

South Carolina Speech~Language~Hearing Association

Annual Convention

February 15-17, 2018

Embassy Suites, Kingston Plantation
Myrtle Beach, SC

SCSHA 2018

"A Light Unto a Scholar's Path Since 1958"

**60th Anniversary
Convention**



2018 SCSHA Convention ♦ February 15-17

“A Light unto a Scholar’s Path since 1958”

2018 SCSHA Convention 60th Anniversary!

SCSHA members, speech-language pathologists, audiologists, and healthcare professionals are invited to attend the 2017 Convention which will be held in Myrtle Beach, SC at the Embassy Suites Kingston Plantation. We have a wonderful group of speakers who will present on a variety of important topics that past attendees have requested. Take a look at our sessions and topics listed in this program!

As always, we’ll host a number of special events during the convention, including the Past Presidents Breakfast, 60th Anniversary Evening Extravaganza and Awards Celebration, Short Course Lunch and Learn, Annual Business Meeting, and Short Courses. Please review the schedule at a glance for a complete listing. Please note that this is not the final program and is subject to change.

Hotel Information

Embassy Suites/Kingston Plantation
Condos

Special group rates have been obtained at the Embassy Suites and Kingston Plantation Condos. Room block deadline is January 15, 2018 unless the block fills before that date. Reservations may be made by calling **(843) 449-0006** and identifying the group as the SC Speech Language-Hearing Association (SCSHA) or group code SLH.

Schedule at a Glance

Subject to Change

Wednesday, February 14th

4:30 pm - 5:30 pm Executive Board Meeting
5:45 pm - 6:30 pm Annual Business Meeting
7:00 pm - 9:00 pm Early Convention
Registration and Exhibitor Setup

Thursday, February 15th

7:00 am - 5:00 pm Registration Open
7:30 am - 5:00 pm Exhibits Open
8:00am - 9:30am Past Presidents Breakfast
8:00 am - 5:00 pm Speaker Sessions
9:30 am - 10:00 am Door Prizes/Auction
3:30 pm - 4:00 pm Door Prizes/Auction
5:00 pm - 7:00 pm University Receptions
7:30 pm - 9:00 pm 60th Anniversary Evening Extravaganza and Awards Ceremony*

Friday, February 16th

7:15 am - 5:30 pm Registration Open
7:30 am - 4:30 pm Exhibits Open
8:00 am - 5:30 pm Speaker Sessions
8:00 am - 9:30 am Student Breakfast
9:30 am - 10:00 am Door Prizes/Auction
11:45 am - 1:45 pm Short Course Lunch and Learn*
3:30 pm - 4:00 pm Door Prizes/Auction
4:30 pm Exhibitor Breakdown
6:00 pm - 6:45 pm SCSHA G.E.M.*
7:00pm Taste of the Town

Saturday, February 17th

7:30 am - 12:30 pm Registration Open
8:00 am - 11:45 am Speaker Sessions and Short Course Offerings*
12:30 pm Convention Closes

**Additional fee required, see registration form.*

Please note that the schedule is subject to change

Thursday, February 15, 2018

8:00AM-9:30AM

Past Presidents Breakfast

8:00AM-9:30AM

1 TBI, Domestic Violence, and the Role of the SLP(Part 1)

Sarah Monahan, MS, CCC-SLP

Following TBI, domestic abuse survivors need to have their needs identified and addressed in order to recover and move forward. SLPs can play a critical role in increasing access to services in communities where domestic violence is a problem, through the coordination of stakeholders and interdisciplinary collaboration. This 90-minute presentation will illustrate a path toward increased identification and referral for persons affected by TBI resulting from domestic abuse.

2 Effect of Constraint-Induced Aphasia Therapy on Language Deficits

Regina Jackson, ClinScD, CCC-SLP

Pulvermüller et al. (2001) developed an intensive language treatment for patients with aphasia called constraint-induced aphasia therapy (CIAT). Traditional speech therapy practices allow patients to utilize compensatory strategies to facilitate functional communication. Differing from traditional aphasia approaches, the principles of CIAT include: (a) intensive speech therapy; (b) shaping of responses; (c) constraint of nonverbal communication strategies; and (d) socially driven communication tasks (Kurland et al., 2012). Modifications to the traditional CIAT protocol, CIAT II, have been found to be successful through the use of caregiver involvement, enhanced language activities, and implementation of homework packet..

3 Core Vocabulary and Motor Planning in AAC

Holly Camplin, MS, CCC-SLP

What is the best and most efficient way to approach the use of AAC? Systems, low or high tech, that focus on core vocabulary and consistent motor planning patterns make communication with AAC faster, more efficient and more versatile. Learn how to choose vocabulary that is powerful and functional and how to use strategies of consistent motor planning to teach them.

4 Pediatric Audiology 101: Getting Back to the Basics

H. Nicole Herrod-Burrows, Au.D., CCC-A

Beth Hulvey Au.D., CCC-A

Pediatric audiology is often misunderstood. It is both a science and an art form. Pediatric audiologists use a combination of subjective and objective testing to evaluate, diagnosis, and treat patients. In this presentation we will explore the typical types of testing, protocols, and referral processes. As a Speech-Language Pathologist it is imperative that you understand the specialized skills held by the pediatric audiologist.

5 Food Play Activities in the School Setting

Edith Hines, MSP, CCC-SLP

Using food play activities in the school classroom to decrease nega-

tive reactions and increase overall acceptance of new foods in school aged children.

6 Post-Extubation Dysphagia: Physiology and Evaluation

AnnMarie Knight, PhD, CCC-SLP

Leah Galluzzi, MS, CCC-SLP

Ashlie I. Hess

It is known that prolonged endotracheal intubation results in dysphagia and increased risk of aspiration, (Coyle, 2014). The increased risk for silent aspiration in this population increases length of stay, hospital acquired infections, morbidity, and mortality, making these patients difficult to identify, assess, and treat. This presentation will discuss the physiology of endotracheal intubation and its impact on the anatomy and physiology of voice and swallowing. Additionally, timing of assessment, risk factors for dysphagia, screening and assessment tools, and clinical decision making will be described. Case studies will be used to illustrate clinical application and facilitate discussion of the information presented.

10:00AM-11:30AM

7 SLP's Assessment and Treatment of TBI Following Domestic Violence(Part 2)

Sarah Monahan, MS, CCC-SLP

When an SLP obtains a referral for evaluation of a person struggling with the effects of TBI, it can feel overwhelming to assess and treat, either because the person presents with so many deficits and/or functional needs, or because the deficits are subtle enough that an acquaintance or casual observer of the patient may not recognize, or may minimize the impact of a closed head injury. This can be especially true if the injury was sustained in the context of intimate partner violence. SLPs need the tools to intervene and make additional referrals as appropriate. This 90-minute presentation will identify assessment tools for a broad spectrum of needs, and describe intervention techniques for persons with higher-level cognitive functioning who continue to struggle with functional needs.

8 Don't Break It—Just Follow the Code – Ethics Updates, Conflicts and Ethical Decision Making in Everyday Professional Practice and Supervision

Crystal Murphree-Holden, MA CCC-SLP

Speech-language pathologists and audiologists are sometimes presented with challenging ethical considerations and decisions in professional and clinical practice settings. Practicing professionals are responsible for mentorship and supervision of individuals in different settings and levels of professional practice: SLPAs, graduate student supervisees, SLTs and SLPs with SDE certification both with and without CCC and LLR eligibility, CFs, CCC and LLR intern and professional licensees. Clinical supervision is considered a special area of professional practice. Continuing education requirements in ethics and supervision have now been established for those involved in clinical supervision. Ethical challenges related to clinical practice and clinical supervision will also be discussed.

9 “R” Made Simple: Innovative Methodology for “R” Articulation

Nancy L Geruntino, MA, SLP

Learn an entirely different approach to 'R' remediation. One that will give your students the ability and the confidence to produce any 'R' sound in any context. One that can be applied to any word with the 'R' sound, including all dialects, plus has application to language and literacy skills. One that can even eliminate the need for multiple 'R' programs. This seminar introduces the concept of the Up, Down, & Slide Alphabet. This method is unique, yet easy to teach and simple for the students to learn.

10 Rediscovering Evidenced Based Practice

Edgar Vincent Clark, M.Ed., CCC-SLP

Speech-Language Pathologists are often in a conundrum when providing swallowing services. It is well known that visualization as needed during swallowing evaluation/treatment is the standard of care, but often these visualizations are unavailable for reasons both logistic and financial in medical settings. Flexible Endoscopic Examination of Swallowing (FEES) is proving to be a viable option that allows ease of access and quick, affordable assessment of swallowing disorders in a variety of settings. During this presentation, the SLP Endoscopist will provide information that will empower the SLP wanting to provide FEES in their particular setting. In the last hour, case studies with the FEES report accompanying images will be present with the therapy interventions and outcomes for each case.

11 Research to Practice

Jessica Berry, Ph.D., CCC-SLP

In 2005 ASHA issued a position statement that requires all speech-language pathologists and audiologists to incorporate evidence-based practice principals in to their clinical decision-making. The position statement makes clear that evidence-based practice is an approach in which, high quality research evidence, clinical expertise, and client values are considered in the process of making clinical decisions (ASHA, 2005). While most clinicians include their expertise and consider their client values, many do not consistently consult and integrate high quality research evidence into their clinical practice. Therefore, this session will: a) provide clinicians with on time effective methods to search for, annotate, evaluate high quality research evidence, b) and discuss ways to integrate findings into their clinical practice.

12 Treating Cleft Related Speech Difficulties

Cara Senterfeit, BS, NBCT

LaShawn Thomas Bridges, MA, CCC-SLP

The incidence of hearing loss is increasing and impacts up to 15% of ALL children, yet it remains an invisible and under-treated disability with life-long impacts. Without quality intervention, hearing loss devastates the ease of incidental language learning and sets a child on a path with increasing difficulty. Learn best-practice information about children who are deaf or hard of hearing -from birth to age 21 - and clearly define your role in lighting their pathway and championing their success.

11:30AM - 1:00PM

Lunch on your own

1:00PM-2:30PM

13 Stepping Out of Your Comfort Zone: Effective Inclusion for SL

Lyndsay Zurawski, SLP.D, CCC-SLP

This course will help elementary school-based SLPs to step out of their comfort zone to provide service within an inclusive model. Participants will unpack action strategies for expanding service delivery through an inclusion model that promotes student success, educational relevance, growth mindset and collaboration. Short video clips and sample therapy materials will provide real life examples of how inclusion can become comfortable, applicable, and an effective model for service provision.

14 Foreign Accent Programs Unique to the Medical Community (Part 1)

Treva Graves, MA, CCC-SLP

Speech pathologists across the country are being asked to help organizations and hospital employees, including physicians with reducing foreign accents so they can communicate better in their work setting. This is a wonderful opportunity to practice your skills as an additional service in your private practice. If you have an entrepreneurial spirit and are looking for another option to practice your skills, then accent reduction certification and training may be for you. This learning session will focus on understanding and building a practice as a foreign accent reduction trainer in a hospital setting. Through a medically-based accent reduction program, foreign-born physicians will learn to address communication problems successfully.

15 The State of the Clinical Swallowing Evaluation: We Can Not Know What We Can Not Know

Edgar Vincent Clark, M.Ed., CCC-SLP

The Bedside Swallow Evaluation, Swallowing Screen, Clinical Assessment of Swallowing - whatever speech- language pathologists and other medical professionals might call it - we have to step back and ask if it is doing the job that we expect it to do. What valid and relevant information do we gather to treat swallowing disorders from a bedside assessment or are we overreaching in our assumptions. What place does the non-instrumental evaluation have in our treatment planning or are we beginning to realize that it does not have that big a role at all? Maybe it is time to step back, re-assess it's utility, possibly re-make it and re-define it into a more valuable tool. This presentation will be an open and honest assessment of the clinical utility of the non-instrumental bedside evaluation.

16 Don't Banish the Dragons- Helping Children Who Stutter Manage Their Thoughts and Emotions

Rita Thurman, MS, CCC-SLP,BCS-F

Treatment for children who stutter focuses on helping them manage the moment of stuttering. However, the self-regulation taught has typically focused on speech motor function. Helping children learn to manage negative thoughts can impact their success in therapy and their ability to manage social/educational situations. Learning to understand/recognize/manage thoughts and behaviors is crucial to successful therapeutic outcomes. This workshop provides fun, lively activities for children and teens to learn ways to manage cognitive and emotional reactions to stuttering. If you banish the dragons, you eliminate the heroes. Lead each child/teen to become heroes through better communication and healthy thinking.

17 Supervision Saavy: Tools of the Trade

Jamy Claire Archer, MS CCC-SLP, LSVS Cert AVT

Angela McLeod, PhD, CCC-SLP

Supervision of graduate students offers a variety of challenges stemming

from a mismatch between the supervisor's intentions and students' expectations. It's common for SLPs to transition into supervisory roles with limited guidance; thus, supervisors are challenged to independently acquire the necessary knowledge and skills. Thankfully, CAPCSD recognizes that clinical supervision is a distinct area of expertise and the importance of preparing clinical supervisors (CAPCSD, 2013); therefore, clinical education requires training to ensure individuals gain the necessary competence (ASHA, 2013c). This session will provide an overview of the supervisory process, discussion of common supervisory concerns, and resources for supervisory practices.

18 CAS or Not Part 1: How to Diagnose

Laura Moorer-Cook, MA, CCC-SLP

Kimberly Mory, MA, CCC-SLP

Melissa Stockholm, M.Ed., CCC-SLP

Childhood Apraxia of Speech (CAS) is often difficult to accurately diagnose due to the complexity of the characteristics of a motor speech disorder. The three main characteristics used by ASHA to define CAS along with other unique characteristics will be described in order to differentially diagnose between CAS, phonological processes impairment and dysarthria. Formal and informal tools for use in assessment will be presented. Throughout the presentation, case studies and video clips will be used to highlight concepts.

3:00PM-4:30PM

19 Therapy for Children Who Stutter: Putting the Language back into Speech Language Pathology

Rita Thurman, MS, CCC-SLP,BCS-F

This interactive presentation will provide information about therapy for school age children who stutter; including treatment of the motor, social, cognitive and emotional aspects of the disorder. The way we interact about this chronic disorder and the language we use in therapy with parents and children will be explored. Developing skills that allow a child to manage stuttered speech, increase his/her knowledge of stuttering, and understand the emotional-cognitive impact of stuttering will be discussed. Finally, establishing goals that are realistic, measurable and easy for families to understand will also be reviewed.

20 Foreign Accent Programs Unique to the Medical Community (Part 2)

Treva Graves, MA, CCC-SLP

Speech pathologists across the country are being asked to help organizations and hospital employees, including physicians with reducing foreign accents so they can communicate better in their work setting. This is a wonderful opportunity to practice your skills as an additional service in your private practice. If you have an entrepreneurial spirit and are looking for another option to practice your skills, then accent reduction certification and training may be for you. This learning session will focus on understanding and building a practice as a foreign accent reduction trainer in a hospital setting. Through a medically-based accent reduction program, foreign-born physicians will learn to address communication problems successfully.

21 AAC Intervention

Carol Page, Ph.D., CCC-SLP, ATP, CBIS

A lot of thought and effort goes into the selection and acquisition of an augmentative and alternative communication device. Many parents, spouses and even speech-language pathologists struggle with the next steps. Who sets up the device and how is that done? What should be targeted for intervention? What does intervention look like? How do I know I'm on the right path? These questions and more will be answered by looking at the research that has been completed in these areas.

22 "Now What?" Or Should I Say "What Now?"

Dr. Cecelia Jeffries

Dr. Cecelia Jeffries joins us again to discuss the exhilaration and the challenges of being a speech-language pathologist with a special interest in childhood clinical techniques. Her experiences and stories are sure to ring a bell with you as she helps us find our way through the therapy maze. She poses for the attendees a two-word question, "Now what?" or should I say "What now?" She will share with us information from recent research that introduces new clinical ideas, practices, and expectations along with her clinical observations. This blend will enhance how we remediate the speech and language of the children we serve to shape their communication

23 CAS or Not Part 2: How to Treat

Laura Moorer-Cook, MA, CCC-SLP

Kimberly Mory, MA, CCC-SLP

Melissa Stockholm, M.Ed., CCC-SLP, CAS

Children diagnosed with Childhood Apraxia of Speech require specific therapeutic strategies in order to progress due to motor planning impairment. This presentation will discuss evidence based practice for appropriate treatment for CAS and other speech sound disorders. Principles of motor learning and choosing appropriate targets based on the child's phonotactic skills and phonemic inventory will be discussed. A hierarchy of cuing to use with children will be explained along with incorporating functionality, prosody and literacy skills into therapy planning. Throughout the presentation, case studies and video clips will be used to highlight concepts as well as participant practice of strategies.

24 Dysphagia Care from an Interdisciplinary Perspective

AnnMarie C. Knight, PhD, CCC-SLP

Rowan P. Goodrich, MS, RD, LD,

An interdisciplinary dysphagia team was created at Providence Hospital in Columbia, SC to facilitate improvements in the care of inpatients with dysphagia with increased risk for aspiration. Members of the team included a SLP, dietitian, critical care nurses, a patient care technician, and clinical educators. The group restructured the system for alerting staff to the presence of dysphagia and restructured tray delivery to help accommodate patients who require extra care with feeding. Evidence in support of interdisciplinary collaboration and the protocol that was designed and implemented by the interdisciplinary team will be described.

Friday, February 16, 2018

8:00AM-9:30AM
Student Breakfast

8:00AM-9:30AM

25 Eosinophilic Esophagitis, Food Allergies and Pediatric Dysphagia

Jonathan "Gregg" Black, MD

Food Allergy is a common problem in children. Current estimates show 3-4% of children have food induced anaphylaxis. However, Food Allergy is now regarded as any adverse immunological reaction to food such as urticaria, angioedema, anaphylaxis, eczema, celiac disease, or eosinophilic esophagitis. Currently there is no treatment for Food Allergy, and the main approach rests on avoidance of a food allergen. Chronic diagnoses of Food Allergies may lead to food aversion, failure to thrive, developmental delay, and other disorders. In this presentation we will discuss Food Allergy diagnoses and how their management differs, and new developments in food allergy treatment.

26 Evaluating the Whole School Age Student: Putting the Pieces Together Through Collaboration

Jill Barton, MS, CCC-SLP

This presentation was developed for the Georgia School Psychologist Association as a part of Interdisciplinary School Services collaboration topic. After discussing the US Department of Education's guidelines for evaluation and eligibility of Speech Services, the participants will review 3 case studies and discuss eligibility for services based on USDoe guidelines.

27 Unilateral vs Bilateral Amplification in Children

Jason P. Wigand, AuD, CCC-A

Although many children with unilateral cochlear implants (CIs) have excellent speech perception abilities in a controlled listening environments, children with a unilateral CI experience significant other difficulties. Understanding soft speech, speech in background noise, and localization are some examples. Although evidence continues to support that children with unilateral amplification are able to develop spoken language and other skills, it has been well-documented that many children with unilateral amplification are significantly challenged academically, psychologically (listening effort) and socially. During this session, the benefits and efficacy of bilateral amplification with CIs will be discussed.

28 Just Take a Bite!

Sally Asquith, MS, CCC-SLP

Amanda Morse, MS, CCC-SLP

This presentation will review the normal sequence of feeding and drinking skills and common etiologies of PFD in children aged 2 and up. The primary focus will be on problem solving, tool selection, and treatment strategies in odd, complex, challenging, weird and wacky cases.

29 Your Social Media Presence...Amplified!

MaryAnn Nelson, MA, CCC-SLP

There are so many questions that arise when planning school based therapy sessions involving fluency students. Oftentimes,

the therapy groups we make in the schools consist of students who present with a wide range of needs. This presentation will explore ways to choose the fluency goals that would be most beneficial to CWS, when the speech pathologist is placed in a time crunch, and ways to incorporate these fluency goals in a small group setting.

30 Clinical Decision Making in SNF's: Case Studies

Allison McGee, MSP, CCC-SLP, CDP

If you are new to the SNF setting or an experience geriatric therapist looking to brainstorm treatment methods and difficult cases - join this presentation. The author will seek to dispel rumors regarding the "scary" skilled nursing setting and will outline processes for identifying and treating patients in SNF's. Participants will navigate case studies related to adult/geriatric patients with common (and uncommon) diagnoses that may be encountered in the SNF setting. Participants will also complete collaborative problem solving related to choosing appropriate evaluations, developing functional goals, documenting skilled need and progress, managing interdisciplinary relationships, and deciding when to discharge.

10:00AM- 11:30AM

31 The Big Picture for Fiscal and Legislative Year 2018-2019

Heather Smith and Josh Baker

Discussion of the fiscal, legislative and regulatory issues related to the profession and practice of Speech Pathology in South Carolina.

32 Repetitive Language In Autism: Strategies for Better Communication

Jill Barton, MS, CCC-SLP

This presentation will provide the participant with information regarding various terms use synonymously with repetitive language behaviors and as well as provide a discussion platform for implementation of strategies to reduce/reshape the use of repetitive language behaviors.

33 My Head is Spinning! Navigating Medicare Changes

Dr. Amber Heape, ClinScD, CCC-SLP

Does the maze of regulations for Medicare payment make you dizzy? If so, this session is for you! Updates to Medicare requirements, appropriate CPT coding, and choosing a valid ICD-10 diagnosis will be discussed. Participants will leave with information immediately applicable to their practice.

34 Over-The-Counter (OTC) Hearing Aids: What's Next?

Jason P. Wigand, AuD, CCC-A

Although many children with unilateral cochlear implants (CIs) have excellent speech perception abilities in a controlled listening environments, children with a unilateral CI experience significant other difficulties. Understanding soft speech, speech in background noise, and localization are some examples. Although evidence continues to support that children with unilateral amplification are able to develop spoken language and other skills, it has been well-documented that many children with unilateral amplification are significantly challenged academically, psychologically (listening effort) and socially. During this session, the benefits and efficacy of bilateral amplification with CIs will be discussed.

35 Dysphagia Management in Adult Critical Care

Carley Eason Evans, MS, CCC-SLP

Critically ill adult patients often present with multiple medical problems and may be challenging to diagnose at bedside. Interesting cases and several protocols for the clinical assessment of swallowing will be discussed.

36 Multi-Tiered Systems of Support for Struggling Students

Dr. JoAnn Wiechmann

This course will review the federal requirements of a Multi-tiered system of support/response to intervention system for students who are struggling to meet grade level expectations. The framework of an MTSS/RTI system will be discussed. A data gathering and analysis of the data will be used to help committees make informed decisions and recommendations for students. The role of the SLP will be identified in each of the various tiers of intervention. This session will also give guidance on an MTSS/RTI team should move forward with a special education evaluation so as to not delay the identification of a disability

11:45AM-1:45PM

Short Course Lunch and Learn

Children Living in Poverty: Evidence Based Assessment and Intervention Strategies

Elise Davis-McFarland, PhD, CCC-SLP

Children who live in poverty bring more than their communication differences and disorders to their therapy sessions. In order to help these students develop mainstream speech and language skills speech-language pathologists must understand the real-life issues related to poverty and how they affect students, so they can plan and implement assessments and interventions that will ensure the desired outcomes. Evidence based assessment and intervention strategies designed to optimize therapy outcomes and student success will be discussed.

2:00PM-3:30PM

37 #thestruggleisreal

Sheril Sylvia, MS, CCC-SLP

This presentation will provide participants with ways to weave together state standards, IEP goals and therapy activities for students with language based learning disabilities, articulation and phonological processing disorders. Practical, evidenced-based therapy activities for students from the early childhood setting to high school will be provided. The SLP role in math will also be addressed.

38 Freedom of Thought: Reframing for Progress

Charley Adams, PhD, CCC-SLP

*Gina Crosby-Quinatao, MSP, CCC-SLP, LSLS Cert. AVT,
William Hoole, AuD*

Communication disorders can lead to withdrawal from activities and participation. This withdrawal usually emerges from fear of judgments by others. In these situations, SLPs and Audiologists have a variety of tools, such as Cognitive Behavioral Therapy, to help patients replace counterproductive thought and behavior patterns

with more positive ones (Mustofa, 2010). Therapeutic success is measured through increased participation in the activities of life.

39 How to Write Right! Documenting Skilled Services

Amber Heape, ClinScD, CCC-SLP

Were you taught SOAP format in graduate school? The answer for most is yes. But in today's healthcare climate, documentation for Medicare or Insurance reimbursement must be much more skilled than a traditional SOAP note. This session will give functional information and examples for the practicing clinician to effectively document for reimbursement.

40 Now That SLPs Know Their Role: What Do We Do?

Dr. JoAnn Wiechmann

This course will discuss the nuts and bolts of providing speech and language interventions for students who are struggling with speech and language skills. Approaches to scheduling intervention in an already "jam-packed" schedule will be discussed. Activities and EBP (programs) will be described for each tier of intervention while outlining the role of the SLP in each. This session is intended to be solution and idea oriented while acknowledging the busy status of the typical school-based SLP.

41 Comorbid Psychiatric Issues and Asperger

Timothy P Kowalski, MA, CCC-SLP

This presentation will discuss comorbid psychiatric diagnoses present in individuals with Asperger syndrome. Research has shown these children have a 2-6 times greater risk of developing comorbid psychiatric conditions, the manifestations of which are often altered due to Asperger syndrome. It will include schizophrenia; bipolar and related disorders; depressive disorders and suicidal ideation; anxiety disorders; obsessive compulsive disorders; feeding and eating disorders; elimination disorders; disruptive, impulse-control and conduct disorders; personality disorders; and gender dysphoria.

42 Making an Impact on Preschool Language Development

Stephen Kneece, MA, CCC-SLP,

Shannon Cotham, MSP, CCC-SLP

Brooke Meyers, MCD, CCC-SLP

Monica Parsons, MSP, CCC-SLP

Madalyn Smith, MA, CFY-SLP

A team of Speech-Language Pathologists share their journey regarding how they developed a new preschool program in Aiken County Public School District. They will share the steps it took to get the program off the ground and how implementation is going this school year. This will include the pitfalls and possibilities of program development as a team. Also, the SLPs will take you through their the process of aligning speech/language therapy with preschool curriculum, selecting/developing new materials to fit their need, and planning lessons for a new model of intervention.

4:00PM-5:30PM

43 *Session Cancelled*

44 Real Talk: Fluency Strategies for a Growing Caseload

MaryAnn Nelson, MA, CCC-SLP

If we were to speak with people from the stuttering community,

we may hear a wide variety of feelings toward their experience or non-experience of fluency therapy. Some people who stutter may have positive experiences, while others may have negative experiences, but both of these experiences will have an impact on personal outcomes of stuttering therapy. Based on stuttering research and resources from stuttering self-help organizations, this session will explore ways that speech pathologists can improve the therapeutic experience of people who stutter, which in turn will increase PWS' ability to learn fluency management strategies.

45 Feed the Baby!

Sally Asquith, MS, CCC-SLP

Amanda Morse, MS, CCC-SLP

This presentation will review the common etiologies for pediatric feeding disorders (PFD) in infants and toddlers. The main focus will be on treatment strategies and tools to promote physiologic stability and optimal oral-motor functioning.

46 Gender Dysphoria and Asperger Syndrome: The Role of the SLP

Timothy P Kowalski, MA, CCC-SLP

Special interests are a well-known symptom of Asperger syndrome. But what if that interest centers around gender identification in which the individual identifies himself/herself as the opposite sex? In the field of mental health, the relationship between gender dysphoria and autism spectrum disorders is being discussed with greater regularity. A definitive statement as to the relationship of the two diagnoses remains controversial, but data seem to support this phenomenon. This presentation will discuss this relationship and the role speech-language pathologists may play in this issue.

47 Sign Language with Children aged Birth-3 and Beyond

Jill Eversmann, MS, CCC-SLP

This is an introduction to sign language seminar. It covers 30+ single ASL signs, the manual alphabet, and numbers 1-10. Participants will learn and practice the signs and learn tips for teaching signs to a variety of children on their caseloads. It also covers how sign language encourages speech and language development, enhances overall communication and reduces frustration for children who are not yet able to effectively communicate using speech.

48 Sensory Regulation and Speech Language Intervention

Cathy Carney-Thomas, DHSc, CCC-SLP

Clients with SPD often have difficulty responding appropriately to speech language strategies due to difficulties with self-regulation. Successful processing of stimuli allows the client to respond effectively. Sensory input and development follow a hierarchical pattern which when used along with speech language interventions can provide clients with the sensory and speech language organization to reduce behaviors and allow for appropriate verbal productions. When the SLP combines the motor hierarchy and the sensory hierarchy of development when facilitating speech and language skills the child is more equipped to generalize to the outside world.

6:00pm - SCSHA G.E.M.

7:00pm - Taste of the Town

Saturday, February 17, 2018

8:00AM-10:00AM

Short Courses

49 Short Course A: Part 1

Literacy: Just Push Play!

Diane Postman, M.Ed

The development of language and literacy are "interrelated and develop concurrently rather than sequentially." (Linder, 199, p 119) Therefore, the marriage between the Speech/Language Pathologist and early literacy is a perfect match. At the end of this workshop, participants will have a better understanding of the key elements of early literacy - phonological, phonemic, phonetic, and print awareness. Because these skills develop best in natural settings, ways to embed literacy into play and daily routines will be discussed. Topics covered will include phoneme manipulation, retellings, letter/sound recognition, concept of word, and experimental writing. Skills will be demonstrated and then practiced by the participants as they discover the many activities and materials that can support the development early literacy. Linder, T. W. (1999). Read, play and learn! Storybook activities for young children. Baltimore, MD: Paul H. Brookes.

50 Short Course B: Part 1

Aphasia Therapy That Works: From Research to Practice

Leigh Ann Spell, PhD, CCC-SLP

Aphasia can be a devastating disorder which robs people of their ability to effectively communicate in their daily lives. In this session, we will discuss current research studies that are looking at what factors may be influencing how well individuals recover from aphasia. We will then discuss specific, evidence-based therapy approaches which are showing promise in helping adults with aphasia communicate more effectively and functionally in their everyday activities. Finally, we will review resources, including apps and functional therapy materials, which will help SLPs maximize their aphasia therapy for all of their patients/clients.

10:15AM-12:15PM

51 Short Course A: Part 2

Literacy: Just Push Play!

Diane Postman, M.Ed

The development of language and literacy are "interrelated and develop concurrently rather than sequentially." (Linder, 199, p 119) Therefore, the marriage between the Speech/Language Pathologist and early literacy is a perfect match. At the end of this workshop, participants will have a better understanding of the key elements of early literacy - phonological, phonemic, phonetic, and print awareness. Because these skills develop best in natural settings, ways to embed literacy into play and daily routines will be discussed. Topics covered will include phoneme manipulation, retellings, letter/sound recognition, concept of word, and experimental writing. Skills will be demonstrated and then practiced by the participants as they discover the many activities and materials that can support the development early literacy. Linder, T. W. (1999). Read, play and learn! Storybook activities for young children. Baltimore, MD: Paul H. Brookes.

**52 Short Course B: Part 2
Aphasia Therapy That Works: From Research to Practice**

Leigh Ann Spell, PhD, CCC-SLP

Aphasia can be a devastating disorder which robs people of their ability to effectively communicate in their daily lives. In this session, we will discuss current research studies that are looking at what factors may be influencing how well individuals recover from aphasia. We will then discuss specific, evidence-based therapy approaches which are showing promise in helping adults with aphasia communicate more effectively and functionally in their everyday activities. Finally, we will review resources, including apps and functional therapy materials, which will help SLPs maximize their aphasia therapy for all of their patients/clients.

8:00AM-9:30AM

Sessions

53 Beyond Cycles and Minimal Pairs

*Dr. Christine Lewis, CCC-SLP
Shaverra Jones*

Speech sound disorders (SSD) are a common problem in school-aged children, especially preschool-aged children (Williams, 2003). With the many treatment approaches available, deciding which treatment approach is most appropriate may be difficult and will require awareness of the treatment options and ability to determine which options best serves that client's severity of the phonological disorder. The multiple oppositions approach is a contrastive approach that simultaneously contrasts several target sounds to a comparison sound (Williams 1992, 2000a, 2000b). This session will also discuss how target selections impacts treatment progress and how to implement the multiple oppositions approach for children with severe SSD.

54 Do I Really Need to Do This?

Andi Lary, CCC-SLP

The target audience for this presentation is SLPs involved in Early Intervention services and pediatric private practices. Documentation is an unwelcome word, however it is one of the necessary parts of our practices. This course will provide information on acceptable levels of documentation to support the skilled services that are being provided.

55 Dysphagia in Patients with Dementia: Strategies for Success

Amber Heape, ClinScD, CCC-SLP

Treating dysphagia in the patient with dementia can be a daunting task. This session will provide information on common deficits, as well as interventions and suggestions for therapists, improving patient quality of life.

56 Resources 101 and Effective Strategies for Communication and Collaboration in an IEP

Tracie Heyward

This workshop will give an overview and description of resources and services for individuals with disabilities and/or special healthcare needs in South Carolina. We will also talk about developing an Individualized Education Plan for students with disabilities and consensus building that can enhance the IEP meeting process.

57 Elements of Building a Successful Private Practice

Andi Lary, CCC-SLP

Sally Asquith, MS, CCC-SLP

This presentation will review principles and action steps that are important in creating and growing a private practice. We will discuss essential elements that range from developing vision/ mission statements, business plans, finances, contracting, to marketing and recruiting. The target audiences for this presentation are those who are thinking of starting a private practice to those who already have a private practice and need some fresh ideas

58 Tiny Tap 101: Creating your Own Therapy Apps

Ellen Weber EdS, CCC-SLP

Learn to create your own apps for therapy or progress monitoring using the free app TinyTap. No coding knowledge is needed! Creating requires iOS/Android tablet, but once created, they can be played from any device that can access the website online. This session is appropriate for all ages/grades/content/therapy settings, from identifying sound sources for toddlers to adult PD. Participants are asked to BYOD (iOS/Android tablet or mini. No phones please, as screen is too small for creating). Also, please download the app TinyTap Games by Teachers and set up your profile prior to the session.

12:15- Convention Close



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pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

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