing school aged children speaking South Asian languages.
- Define over vs. under identification when assessing and determining eligibility of school aged children speaking South Asian languages.
- Decide difference vs. disorder when determining eligibility of school aged children speaking South Asian languages.

Potential Benefits: Improved awareness for clinicians and administrators of the implications for: L1 vs. L2, over vs. under eligibility and difference vs. disorder Increased understanding of inclusive assessment and its impact on Ethics and DEI Insight on intersection of inclusive assessment and implications

Potential Risks: Misidentification and over eligibility, differences as disorders and L1 not being dominant

1:45-3:15

Working With Adolescents With Severe Disabilities: Responsive Services

Presenters: Gabriel Plaza-Garcia, California State University, Sacramento
Celeste Roseberry McKibbin, California State University, Sacramento;
California State University, Sacramento

An ongoing challenge in the field of speech-language pathology is the adequate provision of services to adolescents with severe disabilities. In this session, we present practical strategies for serving adolescents with diagnoses like intellectual disability, autism spectrum disorder, and more. We discuss the term “disability” and effective strategies for adolescents and young adults in the school setting. We describe tools and assistive technology as well as considerations in collaboration with other disciplines. Lastly, we emphasize the concept of diversity, inclusion, and equity as we seek to help our students reach their full potential.

Instructional Level: Intermediate

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Explain the needs of older students with severe disabilities.
- List practical strategies for effective service delivery to these students.
- Describe strategies for working effectively with families and team members.

Potential Benefits: An ongoing challenge in the field of speech-language pathology is the adequate provision of services to adolescents with severe disabilities. Research shows that while usually services are available for younger children, resources become scarcer as they get older and enter middle school and high school. In this session, we present practical strategies for serving adolescents with diagnoses like intellectual disability, autism spectrum disorder, and more. We discuss the term “disability” and effective strategies for adolescents and young adults in the school setting. We describe tools and assistive technology as well as considerations in collaboration with other disciplines. Lastly, we emphasize the concept of diversity, inclusion, and equity as we seek to help our students reach their full potential.

Potential Risks: While the strategies discussed can effectively promote communication development and independence, several potential risks must be acknowledged. Providing an increased number of choices or oversimplifying tasks may inadvertently lead to frustration or reduced engagement. Inconsistent application of visuals, AAC systems, or communication routines can create confusion and impede skill acquisition. Instruction targeting emotional awareness or safety concepts may elicit anxiety or misunderstanding if not appropriately adapted to the learner’s needs. Furthermore, a lack of cultural or linguistic sensitivity may result in miscommunication or diminished family collaboration. Ultimately, successful outcomes rely on individualized implementation, consistency across environments, and sustained partnership with families and interdisciplinary teams.

1:45-3:15

Effect of the Sequential Oral Sensory (SOS) Approach to Feeding in Schools

Presenters: Shannon Muela, Coachella Valley Unified School District (CVUSD); The Sequential Oral Sensory (SOS) Approach to Feeding; Rocky Mountain University of Health Professions (RMUoHP)

Supporting students with pediatric feeding and swallowing disorders and their families in the school setting is challenging. This seminar will focus on a research investigation examining the effect of a school-based delivery of the Sequential Oral Sensory (SOS) Approach to Feeding. Five children with Down syndrome participated in this A-B-A withdrawal design. Additionally, caregivers participated in weekly education sessions to facilitate essential caregiver collaboration in the feeding therapy program. Results indicate the intervention had a positive therapeutic effect on the students' progression up a series of steps to eating. Participants' level of interaction with foods was directly related to the SOS therapeutic strategies utilized. Anecdotal caregiver reports indicated generalization of feeding skills from the school setting to the home environment.

Instructional Level: Introductory

Track: Swallowing and Feeding Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Define the diagnostic criteria of pediatric feeding disorders.
- List three ways pediatric feeding and swallowing disorders may impact a student's access to education.
- Describe the effect of the SOS Approach to Feeding therapy program in a school setting with students with Down syndrome.

Potential Benefits: Clinicians will benefit from learning the diagnostic criteria of pediatric feeding disorder and dysphagia and how these can impact access to an educational environment. This session provides evidence that SOS can be carried out in the school setting with positive effects in the academic and home environment. This investigation can serve as a catalyst for the future possibilities of school-based feeding therapy and ultimately improve outcomes for students and their families.

Potential Risks: This seminar will focus on a doctoral research investigation examining the effect of a school-based delivery of the Sequential Oral Sensory (SOS) Approach to Feeding on the level of interaction with food for students with Down syndrome. This investigation did not include children without Down syndrome.

1:45-3:15

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 Greater Well-Being! Discover how to create a personalized and sustainable weekly schedule using the innovative Life Savor Method, a practical system designed to help you connect more deeply with your purpose as SLPs, while moving away from chaos and imbalance. This approach equips you with tools to streamline your responsibilities as an SLP, allowing you to plan your workdays strategically, boost productivity, and reduce stress. You'll explore actionable techniques to support organization, manage overwhelm, and improve your work-life balance. For therapy to thrive, the systems behind it must support success. By incorporating the Life Savor Method into your routine, you'll strengthen your connection to the field and cultivate long-term professional satisfaction. Let the Life Savor Method be your lifesaver, reclaim your balance, reset your routine, and fall in love with being a school-based SLP all over again.

Instructional Level: Introductory

Track: Clinical/ Professional Issues: School-Based

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Demonstrate how to implement the Life Savor Method to effectively manage their workload, enabling them to balance their duties and responsibilities as a Speech Language Pathologist.
- Design design a systematic and personalized weekly schedule, utilizing the Life Savor Method, to conquer their to-do lists. The information provided will support executive functioning skills by utilizing visuals and templates to master the chaos.
- Apply apply practical techniques from the Life Savor Method to reduce stress and enhance overall well-being, supporting a healthier work-life balance.

Potential Benefits: The stress reduction and well-being elements of the Life Savor Method will empower SLPs with functional techniques to manage work-related stress effectively to elevate work-life balance. By the end of the presentation, SLPs will have a comprehensive understanding of how to implement the Life Savor Method into their daily routine promoting long-term success, organization, and satisfaction in their career. Our goal is to embrace innovation and revolutionize the SLPs' approach to workload scheduling.

Potential Risks: There are no potential risks related to the content of our presentation. It is a scheduling technique with ideas to support the SLP's workload and help create balance in the daily, weekly, and monthly schedule beyond speech therapy.

1:45-4:45

LEAP into Supervision of Students, Interns, CF/RPEs, and SLPAs

Presenters: Francine Wenhardt, American Speech-Language-Hearing Association (ASHA); CSHA; CSHA Caseload/Workload Taskforce Chair; Tustin Unified School District
Belinda Daughrity, American Speech-Language-Hearing Association (ASHA); CSHA; California State University Long Beach
Leann Schouten, California State University, Fullerton; Chapman University; Jump and Schout Therapy
Lisa Chattler, American Speech-Language-Hearing Association (ASHA); CSHA; The Stepping Stones Group; Pacific Coast Speech Services
Rebecca Lozano, American Speech-Language-Hearing Association (ASHA); CSHA; Rady Children's Health

This panel session will discuss various aspects of the supervision process of students, CF/RPEs, and SLPAs. Topics to be presented include: DEI in supervision, 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 people from diverse backgrounds). This course meets the 3-hour requirement for California licensure.

Instructional Level: Intermediate

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

Session Type: 3-hour Course

Learner Verb and Learning Objectives:

- Define supervisor and supervisee roles and responsibilities appropriate to support personnel, graduate students, and clinical fellows/RPEs.
- Identify at least 3 skills required in the supervision process.
- List gaps that exist between training and practice for SLPs and SLPAs.

Potential Benefits: This presentation may positively impact supervisor-supervisee interactions through further understanding of the dynamics and different philosophies. This presentation will meet the biennial California supervision requirement.

Potential Risks: No known potential risks

1:45-4:45

Connecting Dynamic Assessment and Authentic Progress Monitoring

Presenters: Benjamin Reece, CSHA Board of Directors; San Joaquin Delta College;
University of the Pacific
Mary Mitchell, Pacific University Oregon
Frank Bender, Pacific University Oregon
Jill Duthie, University of the Pacific

Presenters will guide participants with how to connect dynamic assessment and authentic progress monitoring using the Clinicians Hierarchy for the Advancement of Treatment (CHAT). The CHAT is an evidence-based, leveled criterion model that is being used by Pacific University in dynamic assessment and by University of the Pacific in progress monitoring. These two universities will come together to show how this model can be integrated across a treatment plan from assessment to dismissal. The open-source CHAT Reference Chart will be provided to all attendees. Originally designed as a tool for clinical supervision, we will discuss applying the CHAT to both clinical practice and the supervision of students, CFs and SLPAs. This hands-on presentation will provide attendees with experience applying the CHAT to video clips of speech and language therapy sessions and an opportunity to discuss implications for practice.

Instructional Level: Intermediate

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

Session Type: 3-hour Course

Learner Verb and Learning Objectives:

- Differentiate between discrete trial data collection and leveled criterion data collection.
- Describe how the CHAT model can be applied to both dynamic assessment and treatment progress monitoring.
- Apply the CHAT model to define current client performance and clinician supports in videos of speech and language therapy sessions

Potential Benefits: This session provides information on a model that can be used in dynamic assessment and on-going progress monitoring. The CHAT Reference Chart will be provided and Clinicians will benefit from understanding how the tool is used in assessment and treatment. Clinicians will be able to implement this tool immediately based on the information shared in this presentation.

Potential Risks: The CHAT model is presented as an authentic means of data collection to be used along side (or as an alternative to) more traditionally used quantitative assessment and data collection. Most clinicians are quite comfortable administering a familiar standardized test and taking discrete trial data during the treatment phase. Incorporating dynamic assessment and a leveled criterion model for progress monitoring may feel difficult and result in frustration. It may also add time to assessment and progress monitoring activities when first implemented until the clinician becomes more comfortable.

1:45-3:15

Impact Over Inertia: Creating Connection Through Fun(ction) in Therapy

Presenters: Amber Ladd, California State University, Fresno
Amy Prince, California State University, Fresno

When therapy is fun, it's not just engaging—it's more effective. This session explores how meaningful, play-based, and child-centered therapy leads to stronger connection, greater generalization of skills, fewer interfering behaviors, and more consistent progress toward goals. We'll examine why joy, trust, and emotional safety matter in clinical outcomes, and how to design sessions that balance evidence-based rigor with creative flexibility. Through interactive activities and real-world scenarios, participants will learn how to reframe their sessions for maximum impact without adding more prep. If you've been feeling stuck in a rut—or want to spark more joy in your therapy room—this session will help you shift from going through the motions to creating truly transformational change for your clients.

Instructional Level: Intermediate

Track: Language, Learning, & Literacy

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe three strategies for making therapy activities fun and meaningful while targeting functional communication goals.
- Explain how increased engagement in therapy leads to improved generalization and reduced interfering behaviors.
- Identify evidence-based practices that support child-centered, play-based interventions for achieving communication goals.

Potential Benefits: Increased Engagement and Motivation: Children are more likely to participate willingly in therapy sessions that incorporate play and personal interests, increasing the efficiency of skill

acquisition. Improved Generalization: Meaningful, context-rich therapy promotes the use of learned skills across settings, improving real-world communication outcomes. Reduction in Interfering Behaviors: Therapy grounded in connection and co-regulation reduces anxiety, frustration, and behavioral disruptions. Enhanced Client-Therapist Relationship: Strong therapeutic rapport supports trust, willingness to take communicative risks, and overall emotional safety. Clinician Well-being: Reintroducing joy and creativity into sessions can help reduce burnout and increase professional satisfaction.

Potential Risks:

Overemphasis on Entertainment: Without clear goals and structure, overly playful sessions risk becoming less therapeutically effective. It's important to maintain alignment between fun and function. Misinterpretation by Stakeholders: Parents or administrators unfamiliar with play-based therapy might perceive it as less rigorous. Clinicians should be prepared to articulate the therapeutic purpose behind fun activities. "Too Much Fun": If the excitement level becomes too high, some children may become dysregulated or overstimulated. Clinicians should monitor arousal levels and adjust activities to ensure children remain in the optimal zone for learning.

1:45-3:15

It's Not Just "Social Skills": Treating the Student, Not Just the Symptoms

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

Student needs do not exist in isolated silos. Yet students with dual social emotional and social communication challenges often only receive the consistent support of a speech language pathologist. On the surface level, it seems like it is only a "pragmatics" issue so therefore the default responsibility of the SLP. Challenges in social communication can profoundly shape an individual's academic success, emotional well-being, relationships, and overall quality of life. Supporting students with overlapping needs can be some of the more complex and, at times, intimidating work we do as SLPs. This session will explore the dynamic intersection of social communication and social-emotional needs through the lens of therapy. Topics will include setting the stage for meaningful therapy, selecting neuroaffirmative therapy targets, counseling within the SLP scope of practice, and strategies for interprofessional collaboration.

Instructional Level: Introductory

Track: Considerations for Autistic Populations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Differentiate between social communication and social-emotional needs, including how each manifests in students with diagnoses such as autism, ADHD, and emotional disabilities.
- Identify at least three neuroaffirmative therapeutic strategies to support students with co-occurring social communication and social-emotional regulation challenges within the scope of speech-language pathology.
- Describe their role in interprofessional collaboration and IEP development, including how to advocate for appropriate goals, supports, and services for students with complex social needs.

Potential Benefits: Participants will gain practical strategies and confidence in supporting students with co-occurring social communication and social-emotional needs. This seminar will equip SLPs with a neuroaffirmative, student-centered framework that moves beyond compliance-based social skills approaches, encouraging more meaningful, authentic interactions. Attendees will leave with concrete therapy ideas, sample goals, and documentation strategies they can immediately apply in their settings. Additionally, participants will deepen their understanding of their scope of practice, legal responsibilities, and the importance of interprofessional collaboration, empowering them to advocate for both student needs and ethical service delivery. The content supports not only students but also families, educators, and teams through clear communication, shared goals, and inclusive practices.

Potential Risks: Some participants may experience discomfort when encouraged to shift away from traditional models of social skills instruction toward neurodiversity-affirming practices. This may create cognitive dissonance, particularly for clinicians trained in or currently using compliance- or behavior-based interventions. The inclusion of emotional regulation and counseling strategies may raise questions about scope of practice, especially for newer clinicians who are unsure of appropriate boundaries between SLP and mental health roles. Additionally, while participants may feel motivated to implement new strategies, they may encounter systemic barriers such as lack of administrative support, rigid school protocols, or limited time and resources. Finally, reflecting on the complexity of student needs and therapy challenges may evoke feelings of frustration, inadequacy, or emotional fatigue, underscoring the need to also center support and encouragement for the clinicians themselves.

1:45-3:15

WITHDRAWN: Enhancing Patient Safety and Process Improvement in Speech-Language Pathology

Presenters: Stacey Arguello, Stanford TriValley

Patient safety advocacy and process improvement are essential components of effective healthcare systems, with direct impacts on accreditation, reimbursement, and patient outcomes. Despite their expertise in communication, knowledge of medical conditions, and direct observations of common systemic barriers, medical speech-language pathologists (SLPs) often find their skills underutilized in improvement initiatives. This seminar aims to address this gap by empowering SLPs to become proactive advocates for patient safety and quality improvement within their healthcare settings while providing practical tools and real-world examples.

Instructional Level: Intermediate

Track: Clinical/Professional Issues: Medical Settings

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify three benefits of including speech-language pathologists in patient safety and process improvement teams.
- Explain three resources for developing process improvement skills.
- Describe a possible area for a targeted improvement process within an organization.

Potential Benefits: Clinicians will benefit from instruction on patient safety and process improvement, which could foster professional development and improve the quality of their patient care. This information will also build critical thinking and clinical decision-making skills.

Potential Risks: Risks are minimal, although could include organizational discipline if chain of command and internal processes are not followed. These risks will be discussed during the presentation.

1:45-4:45

Childhood Apraxia of Speech: Differential Diagnosis and Evidence-Based Treatment

Presenters: Katherine McKernan-McCracken, North Star Speech and Language Pathology Center, Inc.; California Speech Language Hearing Association (CSHA)

Build your knowledge of diagnosis and treatment of childhood apraxia of speech (CAS) by developing better understanding of the underlying mechanisms of movements for speaking, learning about emerging research in CAS diagnosis and goal setting, and stepping outside the PROMPT and KSLP box through exposure to various treatment techniques that are widely applicable to children with CAS. This course will touch on a variety of treatment techniques including ReST, Speech Motor Chaining, and ultrasound biofeedback with additional information for working with CAS+ individuals. Participants will leave with a wide range of resources that will allow you to dive more deeply into expanding your toolkit for effective CAS assessment and treatment.

Instructional Level: Intermediate

Track: Motor Speech Disorders Across the Lifespan

Session Type: 3-hour Course

Learner Verb and Learning Objectives:

- Name 2 different tools for differentially diagnosing CAS from other speech sound disorders.
- Use a goal-writing framework to develop appropriate goals for children with CAS.
- Identify clients for whom various evidence-based interventions for treating CAS are most appropriate, including Rapid Syllable Transition Treatment (ReST), Speech Motor Chaining (SMC), and ultrasound biofeedback.

Potential Benefits: Using the appropriate treatment strategy for individuals with CAS will lead to improved therapeutic outcomes

Potential Risks: CAS treatment approaches have generally been researched using homogenous groups that exclude CAS+ individuals. There is a risk that adaptations to evidence-based strategies for CAS+ populations and utilizing neuroaffirming strategies would result in a negative impact on the efficacy of treatment.

1:45-3:15

Listening Is Not a Behavior You Can See: A Neurodiversity-Affirming Approach

Presenters: Elizabeth Sautter, Communication Works and Everyday Regulation
Kristen Wilson, Pacific Coast Speech Services; Everyday Regulation

It's time to shift from compliance to regulation—and embrace the fact that all brains and bodies listen and learn differently. “Listen to me! Look at me when I’m talking to you! Sit still!” These common phrases reflect an outdated and harmful view of listening—one rooted in performance and conformity. The Whole Body Listening (WBL) model reinforced this limiting standard by prescribing one “right” way to show attention. Insights from the neurodivergent community have revealed the ableism and exclusion embedded in this model. Listening is not a behavior we can always see—it’s an internal experience supported by regulation, connection, and safety. In this session, we’ll explore the origins of WBL, the unintended harm it has caused, and how we can reframe listening in a more inclusive and supportive way. You’ll leave with practical, neurodiversity-affirming tools and strategies for classrooms and homes that promote true engagement and connection for all learners.

Instructional Level: Introductory

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Reframe traditional, compliance-based definitions of listening by introducing a neurodiversity-affirming model rooted in regulation and authentic engagement.
- Examine the origins and evolution of the Whole Body Listening model, including shifts based on insights from the neurodivergent community.
- Use inclusive, regulation-supportive strategies to foster processing, comprehension, and meaningful participation across settings.

Potential Benefits: This session provides a neurodiversity-affirming framework for understanding and supporting listening as an internal, regulated process rather than a visible behavior. Attendees will benefit from: Strategies that improve learner engagement, processing, and comprehension across settings Tools to reduce behavioral misunderstandings and promote inclusive participation Ready-to-use visuals, scripts, and adaptations grounded in updated Whole Body Listening practices Approaches that support self-advocacy and regulation for all learners Insights that foster stronger adult-child relationships and more effective communication These strategies are applicable across age

groups and support more equitable, affirming, and effective learning and therapeutic environments.

Potential Risks: Potential Risks This presentation promotes a regulation-based, neurodiversity-affirming approach to listening that may challenge conventional classroom or therapy expectations. Potential risks include: Difficulties balancing individual regulation needs with group management, particularly in settings where structure, safety, or curriculum pacing are priorities. Resistance to shifting established practices, especially in environments with limited flexibility or training in inclusive approaches. Risk of oversimplifying or misapplying strategies—e.g., assuming all movement or sensory behavior supports regulation—without individual assessment. Materials presented are informed by clinical experience and community feedback but are not universally validated by peer-reviewed research, and may not generalize across all learners or settings. If applied without critical reflection, even updated strategies could be used in a compliance-driven way, undermining the goal of authentic engagement. Participants are encouraged to apply the content with nuance, flexibility, and awareness of both individual and group needs.

1:45-4:45

Objective Measures in Voice and Swallowing

Presenters: Cara Evans, University of California San Francisco
Desi Gutierrez, University of California San Francisco
Zoe Weston, University of California San Francisco

Objective measures are a crucial component of voice and swallowing evaluations, allowing speech-language pathologists to comprehensively assess physiology, optimize treatment planning, and effectively track change over time. The aim of this course is to introduce an inventory of objective measurements in voice and swallowing evaluation, and provide a decision-making framework for tool selection. We will do this by first reviewing normal anatomy of the voice and swallowing mechanism, then exploring the array of objective measures which can be used for both processes. Through case-based application and interactive discussion, participants will learn what each tool measures, how it measures it, and why it matters. Clinicians will walk away better equipped to provide individualized, data-informed care to patients with voice and swallowing disorders.

Instructional Level: Intermediate

Track: Voice, Resonance, and Upper Airway

Session Type: 3-hour Course

Learner Verb and Learning Objectives:

- Identify normal anatomy and physiology of voice and swallowing.
- Compare and contrast measures in voice and swallowing which evaluate the same subsystem.
- Describe the strengths and weaknesses of each objective measure based on clinical and environmental factors.

Potential Benefits: Exposure to a comprehensive inventory of objective measurements in voice and swallow evaluation. Use of objective measurements in voice and swallowing evaluation results in optimized assessment of physiology, evidence-based treatment planning, inter/intra-rater reliability, and improved detection of change over time. Access to evidence-based clinical decision making framework for objective measure selection. Real-world case examples and adaptations based on patient-centered factors and environmental/access determinants.

Potential Risks: Objective measures may not be appropriate or accessible for all patients due to limitations in safety, function, or access to care. Attendees may not have access to some objective measures cited in this presentation due to cost, clinical setting, or specific technology needed. Appropriate application of objective measures will require additional training, and all measures have a learning curve to become proficient in administration.

1:45-3:15

Quiet RIOT: Record Review, Information, Observations and Testing in Assessment

Presenters: Cathlene Alvarez, California State University Monterey Bay
Kerri Lemons-Chitwood, California State University Monterey Bay
Maria Flores, California State University Monterey Bay; Community Hospital of the Monterey Peninsula

This session will address the differences between assessment and testing. How to develop a hypothesis about diagnosis and needs prior to any administration of any standardized evaluations will be taught. Target audience is those who serve a pediatric population in an early intervention or school setting. New SLP grads and experienced clinicians who want some fresh information would benefit. How to comprehensively gather critical information and review a record will be covered. The primary abilities reviewed will be how to meaningfully lookperform, interpret and share highly skilled observational data in the assessment process.

Instructional Level: Introductory

Track: Clinical/ Professional Issues: School-Based

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Develop Participants will develop and improve observation skills for assessment.
- Recognize Participants will recognize the importance of the RIO in the RIOT assessment protocol.
- Interpret Participants will be able to interpret their RÍO for parents, teachers, other clinicians and stakeholders as part of their client's communication challenges and needs.

Potential Benefits: Making decisions based upon testing alone can be reductive and not clearly illustrate clients' needs for functional and meaningful improvement. Assessment is a more constructive and intensive process that yields information with more fidelity for clients and families. Sharing results with stakeholders is more meaningful than only reporting scores. Observation is required in schools for a comprehensive assessment. Too often, these can be made only during the testing and don't provide good information on a child's skill in other settings.

Potential Risks: Testing is still a critical piece of assessment. It cannot be ignored. We are just proposing a more amplified means of performing assessment in addition to the well known testing.

1:45-3:15

Patient-Centered Management of Chronic Aspiration Risk in the Acute Setting

Presenters: Katia Stie, Cedars Sinai Medical Center

A percentage of patients found to have dysphagia in the acute setting do not substantially improve despite available interventions. Some of these patients may have dysphagia that is chronic but newly identified during a hospital stay, while others' dysphagia may be re-contextualized by the evolving health concerns underpinning a new admission. In these situations, some patients may wish to choose PO diet with an accepted risk of aspiration and its consequences. Clinically and ethically, what is the SLP's role in managing dysphagia education, risk/benefit analysis, and diet modification? This presentation seeks to help the SLP identify patient candidates, broach inter-professional collaboration, and implement a clear, reproducible pathway to managing oral intake for those at chronically high risk. It will include case studies and implementation guidelines, should clinicians be interested in taking a similar approach to this patient population in their facility.

Instructional Level: Intermediate

Track: Clinical/Professional Issues: Medical Settings

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify appropriate candidates for a Chronic Elevated Risk of Aspiration evaluation, including contextual factors that may influence a unique and appropriate treatment plan
- Define how to manage and minimize risks for patients with a chronically elevated risk of aspiration, and communicate this information to the Care Team
- Enumerate key components of documentation to ensure delivery of ethical and clinically appropriate patient-centered care

Potential Benefits: Benefits of this focus include: a more informed and iterative approach to helping a complex and highly individual patient population, improved frequency and quality of interactions with fellow clinicians, a greater ability on the part of the SLP to cite and utilize relevant research in their everyday acute practice.

Potential Risks: Risks of this focus include: Potential recommendation of a PO diet to a patient and/or caregiver who may not fully appreciate the risks and consequences inherent to this decision, conflict with other practitioners over the best approach to a patient's nutrition, and ensuring that a highly complex decision-making process does not get boiled down to a checklist, or something similarly simplistic, that does not account for every relevant factor/concern.

1:45-3:15

The Sound of Senescence: Connecting Theory to Therapy in Aging Voice

Presenters: Lauren Timmons Sund, University of Southern California; California Speech Language Hearing Association
M. Eugenia Castro, University of Southern California; California State University, Los Angeles
Matt McCubbin, University of Southern California

Aging involves myriad physiological changes throughout the body, including to the respiratory, phonatory, and resonatory systems. Such changes to the subsystems of voice contribute to the distinctive decline of voice known as presbyphonia. While these changes are usually expected in aging, their cumulative impact can significantly affect communication, confidence, and the quality of life in older adults. Over the past decade, the body of research investigating therapeutic approaches for presbyphonia has

expanded considerably. Minimally invasive treatments, including voice therapy, have been shown to reduce the impact of vocal aging and improve quality of life. Drawing upon these evidence-based therapies, this workshop will integrate case-based learning to connect theoretical constructs with practical clinical strategies for managing the aging voice.

Instructional Level: Intermediate

Track: Voice, Resonance, and Upper Airway

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe age-related changes to the vocal mechanism and the impact on voice function and voice quality of life
- Integrate information from the patient assessment to determine candidacy for behavioral management of presbyphonia
- Develop a plan of care with appropriate treatment modalities for the behavioral management of age-related voice changes

Potential Benefits: This session provides information on current research-supported practices in age-related voice changes. Clinicians will benefit from learning about these therapeutic modalities and decision-making for their use.

Potential Risks: This session explores a variety of options for managing age-related voice changes using case-based learning. Not all therapeutic modalities will be effective for all patients with presbyphonia. Clinical decision-making is the responsibility of individual SLPs based on their patient's presentation and needs.

1:45-3:15

The Clock is Ticking: Early Intervention for Dysphagia in Head and Neck Cancer

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

Dysphagia is common in patients receiving radiation or chemoradiation treatment for head and neck cancer and can lead to complications resulting in malnutrition, dehydration, aspiration pneumonia and long-term need for oral diet modifications or tube feeding. This presentation focuses on the pathophysiology of radiation-induced dysphagia, common swallowing challenges, and the late effects of dysphagia. The current programs in the literature that focus on early or prophylactic swallowing

intervention will be discussed by the head and neck surgeon and speech-language pathologists and a discussion will cover the key points of dysphagia management.

Instructional Level: Intermediate

Track: Head & Neck Cancer Considerations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe changes in physiology leading to radiation-induced dysphagia
- Demonstrate knowledge of the different programs focusing on early intervention
- Apply the key concepts of early intervention when designing swallowing therapy

Potential Benefits: Understanding the different types of programs may help to minimize the swallowing changes post-radiation or post-chemoradiation and benefit the patient with their swallowing function.

Potential Risks: These programs may not be appropriate for all patients or tolerated by all patients. Each patient will need to be carefully evaluated, and the healthcare team assess the appropriateness for use of any of these swallowing programs.

3:30-5:00

Dysphagia Management: Integrating Academic Learning in the Real World

Presenters: Melissa Howard, Casa Colina Hospital & Centers for Healthcare
Coleen Moore-Rifkind, Dominican Hospital

Are you a student, CF, or SLP needing to build your clinical skills in dysphagia? This is the course for you. While academic settings set the foundation for dysphagia assessment and intervention, the transition to patient care can be intimidating. Additionally, resources, time, equipment, mentorship, and medical issues among many other factors can be unanticipated barriers. This interactive presentation guides participants through engaging case studies and lively discussions with the goal of integrating academic learning into the real world of patients. The content will offer opportunities for clinical decision making, integrate discussion with collaborative partners and cover everyday limitations while providing functional evidence based therapeutic interventions and outcome measures. Presenters collectively offer 60 years of valuable experience and expertise that will move you from the books to the bedside.

Instructional Level: Introductory

Track: Swallowing and Feeding Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Compare the benefits and limitations between a clinical bedside swallow assessment, a Fiberoptic Swallow Assessment (FEES) and a Modified Barium Swallow Study (MBSS),
- Choose the most optimal maneuver/technique for swallow safety based on patient presentation.
- Identify important collaborative partners given case study presentations.

Potential Benefits: The novice clinician will improve their clinical decision making and confidence in dysphagia management. This session provides access to evidenced based assessment and intervention while incorporating real world barriers. Clinicians will benefit from the exposure of these factors and participating in discussion about treatment planning during case study presentations. Attendees will increase their awareness and knowledge base for potential outcome measurements.

Potential Risks: A potential risk is that the attendee may be more confused by the evidenced based guidance and real-world dilemmas. Attendees may feel overwhelmed by the breadth of information covered in the presentation. They may have strong views regarding completion of instrumental assessments and feel frustrated by discussions that sometimes decisions have to be made without that information.

3:30-5:00

Managing Dysphagia in Progressive Neurologic Disorders

Presenters: Jessica Pietrowski, UC Davis Medical Center

This presentation will detail the assessment and treatment considerations specific to patients with progressive neurologic disease. Didactic lecture discussing evidence-based support for patient-centered care will be provided, along with recommendations for specific approaches to counseling and swallow therapy. Population-specific aspects of treatment will be highlighted including close surveillance, feeding tube considerations, and quality of life optimization.

Instructional Level: Introductory

Track: Swallowing and Feeding Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Develop understanding of assessment and treatment considerations in the progressive neurogenic population
- Identify four dysphagia consequences in the neurodegenerative population
- Describe specific counseling techniques to best serve patients with neurodegenerative disease and their families/caregivers

Potential Benefits: Benefits include improved understanding of patient perspectives and resources to facilitate patient care. Counseling is a primary focus in dysphagia treatment for these patients, and attendees will learn how to optimally navigate counseling and treatment throughout the disease process.

Potential Risks: Potential risks might include dealing with frustrated or overwhelmed patients. Though this presentation will include evidence based practice and multiple validated approaches to dysphagia treatment and counseling, this presentation will also feature anecdotal evidence and patient perspectives, neither of which is necessarily a validated source.

3:30-5:00

Counseling Individuals With Voice Disorders: Incorporating TEAM-CBT

Presenters: Derek Isetti, University of the Pacific

ASHA's Scope of Practice indicates that SLPs are called to help address "emotional reactions, thoughts, feelings, and behaviors that result from living with a communication disorder." Although referrals to outside mental health professionals are often warranted, this session gives concrete strategies to empower clinicians when working with voice clients who experience negative thoughts specific to their voice disorder (Ex: "Because of my laryngeal dystonia, I won't ever find meaningful work"). This session created by a dually trained social worker and SLP provides an overview of an evidence-based, modern approach to cognitive behavioral therapy known as TEAM-CBT. Participants will learn how elements of TEAM-CBT can be utilized with voice clients to establish a stronger therapeutic alliance and create greater well-being.

Instructional Level: Introductory

Track: Voice, Resonance, and Upper Airway

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Compare and contrast the different types of empathy utilized in a TEAM-CBT approach
- Explain how a concept known as paradoxical agenda setting can help soften the impact of a client's negative thoughts about their voice disorder.
- Identify common cognitive distortions in voice clients that contribute to negative thinking patterns, as well as ways to overcome them.

Potential Benefits: Benefits include improved counseling skills related to the struggles individuals may face in relation to their communication disorder. This session provides practical, evidence-based methods of working with negative thought patterns which may improve the provider/client therapeutic relationship. Clinicians will benefit from having a better understanding of the scope of practice between SLPs and mental health professionals when it comes to the topic of counseling. Attendees will benefit from hands-on activities and case studies to provide real world application.

Potential Risks: This presentation addresses the topics of anxiety and depression among individuals with communication disorders, and these topics can be triggering for some attendees.

3:30-5:00

Assessing Students with Visual Impairments: Updated Tools and Practices

Presenters: Rebecka Henry, California School for the Blind
May Nguyen, California School for the Blind

Speech-language pathologists are essential members of the educational team supporting students with visual impairments, yet many professionals feel uncertain about how to conduct valid assessments for this population. This presentation, led by an SLP and a School Psychologist from the California School for the Blind, will provide practical guidance for conducting strengths-based, accessible assessments for students who are blind or visually impaired. Presenters will address the impact of vision loss on cognitive and language development, explain how to modify commonly used assessment tools, and offer strategies for distinguishing between vision-related challenges and co-occurring disabilities. Participants will gain a deeper understanding of the intersection between vision impairment and communication needs, as well as learn how to collaborate effectively with interdisciplinary teams to support educational planning.

Instructional Level: Intermediate

Track: Special Populations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify key considerations and common barriers when conducting speech and language assessments with students who are blind or visually impaired.
- Examine assessment tools, modifications, and alternative resources available for evaluating the communication skills of students with visual impairments.
- Apply strengths-based principles to interpret assessment results and inform meaningful, accessible intervention planning for students who are blind or visually impaired.

Potential Benefits: This session is designed for SLPs, school psychologists, and other educational professionals who are seeking to better serve students with visual impairments. Whether new to this population or looking to deepen their practice, attendees will leave with actionable strategies, increased confidence, and a renewed commitment to equity in assessment.

Potential Risks: The limited availability of standardized assessment tools normed on children who are blind or have low vision puts validity and comparability of results at risk. Modifications and adaptations of test materials can impact standardization. This will all be covered in the session. In addition, I discuss the importance of non-standardized tools and alternative assessment methods, while some school districts require SLPs to acquire a standard score. How to deal with this will also be discussed.

3:30-5:00

Connect the Dots: Neuroscience-Driven Communication Development in EI

Presenters: Deborah Swain, The Swain Center

The brain is an experience-dependent organ—wired and shaped by interaction, emotion, movement, and social connection. This session explores how early, enriched experiences fuel speech and language development during the critical 0–3 window. Grounded in neuroscience, participants will learn how everyday interactions—serve-and-return exchanges, play, peer engagement, movement, and sensory experiences—stimulate specific brain regions essential for communication. Special emphasis will be placed on the roles of the prefrontal cortex, auditory cortex, anterior cingulate, and limbic system in early language acquisition. The importance of peer play as a biologically necessary input will be highlighted, alongside the central role speech-language pathologists play in prevention, intervention, and caregiver coaching. Attendees will leave with evidence-based strategies for embedding language into daily experiences and advocating for early intervention as a public health priority. This session empowers clinicians to connect neuroscience with practice—and help every child build a healthy brain through language.

Instructional Level: Intermediate

Track: Language, Learning, & Literacy

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the 6 necessary experiences that stimulate communication in the experience-dependent framework
- Describe the role of play and peer interaction in communication development and the regions of the brain that are impacted
- Describe the cognitive science supporting play as the core experience for communication development

Potential Benefits: Attendees will gain an understanding of the relationship between neuroscience and communication development which can enhance clinical skills, information to be shared with parents, educators and other professionals which will ultimately enhance clinical outcomes,

Potential Risks: None

3:30-5:00

Cognitive-Communication: A How to

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

Cognitive-communication is defined by ASHA (2016) as involving attention, memory, problem solving, and executive functions. ASHA further delineates our roles as Speech Pathologists in this area as assessment, treatment, collaboration, and advocacy. Our graduate programs in Speech Pathology and the internships completed in graduate school may not cover this topic as completely as necessary. Cognitive-communication assessment and treatment is part of all of the settings we work in as Speech Pathologists. The patients we serve across all ages with TBI, CVA, other neurological diagnoses, as well as developmental learning issues, require complete assessment and intervention in cognitive-communication to habilitate or rehabilitate their skills to improve their quality of life, learning abilities, and independence. This course will give an overview of cognitive-communication skills, related diagnoses, assessment tools and treatment approaches for children and adults.

Instructional Level: Introductory

Track: Acquired Cognitive Communication Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Differentiate diagnoses related to cognitive-communication deficits.
- Indicate appropriate assessment tools for any age for cognitive-communication.
- Select treatment approaches for different ages and goals for rehabilitation and habilitation.

Potential Benefits: Benefits: students and newer speech pathologists will have tools to use with varied populations and cognitive-communication

Potential Risks: Risks: results of assessment could be interpreted incorrectly based on PLF, education, diagnoses, languages spoken

3:30-5:00

Benefits of Combining Pharyngoesophageal Dilation and Swallowing Therapy

Presenters: Brenda Capobres Villegas, University of Southern California
Laishyang (Melody) Ouyong, University of Southern California
Uttam Sinha, University of Southern California

Esophageal dilation is well-known for its use with strictures in the esophagus. There is increasing evidence that supports use of dilation for the pharyngoesophagus is beneficial for certain patients. Who are these patients and how does the speech-language pathologist collaborate with the physician to optimize the patient's swallowing? This presentation will discuss the background of esophageal dilation, its current use and how it is done, patient selection. The role of the speech-language pathologist as part of the team will be discussed and how the use of this special procedure outside of the OR and in the outpatient setting can be used to optimize swallowing in patients with head and neck cancer who have chronic dysphagia. Discussion with case studies and current protocols will be shared with perspectives from the head and neck surgeon and the speech-language pathologists.

Instructional Level: Advanced

Track: Head & Neck Cancer Considerations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Demonstrate understanding of pharyngoesophageal stenosis and its impact on swallowing function in patients with head and neck cancer

- Identify the role of the speech-language pathologist in providing swallowing therapy to patients with complex dysphagia
- Recognize the importance of interprofessional collaboration between the speech pathologist and the head and neck surgeon for managing dysphagia

Potential Benefits: Benefits may include observing improvements with use of dilation in combination with swallowing therapy.

Potential Risks: Potential risks many include observing no improvements, patients may not be a candidate for this type of treatment, or not all medical settings have the experience or training to use these types of protocols or techniques.

3:30-5:00

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

Presenters: Michelle Foxx Meloche, VitalStim; TLC Speech and Language; Early Intervention Task Force Committee, CSHA; Legislative Advocate, CSHA

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 an opportunity to learn what you CAN do to make sessions effective and FUN, adjusting for unplanned incidences that inevitably occur. Topics covered will include planning, treating, talking with families, choosing materials, and how to use one item for multiple kids. Come learn new tips and tricks, problem-solve scenarios, and leave with fresh ideas and maybe more confidence too!

Instructional Level: Introductory

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe ways to plan for the unexpected and modify the session within your scope
- Indicate what a SLPA can within their scope when modifying plans & using various techniques
- List components of a therapy session and various ways of planning for them

Potential Benefits: Participants will gain practical strategies and confidence to deliver effective therapy sessions within their scope of practice, enhancing their ability to build rapport, adapt treatment plans, and respond flexibly to client needs while upholding ethical and professional standards.

Potential Risks: Participants may initially feel uncertain applying new techniques or modifying therapy plans, and there is a potential risk of inadvertently exceeding scope of practice without appropriate supervision or guidance.

3:30-5:00

Stuttering Therapy: Let Stuttered Voices Be Your Guide

Presenters: Annick Tumolo, Peer Reviewer for CSHA Convergence; SLP for Las Lomas School District; FRIENDs One Day Volunteer; CSHA Nor Cal Lead for the School Based SLP Committee; ASHA Member

This presentation will 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: Fluency

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify at least 3 professional learning opportunities they can pursue to increase their knowledge about stuttering.
- Describe 3 client/student centered activities that can be used with school aged and adolescents who stutter.
- Identify at least 3 experiences a child who stutters can participate in to reduce the stigma surrounding stuttering and increase advocacy skills.

Potential Benefits: The potential benefits of this presentation include : Empowering SLPs to seek out the support and education they need to become confident clinicians when it comes to working with those who stutter and approach stuttering therapy by centering

the voices of those who stutter in every aspect of care. By integrating self-advocacy, emotional support, and family involvement into therapy, SLPs can learn to create a more inclusive and affirming environment for their clients. Participants will leave with a wealth of resources and tools, to better support their clients in and beyond the clinic setting. These tools can help individuals who stutter feel more empowered and connected to a community that understands and shares their experiences. Through this holistic approach, SLPs will be able to guide their clients toward more fulfilling communication experiences, reducing the stigma surrounding stuttering and helping families become advocates alongside them.

Potential Risks: -It is important the therapist views are aligned with what parents expect and the lines of communication are always open so that a book or resource is not presented without of clear rationale, stuttering therapy can be challenging and if there therapist does not build trust with their client the techniques mentioned in this presentation may not be successful

Saturday, March 14, 2026

9:00-10:30

My Buttons, My Buttons, My Groovy Talking Buttons!

Presenters: Amber Ladd, California State University, Fresno
Amy Prince, California State University, Fresno

"My Buttons, My Buttons, My Groovy Talking Buttons!" is a dynamic and practical session designed for SLPs, SLPAs, and communication disorders students seeking effective, accessible AAC tools. This session explores how recordable communication buttons can transform early intervention for non-verbal and minimally verbal clients. These low-cost, customizable tools allow young children to express themselves functionally—supporting early language development, emotional expression, and independence. Through real-world case studies, video demonstrations, and hands-on activities, participants will learn how to integrate buttons into therapy sessions and daily routines to increase communication opportunities and reduce breakdowns. Whether you're new to AAC or looking for fresh tools to engage your clients, this session will give you the knowledge and confidence to implement recordable buttons meaningfully in your practice.

Instructional Level: Introductory

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the clinical features and functionality of recordable communication buttons and how they support early AAC intervention.
- Identify strategies for integrating communication buttons into therapy sessions and daily routines for non-verbal and minimally verbal clients.
- Explain how communication buttons support communication skill development, reduce frustration, and promote independence in early communicators.

Potential Benefits: Improved Access to Communication: Clients gain an immediate means of expression while awaiting more complex AAC systems. Language Development Support: Buttons promote foundational communicative intent and functional language use. Behavior Regulation: Reducing communication breakdowns often leads to decreased frustration and interfering behaviors. Client Empowerment: Even a single-button setup can help clients initiate, participate, and engage with more autonomy. Clinical Flexibility: Buttons can be integrated into a wide range of therapy activities and settings with minimal preparation.

Potential Risks: Over-Reliance on Limited Vocabulary: Without careful expansion, clients may become restricted to a narrow set of messages. Inconsistent Modeling: Buttons are most effective when clinicians consistently model their use; lack of support may limit outcomes. Disruption Due to Novelty: Especially for young clients, buttons may be used excessively for entertainment. Clinicians should set clear expectations and structure use. “Too Much Fun”: Overexcitement or repeated pressing can occur when the novelty of the tool overshadows communicative purpose. Clinicians must guide usage to balance fun with function and reinforce intentional communication.

9:00-10:30

From Rockets to Routines: AAC Implementation That Builds Connection

Presenters: Krista Howard, Therapy One
Brandi Wentland, Therapy One
Sarah Cruz, Owner of Sarah Cruz, SLP
Alexis Glasser, PRC-Saltlillo

This session offers a practical, research-based overview of strategies that enhance student communication by focusing on how, why, when, and where they communicate. It emphasizes literacy development, neurodiversity-affirming practices, communication autonomy, and the importance of presuming competence in all learners. Participants will gain hands-on experience with high-tech Augmentative and Alternative Communication (AAC) systems and vocabularies, along with actionable guidance on fostering an

AAC-supportive culture at home, in clinics, and in communities. The session also explores how to use movement, play, and individual interests to boost engagement and progress with AAC users.

Instructional Level: Introductory

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify and differentiate between myths and facts related to AAC implantation, including common misconceptions about who benefits from AAC and how AAC affects speech and language development.
- Demonstrate the ability to apply at least three research-based AAC interventions strategies - such as aided language stimulation, pausing/wait time, and core word instruction-through hands-on activities and role-play scenarios.
- Evaluate AAC systems for communication autonomy and access, and describe how to support users in developing communicative competence across the linguistic, operational, social, and strategic domains.

Potential Benefits: Potential Benefits of the Presentation

1. Enhanced Knowledge of AAC Best Practices Participants will gain a solid understanding of evidence-based AAC strategies that support communication development, autonomy, and meaningful connection for AAC users across settings.
2. Improved Confidence in AAC Implementation Through interactive, hands-on activities, attendees will build confidence in using AAC tools and techniques in real-life scenarios such as therapy sessions, classrooms, and home environments.
3. Deeper Understanding of User Perspective Hearing directly from Krista, an AAC user and SLPA, will provide powerful, firsthand insight into the lived experience of using AAC. This unique perspective will help participants better empathize with and advocate for AAC users.
4. Increased Ability to Debunk Harmful Myths Participants will leave equipped to address and correct common misconceptions about AAC use, helping to foster earlier, more inclusive, and more effective intervention for individuals with complex communication needs.
5. Practical Tools for Immediate Use Attendees will leave with a ready-to-use “toolbox” of strategies and activities that can be implemented immediately to support AAC learners in home, school, or clinical settings.
6. Focus on Building Communicative Competence The session will help professionals support learners in progressing toward linguistic, operational, social, and strategic competence—essential for functional, independent

communication. 7. Professional Development and Continuing Education Participation may contribute toward continuing education or professional development goals for speech-language pathologists, educators, and support staff working with AAC users.

Potential Risks:

Potential Risks of the Presentation

1. Oversimplification of Complex Needs There's a risk that some participants may interpret AAC strategies as one-size-fits-all solutions. Without emphasizing the need for individualized assessment and ongoing support, participants may leave with a generalized view that doesn't apply well to every AAC user.
2. Unintentional Reinforcement of Myths If not clearly addressed, brief mentions of AAC myths (e.g., "AAC prevents speech") could be misunderstood or remembered out of context. It's essential that myths are actively and explicitly debunked with research-backed evidence.
3. Emotional Sensitivity Sharing personal stories—such as Krista's journey as an AAC user—can be powerful, but may also evoke emotional responses from participants who have had similar experiences, or who work with underserved populations. Facilitators should be prepared to create space for reflection and emotional processing.
4. Limited Hands-On Transferability While hands-on activities are planned, there is a risk that participants may not fully understand how to adapt those activities to their specific settings (e.g., high school vs. preschool, or clinic vs. home). Follow-up resources or guidance may be necessary to support implementation.
5. Accessibility Challenges for Diverse Learning Needs If the session does not accommodate various learning styles, communication preferences, or physical accessibility needs (e.g., for attendees who use AAC themselves), it may inadvertently exclude or limit full participation for some individuals.
6. Time Constraints A session with multiple objectives—discussing myths, teaching strategies, practicing hands-on techniques, and covering personal experiences—may risk being rushed if time is not managed carefully. This could lead to superficial coverage of key concepts.
7. Misapplication of Techniques Without Ongoing Support Participants might try to implement AAC strategies without ongoing supervision or collaboration, which could result in inappropriate use (e.g., modeling on an inadequate system, or using prompting in ways that discourage independence).

9:00-10:30

The Hidden Crisis: How Communication Delays and Public Health Connect

Presenters: Deborah Swain, The Swain Center
Akilah Heggs, Center for Disease Control

This presentation will explore the critical relationship between communication delays and disorders—such as speech-language delays, hearing loss, speech, and language impairments—and public health. It will highlight the significant impact of these conditions on individuals' cognition, learning, literacy, physical and emotional health, educational outcomes, and social well-being, emphasizing the need for early intervention and preventive strategies. Additionally, the presentation will discuss the importance of advocacy in addressing gaps in healthcare access, influencing policy changes, and improving support for underserved populations to ensure equitable access to communication healthcare.

Instructional Level: Intermediate

Track: Clinical/Professional Issues: Early Intervention

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the prevalence and social, educational, and economic consequences of communication disorders, including how conditions like hearing loss, speech, and language impairments affect individuals and communities across the lifespan.
- Describe how early identification and intervention for communication disorders can improve health, educational, and social outcomes, and reduce the overall public health burden.
- List strategies for effective advocacy to raise awareness, promote policy changes, and improve access to communication healthcare services for underserved and vulnerable populations, emphasizing the importance of community engagement and policy influence.

Potential Benefits: Participants will understand and recognize the impact of communication delays and disorders on public and community health, fiscal implications and their role in advocating for changes.

Potential Risks: Attendance may challenge current perspectives by linking individual communication outcomes to systemic public health implications, prompting participants to reconsider traditional service delivery models in favor of prevention and early intervention approaches.

9:00-10:30

Affirming Student Experiences: Funds of Knowledge Approach to Clinical Training

Presenters: Erica Ellis, California State University, Los Angeles
Gabriela Simon-Cerejido, California State University, Los Angeles
Violet Tirado, California State University, Los Angeles
Darcy Blakesley, California State University, Los Angeles
Ian Morton, California State University, Los Angeles

Graduate students, particularly those from underrepresented backgrounds such as first-generation students, bring with them experiences and strategies that inform their participation and success within graduate programs (Smolarek, 2025). Identifying existing student strengths and “funds of knowledge” not only validates students’ journeys but can enhance clinical engagement and outcomes (Gonzalez et al., 2006; Jenkins & Rojas, 2020). Connecting academics to student strengths and real-world application supports student learning, increases confidence, and promotes culturally and linguistically responsive care. In this project, we documented the ways that our department programming attempted to connect with student strengths. We describe a variety of pedagogical projects for graduate SLP students beyond traditional clinic experiences as well as faculty and student perspectives on the benefits and challenges of additional learning and clinical engagement opportunities for students from diverse backgrounds.

Instructional Level: Introductory

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Explain the funds of knowledge framework and how it applies to students in CSD programs.
- Describe benefits of having a variety of clinical training opportunities for graduate SLP students.
- Identify opportunities to increase clinical training for students in CSD programs.

Potential Benefits: This session will provide ideas around clinical opportunities for students. These opportunities will explicitly consider students strengths.

Potential Risks: This session will present experiences and outcomes from only one clinical program. This may limit replication of outcomes.

9:00-10:30

Collaborating With Caregivers to Make Social and Emotional Wellbeing Stick!

Presenters: Elizabeth Sautter, Communication Works
Lauren Foster, Perspective Center for Holistic Therapy

Our world is full of emotional and social complexities, and many parents and caregivers feel overwhelmed when trying to support their neurodivergent children or teens—alongside their own well-being. While schools may incorporate social-emotional development, supporting the whole child requires us to prioritize social emotional well-being at home as well. This presentation highlights the importance of partnering with caregivers to bridge this gap using a bottom-up approach that draws on somatic practices, co-regulation, and polyvagal theory. We'll explore practical, brain-based strategies caregivers can use to support social communication, emotional regulation, executive functioning, and resilience—woven into daily routines like meals, transitions, and bedtime. Participants will walk away with accessible tools that promote essential life skills and connection. We'll also emphasize positive discipline, strength-based practices, and honoring neurodiversity across all settings to foster safety, confidence, and true emotional growth—for both the child and the caregiver.

Instructional Level: Introductory

Track: Considerations for Autistic Populations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the role of the nervous system and how caregiver play a role with co-regulation in supporting the emotional and functional well-being of neurodivergent individuals.
- Identify at least three practical, neurodiversity-affirming strategies that caregivers can use to support connection, regulation, and resilience at home.
- Explain how to bridge therapy concepts into daily family routines to promote carryover and meaningful real-world outcomes.

Potential Benefits: This session offers professionals practical, neurodiversity-affirming strategies to support the whole child and whole family through a regulation-based approach rooted in current neuroscience. Attendees will gain tools to empower caregivers in understanding their child's emotional and nervous system needs, fostering stronger co-regulation, resilience, and real connection. By emphasizing collaboration with caregivers, participants will learn how to bridge therapy goals into everyday routines—such as mealtimes, transitions, and family interactions—making support more relevant, sustainable, and

impactful. This approach promotes generalization of skills beyond structured environments and helps reduce overwhelm for both the child and caregiver. Clinicians will benefit from accessible language, coaching tools, and real-life applications that support meaningful outcomes across home, school, and community settings. Ultimately, the session enhances family engagement, improves functional outcomes, and aligns with a whole-person approach that honors individual needs and lived experiences.

Potential Risks: This session introduces neurodiversity-affirming, caregiver-centered approaches to supporting social emotional well-being using regulation-based strategies. Potential risks include: Inconsistent caregiver access or involvement, which may limit the ability to implement strategies consistently across home and therapeutic or educational environments. Variability in caregiver readiness, resources, or understanding, which may affect how strategies are received, adapted, or sustained over time. Some of the concepts and strategies presented are drawn from emerging research and clinical experience (e.g., Polyvagal Theory, somatic regulation practices) and may require adaptation based on individual learner profiles and family needs. There is a possibility that without adequate support or context, some strategies may not be implemented as intended, which could reduce their effectiveness.

9:00-10:30

Advancing Advocacy: Partnerships Between School SLPs and Teachers' Unions

Presenters: Jeff Gierer, Community Medical Centers
Alisha Chavez, Portland Public Schools; Portland Association of Teachers

Public school union membership has changed greatly since 2018 in the wake of the U.S. Supreme Court's Janus decision. Many public school-based speech-language pathologists (SLPs), however, continue to find collective power in participating in their local and state unions. With increasingly demanding jobs, ballooning professional responsibilities, high caseloads, and more, the task of additional organizing can seem daunting. Through the lens of a case study of SLP collective organizing in a large school district, this presentation offers tools for SLPs interested in deepening their group-wide coordination and participation in their educational labor unions.

Instructional Level: Intermediate

Track: Clinical/ Professional Issues: School-Based

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify three components necessary to group-wide SLP organizing.
- Identify two resources useful in organizing SLP advocacy groups in schools.
- Identify one SLP-related contact that meets the criteria discussed that would be helpful to their group organizing.

Potential Benefits: Session participants may find themselves with a greater understanding of assets necessary to group-wide SLP organizing, resources useful in organizing SLP groups in schools, and contacts helpful to their group-wide organizing efforts.

Potential Risks: Even with the best tools, strategies, contacts, and experienced guides, new group organizing is a time-consuming and arduous process. One risk in exploring greater advocacy and organization is the amount of time and effort it takes to start that process.

9:00-10:30

Connecting Through Values: Counseling Issues in Vocal Hygiene Education

Presenters: Joanna Cazden, Holistic Voice Rehabilitation/ The Voice of Your Life

This session will present updated an approach to vocal hygiene counseling that improves treatment adherence and outcomes for voice-disordered clients. Goals are to emphasize collaborative goal-setting in regard to lifestyle adjustments and, especially, partial vocal rest, while avoiding the outdated, patronizing “do this because I know best” stance. Principles of patient-centered care, the biopsychosocial (BPS) model of health, and new research on personality and identity in relation to voice use will be shown to support new kinds of clinical conversations. Taking the time to understand a client’s social relationships and vocal identity, as well as their schedule priorities, can lead to agreements that successfully decrease vocal load while staying congruent with the client’s value system. Case studies will include both “everyday” voice users and professional vocal artists. Attendees will be invited to discuss their own clinical conversations and successes related to vocal hygiene compliance.

Instructional Level: Intermediate

Track: Voice, Resonance, and Upper Airway

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify critiques of the traditional model of vocal hygiene education.

- Describe the biopsychosocial (BPS) model of health and its relevance to vocal hygiene goal-setting and counseling.
- State the recommended double-criteria for voice use reduction: behaviors that have high vocal risk but low personal value or cost.

Potential Benefits: This session supports vocal hygiene compliance and improved voice therapy outcomes via a rich theoretical framework for patient-centered care, most notably the biopsychosocial (BPS) model of health. Clinicians will benefit from the robust rationales provided for individualized problem-solving with their clients. Attendees will benefit from the presentation of real-life case studies as examples of how to recognize BPS factors and set goals that support client's values as well as their vocal health.

Potential Risks: Potential risks are low; time constraints may limit clinicians' ability to engage in optimally detailed problem-solving. The biopsychosocial (BPS) model, although accepted by World Health Organization and many other healthcare settings, is unfamiliar to Communication Disorders and may need to be documented in alternate language.

9:00-10:30

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

Presenters: Michelle Foxx Meloche, TLC Speech and Language; Early Intervention Task Force Committee, CSHA; Legislative Advocate, CSHA; VitalStim

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

Learner Verb and Learning Objectives:

- Name the basic 3 considerations for an effective session
- List 3 ways to modify environment or methods to maximize effectiveness of the session to meet the person's environmental, relational, & communication needs
- Discover and describe how to make a tedious task fun and engaging to both clinician and child

Potential Benefits: Improved flow and effectiveness of treatment due to specific and targeted strategies to find and utilize the child's strengths to address needs. Also learn how to reduce therapy stress and increase enjoyment for both clinician and child, taking away new techniques based on foundational principles for effective and enjoyable sessions. Attendees will hear about challenges and solutions rising from actual cases and have the opportunity to ask about challenging cases.

Potential Risks: Participants may face challenges balancing flexibility with fidelity to treatment plans, and there is a potential risk of over-modifying techniques in ways that could reduce therapeutic consistency or extend beyond established scope of practice.

9:00-10:30

Early Intervention Panel

Presenters: Katherine McKernan-McCracken, North Star Speech and Language Pathology Center, Inc.; California Speech Language Hearing Association (CSHA)
Letizia Hendrickson, California Speech Language Hearing Association (CSHA); CHADD -Education Committee; The Learning Grove
Nadhiya Ito, California Speech Language Hearing Association (CSHA); American Speech-Language-Hearing Association (ASHA); Asian Pacific Islander (API) Speech-Language Hearing Caucus; Los Angeles Speech and Language Therapy Center, Inc.
Tami Hansen, California Speech Language Hearing Association (CSHA); American Speech-Language-Hearing Association (ASHA); Speak Right Now

Join our diverse panel of early interventionists as we discuss issues impacting early intervention. This moderated panel will include discussion of multilingualism, multiculturalism, parent coaching, augmentative-alternative communication (AAC), and neurodiversity. We will wrap up the panel with plenty of time for questions.

Instructional Level: Introductory

Track: Clinical/Professional Issues: Early Intervention

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Discuss Participants will be able to discuss access issues faced by multilingual and multicultural families.
- Describe Participants will be able to describe barriers to AAC access for infants and toddlers receiving early intervention services.
- Explain Participants will be able to explain the use of parent coaching in early intervention.

Potential Benefits: Attendees stand to gain a better understanding of the issues and potential solutions faced in early intervention and provision of Early Start services.

Potential Risks: n/a

9:00-10:30

Medical Panel

Presenters: Dana Kimbar, CSHA; ASHA; Cedars-Sinai Medical Center
Jen Raminick, CSHA, Rady's Children's Health, Medbridge, IDDSI
Claire Heitlinger, ASHA, CSHA, Dysphagia Research Society
Megan Black, University of the Pacific; ASHA; CSHA

This session will be a panel discussion between a moderator and SLP's working in various types of medical settings with pediatric, adult, and geriatric populations. Questions and discussions will focus on topics relevant to medical SLP practice. Topics may include education and preparation for working in the medical setting, student internships and CFY's in the medical setting, current clinical practice trends, reimbursement issues, and advocacy. There will be time in the session for audience participation and questions.

Instructional Level: Intermediate

Track: Clinical/Professional Issues: Medical Settings

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- List current two SLP practice pattern trends in medical settings.
- Discuss four challenges faced by SLP's in various medical settings.
- State three solutions to clinical and professional challenges medical SLP's face.

Potential Benefits: Benefits to attending this panel include participating in a timely discussion of current practice trends, education needs, networking opportunities, and problem solving solutions to clinical and professional challenges in a group setting.

Potential Risks: Risks involved in participating in this session may include being exposed to uncomfortable conversations and situations that medical SLP's face, hearing opinions that differ from one's own, and frustration with clinical and professional factors (such as productivity and insurance limits).

9:00-10:30

CSHA Panel: Empowering School-Based SLPs Through Resources and Connection

Presenters: Caitlin Francis, California Speech Language Hearing Association (CSHA); CSHA School-Based Membership Committee
Annick Tumolo, California Speech Language Hearing Association (CSHA); CSHA School-Based Membership Committee
Jessica Bourgeois, California Speech Language Hearing Association (CSHA); CSHA School-Based Membership Committee
Elizabeth Burcham, California Speech Language Hearing Association (CSHA); CSHA School-Based Membership Committee
Katie Williams, California Speech Language Hearing Association (CSHA); CSHA School-Based Membership Committee

Join the CSHA School-Based Membership Committee for a dynamic panel discussion designed specifically for school-based speech-language pathologists across California. This session will highlight the work of our subcommittees and provide valuable updates and resources to support your daily practice. From the latest state-level policy updates to new continuing education opportunities and innovative ways to connect with colleagues, this panel will equip you with tools to navigate challenges and celebrate successes in school-based practice. Attendees will gain insight into current issues facing California clinicians, learn about resources available through CSHA, and discover how to get more involved in shaping the future of our profession. Participants will have opportunities to engage with our panelists.

Instructional Level: Introductory

Track: Clinical/ Professional Issues: School-Based

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the role that CSHA is playing in improving working conditions in school settings.
- List resources and opportunities created by CSHA for school-based clinicians
- Explain current issues that impact school-based clinicians and will reflect on actionable steps that may be taken to address these challenges

Potential Benefits: CSHA membership will understand the role that CSHA is playing in improving working conditions in school settings and resources that are being made available for school-based clinicians. Attendees will understand more about how to advocate in their communities and districts and will learn how to directly enact change at the state level.

Potential Risks: Suggestions may not apply to all attendees. Attendees may not agree with actions taken by the CSHA School-Based Committee

10:45-12:15

Communication Opportunities for Deaf and Hard-of-Hearing Clients

Presenters: Brittany Lee, Chapman University

This session will review relevant literature to describe and distinguish various communication opportunities available to deaf and hard-of-hearing (D/HH) clients. Following an introduction to the complex and varied communication needs of D/HH clients, I will describe natural languages from the signed, spoken, and tactile modalities and what it looks like when D/HH clients use multiple languages or when they have limited language. Next, I will describe other communication opportunities besides language that are often used by D/HH clients, such as Simultaneous Communication, Cued Speech, Signed Exact English, home sign, and writing. Participants will test their knowledge through an interactive quiz. Then, I will discuss how communication opportunities can be used in combination and the risks and benefits of translanguaging with D/HH clients. Finally, several case studies will illustrate the potential consequences of misunderstanding such opportunities. We will conclude with time for questions.

Instructional Level: Introductory

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Distinguish signed communication systems from signed languages.
- Assess their own knowledge of various communication opportunities available to deaf and hard-of-hearing clients.

- Discuss the risks and benefits of translanguaging with deaf and hard-of-hearing clients.

Potential Benefits: This session describes and distinguishes communication opportunities available to deaf and hard-of-hearing clients. Clinicians will benefit from a greater understanding of these opportunities, which will help them balance inclusive practices that respect communication differences for diverse clients with evidence-based practice that promotes accessible language for D/HH clients.

Potential Risks: The presentation discusses communication opportunities available to deaf and hard-of-hearing clients. The opportunities presented are not exhaustive and may not be appropriate for every D/HH client. Clinicians should consider scientific evidence, clinical judgment, and client/family values when determining which communication opportunities are appropriate for preventing language deprivation and promoting effective communication for their D/HH clients.

10:45-12:15

Supporting Emotional Well-Being: Connecting With AAC Users

Presenters: Kimberly Tan, Chapman University; Villa Esperanza Services

Whether due to past trauma, exhibition of aggression due to difficulties expressing emotions or needs, or the fundamental right to positive mental health, AAC users' emotional well-being should be prioritized by all professionals working with them, including speech-language pathologists. This presentation will focus on how speech-language pathologists can utilize general strategies for promoting emotional well-being and apply them to AAC users. Attendees will be provided with information, materials, and resources to assist in supporting the emotional health and regulation of the AAC users they serve. Topics will include guidance on implementing trauma-informed practices with AAC users, visual supports and instructional strategies for teaching emotional regulation, communication boards featuring robust vocabulary to promote emotional well-being and regulation, examples of a variety of communication methods addressing emotional regulation, and training materials for staff members and caregivers.

Instructional Level: Intermediate

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe trauma-informed practices and how they can be applied to AAC users.
- Use or customize provided visual supports to support emotional regulation in clients served.
- State a method for training staff or caregivers on supporting the emotional well-being of the client.

Potential Benefits: Potential benefits include improved vocabulary related to emotions, bodily sensations, and needs related to them. This in turn can decrease instances of what professionals describe as "problem behaviors" that clients engage in when they are unable to communicate their feelings and needs. Attendees will benefit from communication boards and instructional strategies used for training staff and caregivers.

Potential Risks: This session will present clinician-developed materials for supporting emotional regulation and well-being in AAC users. These materials were not evaluated through peer-reviewed research.

10:45-12:15

The Business of Connection: Accent Modification in Private Practice

Presenters: Karin Hartunian Koukeyan, California Speech Language Hearing Association (CSHA); SpeechFit, A Speech Language Pathology Corporation

This course offers a practical, evidence-based roadmap for integrating accent modification services into a private practice setting. Designed for speech-language pathologists and communication professionals, the session explores the clinical and business sides of accent work, emphasizing human connection, clarity, and confidence. Participants will learn the core components of an effective accent modification program and examine real-world implementation models tailored for telepractice. The course also covers essential strategies for marketing services, growing a diverse client base, and positioning yourself as a trusted communication coach. Through a case study, attendees will see how remote accent training can yield meaningful results—both in client outcomes and practice sustainability. Whether you're new to accent services or looking to expand your offerings, this session will equip you with the tools to launch or refine your program while helping clients connect across languages, professions, and cultures.

Instructional Level: Intermediate

Track: Business & Practice Management: Private Practice

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify three key components of an evidence-based accent modification program that supports client clarity and connection.
- Explain effective strategies for implementing accent modification services through telepractice within a private practice setting.
- Analyze methods for implementing accent modification services via telepractice, including strategies for marketing, outreach, and growing a sustainable client base within a private practice.

Potential Benefits: Participants will gain the knowledge and practical tools needed to confidently integrate accent modification services into their private practice enhancing service offerings, expanding their client base, and increasing revenue, all while promoting culturally responsive and person-centered care.

Potential Risks: Without adequate training or sensitivity, clinicians may unintentionally prioritize standardization over cultural and linguistic identity, potentially leading to client discomfort or harm. If expectations are not clearly set, clients may expect complete accent elimination rather than improvement in intelligibility, which can affect satisfaction and therapeutic rapport.

10:45-12:15

From Gaps to Growth: Preparing SLPs for Culturally Responsive Screening

Presenters: Cherina Williams, Rocky Mountain University of Health Professions (RMUoHP)
Kelly Robinson, Rocky Mountain University of Health Professions (RMUoHP)

Disparities in early language identification continue to affect historically marginalized communities. This session presents outcomes from the HomeGoals™ Comprehensive Screening Program—a 16-hour professional development model grounded in cultural humility and cultural competemility (Campinha-Bacote, 2018). Designed for early intervention professionals, the training integrates reflective practice, evidence-informed tools, and culturally responsive communication strategies to support equitable screening and family engagement. Participants will explore how the five domains of competemility—awareness, knowledge, skills, encounters, and desire—are embedded throughout the HomeGoals™ framework. Outcome data from a pilot cohort shows 100% of participants significantly increased their confidence in administering tools, interpreting results, and engaging families across cultures. This session offers a replicable model for using data and humility to improve early intervention outcomes and reduce bias in clinical practice. Attendees will leave with actionable tools and strategies to foster equity and inclusion within their own screening, supervision, or institutional systems.

Instructional Level: Intermediate

Track: Clinical/Professional Issues: Early Intervention

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe At the culmination of this session, the participant will be able to describe how the five domains of Campinha-Bacote's cultural competency framework (awareness, knowledge, skills, encounters, and desire) apply to early language screening and family engagement
- Identify At the culmination of this session, the participant will be able to identify at least three ethical risks associated with using non-adapted or culturally non-responsive screening tools in early intervention.
- Apply At the culmination of this session, the participant will be able to apply culturally responsive screening tools—including the Milestone Checklist and WordBank—to improve equity and family-centered decision-making in their own clinical or supervisory practice.

Potential Benefits: 1. Enhanced Cultural Responsiveness Participants gain concrete, actionable tools grounded in cultural humility and competency, improving equity in screening and family engagement practices. 2. Improved Clinical Confidence & Decision-Making Data from pilot surveys show 100% of participants felt more confident implementing culturally responsive screening tools after training—directly impacting early identification outcomes. 3. Increased Family Trust and Engagement By using tools that elevate parent voice and support shared decision-making, professionals foster stronger, more effective family-provider relationships.

Potential Risks: 1. Resistance to Self-Reflection Some participants may experience discomfort when confronting implicit bias, privilege, or systemic barriers—potentially limiting full engagement in reflective components. 2. Misapplication of Tools Without Context If used without proper training or cultural adaptation, tools like the WordBank or Milestone Checklist could be misapplied, reinforcing rather than reducing bias. 3. Institutional Barriers to Implementation Participants may feel empowered but lack administrative support to fully integrate new practices into their workplace or systems of care.

10:45-12:15

Connecting the Dots: Advocacy Teamwork

Presenters: Belinda Daughrity, California State University Long Beach
Deb Swain, The Swain Center
Allison Tran, National NSSLHA; San Jose State University
Lucia Carvalho, National NSSLHA

CSHA and ASHA members have been increasingly engaged in advocacy to support our profession. This session will offer practical strategies to support our role as advocates for key issues impacting our professions. Participants will explore tangible methods to become agents of meaningful change within their communities and beyond. Through an interactive format, the presentation will define what advocacy is—and is not—highlight the power of legislative engagement, and help attendees discover their own advocacy voice to drive positive transformation. This session is relevant for all members of the Communication Sciences and Disorders (CSD) community, from students to seasoned professionals, regardless of their practice setting or career stage. Student presenters will provide insight into how pre-professionals can begin engaging in advocacy early in their careers, paving the way for continued involvement. Attendees will learn practical tools to advocate on behalf of themselves, the profession, and the individuals they serve.

Instructional Level: Introductory

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify at least 3 principles underlying effective advocacy.
- Define 3 types of advocacy.
- List at least 2 current public policy agenda items from CSHA and ASHA.

Potential Benefits: This presentation will engage participants in advocacy and attendees will benefit from knowing how to engage as active members of the profession to support advocacy efforts.

Potential Risks: This presentation might indicate a myriad of concerns currently facing the profession, members, and clients.

10:45-12:15

Advocacy of Laryngeal Manipulation in Dysphonia-Connect with ENT

Presenters: Laishyang Ouyoung, American Speech-Language-Hearing Association; ASHA API Caucus; ASHA SIG 18 - Telepractice; CSHA; University of Southern California; USC Head and Neck Center; VitalStim
Uttam Sinha, USC School Of Medicine
Brenda Villegas, American Speech, Language and Hearing Association; California Speech Language and Hearing Association

Creating an effective voice treatment program to treat a variety of dysphonia is a big challenge for speech-language pathologists. Laryngeal Manipulation (LM) was widely used to treat Muscle Tension Dysphonia (MTD). In this seminar, the speech language pathologists are working closely with an ENT surgeon, learning how manual techniques can affect laryngeal parameters such as vibratory patterns, vocal fold thickness, changing the stiffness of vocal folds, and achieving the desired voice quality in the management of a variety of dysphonia. A speech pathologist will present a detailed review of LM and the target population. An ENT will explain the rationale for using LM affecting voice parameters. The application of laryngeal manipulation in a variety of dysphonias will be presented in different cases. Demonstration and video clips will enhance the participants' learning.

Instructional Level: Intermediate

Track: Voice, Resonance, and Upper Airway

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the purpose of using laryngeal manipulation and the patients can benefit from this technique
- Analyze the impact of laryngeal manipulation on voice parameters
- Apply laryngeal manipulation in a variety of dysphonia patients -hands on practice-step by step

Potential Benefits: The participants will learn a hands-on technique to manage a variety of dysphonia patients. Laryngeal Manipulation (LM) provides a non-surgical method to improve vocal quality by reducing muscle tension and enhancing breath control, pitch, and clarity. It promotes collaboration between medical and speech professionals, integrates well with behavioral voice therapy, and offers clinicians valuable hands-on experience and deeper understanding of vocal physiology.

Potential Risks: The participants need to be educated and trained to use this technique. LM may cause discomfort or tissue strain if applied incorrectly, and outcomes can vary across patients and practitioners. Evidence is strongest for Muscle Tension Dysphonia, with limited data for other disorders. Lack of standardization and potential scope-of-practice issues highlight the need for proper training, informed consent, and medical supervision.

10:45-12:15

EI in CA Beyond the Regional Center - How to Increase Interprofessional Practice

Presenters: Katrina Espey, Sacramento County Office of Education

Early Intervention in California is provided both through Regional Centers (RCs) and County Offices of Education (COEs). The eligibility requirements vary depending on who is the funder (Dept. of Developmental Services - through the RC or Dept. Of Education through the COE). In addition the model of service may look a little different. From Interdisciplinary to multidisciplinary to trans-disciplinary. Primary Service Provider model or all individuals? How working together as providers and seeing our children through the lenses of other professionals provides a fuller picture and makes us better therapists.

Instructional Level: Introductory

Track: Clinical/Professional Issues: Early Intervention

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Explain the difference between Department of Developmental Service (Regional Center) and Department of Education (County Office of Education/Local Education Area) eligibility requirements.
- Describe multidisciplinary, interdisciplinary, trans disciplinary, and primary service provider models of service for supporting early intervention clients.
- Develop 1-2 ways they can increase Interprofessional Practice in their service of early intervention clients.

Potential Benefits: Benefits include increased collaboration with other professionals to provide a better service and therapy to our clients.

Potential Risks: Risks include that the different models are not applicable in all settings, and all billing agencies will not allow co-billing for co-occurring therapies within the same timeframe so may not be implementable across providers

10:45-12:15

Solution-Focused Aphasia Couples Therapy

Presenters: Larry Boles, University of the Pacific

Solution-Focused Aphasia Couples Therapy involves the PWA and partner as primary communicators, with SLP as coach. Principles of solution-focused therapy (SFT) are used, including scaling, emphasis on solution vs. problem, and finding exceptions to problems rather than problems themselves. Video examples of S-FACT will be shown illustrating these principles. S-FACT is a social approach, using partner (spouse, adult child, committed partner) as therapist. The SLP coaches the partner in terms of becoming therapist. Conversation is the medium for therapy. Therefore, goals aren't predetermined. Rather, these are negotiated. Topics of conversation are not dictated but rather observed (by SLP). Typically the partner may claim they know how to converse. "Aphasia is present now" is my response. They may suggest the PWA can't talk. "Please show me how you communicate with each other now. I can help you improve" is my response to that.

Instructional Level: Intermediate

Track: Acquired Language Disorders in Adults

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Demonstrate the ability to establish goals conducive to conversation-based therapy
- Identify two Solution-Focused techniques often used by therapists
- List two advantages to using Solution-Focused therapy compared to didactic therapy

Potential Benefits: Increasing the ability to have a conversation as a couple; improving comprehension by both parties

Potential Risks: Having the procedures fail to deliver on improving both comprehension and conversation skills.

10:45-12:15

Power in Policy: Become a Catalyst for Change in Medical Speech Pathology

Presenters: Madison Fox, Washington Health

This course will take a look at how the use of policy, procedure and practice guidelines can empower SLPs around hot-topic areas in medical speech pathology and teach you how to turn best practice into daily practice. This session will explore how change is

proposed, challenged and adopted from a leadership perspective to encourage an informed approach when advocating for improvement. From sunseting outdated practices to drafting budget-conscious proposals for necessary imaging equipment, what tools can you integrate to advocate for yourself and your patients within a disjointed health care system? We will explore concrete theories and frameworks of sustainable change to understand strategic program development and adoption patterns by pairing them with everyday clinical conundrums and examples of successful efforts. Time for discussion and questions will be included to promote engagement and encourage problem-solving.

Instructional Level: Intermediate

Track: Clinical/Professional Issues: Medical Settings

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Apply Kotter's 8-Step Change Model to how changes are initiated, completed and sustained as well as identify 2-3 common reasons why change lags or fails
- Summarize 3-5 ways policy, procedure, practice guideline, competency and orientation documents can support practice change, align practice patterns and advocate for evidence-based practice in daily care
- Develop 2-3 alternative solutions to imaging access barriers with budget-conscious proposals when trying to build a FEES program or propose new equipment purchases to support imaging needs

Potential Benefits: Benefits include improved awareness of strategies to advocate for change, concrete steps for gaining buy in from a leadership side, creative strategies to overcoming budget limitations, and document and policy driven strategies to align clinician practice around EBP

Potential Risks: Some topics discussed are considered "hot topics" in that they address evidence around practices that are challenged by new and contemporary evidence, which may stir feelings of discomfort for SLPs currently facing some of these barriers of discrepancies. Discomfort will be addressed with concrete strategies and solutions to create room for change in personal practice as well as within one's place of work.

10:45-12:15

Translanguaging in Personal Narratives: A Pilot Study with Students in LA and NY

Presenters: Carla Kakejian, California State University, Northridge (CSUN)

Mellissa Bortz, St. John's University

This pilot study explores how multilingual children use translanguaging, the flexible use of their full language repertoire, during personal narratives. Using the Global TALES narrative elicitation tool, the study examined whether Armenian-English and Hebrew-English bilingual children would engage in translanguaging when given bilingual instructions. It also analyzed the complexity and types of words used in their responses. Results showed that Armenian-English participants frequently used translanguaging, while Hebrew-English participants did not. These findings suggest that translanguaging, along with tools like Global TALES, may offer a valuable approach for assessing the language abilities of culturally and linguistically diverse children.

Instructional Level: Introductory

Track: Language, Learning, & Literacy

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the purpose and structure of the Global TALES narrative elicitation protocol.
- Analyze the role of translanguaging in assessing language abilities in culturally and linguistically diverse populations.
- Demonstrate the ability to integrate translanguaging-informed strategies into culturally responsive speech-language evaluations.

Potential Benefits: This talk offers speech-language pathologists and educators a practical framework for incorporating translanguaging into narrative assessments with multilingual children. Attendees will gain insight into how bilingual prompts and tools like Global TALES can reveal language strengths that traditional assessments may miss. The session highlights the importance of culturally responsive practices and equips participants with strategies to better evaluate and support the diverse linguistic needs of their clients or students.

Potential Risks: This talk presents minimal risk to participants. It is educational in nature and does not involve personal data collection or intervention. However, attendees may become more aware of potential biases in their current assessment practices. This awareness offers an opportunity for growth toward more equitable and culturally responsive approaches.

10:45-12:15

Reframing Ankyloglossia: A Multidisciplinary Approach to Breastfeeding Support

Presenters: Alyson Pappas, University of California San Francisco

This session explores the implementation and outcomes of a multidisciplinary care model in a tongue-tie clinic that challenges the overdiagnosis of ankyloglossia with respect to breastfeeding difficulties. Since launching the clinic in March 2023, the majority of referred dyads were found to benefit more from targeted lactation and feeding support than from surgical intervention.

Instructional Level: Intermediate

Track: Swallowing and Feeding Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the limitations of attributing breastfeeding difficulties solely to ankyloglossia and explain the benefits of a differential diagnosis model.
- Identify key components of a multidisciplinary assessment protocol, including use of the TABBY and BBAT tools, biological nurturing principles, and functional feeding evaluations.
- Discuss how a multidisciplinary care model impacts clinical decision-making, reduces surgical interventions, and improves equitable access to feeding support.

Potential Benefits: Gain a Broader Understanding of Breastfeeding Challenges: Attendees will explore the multifactorial nature of breastfeeding difficulties beyond anatomical anomalies like ankyloglossia, expanding their clinical lens through evidence-based discussion. Learn How to Implement a Multidisciplinary Model of Care: Through a detailed review of clinical procedures and team roles, participants will understand how to replicate or adapt a multidisciplinary care model in their own settings. Apply Functional, Family-Centered Assessment Tools: Clinicians will become familiar with the use of the TABBY and BBAT tools and learn how to incorporate family goals and values into the evaluation and care plan. Enhance Clinical Reasoning with Differential Diagnosis: The session will promote clinical decision-making strategies that prioritize differential diagnosis over symptom-based intervention, reducing unnecessary surgeries and referrals. Integrate Physiological Research into Practice: Attendees will connect emerging research—such as ultrasound and cineMRI findings—with practical feeding support

techniques, including biological nurturing and reflex-driven positioning. Improve Patient Outcomes and Reduce Unnecessary Procedures: By focusing on functional assessment and supportive care, clinicians can return to their practice equipped with tools to reduce overdiagnosis and promote more effective breastfeeding support. Engage in Peer Learning and Dialogue: The interactive Q&A session offers an opportunity for discussion, reflection, and shared learning across disciplines and practice settings.

Potential Risks:

Resource and Staffing Constraints: Establishing a multidisciplinary clinic requires collaboration among SLPs, CLCs, and ENTs, which may not be feasible in all clinical environments due to staffing shortages, funding limitations, or scheduling barriers. Access Disparities Despite Model Design: Although the model improved equity in this setting, replication in other institutions may still face systemic barriers to access (e.g., language services, insurance coverage, or geographic limitations). Over-reliance on Subjective Clinical Observation: Comprehensive feeding assessments (while invaluable) can be subjective and influenced by provider bias or patient cooperation. Without objective tools and standardized measures, interpretation may vary. Family Fatigue or Overwhelm: A thorough, multidisciplinary evaluation can be time-consuming and emotionally intense for caregivers, particularly if multiple professionals are involved in a single visit or if care is perceived as disjointed. Misunderstanding of “Biological Nurturing” Techniques: Without proper training, staff may misapply biological nurturing strategies, leading to ineffective latch or missed opportunities to support reflex-driven feeding behavior. Data Generalizability: The outcome data presented is from a single clinic with a specific population and structure; its results may not generalize to other clinical settings or demographic groups without modification.

10:45-12:15

Transforming School Culture to Bolster the Strengths of Neurodivergent Students

Presenters: Lori Barrett, Da Vinci Schools
Carolyn Ruiz, Da Vinci Schools
Andrea Ford, University of Cincinnati
Geshe Quincy, Da Vinci Schools

Developing a school culture where neurodivergent individuals are included, empowered, and can thrive as their authentic selves is essential. As a case example, our session will overview an approach to creating a neurodiversity affirming school culture and support

participants in actualizing it in their own schools. We will highlight and discuss concrete actions participants can take across multiple spheres of influence, including with the: (a) neurodivergent students, (b) neurotypical peers, (c) staff, (d) curriculum, and (e) high school environment. Though this work was marshaled and organized by the speech therapist, we will also describe the critical, authentic partnerships with neurodivergent students and other educators that helped create a neurodiversity-affirming culture that aligned with their unique needs, strengths, and desires.

Instructional Level: Intermediate

Track: Clinical/ Professional Issues: School-Based

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Explain why a neurodiversity affirming school culture is important
- Describe five spheres of influence to consider when creating a Neurodiversity Affirming School Culture
- Identify three actionable practices/steps to create a Neurodiversity-Affirming Program tailored to their school's needs.

Potential Benefits: Attendees will benefit from real-world case examples of how three high schools created a neurodiversity-affirming school culture and promoted social-emotional well being of neurodivergent students across multiple spheres of influence.

Potential Risks: Though grounded in ecological systems theory, this framework has not been tested or validated through peer-reviewed research and may not generalize across classrooms, schools, or districts.

10:45-12:15

From Intake to Finish: A Case Study Approach to Bilingual Assessment

Presenters: Destiny Johnson, Multimodal Communication Speech Clinic P.C.
Tiffany Shahoumian Ruiz, Simi Valley Unified School District

Accurately assessing bilingual children remains one of the greatest challenges in speech-language pathology. While fact-based presentations raise awareness, clinicians need practical strategies they can apply in real evaluations. This session moves beyond theory by embedding the frameworks of converging evidence and conceptual validity throughout the entire assessment process. Participants will follow a bilingual child's evaluation from start to finish, learning how to apply these frameworks when conducting dynamic assessment, analyzing language samples, integrating parent and teacher interviews, and administering nonword repetition tasks. In addition, attendees will gain

tools to critically appraise norm-referenced tests when considered, ensuring that every decision is guided by sound principles and multiple sources of evidence. By blending conceptual foundations with real-world application, this presentation equips SLPs with immediately actionable strategies to reduce bias, strengthen diagnostic accuracy, and ensure equitable outcomes for linguistically diverse children.

Instructional Level: Intermediate

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the converging evidence framework and the conceptual validity framework, and explain how each supports accurate identification of language impairment in culturally and linguistically diverse (CLD) children.
- Demonstrate the integration of multiple assessment methods including language sample analysis, dynamic assessment, nonword repetition tasks, and parent/teacher questionnaires within a case study to make data-driven eligibility decisions.
- Evaluate norm-referenced assessments by analyzing diagnostic accuracy data (e.g., sensitivity, specificity, etc), normative samples, and empirically derived cut scores to determine test appropriateness.

Potential Benefits: This session provides clinicians with practical, research-informed frameworks (Converging Evidence and Conceptual Validity) to strengthen the accuracy of speech/language impairment identification in culturally and linguistically diverse (CLD) children. Attendees will benefit from exposure to strategies that reduce diagnostic bias, align with IDEA and California state regulations, and promote accurate eligibility determinations. The use of case study walkthroughs will provide real-world application, equipping clinicians with tools such as language sample analysis, dynamic assessment, nonword repetition tasks, and critical appraisal of standardized measures. By integrating these approaches, participants will enhance their ability to make data-driven, culturally responsive diagnostic decisions, ultimately improving service access and outcomes for bilingual and multilingual children.

Potential Risks: Because this session emphasizes frameworks and assessment strategies rather than prescriptive test protocols, there is a potential risk that attendees may misapply the information if used in isolation without considering the full clinical context. Additionally, while federal and state regulations will be reviewed,

local district policies may differ, and failure to align with local procedures could create inconsistencies in practice.

12:15-1:45

Connecting with Teachers: A Pilot Study of Early Literacy Classroom Activities

Presenters: Susan Lee, Cal State LA
Erica Ellis, Cal State LA

Shared book reading and literacy practices in preschool classrooms have been correlated to later development of oral language and academic literacy (Lonigan, Burgess & Anthony 2000; Deshmukh et al., 2019). Although teachers utilize a variety of literacy strategies, it is unclear which techniques may be prioritized over others, especially when supporting students presenting with varying communication needs. This pilot study examines the teachers' early literacy practices in several early intervention and preschool classrooms using observational checklists and surveys, including an adapted measure of the Systematic Assessment of Book Reading (SABR). This presentation will share preliminary results and further discuss the need for interdisciplinary collaboration between teachers and SLPs to fully support individual learning and communication needs for children from diverse backgrounds.

Instructional Level: Introductory

Track: Language, Learning, & Literacy

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Describe benefits of early literacy practices in classrooms.
- List three common literacy strategies teachers use in the classroom.
- Discuss how to support teachers to implement strategies to effectively accommodate all students.

Potential Benefits: This presentation provides insight into current literacy practices in preschool classrooms and the need for interdisciplinary collaboration.

Potential Risks: This presentation will share pilot data that may not be generalizable to all classroom settings.

12:15-1:45

SLP Perspectives on LSA: Practices, Barriers, and Technology Use

Presenters: Andrea McDermet, A.T. Still University; American Speech-Language-Hearing Association (ASHA)
Lourdes Martinez Nieto, A.T. Still University; American Speech-Language-Hearing Association (ASHA)

Language Sample Analysis (LSA) is a valuable tool in assessing language abilities, particularly in bilingual populations. However, many Speech-Language Pathologists (SLPs) face barriers to its use, including time constraints, limited training, and lack of accessible tools. This session presents findings from a study examining current LSA practices, including methods of sample collection and analysis, perceived barriers, as well as the use of technology such as AI and speech-to-text transcription. Attendees will gain insight into trends, challenges, and potential solutions to support more effective and efficient use of LSA in clinical practice.

Instructional Level: Intermediate

Track: Language, Learning, & Literacy

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Identify common methods used by Speech-Language Pathologists (SLPs) to collect and analyze language samples in clinical practice.
- Describe current barriers to implementing Language Sample Analysis (LSA), including time constraints, training gaps, and resource limitations.
- Recognize the potential role of technology, including AI and real-time transcription tools, in improving the efficiency and accuracy of LSA.

Potential Benefits: Preliminary findings indicate that early-career clinicians are more likely to use LSA consistently and incorporate AI tools in their workflow. Understanding how SLPs engage with LSA in practice offers important insight into how this essential tool can be optimized. Ultimately, this research seeks to inform best practices, guide training efforts, and promote more accessible and efficient LSA methods, thereby enhancing assessment and intervention outcomes for individuals with communication disorders.

Potential Risks: There are no potential risks for the participants with this research.

12:15-1:45

Assessing Diet Modifications in CSE and MBSS: A Retrospective Review

Presenters: Melissa Howard, Casa Colina Hospital & Centers for Healthcare
Amy Duzik, Casa Colina Hospital & Centers for Healthcare

Clinical swallow evaluations (CSE) are the initial assessment of a patient's swallow. There is much controversy regarding the efficacy of clinical swallow evaluations, however they often result in dietary modifications and recommendations from the Speech Language Pathologist. This retrospective review of 62 electronic health records reviewed dietary modification recommendations after the CSE in comparison to the Modified Barium Swallow Study (MBSS). A chi square statistic was utilized to look at agreement rates and dietary changes. A significant limitation to this data is the interval between the CSE and MBSS. CSE are completed within 1-2 days of admission whereas the MBSS was completed on average 1 week after the CSE. Although there was a low agreement rate for CSE and MBSS for both liquids and solids, CSE recommended more dietary downgrades while MBSS recommended more upgrades.

Instructional Level: Intermediate

Track: Swallowing and Feeding Disorders

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Identify trends in diet recommendations during the CSE and MBSS during this retrospective review.
- List additional factors to consider when making dietary recommendations following CSE and MBSS.
- Discuss controversy from evidenced based practice surrounding CSE.

Potential Benefits: Attendees may obtain information that helps improve their confidence in clinical swallow evaluations and dietary recommendations based on trends identified in the study. Emphasis of CSE helps with early identification of at-risk patients and is readily accessible for all clinicians. When MBSS isn't available it does help reduce overall dysphagia assessment cost and eliminates patient exposure to radiation.

Potential Risks: With both CSE and MBSS there are limiting factors affecting safe and appropriate diet recommendations. Clinical experience of the SLP affects the method and interpretation of both. CSE are unable to fully assess the pharyngeal stage of swallow and may not identify patients at risk for silent aspiration. Although MBSS can identify aspiration risk, a shortened study without

multiple trials and attempts at maneuvers may result in unnecessary dietary restrictions. In addition, it is critical for the clinician to consider cognition, endurance and likelihood of patient adherence to diet recommendations.

12:15-1:45

Linguistic Tradeoffs in the Sentence Repetition of Children with and without DLD

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

Children's production of multiclausal sentences may be influenced by the complexity within individual clauses. The grammatical structure, including grammatical accuracy, of one clause may be reduced contingent on the structure of the second clause, a process referred to as a linguistic trade-off (Prelock & Panagos, 1991). A small body of evidence suggests that children with developmental language disorder (DLD) are more likely to reduce dependent clauses via linguistic trade-off than same-age typically developing peers (Ellis Weismer & Thordardottir, 1998; Weiler & Schuele, 2012). Fourteen 5-year-olds with DLD and 14 children with typical language imitated 50 sentential complement sentences. Twenty sentences included a simple independent clause (e.g., I think) and 30 sentences include a complex independent clause (e.g., She will remember). In this study, we analyze the dependencies between accurate imitation of the independent clause and accurate imitation of the dependent clause.

Instructional Level: Intermediate

Track: Language, Learning, & Literacy

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Compare the simple and more complex forms of sentential complement clause sentences that may be selected as possible grammatical intervention targets.
- Evaluate the quantity and quality of errors that children with DLD produce in their imitations of sentential complement clause sentences with more complex independent clauses.
- Explain the ways that sentential complement clause sentences pose a challenge to children with DLD in both elicited and spontaneous contexts.

Potential Benefits: Attendees will learn about an important aspect of academic language (i.e., complex syntax) and the possible deficits of children with DLD in the area of complex syntax. Attendees will learn about ways to provide a variety of sentential complement

clause sentences that can be presented through focused stimulation and conversational recast intervention approaches.

Potential Risks: Attendees will be cautioned about targeting only one type of complex syntax (e.g., sentential complement clause sentences) when effective complex syntax intervention requires the targeting of more than one complex syntax type.

12:15-1:45

Poor Breath Support and Vocal Issues in the Bariatric Population

Presenters: Karrie Kuecker, Resolve Diamondback

The purpose of this paper is to discuss and document a protocol for the assessment of voice and upper airway deficits that are often identified during a comprehensive, standardized assessment protocol for Bariatric patients. These deficits are difficult to fully describe and isolate, and this population frequently has concomitant airway issues including use of supplemental oxygen, use of various levels of PAP, and concomitant medical diagnoses (i.e., Obesity Hypoventilation Syndrome (OHS), and Obstructive Sleep Apnea (OSA)) that affect their breath support for speech and their perceptual vocal quality. The primary investigator (PI) developed a supplemental voice and breath support assessment and training program to address their needs in these needs from a Speech-Language Pathology perspective.

Instructional Level: Intermediate

Track: Special Populations

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Identify a standardized selection of assessments to examine breath support concerns in the Bariatric patient population
- Apply knowledge of new, novel interventions to patients within this special population
- Explain the benefits of a standardized protocol to use for assessment of a specialized population

Potential Benefits: A standardized protocol for SLPs to assess breath support and aid in overall care of super morbid bariatric patients, which are an under represented population in healthcare

Potential Risks: Patients are limited by body habitus, patients & providers maybe unaware of the concomitant breath support concerns and what

SLPs can do to address some of the concerns; frustration for therapist or patient; access to services/service delivery models.

12:15-1:45

Opportunities for Connection: Support for Underrepresented CSD students

Presenters: Erica Ellis, Cal State LA; CSHA; ASHA
Ashley Myles, Cal State LA
Dominique McClain, Los Angeles Unified School District

Guided by the intersectionality theory framework, this presentation will highlight the unique experiences of underrepresented students attending Hispanic Serving Institutions (HSI) in large urban areas with a disproportionately low number of Black students. The challenges faced by students as well as pathways to finding support will be shared. Various department and university mentoring programs and approaches to support historically underrepresented students' retention in CSD will be discussed. Specifically, the presentation will shed light on mentorship, affinity groups, advising and opportunities for increased support mechanisms as next steps. This presentation will highlight student experiences including undergraduates, graduate and CFs as they share portions of their educational journey while navigating the field of CSD at an HSI and how participating in various mentorship programs have supported their success. Additional educational implications to support student recruitment and retention in CSD programs will be discussed.

Instructional Level: Introductory

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

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Discuss the current demographic data for students enrolled in CSD programs in California.
- List challenges for underrepresented students in CSD programs.
- Describe how CSD programs can support recruitment and retention of underrepresented students.

Potential Benefits: This presentation will provide attendees information about how to support historically underrepresented students in their academic and professional journey.

Potential Risks: This session will present data as well as first hand experiences of students and others in the field. Potential risks might include some people feeling uncomfortable in discussion

microaggressions and other experiences in educational and workplace settings.

12:15-1:45

Collaborative Practices Between SLPs and Teachers in Literacy

Presenters: Natalie Garcia, A.T. Still University
Lourdes Martinez-Nieto, A.T. Still University

Literacy is fundamental to a child's academic success, yet recent assessments indicate declining literacy skills among students. Collaboration between speech-language pathologists (SLPs) and teachers can improve literacy instruction, but research identifies several barriers. These include unclear roles and responsibilities, differing definitions of literacy, and gaps in beliefs about effective literacy strategies. This session will further examine common barriers to collaboration, perceptions of professional roles in literacy instruction, and differences in reading approaches used by SLPs and teachers. Attendees will gain insights from research findings and discuss strategies to overcome these challenges, fostering effective interdisciplinary collaboration and ultimately improving literacy outcomes for students.

Instructional Level: Introductory

Track: Clinical/ Professional Issues: School-Based

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Identify key barriers that interfere with effective collaboration between SLPs and teachers in literacy
- Describe differences in perception of professional roles as they pertain to assessment and treatment of literacy skills
- Recognize the most common literacy practices used by teachers and SLPs

Potential Benefits: This session highlights the need for professional development in SLP-teacher collaboration and provides insights into how clearly defined roles can improve interdisciplinary teamwork. Attendees will benefit from research-informed findings that identify barriers and varied practices in literacy-focused collaboration. These insights can enhance service delivery, support more coordinated instruction, and ultimately contribute to improved literacy outcomes for school-age children.

Potential Risks: This session does not pose any known risks for the participants.

12:15-1:45

Oral Language in Individuals With Neurofibromatosis Type 1: a Meta-analysis

Presenters: Heather Thompson, California State University
Liyun Yu, Florida State University
Dan Liu, Florida State University
Yang Hou, Florida State University

This study focuses on oral language development in children and adolescents with Neurofibromatosis Type 1 (NF1). We synthesized previous research comparing the oral language abilities of individuals with and without NF1. In addition, we examined study-level factors that might account for variation in group differences across studies. The results indicate that individuals with NF1 consistently show lower oral language scores compared to unaffected controls, and these group differences remain stable across various study characteristics. These findings provide valuable insights to inform future efforts aimed at supporting oral language development in children and adolescents with NF1.

Instructional Level: Intermediate

Track: Language, Learning, & Literacy

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Calculate standardized mean differences in oral language skills using the rubo-meta package.
- Find research gaps related to oral language skills in individuals with NF1.
- Explain the reasons why individuals with NF1 have lower scores in oral language skills compared to typically developing peers.

Potential Benefits: These findings provide valuable insights to inform future efforts aimed at supporting oral language development in children and adolescents with NF1.

Potential Risks: Null

12:15-1:45

Case Study of Culturally Responsive Cognitive Assessment for Bilingual Adults

Presenters: Eduardo Europa, San José State University; California Speech Language Hearing Association (CSHA)
Angela Costales, San José State University; National Student Speech Language Hearing Association: San José State Chapter

Jairei Alexis (Jai) Olarte, San José State University
Bernardine Santos, San José State University

This session presents preliminary findings of the Cognitive Assessment for Tagalog Speakers (CATS), the first battery of cognitive tasks designed for Filipino American Tagalog speakers at risk for Alzheimer's disease and related dementias (ADRD). We will discuss the development of the CATS Battery using community-based participatory research, the components of the CATS battery, and its preliminary implementation on Tagalog-English speakers with ADRD using a case study approach. Findings demonstrate the clinical utility of the CATS Battery and emphasize the importance of culturally and linguistically tailored tools in dementia assessment. This work addresses critical gaps in the field and aims to reduce health disparities in aging and dementia care for Filipino American communities.

Instructional Level: Intermediate

Track: Acquired Cognitive Communication Disorders

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Explain the importance of community-based participatory research in developing equitable assessment tools for underrepresented populations.
- Evaluate the clinical feasibility and potential limitations of the Cognitive Assessment for Tagalog Speakers (CATS) Battery when used with Tagalog-English-speaking individuals with Alzheimer's disease and related dementias (ADRD).
- Summarize preliminary findings from the implementation of the CATS Battery in Tagalog-English-speaking individuals with ADRD.

Potential Benefits: Benefits of this session include knowledge of culturally and linguistically responsive assessment practices for Tagalog-English bilingual adults, particularly within the context of Alzheimer's disease and related dementias. Attendees will gain exposure to an innovative, community-informed cognitive battery tailored to the needs of an underserved population. Clinicians will benefit from practical case examples that illustrate how bilingualism, cultural context, and sociolinguistic factors influence cognitive testing. This session promotes equitable service delivery by highlighting tools and strategies that reduce diagnostic bias and improve clinical accuracy when working with Filipino American clients, ultimately supporting more inclusive and effective dementia care.

Potential Risks: Potential risks include the limited generalizability of findings due to the small sample size of individuals with ADRD included in

the current phase of the study. While the CATS Battery was developed using community-based participatory methods, it is still undergoing validation and has not yet been standardized across broader clinical populations within the community of Tagalog-English-speaking individuals with ADRD. As such, clinicians should interpret preliminary findings with caution and avoid overgeneralizing results to all Tagalog-speaking adult clients at risk for dementia. Additionally, cultural and linguistic factors are highly individualized, and reliance on any single assessment tool may still overlook important client-specific variables if not used alongside comprehensive clinical judgment.

12:15-1:45

Effects of Bilingualism on English Connected Speech Samples in Adults

Presenters: Eduardo Europa, San José State University; California Speech Language Hearing Association (CSHA)
Aylín Rojas, San José State University
Jesus Carrillo, San José State University

Bilingualism influences language production across all languages a person speaks, making comprehensive assessment essential for bilingual adults with neurogenic communication disorders. However, practical constraints such as limited time, appropriate tools, and availability of bilingual clinicians may result in evaluations being conducted only in English. Connected speech tasks (e.g., picture descriptions, narratives) are crucial components of a comprehensive evaluation because they offer rich linguistic data that reflect real-world language use and may be clinically informative. This presentation explores how bilingualism influences English connected speech in cognitively healthy Spanish-English and Tagalog-English bilingual adults. Using self-reported measures of language history, use, proficiency, and attitudes, the study investigated their relation to lexical, syntactic, and fluency features in two connected speech tasks: picture description and narrative. Findings will provide preliminary normative data and inform culturally responsive assessment practices, with implications for identifying and characterizing communication impairments in bilingual adults with acquired neurological conditions.

Instructional Level: Intermediate

Track: Acquired Language Disorders in Adults

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Identify key bilingualism variables that influence connected speech production in English.

- Discuss how study findings may inform equitable diagnostic practices for bilingual adults.
- Evaluate the potential of connected speech analysis as a tool for assessing bilingual adults.

Potential Benefits: Benefits of this session include greater insight into how bilingualism influences naturalistic English language production, which may support more accurate and culturally responsive assessment of bilingual adults with neurogenic communication disorders. Attendees will learn about methods for analyzing connected speech and identifying key bilingualism variables that impact language production, potentially improving diagnostic accuracy and treatment planning and outcomes. Clinicians will benefit from preliminary normative data on English connected speech in Spanish-English and Tagalog-English bilingual adults, two communities with a large presence in California, enhancing their ability to deliver equitable, individualized care.

Potential Risks: Potential risks of this session include the reliance on self-reported data, which may introduce subjective bias and limit generalizability to clinical populations with different language backgrounds. The presented findings are based on cognitively healthy adults and may not directly translate to individuals with neurogenic communication disorders. Our study's sample size and focus on specific bilingual groups (Spanish-English and Tagalog-English) may also limit applicability to broader populations.

12:15-1:45

Emotional Verbal Fluency in Balanced Greek-English Bilingual Adults

Presenters: Zoi Gkalitsiou, Cal State East Bay
Sophia Lopez, Cal State East Bay

Twenty-five Greek-English young adult bilinguals (age range: 21 to 48 years old) with Greek as their first language and balanced proficiency in both Greek and English performed an emotional verbal fluency task to investigate their emotional memory and retrieval ability. The emotions joy, anger, sadness, fear, and disgust were given in English and Greek. Participants had 60 seconds to list words that describe each emotion. Preliminary results showed that participants produced a similar number of responses in Greek and English. More responses were produced in joy compared to any other negative emotion and this trend was seen in Greek as well as in English, confirming the positivity bias effect seen in other studies.

Instructional Level: Introductory

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Describe the details and involved processes of an emotion fluency task
- Summarize the findings of the study
- Discuss the importance and clinical implications of the use of an emotion fluency task in bilingual speakers

Potential Benefits: There are no direct benefits to the participants who will attend this session; however, participants will learn about emotional processing and lexical access in bilingual speakers.

Potential Risks: There are no direct risks for participants attending the session. The focus of this session is to better understand how bilingual speakers store, access and retrieve emotional words; therefore, direct clinical application is not applicable. In addition, participants who are not familiar with the emotional verbal fluency task may have harder time following the session's content (even though all terms will be explained).

12:15-1:45

Outcome Measures in Group Treatment of Aphasia: A Scoping Review

Presenters: Amber Richardson, University of California San Francisco (UCSF Health), San Francisco, CA

In a scoping review we examined outcome measures used to assess impairment level language changes and communication participation changes in adults with chronic, stroke-induced aphasia who participated in group therapy. Fifty-two studies met inclusion criteria and were examined for outcome measure utilization and significance of change. Measures were categorized as impairment-based, participation-based, quality of life, and discourse. Type of group (intensive vs. non-intensive) and treatment target (structured constraint induced vs. less structured social communication) may influence both the outcome measure selected and the amount of observed language and communication change. Comparison of significance across studies suggests gains observed on impairment measures may not support improvement in discourse or participation, which group treatment is considered uniquely suited to support.

Instructional Level: Intermediate

Track: Acquired Language Disorders in Adults

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Identify four categories of outcome measures used in group treatment
- Recognize patterns of significance in outcome measurement in group therapy
- Discuss the relationship between different outcome measures and behaviors targeted in group treatment.

Potential Benefits: Providers may select alternative outcome measurement tools when assessing progress in group treatment of aphasia

Potential Risks: Access to alternative outcome measurements may be limited due to paywalls/access constraints

12:15-1:45

Vocal Fatigue Analysis in TV Anchors Using Machine Learning Technologies

Presenters: Zhaojing Liu, Macao Polytechnic University
Lan Gao, University of California San Diego

This session explores the use of machine learning technologies to detect vocal fatigue through analysis of voice recordings taken before and after voice usage. Attendees will learn about key acoustic features such as MFCCs and spectral energy changes, as well as the implications of automated voice monitoring for vocal health. The session offers insights into interdisciplinary collaboration between speech-language pathology, media performance, and AI, and opens dialogue about scalable, tech-based solutions for voice preservation in high-demand communication professions.

Instructional Level: Intermediate

Track: Voice, Resonance, and Upper Airway

Session Type: Poster Session

Learner Verb and Learning Objectives:

- Recognize how machine learning—particularly Google Teachable Machine—can be applied to classify vocal conditions such as pre- and post-training voice states, offering a practical framework for accessible AI in voice research.
- Identify key acoustic markers (e.g., MFCCs, jitter, shimmer) associated with vocal fatigue and understand their relevance in objective voice health assessment.
- Evaluate the potential benefits and limitations of integrating AI tools into vocal pedagogy and speech-language pathology, including implications for real-time monitoring and personalized vocal training.

Potential Benefits: A potential benefit of this study is the development of an accessible, non-invasive tool for early detection of voice fatigue

in broadcast professionals, which could help prevent long-term vocal damage and support more sustainable vocal practices in high-demand speaking environments.

Potential Risks: A potential risk of this study is that automated voice analysis tools may not fully capture contextual nuances—such as emotional tone or background noise—that can influence vocal characteristics. While machine learning offers valuable objectivity, it should ideally complement, rather than replace, expert judgment in assessing vocal fatigue.

1:45-3:15

Maximizing Music and Movement to Support Routines In Early Learning

Presenters: Chris Coyle, Los Angeles County Office of Education

This interactive session highlights how music and movement can serve as powerful tools to connect young children with classroom routines, peers, and their own self-regulation. Drawing on current neuroscience research and developmental frameworks, the presenter will demonstrate how rhythmic and musical activities support executive function, attention, and engagement—skills critical to speech-language and social-emotional development. Participants will explore how intentional use of songs and movement supports smooth transitions, positive behavior, and participation across settings. Attendees will access a curated digital library of developmentally appropriate songs and movement activities, with guided demonstrations for immediate classroom use and collaboration. This session emphasizes interprofessional collaboration between educators and SLPs to reinforce inclusive, engaging, and evidence-based practices in early childhood settings. Aligned with the CSHA 2026 theme "Connect!", this workshop bridges the gap between research and practice, speech and classroom instruction, and children's needs and joyful, regulated participation in learning environments.

Instructional Level: Introductory

Track: Clinical/ Professional Issues: School-Based

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe how music and movement support executive function and speech-language development in early learners.
- Identify at least three developmentally appropriate songs or routines that can be used to support classroom transitions.
- Explain how to collaborate with educators to embed music/movement strategies into inclusive early learning environments.

Potential Benefits: Enhances children's engagement, language use, and transitions through structured sensory-motor strategies. Strengthens interprofessional collaboration between SLPs, educators, and families. Supports inclusive classroom practices aligned with early learning standards.

Potential Risks: Some children may become overstimulated by certain music or movement activities if not carefully selected. Strategies may need to be adapted for children with specific sensory processing or motor challenges.

1:45-3:15

Behavioral Cough Suppression Therapy 101: A Primer for SLPs

Presenters: Marie Jette, University of Colorado Anschutz Medical Campus

Behavioral cough suppression therapy (BCST) is effective for treating refractory chronic cough; however, speech-language pathologists (SLP) are not commonly trained in BCST during their graduate training programs. This introductory seminar will train novice SLPs and graduate students in the basics of BCST for treating refractory chronic cough.

Instructional Level: Introductory

Track: Voice, Resonance, and Upper Airway

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- State basic biology and physiology of refractory chronic cough.
- Demonstrate simple techniques for cough suppression.
- Discuss alternate therapies for refractory chronic cough.

Potential Benefits: -Addresses an Underrecognized Need: BCST is an effective but underutilized therapy for refractory chronic cough (RCC). Many speech-language pathologists (SLPs) currently lack training in this area, so the seminar fills an important educational gap. -Improves Patient Quality of Life: RCC severely impacts quality of life, leading to emotional and physical complications like depression and urinary incontinence. Teaching SLPs to implement BCST can reduce cough frequency/severity, directly benefiting patients. -Multidisciplinary Collaboration: Training SLPs in BCST fosters collaboration between physicians and SLPs, potentially reducing redundant, costly medical tests and ineffective treatments, streamlining patient care. -Empowers

Novice Practitioners: The seminar is designed for beginners, providing foundational knowledge and practical techniques. This increases the number of trained professionals who can provide BCST, expanding patient access. -Cost-Effective Intervention: Behavioral therapies like BCST typically have low risk and can reduce the need for expensive medications or invasive procedures, benefiting healthcare systems financially.

Potential Risks:

-Limited Scope of a 90-Minute Seminar: The seminar is brief and introductory, which may not be enough for attendees to achieve full competence in BCST without further training or supervision. -Potential for Incomplete Clinical Application: Without extensive clinical experience, some novice SLPs might misapply BCST techniques or not recognize when to refer patients for medical evaluation, risking suboptimal outcomes. -Overreliance on SLP Intervention: While BCST is valuable, RCC is complex and may require multidisciplinary management. There's a risk that emphasizing BCST might cause some providers to overlook necessary medical or pharmacological treatments. -Patient Variability and Compliance: Behavioral therapies require patient motivation and adherence. The seminar might not address how to manage non-compliant patients or those with cognitive/communication barriers. -Lack of Hands-On Training: The seminar format may not provide sufficient practical experience or feedback, which is often necessary for mastering behavioral techniques.

1:45-3:15

Shared Connection: Ethics, Collaboration, Leadership in the SLP-SLPA Partnership

Presenters: Darla Hagge, California State University, Sacramento
Jennifer Ratcliff, SPG Therapy and Education

As demand for speech-language services grows, the relationship between speech-language pathologists (SLPs) and speech-language pathology assistants (SLPAs) is more critical than ever. This 90-minute supervision seminar supports both SLPs and SLPAs in strengthening their collaborative practice through ethical supervision, open communication, and shared leadership. Guided by ASHA's Scope of Practice, Supervision Requirements, and Code of Ethics—as well as the California Code of Regulations—participants will explore dynamic supervision models, role clarity, and evolving responsibility. Through role-play, reflection, and practical planning, the session fosters respectful, well-structured partnerships that enhance service quality, job satisfaction, and client outcomes. Emphasis is placed on reciprocal growth, clear delegation, and adaptive supervision strategies. Ideal for professionals seeking to align with current best practices while cultivating empowered, ethical working relationships.

Instructional Level: Intermediate

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify key ethical responsibilities and boundaries in the SLP–SLPA relationship (ASHA, 2020a, 2023).
- Describe strategies for building mutual respect and equitable communication (Schouten, 2021; Wheat, 2018).
- Apply collaborative supervision principles to real-world case examples (Jackson, 2025; McCready, 2007).

Potential Benefits: Potential benefits may include increased understanding and clinical application of the role of SLPA and supervising SLPs with the ultimate impact on improved clinical practice and enhanced client outcomes.

Potential Risks: Potential risks may include mis- or poor application of learning principles into clinical practice.

1:45-3:15

Say It with Joy: Using AAC to Build Connection

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

Come share ideas to make AAC fun, meaningful, and socially alive. This session explores ways AAC becomes a bridge to connection—through storytelling, planning silly pranks, playing DJ, gossiping, and more. You'll hear how clients use AAC to build friendships, connect over social media, and participate in everyday life. Through real-life examples and practical strategies, we'll show how to shift AAC beyond drills and into activities that matter. Discover how communication can spark joy, play, and real engagement—at school, at home, and in the community. Walk away with fresh ideas to make AAC part of the moments people care about most. Let's stop practicing words and start using them to connect.

Instructional Level: Introductory

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the benefits of integrating AAC into meaningful, socially engaging activities.
- Identify real-world strategies for using AAC to support play, connection, and self-expression.
- Explain how a participation-focused approach to AAC can promote autonomy, confidence, and relationship-building for individuals with complex communication needs.

Potential Benefits: This session provides clinicians with experience-based strategies to make AAC more engaging, personal, and socially meaningful for users of all ages. Attendees will benefit from real-world examples that demonstrate how AAC can support connection through storytelling, humor, music, social media, and play. By shifting away from drill-based routines and toward authentic, participation-focused communication, clinicians may enhance client engagement, motivation, and social confidence. These approaches align with neurodiversity-affirming practices and can strengthen relationships across settings—supporting inclusion, autonomy, and quality of life for individuals with complex communication needs.

Potential Risks: This session focuses on experience-based strategies and anecdotal examples rather than standardized intervention protocols. While many of the activities described are engaging and client-centered, they may not generalize across all AAC users, especially those with limited language representation or unfamiliarity with the communication system. Implementing play- and connection-based AAC activities without sufficient modeling, support, or individualization may result in frustration or reduced communicative success. Clinicians should use professional judgment and ongoing assessment to tailor these strategies to the needs, preferences, and developmental levels of each individual.

1:45-3:15

Documentation: Connecting Service & Accountable Charting in Healthcare

Presenters: Mimi Tran-Raga, University of the Pacific

This course will empower SLPs to explore how to describe their skilled interventions for swallow and communication disorders in the healthcare setting. The saying goes “If it is not in writing, it didn’t happen” reverberates throughout our daily practice. SLPs must also consider ethical decision making which guides professional conduct. SLPs are accountable for providing high quality service with supportive documentation reflecting clinical competence. There will be discussion regarding effective charting including clinical and functional status, justification for services, objective goal setting, and DC

planning. There will be a brief review on the latest Medicare guidelines and policies regarding documentation and reimbursement for SLP services.

Instructional Level: Intermediate

Track: Clinical/Professional Issues: Medical Settings

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Examine ethical decision making which aligns with their core values and guide professional conduct when providing services and documenting said services.
- Describe how to formulate objective goals based on evaluation results, how to progress goals, justify skilled services and extension of care as indicated.
- Apply principles of accountable documentation to adhere to Medicare guidelines for reimbursement.

Potential Benefits: This session may benefit clinicians in improved knowledge of objective documentation of skilled services performed in the healthcare setting which may enhance clinicians' ability to formulate goals and justify the need for skilled services. Clinician would benefit from discussion regarding ethical decision making, codes of ethics, morals, and competency in services being provided. Clinicians may benefit from a review of the latest Medicare guidelines and policies regarding documentation and reimbursement for SLP services.

Potential Risks: Potential risk might include: clinicians may demonstrate difficulty with understanding subjective versus objective documentation. There are many documentation platforms being used by healthcare settings, clinicians may have difficulty implementing documentation techniques from the content of this presentation.

1:45-3:15

WITHDRAWN: Virtual Magic: Engagement Strategies That Work in Teletherapy

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

This session invites speech-language pathologists to explore the “magic” behind student engagement in teletherapy. Participants will discover evidence-based strategies to connect more deeply with students, collaborate across teams, and create virtual therapy sessions that are as fun as they are functional. Presenters will demonstrate proven engagement techniques and showcase how to transform screen time into meaningful, goal-driven learning. Using real-life examples and interactive tools,

participants will leave with a refreshed approach to session planning, greater confidence in their tech setup, and a toolkit of ideas for sparking motivation in diverse learners. Whether you're new to teletherapy or seeking creative ways to reenergize your sessions, this presentation will offer practical, research-supported solutions you can use tomorrow.

Instructional Level: Introductory

Track: Clinical/ Professional Issues: School-Based

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify three evidence-based strategies for engaging students in virtual speech therapy.
- Describe how to adapt traditional in-person tools for interactive online use.
- Develop a flexible session plan using high-engagement teletherapy activities aligned with IEP goals.

Potential Benefits: Potential Benefits: Participants will gain practical, evidence-based strategies to increase engagement in teletherapy. Students may benefit from more personalized and motivating therapy sessions. School teams may experience improved service collaboration through shared engagement strategies.

Potential Risks: Potential Risks: Minimal; participants may need to adapt or trial tools to fit their unique caseloads or platforms. Implementation success may vary based on access to technology and training.

1:45-3:15

Voices from the Bedside: Exploring An SLP's Journey Through End-of-Life Care

Presenters: Marcella McCollum, San Jose State University
Susan Youssef, The Stepping Stones Group

Dive deep into the realities of hospice care through the eyes of an SLP care partner in this insightful interview. Through a facilitated interview with an SLP who served as a care partner during her father's hospice journey, we'll explore how empathetic bedside manner builds crucial connections, and why mastering healthcare literacy is paramount for effective communication with clients and their families. The session also addresses the pervasive caregiver burden and the urgent need for advocacy within our healthcare system. SLPs will leave with a profound understanding of the care partner's journey, inspiring collaborative strategies and enhanced professional practice to truly connect with and support individuals and families at end-of-life.

Instructional Level: Introductory

Track: Clinical/Professional Issues: Medical Settings

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Analyze the profound impact of healthcare professionals' bedside manner and communication clarity on the emotional well-being and decision-making of care partners in end-of-life care settings.
- Recognize the multifaceted caregiver burden and advocacy challenges faced by care partners within the healthcare system, fostering a greater understanding of their needs in professional roles.
- Identify effective strategies to improve healthcare literacy and reduce the burden of medical jargon for care partners, thereby facilitating more compassionate communication in clinical practice.

Potential Benefits: Potential benefit: heightening the awareness of the importance of the communication between caregivers, family members and our allied health professionals and increasing advocacy and patient/care partner outcomes.

Potential Risks: Potential risks: overgeneralization. This presentation, although validated with research, is about one person's experience and could be overgeneralized.

1:45-3:15

SLPs Facing Ethical Issues in Dysphagia in Post-Acute Settings: SNF/LTC

Presenters: Sonal Pathak, SLP at Alameda Health System

This session explores the ethical challenges speech-language pathologists (SLPs) face in skilled nursing facilities (SNFs), particularly regarding billing, documentation, and service delivery. Attendees will examine the pressures SLPs encounter to use inappropriate diagnostic and procedural codes, perform group or co-treatment sessions without clinical justification, and meet unrealistic productivity standards. These practices conflict with ASHA's Code of Ethics and compromise patient-centered care. The session will also address systemic issues such as limited access to instrumental evaluations, fabricated service minutes, and externally dictated treatment frequency. Through real-world examples and evidence-based recommendations, this session will empower SLPs to recognize unethical practices, advocate for clinical autonomy, and uphold ethical service provision. Practical strategies will be shared to navigate workplace pressures while maintaining professional integrity.

Instructional Level: Advanced

Track: Clinical/Professional Issues: Medical Settings

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify common unethical billing and documentation practices faced by SLPs in skilled nursing facilities and explain how they conflict with ASHA's Code of Ethics and federal regulations.
- Analyze the impact of administrative pressures, such as productivity standards and inappropriate treatment mandates, on clinical decision-making and patient-centered care.
- Apply evidence-based strategies and ethical decision-making frameworks to advocate for ethical service delivery, appropriate coding practices, and clinician autonomy in SNF settings.

Potential Benefits: This presentation will be especially valuable for Clinical Fellows (CFs) and newer speech-language pathologists (SLPs) as well as seasoned SLPs. Attendees will gain awareness of common ways rehabilitation companies may pressure clinicians to engage in unethical billing and documentation practices. By understanding these challenges, newer clinicians will be better equipped to recognize and prevent participation in unethical behaviors. This knowledge will empower them to uphold professional integrity, advocate for ethical practice, and make informed decisions that protect their careers and the patients they serve.

Potential Risks: Discussing ethical challenges and workplace pressures may cause discomfort or anxiety among participants who have experienced or are currently facing similar situations. Some attendees might feel concerned about their own professional practices or workplace environments. Additionally, addressing these sensitive topics could create tension if participants feel defensive or uncertain about how to respond to unethical demands. It is important to foster a respectful, non-judgmental environment during the session and provide resources for further support and guidance.

1:45-3:15

WITHDRAWN: More Than Drills: Supporting Speech Sounds Through Play and Connection

Presenters: Supreet Kaur, Grow and Shine Speech & Language Therapy, Inc.; San Francisco State University

Speech sound therapy doesn't just happen during drills or at the table - it happens through play, daily routines, conversation, and connection. This session focuses on making articulation practice functional and meaningful. We'll explore how to coach caregivers and teachers to support speech goals in natural, doable ways at home and school. You'll learn strategies to help kids build awareness of their mouths and bodies using visuals, simple explanations, and playful movement to teach speech mechanics. We'll also discuss how posture, breath, and regulation can support speech production, and how to link articulation goals to books, classroom vocabulary, and sound-loaded play. You'll leave with practical tools, including toy and book pairings, coaching scripts, and ideas you can use right away to make speech sound practice feel more fun, functional, and connected—across all the environments where kids live and learn.

Instructional Level: Introductory

Track: Motor Speech Disorders Across the Lifespan

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe at least three coaching strategies to support caregivers, teachers, or siblings in reinforcing speech sound goals during daily routines.
- Explain how to use visuals, movement, and body-based strategies to increase a child's awareness of articulatory placement, airflow, and posture.
- Identify ways to embed speech sound targets into books, classroom vocabulary, and play-based literacy routines.

Potential Benefits: Attendees will gain practical, research-informed strategies for integrating speech sound goals into play, routines, and literacy activities, promoting more functional and meaningful therapy outcomes. This session supports improved generalization and client engagement by focusing on naturalistic opportunities for speech practice and caregiver collaboration. Clinicians will benefit from tools and coaching strategies that align with family-centered care and are adaptable across home, school, and community settings. Additionally, participants will explore body-based and sensory-informed approaches to articulation therapy, which may enhance self-awareness and motor planning for speech, particularly in children with co-occurring sensory or regulatory differences. These methods foster more connected, neurodiversity-affirming therapy experiences that promote both speech development and positive relationships

Potential Risks: Without direct clinician oversight, there is a potential risk of reduced fidelity in implementation, which could impact progress. Additionally, while body-based and sensory-informed strategies are presented to support speech sound awareness, these

approaches may not be appropriate for all children—particularly those with sensory sensitivities or motor planning difficulties—without individualized assessment and clinical judgment. Strategies shared are based on clinical experience and emerging practices, some of which may not yet be validated through large-scale peer-reviewed research and may require adaptation to meet diverse client needs.

1:45-3:15

Improving Psychological Safety in Interdisciplinary Teams: Tips and Tricks

Presenters: Victor Lugo, San Francisco State University
Issac Straznickas, San Francisco State University

Speech-language pathologists and audiologists are expected to collaborate on interprofessional teams across a variety of settings, yet the emphasis on team collaboration in clinical research and practice in communication sciences and disorders (CSD) has been studied to a lesser extent. Although programs in CSD are required to provide interprofessional education, less is known about factors that determine the successes or failures of interdisciplinary teams, such as psychological safety. Psychological safety has been defined as a shared belief held by members of a team that the team is safe for interpersonal risk taking and influences the way in which team members share ideas and opinions, voice concerns, engage in problem solving, and offer constructive criticism and feedback. Thus, the purpose of this seminar is to review the team-based, collaborative research across disciplines and provide models and resources for researchers and practitioners to improve psychological safety within interdisciplinary teams.

Instructional Level: Introductory

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the conceptual frameworks and research literature specific to psychological safety and interdisciplinary practice.
- Summarize strategies for speech-language pathologists and audiologists to improve psychological safety within their interdisciplinary teams.
- Identify opportunities for communication, professional growth and learning within interdisciplinary spaces given real-world scenarios.

Potential Benefits: Practitioners and researchers may benefit from attending this session if they work in a hospital, school, or university setting and collaborate across disciplines. By learning strategies and

techniques for improve psychological safety, speech-language pathologists and audiologists may be able to more clearly and effectively communicate across disciplinary silos and gain the tools to lead interdisciplinary teams.

Potential Risks: Due to time constraints, this session may not be relevant to all speech-language pathologists and audiologists across all settings. As of right now, the seminar will focus primarily on the school and university settings, but will offer strategies that generalize to other work environments.

1:45-3:15

Private Practice: Do You Have The Right Insurance To Protect Your Business?

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

You've opened the doors to your private practice, built your policies and procedures manual and then catastrophe strikes. Do you have the right insurance coverage in place? General liability vs. professional liability? Rent vs. own, does it matter? Are you truly prepared? In this focused presentation, we'll explore the different types of insurance your business may need and outline the essential steps for creating an action plan following a major disaster. From fire to earthquakes to floods, each type of event can affect your business differently and may require tailored coverage. You'll learn key distinctions between coverage for renters and owners, understand critical business organizational needs, and leave with practical tools and resources to help you protect your practice and get back to work, faster and smarter.

Instructional Level: Intermediate

Track: Business & Practice Management: Private Practice

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the difference in insurance and how coverage will impact reimbursement for their business.
- Define insurance terminology used in contracts and insurance disputes.
- Create a plan of action for identifying and problem solving events related to identifying key areas of preparedness, immediate response, and recovery.

Potential Benefits: Benefit include better business preparedness to reduce business cost, reduce business closures and reduce clients missing services.

Potential Risks: None

1:45-3:15

Digesting the Details: Case-Based Thinking in Pediatric Dysphagia

Presenters: Jen Raminick, California Speech Language Hearing Association (CSHA); Medbridge; Children's Hospital of Orange County

Pediatric dysphagia affects children across developmental stages, impacting growth, nutrition, and quality of life. Recent research underscores its prevalence and complexity, particularly among children with prematurity, neurological conditions, craniofacial anomalies, and chronic respiratory disease. Beyond aspiration risk, dysphagia carries long-term developmental and psychosocial consequences, highlighting the need for timely, evidence-based care. This session bridges foundational knowledge with practical application, offering a dual focus on the principles of pediatric swallowing and the cultivation of clinical reasoning through case studies spanning infancy to adolescence. Participants will explore strategies for early identification, differential diagnosis, and safe intervention planning while practicing guided reasoning exercises that promote reflection and adaptability. Emphasis will be placed on risk assessment, weighing aspiration risk against patient-specific factors. By linking evidence with interactive problem-solving, this presentation equips clinicians with tools to navigate complexity, integrate multidisciplinary perspectives, and deliver individualized care for children with swallowing disorders.

Instructional Level: Intermediate

Track: Swallowing and Feeding Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the prevalence, risk factors, and clinical impact of pediatric dysphagia across developmental stages.
- Apply evidence-based frameworks and critical thinking strategies to case-based examples of pediatric dysphagia
- Integrate current literature on risk assessment and host defenses into individualized care planning.

Potential Benefits: Knowledge Integration: Helps participants connect textbook knowledge with real-world case reasoning. Practical Application: Case studies across developmental stages make content directly relevant to clinical practice. Critical Thinking Development: Structured reasoning exercises promote adaptability beyond rote application of guidelines.

Potential Risks: None known

1:45-3:15

Understanding & Treating Communication Apprehension in People Who Stutter

Presenters: John Gomez, Cal State LA; Los Angeles Unified School District

Communication Apprehension (CA) is one of the best-researched conditions in the field of communication, and understanding it better will help your clients who stutter work toward holistic goals that will help them engage better in their lives. In the field of Speech-Language Pathology, it is widely acknowledged that people who stutter can have a variety of fears when speaking with others. Communication apprehension offers a formalized way of looking at these fears to identify how they impact one's communication competence. This session will include an overview of the various elements of communication apprehension and ideas for intervention. If you are feeling stuck in your treatment of stuttering, this course may offer a new dimension to consider.

Instructional Level: Introductory

Track: Fluency

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify the relationship between Communication Apprehension and individuals who stutter.
- Describe the types of Communication Apprehension: audience-based, context-based, situational, and trait-like
- Identify ways to help their clients reduce or eliminate Communication Apprehension.

Potential Benefits: The benefits of eliminating or reducing communication apprehension are improved participation in life for people who stutter at home, in the workplace, and in all interpersonal relationships.

Potential Risks: Some clients may want stuttering treatment that only focuses on the physical manifestations of stuttering. The treatment of communication apprehension is accomplished through holistic stuttering therapy and may not target fluency directly enough for some clients.

3:30-5:00

Picture This: Clear Aspiration Signs for Improved Compliance

Presenters: Kaitlin Valdez-Sanqui, City of Hope
Taylor Wilde, City of Hope

This presentation highlights a quality improvement initiative within the acute oncology setting led by speech-language pathologists. The aim was to improve nursing and patient compliance through enhanced interprofessional collaboration and improved visual communication. In response to documented non-compliance events, the team revised aspiration precaution signage based on direct nursing feedback. Targeted in-services across at-risk hospital units were completed. Pre- and post-intervention data revealed a reduction in non-compliance events, underscoring the impact of clear signage and interdisciplinary education. Attendees will explore the critical role of nursing staff in dysphagia management and practical strategies for improving patient safety through visual tools and staff engagement.

Instructional Level: Intermediate

Track: Clinical/Professional Issues: Medical Settings

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Summarize the roles of nurses and SLPs in managing dysphagia and reducing aspiration risk in acute settings
- Analyze how staff feedback and collaboration can enhance aspiration signage and patient safety.
- Evaluate the impact of targeted in-services and visual communication tools on staff compliance, quality control, and dysphagia-related outcomes.

Potential Benefits: This presentation highlights the use of revised aspiration precaution signage as a low-cost, high-impact tool for improving dysphagia management within the acute care setting. Clinicians will gain insight into interprofessional education methods, such as targeted in-services, that can promote collaboration between nursing staff and SLPs. Attendees will benefit from exposure to signage design strategies, informed by frontline staff, that may enhance procedural compliance and patient safety. This session also offers a replicable model for clinicians seeking to implement collaborative, data-driven solutions in acute care settings.

Potential Risks: This presentation describes a quality improvement project conducted within an acute oncology hospital, which may limit generalizability to other settings due to differences in staff

engagement, institutional resources, and patient populations. The project focused on aspiration precaution signage which may not be applicable in all clinical environments, particularly where signage use is restricted by institutional policy. Additionally, as data collection is still in progress, current findings are preliminary and may not reflect the long-term impact of the intervention. The small sample size and informal nature of the nurse feedback surveys also present limitations in terms of the reliability of the methods used.

3:30-5:00

Make a Difference - Help Young Stutterers in Schools Despite Systemic Barriers

Presenters: Leslie Lockwood, SpeakRiverside Speech Therapy

The purpose of this presentation is to empower school-based SLPs and SLPAs with evidence-based reasoning and practical guidance to advocate for and deliver stuttering intervention services to children under the age of 6. Drawing on research and clinical experience, this session will explore the critical importance of early intervention for young children who stutter.

Instructional Level: Intermediate

Track: Fluency

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the rationale for prioritizing early education with children who stutter.
- Apply learned knowledge in clinical practice with young children who stutter.
- Describe potential roadblocks that exist within the school system that may prevent SLPs and SLPAs from adequately serving young children who stutter.

Potential Benefits: Attendees will benefit from: Gaining further information about why young children who stutter need to be served. (THE WHY) The opportunity to learn methods for working with young children who stutter and strategies for dealing with roadblocks that may prevent them from serving them. (THE HOW) Young children who stutter as a whole might benefit from improved access to speech therapy at an earlier age, potentially preventing a lifetime of stuttering. (THE FUTURE)

Potential Risks: Providing speech therapy in schools takes students away from general education instruction.

3:30-5:00

Empowering Patients to Self-Advocate Through Disability Identity

Presenters: Joyce Ko, Aspen; American Speech-Language-Hearing Association (ASHA); ASHA API Caucus; ASHA Disability Caucus

A majority of the individuals we serve as speech-language pathologists are disabled—some newly, some lifelong. As they prepare to re-enter academic or workplace settings, SLPs are uniquely positioned to support more than just communication—we can also guide clients in self-advocacy and implementation of accommodations. Whether your client is navigating new barriers or saying, “I want to go back to school/work,” this session will explore how to foster empowerment through practical, person-centered strategies. We’ll define key terms such as ableism, accommodations, and disability identity, and discuss how these concepts relate to clinical outcomes. Attendees will leave with tools to support clients in identifying barriers, requesting accommodations, and developing their voice as self-advocates across settings.

Instructional Level: Intermediate

Track: Acquired Cognitive Communication Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify common barriers faced by individuals with disabilities and describe the role of accommodations across educational, workplace, and community settings.
- Define disability identity and explain its relationship to communication, self-advocacy, and empowerment in rehabilitation.
- Discuss current practices and challenges related to supporting stroke and TBI survivors in returning to work, including employer responsibilities and accommodations.

Potential Benefits: This session introduces an evidence-informed framework for addressing self-advocacy within executive functioning, which may improve treatment efficacy, client engagement, and the transition from therapy to discharge. Participants will gain tools to support disability identity and foster acceptance—leading to improved client quality of life. Clinicians will be equipped with real-world case examples, TBI-specific treatment adaptations, and resources for immediate use. The approach promotes more equitable and person-centered care across educational, workplace, and community settings.

Potential Risks: There is a risk of overgeneralizing strategies without adequate individualization. Clinicians must be mindful of each client's readiness, cognitive profile, and emotional state to ensure appropriate pacing. Discussions of identity and ableism may be sensitive and should be approached with cultural humility and trauma-informed principles.

3:30-5:00

What's (Mis)Trust Got To Do With It: Strengthening Connections

Presenters: Cindy Esquivias, ASHA; Stanford Medicine Children's Health
Ruchi Kapila, Kapila Voice and Speech Services, Professional Corporation; Trans Voice Initiative (TVI); LGBTQIA+ Caucus of ASHA (L'GASP); Disability Caucus
Oneida Chi, Stanford Children's Hospital; Lyon Martin Community Health Center; San Francisco State University; Santa Clara County Gender Health Center

Speech-language pathologists (SLPs) are uniquely positioned to provide critical services across the lifespan. However, access, engagement, and outcomes are often shaped by patients' trust, or lack thereof, in the healthcare system. This session highlights the need for a culturally responsive, trauma-informed framework where SLPs can acknowledge and address medical mistrust. By examining the historical and sociocultural roots of mistrust as they relate to vulnerable communities, this session aims to equip SLPs with the context and tools necessary to build authentic rapport and foster connection with patients, clients, and their families. Presenters will explore case studies and scenarios to illustrate how mistrust impacts engagement, goal setting, and outcomes. Attendees will learn specific strategies for enhancing cultural responsiveness in therapy, including communication approaches that build trust, honor family values, and invite shared decision-making.

Instructional Level: Introductory

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the historical and sociocultural roots to various areas of medical mistrust and its impact on engagement in speech-language pathology services.
- Develop a plan for incorporating harm reduction approaches to one's practice and supporting caregiver participation.
- Use advocacy resources to combat medical mistrust within healthcare institutions using community-sourced guidance.

Potential Benefits: increased client and patient engagement with healthcare providers, harm reduction engagement, increased cultural responsiveness

Potential Risks: Inadequate intervention, potential lack of community feedback, defensiveness in the session participants

3:30-5:00

GLP in AAC: Controversy, Questions, and Clinical Applications

Presenters: Nadia Townsend, California Speech Language Hearing Association (CSHA); Cupertino Union School District (CUSD); Townsend Speech Therapy; Rocky Mountain University of Health Professions (RMUoHP); San Jose State University; Growing With AAC
Zoe Giatis, California Speech Language Hearing Association (CSHA); Cupertino Union School District (CUSD); San Jose State University; Growing With AAC

This presentation will explore Gestalt Language Processing (GLP) and its impact on Augmentative and Alternative Communication (AAC). We will define GLP, discuss why it's a controversial topic, and examine both sides of the ongoing debate. The session will highlight the current evidence surrounding GLP, clarifying what we know and what remains uncertain. Finally, we will provide practical insights on how GLP principles can be integrated into AAC therapy, offering strategies for clinicians working with individuals using AAC systems. Attendees will leave with a deeper understanding of GLP and tools to enhance AAC therapy using its principles.

Instructional Level: Intermediate

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Define Gestalt Language Processing (GLP) and explain its key concepts, particularly in relation to language development and communication patterns in neurodiverse individuals using Augmentative and Alternative Communication (AAC).
- Analyze the controversy surrounding GLP by exploring both sides of the debate on its application in AAC therapy, including the supporting evidence and critiques.
- Apply certain GLP principles to AAC therapy by identifying practical strategies for clinicians to enhance communication support for neurodiverse individuals, including modeling holistic language and acknowledging all communication.

Potential Benefits: This presentation offers clinicians a balanced, research-informed exploration of Gestalt Language Processing (GLP) within AAC therapy, equipping them with the knowledge to navigate a complex and often controversial topic. Attendees will benefit from a clear understanding of GLP principles, practical strategies for implementation, and insight into both the potential advantages and limitations of the approach. By fostering critical thinking, encouraging evidence-based decision-making, and promoting neurodiversity-affirming practices, the session empowers clinicians to make more informed, individualized therapy choices, ultimately enhancing their confidence, clinical judgment, and ability to support neurodiverse communicators.

Potential Risks: Given the ongoing debate around Gestalt Language Processing (GLP) in AAC, there is potential for attendees to oversimplify or misinterpret the framework, applying it too broadly or without sufficient clinical discernment.

3:30-5:00

Corpus Callosum: Making the Connection Across the Lifespan

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

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

Instructional Level: Advanced

Track: Special Populations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Define the different types of disorders of the corpus callosum.
- Define 3 main social skills difficulties in individuals over the course of their life for individuals living with DCC.
- State four intervention strategies used in therapy for individuals with DCC.

Potential Benefits: Client improves communication and improves general quality of life. Therapist learns about a corpus callosum and speech and language therapy and how to develop skills of social communication and help their clients and families through adulthood.

Potential Risks: Current material presented is based on therapist personal and current research. There is limited research on social skills and individuals with disorders of the corpus callosum.

3:30-5:00

WITHDRAWN: Expanding Access to Speech Therapy Through Legislative Advocacy

Presenters: Maya Chupkov, Proud Stutter
Johnnie Pina, Proud Stutter
Zoi Gkalitsiou, University of California East Bay

As government programs face increasing pressure to downsize, speech-language pathologists and their clients are often left navigating gaps in care—especially for people who stutter. This session will emphasize the urgency of advocacy for our profession and the individuals we serve by spotlighting a growing legislative movement to expand insurance coverage for speech therapy. Participants will learn from real-world examples, including the advocacy work of Michael Kidd-Gilchrist, a former NBA player and person who stutters, who successfully led policy change in multiple states. We'll explore how this can be applied in California, where a coalition is forming to pass similar legislation in California. Attendees will leave with concrete tools to take action—whether by partnering with clients and families, engaging in state-level advocacy, or using their professional expertise to influence policy. Together, we'll examine how SLPs can move beyond the therapy room to connect with legislators and advance equitable access to care.

Instructional Level: Intermediate

Track: Equity, Inclusion, and Cultural-Linguistic Diversity

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify current gaps in public and private insurance coverage that limit access to speech therapy for people who stutter.
- Demonstrate how to craft a brief advocacy message to a legislator using clinical experience and/or client-centered storytelling.
- Explain how to access and use advocacy tools, including fact sheets, templates, and talking points, to engage in policy change at the state level.

Potential Benefits: Attendees will benefit from exposure to real-world case studies and legislative strategies that illustrate how speech-language pathologists can play an active role in expanding access to speech therapy through public policy. This session will provide tools for engaging ethically and effectively with legislators, empowering clinicians to advocate for system-level changes that reduce barriers to care—especially for people who stutter and other underserved populations. Clinicians will gain practical advocacy skills that align with ASHA’s Code of Ethics and expand their impact beyond the therapy room, supporting improved access, treatment equity, and long-term outcomes for clients. Participants will also benefit from examples of interdisciplinary collaboration and will leave with a resource toolkit to support their continued involvement in advocacy at the local and state level. This session will support more equitable service delivery, increase awareness of how policy directly affects clinical practice, and help SLPs feel more confident and prepared to influence decisions that shape access to care.

Potential Risks: This session will present real-world legislative case studies and advocacy strategies that, while grounded in lived experience and professional collaboration, may not yet be widely validated through peer-reviewed research or standardized within clinical practice. Legislative outcomes and policy implementation may vary across states, and the strategies discussed may not generalize across all advocacy contexts. Additionally, encouraging clinicians to engage in advocacy work may present ethical and professional considerations, particularly around the use of client stories. If not approached with appropriate consent, confidentiality safeguards, and respect for client autonomy, there is potential for ethical missteps. The session will address these risks directly and offer guidance on maintaining client privacy and adhering to ASHA’s Code of Ethics when participating in public advocacy efforts. Finally, individual clinicians may face institutional or employer-related limitations when participating in policy advocacy, and should consider workplace policies and professional boundaries when applying the strategies discussed.

3:30-5:00

Building FEES Services in the NICU: Lessons in Leadership, Systems, and Care

Presenters: Jenan Maaz, Community Medical Centers

What does it take to bring a FEES program into the NICU? This session follows the real-world journey of establishing a bedside FEES service in a Level III NICU, including the clinical, operational, and collaborative challenges faced and how they were overcome. Learn how to coordinate collaboration across disciplines to secure buy-in, align protocols with hospital standards, and ensure safe, high-quality care for vulnerable infants. Whether you're starting from scratch or exploring expansion of your feeding program, this session offers insights, workflow practice, and a transparent look at the implementation process from pilot phase to full integration.

Instructional Level: Advanced

Track: Clinical/Professional Issues: Medical Settings

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the 3 key steps involved in developing and implementing a FEES program in a Level III NICU.
- Identify 2 interdisciplinary roles and strategies for effective collaboration during FEES program initiation.
- Explain 3 common administrative and clinical challenges in NICU FEES program development and methods to address them.

Potential Benefits: This session aims to empower clinicians and administrators to confidently initiate their own NICU FEES programs by providing practical guidance and real-world strategies. Attendees will be inspired to lead change within their institutions and improve care for medically fragile infants. Additionally, the presentation encourages the formation of a collaborative network of professionals dedicated to sharing resources, troubleshooting challenges, and advancing best practices in NICU instrumental swallowing evaluation. By fostering this community, we can collectively enhance program development, clinical outcomes, and interdisciplinary teamwork across institutions.

Potential Risks: Potential risks associated with this presentation include the variability in institutional resources and support, which may limit some attendees' ability to immediately implement a FEES program. Additionally, while this session shares practical strategies and real-world experiences, some aspects of program

development may require adaptation to fit local policies, staffing, and patient populations. Attendees should consider that clinical protocols and safety procedures may differ between institutions, and strict adherence to current hospital regulations and infection control standards is essential when performing FEES in fragile neonates. Lastly, the presentation relies on preliminary outcome data and anecdotal experiences, which may not be generalizable to all NICU settings.

3:30-5:00

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

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

This seminar is recommended 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: Introductory

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe describe the expectations of the California State Licensing Board, including how to prepare for the online application process and required forms for RPE temporary license holders.
- Explain the SLPCF Report and Rating Form, as well as the necessary steps for accurately submitting their application to ASHA for certification.
- Identify the support and documentation required from their supervisor for both the RPE with the California State Board and the CF Experience with ASHA.

Potential Benefits: The second-year graduate student attendee would benefit from being made aware of all timelines, requirements, and expectations for the RPE/CF year for both the California State

Board and ASHA. Understanding the expectations of ASHA's CFSI would ensure they are advocating for mentorship for all evaluated areas required to be monitored over the experience. The attendees will benefit from direction on the RPE process, gaining valuable guidance and direction on the timeline to maximize potential career opportunities. This seminar will also teach the graduate student how to advocate for supervision unique to their own professional growth. They will also have opportunities to ask specific questions about each area covered during the seminar.

Potential Risks: There are no potential risks related to the content of the presentation. This presentation is informative to ensure the graduate students are aware of published timelines and requirements to ensure licensure and certification as well as the supervisor/mentor requirements for both the state board and ASHA.

3:30-5:00

How are Metacognition, Language, and Self-Regulation Related?

Presenters: Michelle Winner, American Speech-Language-Hearing Association (ASHA); ASHA Sig 1 Language Learning and Education; California Speech Language Hearing Association (CSHA)

Sophisticated learners use language to process and respond to what is going in their external world of the past, present, and possible future by not only attending to what is implied through explicit acts of social communication, but also by attending to the virtual social world inside their mind. How does our inner mind guide us toward problem solving how to self-regulate within the external social landscapes to meet our own social goals? By helping our students develop their inner language as a primary metacognitive tool, they can learn more sophisticated strategies to handle themselves in an endless range of social situations involving context awareness, perspective taking, and executive functions to foster improvement in self-regulation.

Instructional Level: Intermediate

Track: Considerations for Autistic Populations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe how social self-regulation is more than emotional self-management
- Explain why SLPs are uniquely qualified for helping students learn to use social metacognitive strategies

- Describe two lessons an SLP can use to foster metacognitive insights in their students about how the social world works

Potential Benefits: Attendees will benefit from practical clinical examples, informed through discussions and years of clinical experience working with our neurodivergent adolescent and adult clients. Our goal is to provide neuro-affirming practices as we learn about our client's personal experiences and desires while also recognizing that the help we provide must be dynamic; shifting how we teach based on feedback we encourage from our clients.

Potential Risks: Potential risks exists if this information is used with a client with lagging language and cognitive skills making it difficult for them to engage meta-cognitive thinking, resulting in the student becoming confused by the concepts discussed and possibly acting out due to boredom or frustration.

3:30-5:00

IEEs in Practice: Collaborative Strategies for School-Based and Independent SLPs

Presenters: Katherine McKernan-McCracken, California Speech Language Hearing Association (CSHA); North Star Speech and Language Pathology Center, Inc.
Sarah Bishop, California Speech Language Hearing Association (CSHA); Fallbrook Union Elementary School District; Bishop Speech Therapy

This session is ideal for school SLPs who want to improve their evaluation practices and feel more confident when an IEE is requested and for private SLPs who want to learn how to conduct IEEs. Presented by a school-based SLP and a private practice SLP who completes IEEs, presenters will outline essential components of a high-quality IEE report as well as discuss collaboration between school and private providers. SLPs will leave this session with knowledge about how to get started with IEEs, improve IEE and IEP support for students, and improve goals, services, accommodations, and modifications.

Instructional Level: Intermediate

Track: Clinical/ Professional Issues: School-Based

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Name three possible reasons that families may request an IEE.

- Compare and contrast the focus and constraints of school-based evaluations with those of private IEEs.
- Describe potential challenges in the IEE process and how to address them collaboratively.

Potential Benefits: Improved understanding of requirements for school based evaluations which reduces procedural errors, supports parents' rights, and strengthens IEP defensibility. Increases high-quality, student centered evaluations. Supports SLP collaboration.

Potential Risks: Misinterpretation of best practice vs federal policy and district policies Not all are equal. Also participants could misinterpret the roles of school based eligibility and private practice/IDEA.

3:30-5:00

Head and neck lymphedema: Why it matters in head and neck dysphagia management

Presenters: Heather Starmar, Stanford University; CSU- East Bay; Head and Neck Cancer Alliance; American Head and Neck Society

In recent years, speech pathologists have become increasingly involved in the management of head and neck lymphedema in some care settings, however this is an area completely neglected by most training programs. In this session we will review the lymphatic system and how damage to the lymphatic system can lead to lymphedema. Importantly, the relationship between lymphedema and functional issues important to SLPs, such as dysphagia, dysphonia, and speech difficulties will be highlighted. Practical techniques for lymphedema identification and usual treatment standards for lymphedema management will be discussed. Case studies will be used throughout the presentation to highlight the role of the SLP in lymphedema identification and management.

Instructional Level: Intermediate

Track: Head & Neck Cancer Considerations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify the presence of head and neck lymphedema based on clinical, endoscopic, and fluoroscopic assessments.
- Discuss how head and neck lymphedema may influence swallowing outcomes.
- Describe how the lymphatic system and its injuries may occur during head and neck cancer treatment

Potential Benefits: This session provides clinically-meaningful strategies to identify and manage lymphedema which may impair speech, voice, and swallowing function as well as quality of life related to those domains. Clinicians will have a greater understanding of this condition and steps they can take to help patients overcome it.

Potential Risks: This will not provide attendees with all skills required to provide direct lymphedema therapy, however will provide options for where more in-depth, hands-on training may be sought.

Sunday, March 15, 2026

8:30-10:00

The One About Ethics: A Framework for Integrity and Excellence

Presenters: Caitlin Lopez, American Speech-Language-Hearing Association (ASHA); CSHA District 10 Advisory Board Member; CSHA Convergence Content Co-Coordinator; San Bernardino City Unified School District; SpeechTherapyPD.com

Every day we are faced with ethical dilemmas in the school setting that leave us feeling burned out and uninspired. What if we had a framework for creating solutions to these issues? This course presents an easy to use framework with helpful tips to help you take action and practice at the top of your license. We will discuss the framework and then apply it to case studies related to school-based practice.

Instructional Level: Introductory

Track: Clinical/ Professional Issues: School-Based

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the steps of the framework to make ethical decisions.
- List resources that can be used to make ethical decisions.
- Contrast the differences between an ethical dilemma, legal dilemma, and moral dilemma

Potential Benefits: Benefits include greater work satisfaction, improved communication between inter professional team members. Clinicians will benefit from real-world case examples, offering strategies and possible solutions for ethical dilemmas.

Potential Risks: This session does not provide legal advice. The solutions offered in the session may not meet individual ethical needs or be appropriate solutions for all ethical dilemmas.

8:30-10:00

Collaborative Care in Adult Dysphagia: Strengthening SLP and RD Partnerships

Presenters: Jessica Tamashiro, University of Southern California
Amy Wilke, University of Southern California

Effective management of adult dysphagia in medical settings relies on strong collaboration between speech-language pathologists (SLPs) and registered dietitians (RDs). This session explores the critical partnership between SLPs and RDs, addressing overlapping and divergent roles in dysphagia care. Attendees will learn evidence-based strategies to improve interdisciplinary teamwork, including joint decision-making, standardized documentation, and patient-centered goal-setting. Through case studies and interactive discussion, we'll examine common challenges—such as conflicting recommendations for diet modifications— and solutions to enhance patient outcomes. This session empowers professionals to bridge gaps in care, reduce unnecessary NPO status, and optimize nutrition and swallowing safety.

Instructional Level: Intermediate

Track: Swallowing and Feeding Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Differentiate the distinct and overlapping roles of SLPs and RDs in dysphagia management by comparing their scope of practice in 3 key areas (assessment focus, intervention goals, and outcome metrics).
- Analyze 2 common barriers to effective SLP-RD collaboration (e.g., inconsistent terminology, delayed consultations) using real case studies from acute care and outpatient settings.
- Apply actionable strategy to improve interdisciplinary collaboration (e.g., joint documentation templates, cross-training sessions) within their own workplace.

Potential Benefits: This session can provide insight and understanding of how SLPs and RDs can enhance quality of patients' lives by reducing aspiration risk, as well as improving their nutrition/hydration by building a strong interprofessional relationship. Attendees will benefit from real-world case studies to gain a better understanding how to collaborate with the RDs in their medical setting.

Potential Risks: Attendees may not have access to communication with their RDs, they may also struggle to apply protocols in resource-limited settings. They may also encounter conflict with the facility policies.

8:30-10:00

Trauma-Informed Communication Therapy: a Multidisciplinary, Intersectional Lens

Presenters: Jim Cartwright, San Francisco State University; L'GASP

This presentation will explore trauma-informed communication therapy and counseling as part of our delivery service. We will explore what trauma is, what different trauma responses are and how they relate to nervous system regulation, the differences between multiple kinds of trauma(developmental, complex, acute, vicarious, ongoing, systemic, educational, medical, collective, intergenerational, moral injury etc), and how they relate to the concept of intersectionality. The presentation is based on a multi-disciplinary approach that draws on the fields of psychology, coaching, trauma therapy, and social justice. It is a blend of theory and clinical practice. We will learn several ways to integrate a trauma-informed lens into your therapy and counseling sessions by addressing cognitive, emotional, cultural, and sensory/somatic issues in co-creating safer spaces with your clients. The session will include two opportunities for peer discussion, as well as a summary at the end of the presentation.

Instructional Level: Introductory

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

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Define at least four kinds of trauma
- Summarize at least five ways to provide trauma-informed service
- Plan at least three ways to integrate a trauma-informed approach into your practice

Potential Benefits: Some benefits of an SLP engaging in trauma-informed practice include improving the quality of service by building greater rapport with clients and a deeper understanding of the issues in their lives that impact their communication skills and success in therapy. This presentation is presented through a multi-disciplinary lens. It draws on insight from the fields of psychology, life coaching, and trauma therapy, as well as recently published information from our field.

Potential Risks: The potential risks of trauma-informed therapy are that it could bring up discomfort for clinicians who are not used to being present with the full range of human emotions, and issues could come up in therapy sessions that may necessitate the clinician referring to and/or collaborating with a psychotherapist. The presentation discusses generalizations from other fields, which may not be sufficient for clinicians seeking peer-reviewed research, specific data, and other relevant information.

8:30-10:00

Medical SLP: Acute, Rehab, Outpatient...Not Just Bedsides

Presenters: Elisabeth (Lisa) D'Angelo, Sacramento State University; UC Davis Medical Center; UC Davis Rehabilitation Hospital
Courtney Young, Community Regional Medical Center
Brenna Hughes, Community Regional Medical Center; Central Cal Speech; Fresno State University

Medical speech pathology is a constantly evolving field. It is a complex area as the SLP is responsible for evaluation, treatment, collaboration, and recommendations for next level of care for swallowing, cognitive-communication, and speech/language: this must all occur in the 1-3 days that a patient is in the acute hospital. Acute Rehabilitation may be as long as 14 days. Outpatient and home health services are typically the last points of rehabilitative care in the U.S. In the setting of insurance and financial decision-making, our recommendations may be overlooked or not provided. Of note, recently, there has been a shift in acute medical speech pathology. Many patients are seen once in the medical setting and the holistic view of the patient's long-term needs are lost in the process. This session will provide an overview of how we can improve this process and focus on the holistic view of the patient's needs.

Instructional Level: Introductory

Track: Swallowing and Feeding Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Contrast Speech Pathology services in medical settings and long term care and outcomes
- Discuss case studies and their own experiences to identify needed changes in the medical setting.
- Develop plans on changing recommendations and collaboration that is quality of life and long term focused.

Potential Benefits: Benefits: improved quality of care, discharge planning, outcomes for patients based on SLP services. Attendees will benefit from real-world examples and suggestion on small changes that can improve care and outcomes.

Potential Risks: Risks: These cases will be discussed as representative of larger populations. They may not represent all patients or locations in CA medical settings.

8:30-10:00

Assessment and Management of Irritable Larynx Syndrome

Presenters: Rachel Agron, VA Northern California HealthCare System; University of California San Francisco
Sumana Jothi, VA Northern California HealthCare System

Irritable larynx syndrome (ILS) is an umbrella term used to describe hypersensitivity of the larynx. This hypersensitivity can manifest as symptoms including chronic throat clearing, chronic cough, globus, changes in breathing, and/or changes in voice. Cough is one of the most common reasons people seek medical attention. There can be many etiologies for cough including allergies, pulmonary involvement, reflux, environmental exposures, medication side effects, and/or can be neurogenic/habitual/behavioral in nature. Therefore, a thorough work-up and multi-disciplinary approach to care is important for assessment and management, as ILS is a diagnosis of exclusion. This session will describe various disorders classified under the umbrella of ILS and describe an interdisciplinary approach for diagnosing and treating ILS.

Instructional Level: Intermediate

Track: Voice, Resonance, and Upper Airway

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify disorders classified under the umbrella of Irritable Larynx Syndrome (ILS) and differentiating features
- Describe an interdisciplinary approach for diagnosing and treating ILS
- Discuss options for behavioral, pharmacologic and procedural interventions for treating ILS

Potential Benefits: Speech-language pathologists play an integral role in the treatment of ILS. Understanding the ILS clinical presentation and associated symptoms is important to best drive evaluation and treatment planning. Attendees will benefit from and

overview of clinical presentation, assessment, and functional treatment considerations they can utilize in practice.

Potential Risks: Given the multi-factorial nature of irritable larynx syndrome and chronic cough, some patients may not be appropriate for behavioral intervention. Factors including prior medical history such as pulmonary disease and dysphagia, patient factors including frailty, cognitive, and psychological (e.g., motivation) may be barriers and/or contraindications to cough suppression therapy.

8:30-10:00

Communication Begins With Access: Supporting AAC Users With Complex Bodies

Presenters: Dana Arce, Folsom Cordova Unified School District
Gabriel Plaza-Garcia, Folsom Cordova Unified School District; California State University- Sacramento

AAC users with complex bodies often face physical and environmental barriers that limit their participation in daily activities. These missed experiences reduce their opportunities to build language, connect socially and express themselves in meaningful ways. This session focuses on the connection between access and communication, and how SLPs can support both through strategic intervention. Participants will learn how to identify and adapt everyday tools and routines that increase participation and promote expressive language growth. Through real-life examples and practical strategies, the session will highlight the use of core vocabulary, aided language input, and collaborative routines that support communication across settings. The discussion will emphasize the idea that communication grows through shared experiences. This session is ideal for SLPs who support AAC users with motor challenges and are looking to create more authentic and functional communication opportunities.

Instructional Level: Intermediate

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the relationship between access to participation and expressive language development for AAC users with complex bodies.
- Identify tools, activities, and adaptation strategies that support core vocabulary use and communication opportunities during everyday experiences.

- Explain how to collaborate with caregivers, educators, and team members to integrate AAC into routines and therapy, supporting consistent communication and participation.

Potential Benefits: Expanded communication opportunities through greater participation in meaningful activities. Increased expressive language tied to oral language and literacy foundations. Stronger interdisciplinary collaboration across home, school, and therapy settings

Potential Risks: Low risk overall. Implementation should consider physical and cognitive loads, individual pacing needs, and ensure realistic expectations for integration across settings.

8:30-10:00

Through my eyes: Integrating funds of knowledge in visual scene display

Presenters: John Kim, San Francisco State University
Alyssa Kubota, San Francisco State University
Mathieu DePaul, San Francisco State University
Amitya Thimaiah, University of California, San Diego
Nathan Huey, University of California, Davis
Kyra Dang, University of Washington

This session aims to introduce how funds of knowledge are leveraged in visual scene display features to communicate abstract socio-emotional concepts (e.g., emotions and internal states of beings) for augmentative and alternative communication (AAC) users. The authors propose to employ funds of knowledge as a theoretical framework to analyze how one's lived experiences in their homes and communities are shaping their socio-emotional expressions. To investigate how funds of knowledge are expressed via graphic-symbol representation, we conducted surveys and interviews. With the data collected, the authors aim to (a) analyze how abstract socio-emotional concepts are displayed and (b) determine display features to consider for AAC users.

Instructional Level: Advanced

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify the current issues of AAC display features on abstract socio-emotional concepts.
- Describe the affordances of funds of knowledge on socio-emotional concepts.
- Demonstrate how funds of knowledge are leveraged in the visual scene display.

Potential Benefits: The benefits of this presentation introduces a new theoretical framework that advises clinicians on vocabulary selection and visual representations on AAC systems especially on visual scene display.

Potential Risks: The potential risk is that this presentation is leveraging visual scene display, may need further investigation for other types of AAC display features.

10:15-11:45

Strengthening AAC Implementation: A Collaborative School-Based Approach

Presenters: Jennifer Wright, Placer County SELPA, California Department of Education; Member of CSHA, ASHA, USSAAC
Casandra Guerrero, Diagnostic Center North, California Department of Education; Member of ASHA, USSAAC
Janet McLellan, Diagnostic Center North, California Department of Education, Member of CSHA and ASHA

Discover how a year-long AAC implementation project empowered classroom-based teams to make collaborative change through strategic coaching and systems-level support. Grounded in implementation science, this model encourages SLPs, educators, paraeducators, and administrators to recognize all students as communicators and to embed AAC strategies into daily routines. Presenters will share classroom examples that illustrate shifts in team mindset, increased staff confidence, and student growth in authentic, student-led communication. Participants will explore coaching strategies inspired by Elena Aguilar's work and gain practical tools to support teams, engage leadership, and build sustainable AAC practices. Join us to learn how to transform knowledge into action and foster communication-rich environments where every student has access to meaningful participation and connection.

Instructional Level: Intermediate

Track: Augmentative & Alternative Communication (AAC)

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe three or more classroom universal supports or teaching strategies that create a learning environment designed to support AAC us
- Identify at least three potential gaps in resources, knowledge, and attitudes that create barriers to taking action for effective AAC implementation
- Discuss four components of an AAC implementation model that create a collaborative dynamic among administrators and staff and promote authentic student-led communication.

Potential Benefits: Attendees will gain practical, evidence-based strategies for sustainable AAC implementation, along with collaborative coaching frameworks and system-wide planning tools, all designed to improve communication access and outcomes for all students.

Potential Risks: This session presents minimal risk. The primary consideration is the potential for reflective discussions to surface implementation challenges, which may evoke feelings of professional vulnerability or frustration as participants examine current practices.

10:15-11:45

Obstructive Sleep Apnea: Evidence-based Implications for SLPs

Presenters: Reeman Marzouqah, California State University, Fullerton
Zuzana Fless, San Jose State University; Sunnybrook Health Sciences Center; Northwestern University

Obstructive sleep apnea (OSA) is a common condition that may affect swallowing, voice, and upper airway function. This session will share research on oropharyngeal exercises (OPE) as a promising approach for managing OSA, including clinical trials in individuals with and without a history of stroke. Findings showed improvements in tongue strength, reductions in apnea severity, and better quality of life. Although OSA is often underdiagnosed and poorly managed because of low adherence to CPAP therapy, emerging evidence highlights how SLPs can play a critical role. We will also review studies linking OSA to atypical swallowing and voice patterns, emphasizing why speech-language pathologists should be aware of signs of undiagnosed OSA and consider how targeted OPE programs may support care.

Instructional Level: Intermediate

Track: Special Populations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify how obstructive sleep apnea may impact swallowing, voice, and upper airway function.
- Describe research findings on oropharyngeal exercises as a potential approach to manage obstructive sleep apnea.
- Describe how speech-language pathologists can support the care of clients with obstructive sleep apnea.

Potential Benefits: Participants will gain a deeper understanding of how sleep apnea can impact swallowing, voice, and breathing. They will learn about new research on using oropharyngeal exercises to help manage sleep apnea and explore how this approach can be integrated into care alongside other treatments. This session may also help speech-language pathologists identify potential signs of undiagnosed sleep apnea in their clients and feel more confident discussing screening, referral, and collaboration with other healthcare providers to enhance their clients' health and quality of life.

Potential Risks: Oropharyngeal exercises pose minimal risk, as they involve volitional muscle activation without external devices; no physical harm is expected. Participants may experience mild transient fatigue or frustration during skill acquisition, which can be mitigated through proper instruction and pacing by a speech-language pathologist.

10:15-11:45

Staying Connected With Your Voice As It Changes Over Time

Presenters: VyVy Young, UCSF Voice & Swallowing Center, Department of Otolaryngology - Head & Neck Surgery
Erik Steele, UCSF Voice & Swallowing Center, Department of Otolaryngology - Head & Neck Surgery

Aging is a natural part of the human condition, and the voice is not spared from changes with increasing age. There is progressive decline in the respiratory, phonatory and resonatory systems associated with aging. Surgical and behavioral treatments offer people with age-related voice changes (presbyphonia) the opportunity for improved voice quality of life; however, many decisions about treatment continue to be driven by attempting the least invasive to most invasive therapies. This may pose concerns for the clinician in treatment decision-making and in counseling patients. This presentation will explore age-related changes to the vocal mechanism, review currently available surgical and behavioral treatments, and guide the clinician in understanding and optimizing treatment decision-making for best voice outcomes. This course is ideal for clinicians who seek to advance their knowledge of current evidence to enhance their ability to provide high-quality care for people with age-related voice changes.

Instructional Level: Intermediate

Track: Voice, Resonance, and Upper Airway

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe the multifactorial nature of aging-related voice changes
- Discuss surgical and behavioral treatment options for vocal fold atrophy
- Explain to patients about expectations for outcome following treatment of vocal fold atrophy

Potential Benefits: Potential benefits include improvement of voice, with or without improvement of patient satisfaction, functionality, mental health, and/or social engagement.

Potential Risks: Potential risks include persistent or worsening dysphonia, or any of the potential risks (generally low but not zero) associated with vocal fold surgery.

10:15-11:45

In the Thick of It: Using Thick Liquids in Dysphagia Management

Presenters: Dana Kimbar, Cedars-Sinai Medical Center; CSHA; ASHA
Katia Stie, Cedars-Sinai Medical Center; CSHA; ASHA

Use of thickened liquids, particularly when recommended in absence of an instrumental swallow evaluation, has been a hot topic among SLP's working with dysphagia in recent years. Thickening liquids may prevent aspiration of thin liquids, but result in unintended longer-term consequences such as pneumonia and dehydration (Robins et al., 2008). Various factors, including clinician beliefs and lack of availability of instrumental swallow evaluations influence decision making when recommending thickened liquids. This presentation reviews risks, benefits, and real-world scenarios for use of thickened liquids.

Instructional Level: Intermediate

Track: Swallowing and Feeding Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Describe risks and benefits of short-term and long-term use of thickened liquids.
- Discuss barriers to obtaining instrumental swallow evaluations across different practice settings.
- Apply research presented on use of thickened liquids to their own clinical practice.

Potential Benefits: Benefits of participating in this session include increasing understanding of pros and cons of short-term and long-term use of thickened liquids.

Potential Risks: Risks of participating in this session may include frustration or disagreement with use of modified liquid textures.

10:15-11:45

Feel at Home at Home Base: Introduction to FEES Imaging and Program Development

Presenters: Madison Fox, Washington Health
Jennifer Kizner, Stanford Health Care

This Flexible Endoscopic Evaluation of Swallowing (FEES) course will provide an introduction to endoscopic swallowing imaging and assessment tools for medical SLPs looking to start their journey towards gaining competency in FEES. We will review the history of FEES and how it has evolved from inception to current practices, emphasizing evidence-based tests and measures, providing practice with visual assessment of normal and abnormal swallow anatomy and physiology, and reviewing acute and outpatient case study examples with video imaging to solidify understanding. We will also discuss current barriers to accessible training and mentorship across the state of California, and share strategies to promote collaboration and program development.

Instructional Level: Introductory

Track: Swallowing and Feeding Disorders

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Integrate 3-5 validated swallow physiology measures that can be applied to FEES procedures to enhance diagnostic utility and progress tracking
- Identify at least one aspect of impairment and propose at least one treatment intervention or strategy that can be applied during a case study presentation
- Recommend 2-3 strategies that can be adopted to overcome the discussed barriers to program establishment and FEES mentorship opportunities in order to enhance their continued learning and access to FEES within their workplace setting.

Potential Benefits: Participants will benefit from visual exposure to normal and abnormal examples of swallow anatomy and physiology, a crucial component of FEES training and skill refinement. They will have an opportunity to apply evidence-based tests and measures to scoring and rating aspects of impairment through discrete instruction and case study application. They will benefit from live feedback and mentorship from two highly experienced FEES clinicians and mentors. They will be able to bring strategies back to their work place to increase the ease of

adopting FEES into their practice, strategies to overcome financial barriers and recommendations to address mentorship needs. They will also gain clarity around California requirements for competency.

Potential Risks: We are presenting on FEES training, but acknowledge that one course alone is not sufficient to gain the skills the needed to independently practice FEES. Participants may experience surprise or frustration with the fact that they will require continued training opportunities, and this course does not provide the hands-on component of endoscopy training that is needed to perform FEES.

10:15-11:45

Envisioning ADHD Support: The SLPs Critical Role in Strengthening Communication and Cognition

Presenters: Letizia Hendrickson, California Speech Language Hearing Association (CSHA); CHADD -Education Committee; The Learning Grove

This session introduces attendees to the often-overlooked connection between ADHD and communication disorders through the lens of neurodiversity and equity. Drawing from current research and clinical case examples, participants will explore how ADHD affects receptive and expressive language, fluency, social communication, literacy and cognition. The presenter will highlight the critical role speech-language pathologists play in supporting ADHD individuals across the lifespan. Emphasis will be placed on inclusive, evidence-based approaches, practical compensatory strategies and interdisciplinary collaboration. Attendees will gain executive function-based language intervention strategies that respect and harness the unique strengths of neurodivergent individuals. Attendees will leave with tools to better identify when communication challenges in ADHD warrant referral and how SLPs can enhance outcomes in school, home, and work settings.

Instructional Level: Introductory

Track: Special Populations

Session Type: 90-minute Seminar

Learner Verb and Learning Objectives:

- Identify how ADHD affects communication and executive functioning across the lifespan.
- Describe the role of SLPs in supporting individuals with ADHD in areas such as fluency, language, literacy, and cognition.

- Apply evidence-based strategies and referral guidelines to collaborative ADHD care.

Potential Benefits: Increased efficacy and long term outcomes of therapeutic intervention due to the individualized therapy approach utilizing the neurodivergent model.

Potential Risks: Overgeneralization or misidentification of ADHD versus behavioral based needs if interprofessional collaboration is not explored to ensure correct diagnosis and intervention approach.