

South Carolina Speech-Language-Hearing Association

Annual Convention

February 2-4, 2017

Embassy Suites & Convention Center
North Charleston, SC

BRIDGING HUMAN CONNECTIONS



THROUGH COMMUNICATION

2017 SCSHA Convention ♦ February 2-4 Bridging Human Connections Through Communication



2017 SCSHA Convention

SCSHA members, speech-language pathologists, audiologists, and healthcare professionals are invited to attend the 2017 Convention which will be held in North Charleston, SC. at the Embassy Suites Hotel & Convention Center. 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 Luncheon, Awards Luncheon Annual Business Meeting, and Student Praxis Bowl. 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 Hotel & Convention Center
5055 Internation Blvd.
North Charleston, SC 29418

Special group rates have been obtained. SCSHA rate is \$159.00. Room block deadline is January 12, 2016 unless the block fills before that date. Reservations may be made by calling **(843) 747-1882** and identifying the group as the SC Speech-Language-Hearing Association (SCSHA).

Schedule at a Glance

Subject to Change

Wednesday, February 1st

4:00 pm - 5:00 pm	Executive Board Meeting
5:00 pm - 6:00 pm	Executive Council Meeting
7:00 pm - 9:00 pm	Convention Registration

Thursday, February 2nd

7:00 am - 5:00 pm	Registration Open
6:00 am - 7:30 am	Exhibitor Set-up
7:30 am - 5:00 pm	Exhibits Open
8:00 am - 4:30 pm	Speaker Sessions
9:30 am - 10:00 am	Door Prizes/Auction
11:30 am - 12:30 pm	Lunch & Learn
11:30 am - 1:00 pm	Past Presidents Luncheon
3:30 pm - 4:00 pm	Door Prizes/Auction
5:00 pm - 7:00 pm	University Receptions

Friday, February 3rd

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	Awards Luncheon
2:00 pm - 4:00pm	Poster Sessions
3:30 pm - 4:00 pm	Door Prizes/Auction
2:00 pm - 3:30 pm	Student Praxis Bowl
4:30 pm	Exhibitor Breakdown
5:45 pm - 6:45 pm	Annual Business Meeting

Saturday, February 4th

8:00 am - 12:30 pm	Registration Open
8:00 am - 12:15 pm	Speaker Sessions and Short Course Offerings*
12:15 pm	Convention Closes

**Additional fee required, see registration form.*

Please note that the schedule is subject to change

Thursday, February 2, 2017

8:00AM-9:30AM

1 Velopharyngeal Insufficiency Evaluation

Melissa Montiel, MS, CCC-SLP

Evaluating Velopharyngeal Insufficiency (VPI) is a thorough and sometimes complicated process. Due to the complicated nature of VPI, it is critical for the accurate professionals to evaluate for the presence of VPI. This course will discuss how testing for VPI takes place and things to look for as a clinician.

2 Intervention Strategies for Children and Adults with Executive Function Challenge

Katie Hodgson, M.Ed, MA, CCC-SLP

By attending this conference, clinicians will develop a deeper understanding of executive function and the impact it has on learning, behavior and daily activities for children and adults. The instructor will share specific tools and strategies for teaching clients with executive function challenges to become more efficient learners and independent in their daily lives.

3 AAC Basics and Beyond

Carol Page, PhD, CCC-SLP, ATP, CBI

Understanding how to provide and model the use of AAC is directly related to the success of the individual's AAC system. The four components of AAC will be reviewed: aids, symbols, strategies and techniques. Come learn some of the most critical elements that influence success of AAC systems! Video examples will be provided.

4 Exploring a Complex Cluster Treatment Approach Part 1

David Eoute Jr. PhD, CCC-SLP

Tamar Pundys

The presenters will review the literature on targeting complex clusters to achieve robust global gains for treatment of speech-sound disorders. Attendees will examine case studies and receive practical tips for implementing this approach with clients.

5 A New Look at Processing and Executive Functioning

Angela N. McLeod, Ph. D., CCC-SLP

Sharon B. "Dianne" Dixon, MSP, CCC-SLP, LSLS CertAVT

Executive function has been broadly defined as the higher-level cognitive processes needed to plan, initiate, and complete activities. When successfully employed, patients/students display goal-directed behavior that is appropriate for given situations and circumstances. Acknowledging the wide variety of clients within the SLP's caseload (e.g., ASD, ADHD, LD) who may exhibit processing and other difficulties, clinicians must access and utilize the resources needed for proper identification and management of these areas. This presentation will provide an overview of disorders of processing and executive function and permit discussion of assessment and treatment concerns.

6 SNACKids: Social Nourished Advancing Competence in Kids Session

Sally Asquith, MS, CCC-SLP

Amanda Morse, M.S., CCC-SLP

SNACKids is a novel, highly successful approach to managing pediatric feeding disorders. The program involves a dedicated space with specific metrics, where children meet casually or in a planned fashion to choose, prepare, serve, eat, and share food. This peer-rich, friendly setting provides a positive, spontaneous, FUN environment that significantly reduces anxiety surrounding food. It also pivots the attentional focus and social interest to other children (rather than the adults who represent the "power" in a dyad). Minimal research exists on this topic, however our data are compelling for: success rates and # of patients recruited simply because we ask: "How is his/her diet?" Lastly, we contribute a helpful, new way to quantify ARFID.

10:00AM-11:30AM

7 Cleft Feeding and Early Care

Melissa Montiel, MS, CCC-SLP

The cleft population requires specialty care for feeding management. This course will review feeding deficits in the cleft child and appropriate techniques for management. The speaker will review specialty bottles and their uses.

8 Processing Skills: Auditory, Spoken Language and Information and the Role of the SLP

Deborah Ross-Swain, Ed.D; CCC-SLP

Many school-aged children experience difficulty with their ability to learn age appropriate school curriculum because of processing skill weakness often unidentified these weaknesses in academic and social difficulties. This presentation will focus on identification and assessment of processing skill weakness by the SLP.

9 Turning Clinical Data into Clinical Research

Dr. Kathy Shapley, PhD, CCC-SLP, NSSLHA National Advisor

This one-hour session will focus on the need for outcome research and the importance of research partnerships. In addition, she will review research designs and resources available to clinicians who are interested in conducting clinical research.

10 Rediscovering Evidenced Based Practice

Regina Lemmon Bush, Ph.D., CCC-SLP

Jessica Berry, Ph.D., CCC-SLP

ASHA has outlined our responsibility as speech-language pathologists is to incorporate the principles of evidence-based practice to make appropriate clinical decisions and provide high-quality care for our clients (ASHA, 2005). However, with limited time and large case-loads it is often hard incorporate the most current published research. Therefore, the purpose of this session is to introduce and rediscover methods of evidence-based practice in ways that can be more functional for speech-language pathologists. Participants will learn how to locate current articles in their areas of expertise, strategies for reading, annotating, organizing, and using information from the literature to inform clinical decisions.

11 **Signing in Schools**

Jill Eversmann, MS, CCC-SLP

Learn how to introduce, respond to and support signing with students in the schools. Understand what the research says concerning using signs with typically developing children, as well as children with a variety of speech and language delays and disorders. Learn 25+ signs and review the manual alphabet and numbers 1-10. Learn ways to use them effectively in therapy, in the classroom, for language and literacy development, to support children who are not strong auditory learners, to support articulation and language goals, to give more processing time to students with Down syndrome or to add to a behavior program, visual schedule, or as a quiet cue for transitioning for students diagnosed with ASD.

11:30AM-12:30PM

Lunch and Learn

We are SCSHA: Being a Board Member

Past President's Luncheon

1:00PM-2:30PM

12 **Treating Cleft Related Speech Difficulties**

Melissa Montiel, MS CCC-SLP

Cleft related speech deficits can be difficult to diagnose and treat. In this session, the speaker will discuss how to identify and treat cleft related speech disorders. Normal articulation errors vs. cleft related errors will also be discussed.

13 **Social Communication Assessment for Children with ASD**

Deborah Ross-Swain; Ed.D; CCC-SLP

Many children with language, learning, developmental and emotional behavior disorders have co-occurring deficits in social communication. These difficulties have been difficult to identify and measure using existing assessments. This presentation will focus on the unique assessment needs of this complex population and will introduce a new nationally-normed social communication assessment.

14 **Enriching the Communication of Children with Down Syndrome**

April Tucker, MSP, CCC-SLP

Carolyn B. Hammond

The presentation will identify characteristics, challenges, strengths and misconceptions of children with Down syndrome. While taking a close look at the goals and dreams of parents of these extraordinary children, presenters will discuss how these parents can be the speech language pathologist's most valuable tool. By examining the framework for creating quality speech and language intervention for school-age children with Down syndrome, presenters will focus on the role of the speech language pathologist from evaluation to therapy and beyond.

15 **Ethics for School SLPs**

Dr. Elise Davis-McFarland, CCC-SLP

This will be an interactive session that will include a discussion of the revised ASHA Code of Ethics to include a concept for resolving

ethical issues. There will also be a discussion of ethical issues related to outside employment, providing services for culturally diverse clients, mentoring and supervising clinical fellows, management of support personnel, as well as other issues which can result in ethical conflicts.

16 **To Be (Bagless) or Not to Be?**

Jill Eversmann, MS, CCC-SLP

DeShea Gornowicz, MS, CCC-SLP

Learn what the research says about speech therapy in the early intervention setting. Hear from two pediatric SLPs about traditional vs. "bagless" therapy and learn how to individualize your sessions according to the needs of the child and family.

3:00PM-4:30PM

17 **AAC for Promoting Literacy**

Carol Page, PhD, CCC-SLP, ATP, CBI

Jeanette M. Cox, MS, CCC-SLP

Children with Complex Communication Needs (CCN) fall behind their peers in literacy skills. Many adults in a child's life view Augmentative and Alternative Communication (AAC) and literacy as two completely different skills. This presentation will take a look at misconceptions, best practices and provide strategies for promoting literacy through the use of AAC systems at school and at home. Video examples of AAC used during literacy activities will be shared.

18 **Montessori and Speech Therapy: Best of Both Worlds**

Kerry Hershey, MCD, CCC-SLP

*Donna Brown, Early Childhood Montessori
Certified Instructor*

Montessori education is experiential, inquiry based, student driven and individualized. Even very young children are able to learn advanced concepts using the methodology. Montessori classrooms are multi-age and foster a setting where older students help younger students. The materials, philosophy and methods naturally incorporate language exploration and learning sounds, literacy and concepts in a unique way. Montessori materials are designed for students to learn using all of their senses. Montessori education is unique and students with speech and language impairments benefit from the method. Any speech therapy room would benefit from incorporating Montessori materials, philosophy and methods.

19 **Exploring a Complex Cluster Treatment Approach Part 2**

David Eoute Jr. PhD, CCC-SLP

Tamar Pundys

The presenters will review the literature on targeting complex clusters to achieve robust global gains for treatment of speech-sound disorders. Attendees will examine case studies and receive practical tips for implementing this approach with clients.

20 **The Big Picture for Legislative Year 2017**

Heather Smith

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

21 **Speech Therapy ‘THAT’ Works**

Dr. Cecelia Jeffries

Speech-language pathologists (SLP) that work in the schools and with clients as a whole often exhibit some frustrations when looking at post therapy data. It appears that the outcomes do not always match the amount of time spent working on a task. Often that may be due to the SLP not targeting the correct task or not allowing ample time for the task to be learned. This session will look specifically at time on task and how the SLP needs to use available peer research evidence to assess and treat speech and language impairments.

Friday, February 3, 2017

8:00AM-9:30AM

Student Breakfast

Dr. Kathy Shapley, PhD, CCC-SLP, NSSLHA National Advisor/ASHA

8:00AM-9:30AM

22 **Aging: What is Normal and What is Not!**

Amber Heape, ClinScD, CCC-SLP, CDP

Aging. It's something we all know about. But how does the SLP determine what's normal aging and what is pathological? This session will address these issues and more! If you love someone who is aging, are aging yourself, or just want to increase your knowledge on the topic....this session is for you!

23 **Identifying Sources of Literacy Problems in Older Students**

Dr. Barbara Ehren, CCC-SLP, BCS-CL

There are many reasons why students in grades 4 and up experience literacy problems. Most of them have to do with language difficulties. In this sessions participants will explore the language-related reasons that students in grades 4 through 12 struggle with literacy. The focus will be on the language and related cognitive underpinnings required to process and produce complex academic text. Working with teachers to identify the sources of students' problems will be emphasized.

24 **Access with FM & Wireless Technology: Where, When, and How?**

Jason P. Wigand, AuD, CCC-A

Beth Hulvey, AuD, CCC-A

Nicole Herrod-Burrows, AuD, CCC-A

A well-established solution to improving listening abilities in any environment is the improvement of signal-to-noise ratios. Assistive devices, including wireless accessories, aid in many ways. With so many options in connectivity for the hearing-impaired, knowing which medium and accessories to utilize in different educational, professional, and social settings can be confusing. In this session, we will discuss accessories that often accompany hearing aids and implantable devices, focusing on descriptions of the technologies, functionality, and compatibility to maximize communication for different environments. Finally, methods to troubleshoot and optimize devices usage in everyday life will be presented.

25 **Using Language Samples to Inform Clinical Decisions**

Jessica Berry, PhD, CCC-SLP

Regina Lemon, PhD, CCC-SLP

Language samples are a common method used to identify children with language impairment (Berry, 2015;Kaderavek, 2015; Newkirk, Oetting, & Stockman, 2014). However, because language samples are viewed as more labor intensive than standardized assessments, they are not frequently used in daily practice. This session will provide practical methods to elicit spontaneous and narrative language samples. We will explore ways that clinicians can use language samples to expand the information gathered from norm-referenced assessments. The language sample analysis will provide information relative to vocabulary diversity, pragmatic ability, and morphosyntactic skills that will assist with development of specific intervention goals.

26 **Diary of a Mad Rad Therapist: Behavior Management and “Whole Child” Approach for the Early Intervention Caseload**

Ensley Graves MA, CCC-SLP

Tantrums, Meltdowns, and Escapes! How many of us love them? As a speech-language pathologist (SLP), did you know you are capable of managing behaviors in three minutes or less by using novel techniques? It's true!! This presentation will provide an overview of behaviors, onset, contributing factors, and its importance when planning your next therapy session. These approaches facilitate a variety of leading interventions for managing behaviors in a variety of settings. SLPs will benefit from discovering the techniques and methods designed for children across the spectrum of behavior and learning styles.

10:00AM- 11:30AM

27 **Matching Interventions to Sources of Literacy Problems with Older Students**

Dr. Barbara Ehren, CCC-SLP, BCS-CL

Of the many reasons students in grades 4 through 12 struggle with literacy those related to language are clearly the bailiwick of the speech-language pathologist. However, one size does not fit all and interventions have to address the specific underlying language problems older students are experiencing. It is not enough that they be evidence-based; they have to target the problems at hand. In this session participants will explore evidence-based interventions appropriate for a variety of literacy problems, across listening, speaking reading and writing. Collaborating with teachers on implementation will be addressed.

28 **Part 1: Cognitive Rehab for Adults with Brain Injury, Stroke or Dementia: A Functional Approach. Therapy, and only therapy.**

Elizabeth Peterson, MA, CCC-SLP

If you could use some new ideas for your caseload, then this fun seminar is for you. This program will present multiple functional interventions and strategies for patients needing cognitive re-training in the areas of stroke, brain injury and other neurologically impaired adults. Functional, cognitive therapy is more purposeful and patients engage while family and team members see the value in the programming. Time will be allotted to build therapy models and generate strategies in this highly active seminar. Come away with new functional activates that will significantly support your patients rehab program.

29 **Your Social Media Presence...Amplified!**

Kiki L'Italien

This session will explore how to establish a professional brand and effectively promote it online to further career goals. The session will give practitioners the social media know-how to create and maintain a stellar professional presence online using a variety of social media channels.

30 **Functional Facts, Figures and Application of Language Sampling**

Jamy Claire Archer, M.S., CCC-SLP, LSLs Cert. AVT

Gina Crosby-Quinatao, MSP, CCC-SLP

Krystal L. Werfel, Ph.D.

Language sampling is a valuable assessment and therapeutic tool that provides a myriad of benefits to SLPs in patient care. Unfortunately, after learning about language sampling in graduate school, few SLPs functionally apply it in their jobs. Lack of reimbursement, lack of standardized data, time for analysis and interpretation are several reasons cited by SLPs for not using language sampling. This class will discuss strategies and applications of language sampling for use in conjunction with standardized assessment or for progress-monitoring. Interpretation strategies and application to goal setting will be demonstrated and clinical research involving language sampling will be discussed.

31 **No Clinical Educator Left Behind (NCeLB): Updates in Standards, Ethics and Supervision**

Crystal A. Murphree-Holden, M.A., CCC-SLP

Danielle Varnedoe, M.A., CCC-SLP

Juliana O. Miller, M.S., CCC-SLP

Knowledge of changes to certification standards and ethics are not just the responsibility of training programs. These changes impact ethical practice of working professionals as well as those involved in clinical supervision. This presentation will review updates and changes to certification standards for speech-language pathology, including continuing education requirements in some specific areas, 2016 changes to ASHA's Code of Ethics and clinical supervision. The presenters will discuss the impact of these changes in representing different areas of professional practice and supervision as well as review existing guidelines for effective supervision.

11:45AM-1:45PM

Awards Luncheon- Why We are Remarkable

Dr. Deborah Swain

2:00PM-3:30PM

32 **Student Praxis Bowl Sponsored by EBS**

Dr. Jackie Jones-Brown

Dr. Nia Johnson

Dr. Demarcus Bush

University teams comprised of top-notch graduate students will be given the opportunity to prepare for the Praxis examination through a fun game-show format competition. This session is designed for students preparing to take the Praxis examination, as well as professors/instructors who would like to volunteer for the expert panel. Show your school spirit, cheer for your university team to win and most importantly, prepare for the Praxis exam! Reimbursement for the Praxis exam will be awarded to each member of the winning

team.

33 **Part 2: Cognitive Rehab for Adults with Brain Injury, Stroke or Dementia: A Functional Approach. Therapy, therapy and only therapy.**

Elizabeth Peterson, MA, CCC-SLP

If you could use some new ideas for your caseload, then this fun seminar is for you. This program will present multiple functional interventions and strategies for patients needing cognitive re-training in the areas of stroke, brain injury and other neurologically impaired adults. Functional, cognitive therapy is more purposeful and patients engage while family and team members see the value in the programming. Time will be allotted to build therapy models and generate strategies in this highly active seminar. Come away with new functional activates that will significantly support your patients rehab program.

34 **The Early Literacy Trifecta: Language, Print and Executive Functioning**

Dr. Julie Washington, PhD, CCC-SLP

It is well accepted that in order to successfully acquire literacy young children must have strong oral language skills and strong print knowledge. In addition to these important skills a strong focus on the contribution of socioemotional development to early literacy success for all children has become more clear. In the case of children growing up in poverty these skills are more likely to be impaired and require direct attention from teachers and caregivers. This presentation will focus on the importance of language, literacy, executive function (EF) and play skills to the development of strong early literacy.

35 **Color Code your Supervision and Play to your Strengths**

Jamy Claire Archer, M.S., CCC-SLP, LSLs Cert. AVT

Gina Crosby-Quinatao, MSP, CCC-SLP

Charley Adams, Ph.D., CCC-SLP

Personality types bring powerful influences to clinical relationships impacting clinical success. Along with essential skills and knowledge, supervisors' understanding of personality traits strengthens student-supervisor relationships (Baggs, 2012). The personality tool from What Color is Your Brain (Glazov, 2007) will be utilized to highlight behaviors related to four personality types. Application of these behaviors to clinical supervision and demonstration of supervisory strategies will be discussed (i.e., constructive feedback, management of "difficult situations," and support for critical thinking skills). Participants will identify their own personality types and use their framework to strengthen supervisory communication.

36 **Recipes for Success: Tools for Youth with Hearing Loss**

Sharon B. "Dianne" Dixon, MSP, CCC-SLP, LSLs CertAVT

Mariann C. Carter, M.A., M.Ed., NBTS Exceptional Needs Specialist, EIPA

Jason P. Wigand, AuD, CCC-A

Presenters will discuss appropriate tools & techniques for helping youth with hearing loss gain knowledge & advocacy skills necessary to successfully communicate accommodations needed to access & receive meaningful benefit from instruction. Speakers will guide participants through engendering self awareness of the pervasive impact of hearing loss on school & everyday life targeting development of self-determination & supports necessary for

academic success as challenge levels increase & parental involvement fades for youth entering adulthood. Topics include knowing & using the law, proactive participation in IEP/Accommodations Plan development, responsible equipment management & creation of a comprehensive student resource notebook.

37 Considerations for Feeding and Swallowing with Infants, Toddlers, and Young Children who have Down Syndrome

Michelle L. W. Dawson, MS CCC-SLP

When addressing feeding and swallowing concerns with an infant, toddler, or young child who has Down Syndrome, professionals and caregivers should be aware of some common anatomical considerations that can impede their ones progress towards being successful eater and drinker. This workshop will explain some signs and symptoms of some of the more frequently occurring differences, what professional(s) they should reach out to for assistance, and offer a few interventions that are socioeconomic friendly.

38 SPOT On: Speech and OT Co-Treatment

Tess Ellis, Occupational Therapist

Gandy Britt, MSP, CCC-SLP

Brittany Clark, MSP, CCC-SLP

Ellen Bryan, MCD, CF-SLP

Speech and OT co-treatment: SPOT sessions center around core vocabulary targets and themes. It consists of an introductory song, motor lab, and several stations geared toward eliciting language (verbal or AAC), fine motor skills, core strength, sensory integration, and pragmatic skills.

Who? We serve school aged children in self-contained classrooms, primarily diagnosed with ASD. This treatment approach can be adapted for other ages and needs. Classroom staff are encouraged to participate with students, and carryover modeled therapy targets in the classroom.

When? Occurs weekly in thirty minute sessions.

Where? Occurs in an area providing room to accommodate various stations and movement.

2:30PM-4:00PM

Poster Sessions

4:00PM-5:30PM

39 Early Literacy Skills of African American Children

Dr. Julie Washington, PhD, CCC-SLP

Early literacy skills provide a critical foundation for later academic success. In order to encourage good reading skills several important factors must be identified and addressed. At the most basic level in order to learn to read all children must have three important things: 1) good language skills; 2) excellent teachers; and 3) books. In the case of children who come from impoverished backgrounds and those who use a community language that differs from the school context early childhood education can bridge the gap between their early literacy environments and school literacy expectations. This presentation will focus on the additional literacy needs of children growing up in poverty and the increasingly important role of birth – 5 education in supporting the language and literacy development of

these students.

40 Neuropathology Behind the Characteristics

Ruth Renee Hannibal, Ph.D., CCC-SLP

In order to understand the characteristics that are exhibited by individuals with acquired neurological and progressive degenerative diseases, speech-language pathologists (SLPs) must first understand the underlying neuropathology. Having an understanding of the nature, including cause and diagnosis, of diseased brain tissues, will help the SLP make better treatment decisions. Additionally, understanding the neuropathologies behind the characteristics of neurological diseases will help SLPs explain the effects of neuropathology on speech, language, cognition, and swallowing. This seminar will provide the participant with a basic foundation of neuropathologies that are associated with various neurological diseases and disorders treated by SLPs.

41 ASHA Advocacy Efforts

Dr. Kathy Shapley, PhD, CCC-SLP, NSSLHA National Advisor

This one-hour session will review current legislation impacting the field of Speech Language Pathology and Audiology. Dr. Shapley will review the structure of the ASHA PAC and the vital role they play in the future of the professions. Dr. Shapley will also review opportunities for advocacy at the local, state and national level.

42 Multilinguistic Scoring of Students' Spelling Errors

Krystal L. Werfel, PhD, CCC-SLP

Jillian McCarthy, PhD, CCC-SLP

Students with hearing loss and students with language impairment often struggle with spelling, which can negatively impact higher-level literacy skills such as reading comprehension and written expression. Multilinguistic scoring of spelling errors can provide insight into underlying linguistic difficulties that lead to these students' spelling difficulties. This session will (a) describe a multilinguistic spelling error scoring system, (b) provide hands-on practice of scoring students' spelling errors using this system, and (c) discuss how these analyses can lead to the development of appropriate spelling and language treatment goals for children with hearing loss and/or language impairment.

43 Transitioning from Schools to Nursing Facilities: A Comparison

Stacy H. Garvin

Allison McGee, P.T.

This presentation will compare therapy techniques and requirements in skilled nursing facilities (SNF's) to those in the school setting. The authors will highlight the similarities in techniques and therapy activities for the school aged child and the adult/geriatric population. We will demonstrate ways to modify activities for each setting. An overview and comparison of the documentation requirements and the process of referral, evaluation and entry/exit criteria will be provided.

44 Identifying and Treating Dyslexia in a Collaborative, RtI System

Jane Coolidge, M.A., CCC-SLP

The call for SLP involvement in reading and writing was issued by ASHA in the 2001 position statement on the Roles and Responsibilities of SLPs with Respect to Reading and Writing in Children and Adolescents. Unfortunately, our expertise as speech, language, and hearing specialists is not being fully utilized in schools or

clinics. This presentation will first define disorders such as dyslexia, dysgraphia, and oral & written language learning disabilities, and discuss underlying cognitive systems. We will then discuss how to screen, evaluate, and set up treatment programs in an RTI system.

Saturday, February 4, 2017

8:00AM-10:00AM

Short Courses

- 45 Short Course A: Part 1**
Building Better Skills for Students with Autism, Learning Disabilities, Behavior and More! S.O.S. A New Program for the Changing Field of Speech Pathology
Elizabeth Peterson, MA, CCC-SLP

The field of speech pathology in the school setting is changing. S.O.S. is a program that supports student learning in a variety of instructional settings. S.O.S. is a 3-part directions model that targets a specific skill or behavior. By applying steps in a 1, 2, and then 3 part sequential order in a clever mnemonic, students have the guidance to complete skills more successfully and on their own. Research supports students learning with strategies and mnemonics. Come learn how to create and effectively implement strategy based, mnemonic instruction for your caseload that targets, language, cognitive and behavioral skills.

- 46 Short Course B: Part 1**
Aging: Busting the Myths Surrounding Dementia... What's the SLP To Do?
Amber Heape, ClinScD, CCC-SLP

As the population ages, the increase of persons diagnosed with dementia has become apparent. As evidence-based practitioners, SLPs must be well versed in the truths versus myths of this condition, in order to best serve patients and families. This session will identify common myths in the aging and dementia populations, debunking those myths through research evidence. Current, functional, and evidence-based clinical practice ideas will be shared. Participants will participate in activities to improve documentation of skilled services to support the medical necessity of our treatment with this population.

10:15AM-12:15PM

- 47 Short Course A: Part 2**
Building Better Skills for Students with Autism, Learning Disabilities, Behavior and More! S.O.S. A New Program for the Changing Field of Speech Pathology
Elizabeth Peterson, MA, CCC-SLP

The field of speech pathology in the school setting is changing. S.O.S. is a program that supports student learning in a variety of instructional settings. S.O.S. is a 3-part directions model that targets a specific skill or behavior. By applying steps in a 1, 2, and then 3 part sequential order in a clever mnemonic, students have the guidance to complete skills more successfully and on their own. Research supports students learning with strategies and mnemonics. Come learn how to create and effectively implement strategy based, mnemonic instruction for your caseload that targets, language, cognitive and behavioral skills.

- 48 Short Course B: Part 2**
Aging: Busting the Myths Surrounding Dementia... What's the SLP To Do?

Amber Heape, ClinScD, CCC-SLP

As the population ages, the increase of persons diagnosed with dementia has become apparent. As evidence-based practitioners, SLPs must be well versed in the truths versus myths of this condition, in order to best serve patients and families. This session will identify common myths in the aging and dementia populations, debunking those myths through research evidence. Current, functional, and evidence-based clinical practice ideas will be shared. Participants will participate in activities to improve documentation of skilled services to support the medical necessity of our treatment with this population.

9:00AM-10:30PM

Sessions

- 49 Neuroscience for the Speech-Language Pathologist**
Ruth Renee Hannibal, Ph.D., CCC-SLP

Speech-language pathologists (SLPs) diagnose and treat individuals with acquired neurogenic communicative disorders. Having a basic foundation of neuroscience will assist the SLP in understanding brain and brain-behavior and the characteristics that individuals with acquired brain injuries possess. This seminar will provide the participant with the basic foundation and principles of neuroscience that can be applied to clinical practice.

- 50 What Works in Therapy. Preparing for Evidence-Based Practice**
Kris Miller

In the 2014 (volume 45) issue of Language, Speech, Hearing Services in Schools Alan Kamhi challenges several colleagues to join him in expounding upon the gap between current research and the way it plays out in practice. Researchers such as Marilyn Nippold, Geraldine Wallach and Sandra and Ronald Gillam answer such questions as 1) What is the link between Learning principles and instructional practice? 2) how do certain "memes" of speech-language pathology propagate? And 3) do therapy practices which work for young children continue to work with middle and high school students?



The South Carolina Speech-Language-Hearing Association® is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language

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.

This program is offered for up to 1.85 ASHA CEUs. (Various Levels, Professional Area)

Please visit the website below to view Instructor Financial and Non-Financial Disclosures:
<http://www.scscha.net/2017-convention-financial-and-non-financial-disclosures.html>

Super Duper provided convention bags. EBS sponsored Student Breakfast and provided lan-yards.

