

South Carolina Speech-Language-Hearing Association

Annual Convention

February 7-9, 2019

Hyatt Regency
Greenville, SC



"First Time Learning at the Falls"



2019 SCSHA Convention ♦ February 7-9 “First Time Learning At The Falls”

2019 SCSHA Convention

SCSHA members, speech-language pathologists, audiologists, and healthcare professionals are invited to attend the 2019 Convention which will be held for the first time in Greenville, SC at the Hyatt Regency. 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, Student Breakfast, Annual Awards Celebration, 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

Hyatt Regency- Greenville

The Hyatt is now SOLD OUT! Please make your reservation at the Home2 Suites which is directly beside the Hyatt. Call 864-626-3700 for reservations.

Schedule at a Glance

Subject to Change

Wednesday, February 6th

4:00 pm - 5:00 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 7th

7:00 am - 5:00 pm Registration Open
7:30 am - 5:00 pm Exhibits Open
8:00 am - 4:30 pm Speaker Sessions
11:45am - 12:45 pm Lunch and Learn*
11:45am - 12:45pm Past Presidents Luncheon
9:30 am - 10:00 am Door Prizes/Auction
3:30 pm - 4:00 pm Door Prizes/Auction
4:45 pm - 6:15 pm Poster Sessions

Friday, February 8th

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 - 1:15 pm Awards Luncheon*
3:30 pm - 4:00 pm Door Prizes/Auction
4:30 pm Exhibitor Breakdown
6:00 pm SCSHA G.E.M

Saturday, February 9th

7:45 am - 12:30 pm Registration Open
8:00 am - 11:30 am 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 7

8:00AM-9:30AM

1 Autistic Burnout or Regression with Individuals on the Autism Spectrum

Jill Barton MS, CCC-SLP

This presentation will provide the participant with information regarding various terms use when discussing Autistic Burnout as well as provide a discussion platform for implementation of strategies to increase recovery period while continuing in a clinical therapy setting.

2 Feeding Matters: Promoting Collaborative Feeding Care for Children and Families

Jennifer Ruckner, MS CCC-SLP

Patricia Minicucci, MC CCC-SLP

Pediatric feeding disorders affect every area of child's development and overall well being. Feeding Matters was started because too many children were suffering due to a lack of trained specialists, limited identification, interventions and the failure of the general public to recognize pediatric feeding disorders as a real medical condition. Feeding Matter's mission is to "further advances in pediatric feeding disorders by accelerating identification, igniting research and promoting collaborative care for children and families"*. www.feedingmatters.org*

3 The Language of Literacy: The Magic of What SLPs Already Know!

Angie Neal, M.S. CCC-SLP

This workshop will explore the language foundation for literacy. After attending this presentation, participants will have a better understanding of what SLPs already know about language that has a positive impact on literacy, simple activities to incorporate into therapy, the evidence-base for language and literacy, and how to work with teams to get the best possible outcomes.

4 Home Visiting: Evidence-based Practice in Early Intervention

Sarah Myers, MSP, CCC-SLP

Kerri Wikel

Windsor C

The Home Visiting model has been recognized as an evidence-based practice for early intervention providers of all disciplines. This approach engages caregivers and supports them as their child's teacher, using daily routines to help meet the functional needs of the family. In contrast, traditional models of intervention have focused on provider-to-child teaching and play rather than routines. Bright Start Regional Director of Early Intervention Kerri Wikel and SLP Supervisor Sarah Myers will give an overview of Home Visiting. Specific strategies for use of this approach in the natural environment setting will be discussed.

5 Just a Toolbox of Resources for Listening and Spoken Language

Jessie Ritter, M.A., CCC-SLP, LSLs Cert. AVEEd

Stacy Adams, M.S., CCC-SLP

This presentation teaches auditory oral strategies and techniques to use with children who are deaf or hard of hearing and/or have speech and languages delays. Topics include therapy techniques; strategies for carryover; speech, language, and listening resources; and audiological equipment checks. Even though this presentation highlights working with children who are deaf or hard of hearing, it contains useful resources for any speech and/or language delayed child. Video demonstrations will be included.

6 Stretch Your Knowledge of Telepractice: Service Delivery, Regulation, Reimbursement

Shannon Morey, JD

In this session, participants will learn about the practice considerations, and reimbursement issues in providing services using telepractice. The benefits of telepractice service delivery, barriers to practice, licensing considerations, reimbursement and coverage issues including Medicaid will be highlighted.

9:30am - 10:00am Break

10:00AM-11:30AM

7 Focus on Solutions: Using Solution-Focused Brief Therapy to Improve

Kelly Harrington, M.A., CCC-SLP

Lisa McDonald, M.A., CCC-SLP

In recent years, Solution-Focused Brief Therapy techniques have been integrated effectively into the framework of stuttering therapy. In the Spring of 2017, the UNCG Speech and Hearing Center successfully began to use a Solution-Focused approach with clients with a variety of speech and language needs. The Tellis and Barone textbook, "Counseling and Interviewing in Speech-Language Pathology and Audiology," was instrumental in our implementation of this approach. This presentation will give speech-language pathologists a background in Solution-Focused Therapy. Specific counseling methods such as the Miracle Question and Scaling will be discussed. Examples of responses from children, adolescents, adults, and caregivers will be shared. The four phases of the Solution Cycle will be summarized and demonstrated in the therapy planning process.

8 AAC is My Jam!

Stephen Kneece, MA, CCC-SLP

Christina Stader, MCD, CCC-SLP

Join Christina Stader and Stephen Kneece as they provide an overview of Augmentative and Alternative Communication in the school setting. They will discuss core vocabulary, language stages relating to AAC, various AAC device options (low, mid, and high tech), and ideas for implementation. They will also showcase "push-in" lessons that include music alongside AAC. Warning: You may be asked to participate in a core vocabulary "sing-a-long"!

9 What to Do When You Don't Speak the Language

Lisa Fitton, PhD, CCC-SLP

Gina Crosby-Quinatoa, M.S.P., CCC-SLP, LSLs CertAVT

This presentation provides an overview of best practices in multilingual child language assessment for speech-language pathologists who do not speak one of their client's languages. We offer practical recommendations regarding the pre-assessment process, interpreting results from formal and informal assessments, and triangulating data to reach a decision about intervention. The presentation also highlights techniques for evaluating the child in both languages when it is not possible to access an SLP with expertise in the language(s).

10 Ethics and Excellence in Speech-Language Pathology Practice

Dr. Elise Davis-McFarland

Ethical practice is the most important aspect of the speech-language pathology profession. This presentation will review the relationship between the scope of practice and ASHA's Code of Ethics (COE). There will be a discussion of the COE and the World Health Organization's International Classification of Functioning, Disability and Health. The concept of willful blindness in relation to clinical practice and research will be discussed. Scenarios will be presented for discussion to determine possible ethical infractions.

11 Updates in Evidence-Based Interprofessional Practice for Pediatric Feeding in Early Intervention, Medical, and Educational Settings

Megan Richmond, DHA, MS, CCC-SLP, CLC

This course aims to provide updates in evidence-based interprofessional practice (IPP) for children with feeding disorders. The presenter will define and explain the importance of IPP in treating children with feeding disorders. Trends in managing complex patients with feeding disorders, in a variety of settings, will be presented based on current literature. Participants will actively identify patients' clinical needs and efficient service delivery models based on case studies. Attendees are encouraged to bring complex case studies to discuss.

12 Doing the Limbo: The Flexible Scheduling Dance and Service Delivery

*Rebecca McKenzie-Appling, MS-CCC/SLP;
EdDEducational Administration*

Changes in educational policies and increasing demands for accountability have reshaped the roles/responsibilities of speech-language pathologists in the school setting. Additionally, SLPs encounter increased challenges as the demographic and economic needs of their students become more diverse. Consequently, SLPs cannot exist in isolation from the rest of the educational system and the interventions they implement must contribute to students' success with the curriculum and the classroom. So take time to reimagine your service delivery and discover how one district has begun the flexible scheduling dance. What does a 3:1 model mean to you?

11:45AM-12:45PM

Lunch and Learn: Sheril Silva M.S. CCC/SLP #thestrugglecontinues

The goal of this presentation is to have participants leave with useful resources as well as practical, evidence-based therapy activities to address vocabulary weaknesses in our students which will support them in the general education setting. Participants will also be able to use the state standards to generate IEP goals for students with

speech and language disabilities. This will allow the general education teachers to gain a better understanding of how we as SLPs support students in accessing and participating in the curriculum.

11:45AM-12:45PM

Past President's Luncheon

1:00PM-2:30PM

13 Heterogeneous Small Group Therapy Made Easy, How to Work Smarter to Reach Maximum Outcomes

Jill Barton MS, CCC-SLP,

This presentation will provide the participant with information regarding various training models utilized in teaching heterogeneous group therapy techniques and strategies. Participants will be given a platform for discussing ideas including: how to find and develop ideas for use of theme-based lesson plans for use with a variety of age groups and disabilities and ways of increasing data collection of each participant across a standard time continuum.

14 I've Been Asked to Supervise! Now What?

*Lisa McDonald, M.A., CCC-SLP
Kelly Harrington, M.A., CCC-SLP*

Many speech-language pathologists (SLPs) find themselves supervising graduate students, clinical fellows, other SLPs or support personnel and have little or no training or knowledge on how to supervise. This session will be an introduction of how to get started in supervision using resources from the American Speech-Language Hearing Association (ASHA). The presenters will also share specific strategies that have been successful with supervisees such as solution-focused scaling, strategic questioning and giving/receiving feedback.

15 Part 1 FEES: The Superior View

Selena Reece, M.S., CCC-SLP, BCS-S

The focus of "FEES: The Superior View" is to provide the learner with a basic understanding of Fiberoptic Endoscopic Evaluation of Swallowing (FEES). This session will include information on FEES competency guidelines, potential complications, and patient comfort. An overview of how FEES compares to the Modified Barium Swallow Study (MBSS) will be provided and research comparing FEES and MBSS will be reviewed. Picture and video examples of the endoscopic view will be provided.

16 Chasing the Swallow: Best Practices for EI Pediatric Dysphagia

Michelle L. W. Dawson, MS CCC-SLP

Did undergrad and graduate school prepare you for the wide and wild world of Early Intervention and Pediatric Dysphagia?! Me neither! Come join Michelle L.W. Dawson MS CCC-SLP in a dynamic 90 minute session where participants will obtain practical strategies for treating infants and toddlers who are diagnosed with pediatric dysphagia and feeding aversions. Strategies discussed will embrace interprofessional practice, evidence-based research, as well as, emphasis on socio-economic statuses friendly tools and ideas...hands-on breakouts with videos and interviews from patients and their families too!

17 Now What??? The Journey AFTER a Hearing Loss Diagnosis

Cara Senterfeit, NBCT

Hearing loss is language lost. Although Deaf/Hard of Hearing is a disability category under IDEA, it is NOT a disability until a student does not have access to language. From the family's first time learning about the diagnosis to the impact on the community, learn information about how to make a bridge for families and children with information and resources.

18 Navigating the C's: Curriculum, Communication, and the Core

Teresa Bowe, MSP, CCC-SLP

Core vocabulary is a key to providing children with authentic literacy experiences. In order to increase levels of communication in children with significant cognitive and language impairments, core vocabulary can be implemented as a classroom support. The use of symbol-based models during natural communication were found to enhance engagement and functional communication. What was initiated with district and state adopted curriculum materials evolved into communication opportunities throughout the learning day. Come take the journey!

2:30pm - 3:00pm Break

3:00PM-4:30PM

19 Maximizing Potential: Integrating Strengths-Based Coaching in Family-Centered Intervention

Kathryn Wilson Linder, M.A., CCC-SLP, LSLS Cert. AVT

Throughout the United States, family-centered care is widely supported as a best practice to improve outcomes for children and their families. A primary purpose of family-centered care is to establish and maintain strong parent-professional partnerships. This interactive session will explore the use and process of strengths-based coaching in family-centered intervention. Practical and evidence-based strategies and techniques designed to transform practice and advance the knowledge and abilities of professionals coaching families will be discussed and practiced.

20 Telepractice: Where Do I Go From Here?

*Jennifer Ruckner, MS CCC-SLP
Patricia Minicucci, MC CCC-SLP*

Telepractice is becoming a more common format to deliver therapy in a virtual workplace. Before engaging in Telepractice, it is important to know the pros and cons in order to provide effective treatment to clients. This session will address questions about licensure, HIPAA compliance, electronics and materials which can be utilized during a teletherapy session.

21 AAC for Adults

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

Speech therapy is recommended for adults with dysarthria, apraxia of speech, and aphasia after the onset of neurological diseases or as a result of an accident. These same adults often benefit from

augmentative and alternative communication (AAC) to give them the means to participate effectively in communication opportunities throughout the day. There are no standardized assessments for AAC and the apps and devices are continually changing. This workshop will give tools and resources to help.

22 Ethics in the School System

Jill Williamson, ClinScD, CCC-SLP

There are many areas of ethical consideration within the school system. Areas discussed during this presentation include improving clinical practice; placement; service delivery; evidence-based practice; confidentiality; cultural and linguistic considerations; clinical documentation; Medicaid; reimbursement, funding, or payment; current standardized tests; private clients; and swallowing and feeding services. Upon completion of this presentation, attendees should be able to identify and discuss ethical topics present in the school system, relate ethical topics to ASHA Code of Ethics, and engage in ethical decision-making.

23 Let's Talk: Trends and Tactics With Selective Mutism

*Angela N McLeod, Ph.D., CCC-SLP
Sarah C. Scarborough, MA, CCC-SLP*

Selective mutism is a rare disorder, estimated to affect one in 143 children in the US. This low incidence gives rise to difficulty with identifying clinicians who are considered experts for intervening. Consequently, the speech-language pathologist who encounters a client with selective mutism or suspected selective mutism must review research and self-educate to be prepared for addressing the client's needs. This presentation provides clinicians a forum for expressing their challenges and sharing experiences with the disorder. Presenters will describe their procedures and share from case studies encountered within the past 11 years and will offer resources for other clinicians.

24 Part 2: FEES: Identifying Abnormalities

Selena Reece, M.S., CCC-SLP, BCS-S

"FEES: Identifying Abnormalities" will be a continuation of the previous session "FEES: The Superior View." The focus of this session will be describing anatomical abnormalities and swallowing deficits as seen from an endoscopic point of view. Pictures of anatomical variations and abnormalities will be included. Video examples of normal and disordered swallowing will be presented. Finally, there will be an opportunity for some participants experience a FEES (Fiberoptic Endoscopic Evaluation of Swallowing) exam.

4:45 pm-6:15 pm

POSTER SESSIONS

A. Facilitating Undergraduates' Use of Sign Language during Koala Camp using Experiential Learning

- Regina Lemmon Bush, Jill Eversmann, Breanna McIntosh, Madeline Webber, Katie LaForce, Chelsea Vogleson

B. Assessing Hearing Loss and High Blood Pressure Among South Carolina Agricultural Workers

- *Dr. Demarcus Bush, CCC-A, COHC, Alicia Smalls*

C. Experiential Learning, Evidence-Based Practice, and Undergraduate Education in Speech-Language Pathology

- *AnnMarie C. Knight, PhD, CCC-SLP, Alexis Lawton, Cherokee Comeau, Bailey Sendler*

D. Neuroscience Education in Speech-Language Pathology. What does it look like?

- *AnnMarie C. Knight, PhD, CCC-SLP, Alexandra Basilakos, PhD, CCC-SLP, Kristyn Guardino, Abigail Temple*

E. Effect of Treatment Environment on the Adult Who Stutters

- *Hannah Benge, ClinScD, CCC-SLP*

F. Examining the Effects of Structured Literacy-Based Intervention

- *Jessica Berry, Ph.D., CCC-SLP, Teresa Longino, Kennyatta Gilchrist, Jasmin Behlin*

G. Improving Metalinguistic Awareness and Code-switching Abilities in College Students from Using Structured Dialect Intervention

- *Jessica Berry, Ph.D., CCC-SLP, Morgan White, Logan Peake, Sharon Tremble*

H. Effects of Telepractice versus In-Person Phonemic Awareness Intervention with Head Start Preschoolers

- *Pamela A. Storey, ClinScD, CCC-SLP*

I. Talkin' Tots: An Idea for a Smart Phone App

- *AnnMarie C. Knight, PhD, CCC-SLP, Ashley Sawyer, Brooklyn Prescott, Latarsha Russell, Kristyn Guardino*

J. The Effect of Aided Language Stimulation on the Expression of Multi-Symbol Messages by Students in High School with Moderate Intellectual Impairment Who Use Augmentative and Alternative Communication

- *Jill C. Williamson, ClinScD, CCC-SLP*

Friday, February 8

8:00AM-9:30AM
Student Breakfast

8:00AM-9:30AM

25 SLPs Engaging in RTI Efforts for Prevention, Identification, and Treatment of Language and Learning Disabilities (Part 1)

Shannon Hall-Mills, Ph.D., CCC-SLP

This 2-part presentation will help school-based speech language pathologists (SLPs) engage in their schoolwide efforts to prevent, identify, and treat language and learning disabilities among school age children. In Part I, we will examine the capacity of the RTI mechanism to support identification of and intervention for students with language and learning disabilities (including LI and dyslexia). In both parts we will review evidence-based resources for effective language interventions in the general education setting. Part II will focus on resource mapping for the SLP,

including discussion of facilitating factors as well as obstacles for the SLP's role in RTI activities in public schools.

26 Early Intervention: Improving Outcomes for Children Who are Deaf or Hard of Hearing

Kathryn Wilson Linder, M.A., CCC-SLP, LSLS Cert. AVT

Evidence indicates that the most critical neurological window for language and brain development occurs in the first years of a child's life. When a child is identified with a barrier to language learning such as hearing loss, families need comprehensive and instructive diagnostic information. They also need high quality early intervention services to guide the family's path and ultimately improve outcomes for both the child and family. This session is designed for providers who work with children who are deaf or hard-of-hearing and their families. Attendees will explore evidence-based practices and strategies to promote an appropriate rate of progress in listening and language in the early years to prepare young children with hearing loss for school readiness and academic success.

27 Reflux Dysphagia, Polypharmacy & the Repeat Hospitalization Link

Jeanna Winchester PhD SLP-A

Carol G Winchester MS SLP CCC

The consequences of dysphagia can be severe: dehydration, malnutrition, aspiration, choking, pneumonia & death. This presentation will discuss the risks of dysphagia in patients utilizing more than 2 medications at one time that can cause GERD. Polypharmacy-related risks to Reflux Dysphagia and the increased risk of repeat hospital admissions will be discussed. Repeat hospital admissions correlate with a breakdown of the Five Systems of Dysphagia. They are frequent, costly, preventable and deleterious. The functional management of the Five Systems of Dysphagia is critical to reducing the likelihood for repeat hospital admissions through the management of risk.

28 Reading, Writing, and Rage: The 3-Rs of Asperger Syndrome/HFA

Timothy P Kowalski, MA, CCC-SLP

Reading and writing are challenging areas for students with AS/HFA. Fictional material is especially difficult. Written expression is often poor. Illegibility is a given. The result is extreme frustration manifested in various non-compliant behaviors. Homework becomes a battle between the student and the parent and when the work is finally completed, the product is typically anything but stellar. This session will discuss why traditional techniques designed to address reading and writing fall short. Participants will learn a variety of evidence based strategies to address the 3 Rs of AS/HFA thereby increasing academic output and reducing rage.

29 Follow the Yellow Brick Code – Steer Clear of Orange Jumpsuit Road - Ethics: Updates, Conflicts and Decisions Made in Everyday Professional Practice and Supervision

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

Speech-language pathologists and audiologists face challenges

in clinical and professional practice. Ethical considerations and decisions take place in all practice settings. Serving In professional practice, clinical supervision and mentorship , SLPs and audiologists, CFs and SLPAs experience unique ethical challenges on a regular basis. Individuals involved in supervision of CFs, SLPs and SLPAs have new requirements for clinical supervision. Ethics updates, ethical issues and potential violations related to professional practice and supervision of CFs, SLPs and SLPAs in various settings will be discussed.

30 Telepractice in Schools: Common Challenges and Solutions

Kristin R Edwards MS CCC-SLP

The nationwide shortage of speech-language pathologists presents a challenge for school districts to staff caseloads and stay in compliance. According to a recent survey, 65% of student participants showed a preference for working in a healthcare setting rather than in a school setting. As a result, school districts are looking for alternative solutions for staffing. This session will focus on challenges faced by telepractitioners working in schools, including those related to students, system/technology, site-based issues, working with home-based students, and the clinicians themselves. Strategies to overcome these challenges will be shared, including specific examples from the presenters' own experiences.

9:30am - 10:00am Break

10:00AM- 11:30AM

31 SLPs Engaging in RTI Efforts for Prevention, Identification, and Treatment of Language and Learning Disabilities (Part 2)

Shannon Hall-Mills. Ph.D., CCC-SLP

This 2-part presentation will help school-based speech language pathologists (SLPs) engage in their schoolwide efforts to prevent, identify, and treat language and learning disabilities among school age children. In Part I, we will examine the capacity of the RTI mechanism to support identification of and intervention for students with language and learning disabilities (including LI and dyslexia). In both parts we will review evidence-based resources for effective language interventions in the general education setting. Part II will focus on resource mapping for the SLP, including discussion of facilitating factors as well as obstacles for the SLP's role in RTI activities in public schools.

32 Assessment of Children who Stutter: A Community-Centered Approach

Craig Coleman, M.A., CCC-SLP, BCS-F, ASHA-F

This seminar will focus on assessment of children who stutter from the pre-school through teen years. Participants will learn about assessing the entire disorder of stuttering, not simply the surface level disfluencies. In addition, the session will focus on developing measurable goals for treatment and assessing risk factors for chronic stuttering.

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

Heather Smith

Josh Baker

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

34 Interprofessional Collaboration for Voice, Swallowing, and Upper Airway Disorders

Alissa Yeargin, MSR, CCC-SLP

Emily Manny, MS, CCC-SLP

This presentation provides insight into the voice center model of care through the description of two unique patient cases. Case #1 highlights the journey of a school librarian with a unilateral true vocal fold polyp through perioperative voice therapy and phonosurgery, discussing considerations for vocal hygiene in the school environment and how to identify appropriate cases for voice center referral. Case #2 highlights a high vagal injury due to excision of benign tumor, discussing collaboration between head and neck surgery and laryngology for surgery and the role of the SLP in perioperative therapeutic interventions for voice, swallowing, and neurogenic cough.

35 Interprofessional Collaborative Care in Hearing Loss: A Case Study

Jamy Archer

Beth McCall

Inter-professional collaboration is imperative to wholistic patient care across all genres of speech-pathology. This session will explore a case study of a young child with hearing impairment and other co-mingled challenges. During the presentation, attendees will take part in an interactive discussion of the impact interprofessional collaborative care on this child's functional progress, therapeutic performance, and audiological participation. Further steps for continued improvement considering increasing academic demands, social support, and additional care team members will be addressed.

36 Using your CCCs Overseas

Joanna Scoggins, MEd, CCC-SLP

Working overseas as a Speech Language Pathologist is not an impossible task. There are avenues that can make this possibility a reality. Looking at the available options with an educated eye can help to make navigating the maze of options a less stressful experience leading to more desirable outcomes. Do SLPs in other countries do the same things that I do here? How would my certification or education level transfer to another country? What opportunities might there be in countries where English is not spoken? In beginning to answer these questions, you may find a world of professional possibilities.

11:45 am-1:15 pm

Awards Luncheon

The Day My Head Blew Up

Kirsten Kasko APRN, NP-C

11:45AM-1:15PM

37 No More Lip Reading! Optimizing Communication in the Mechanically Ventilated Patient

Leah Galluzzi, MS, CCC-SLP

In the ICU setting, communication is crucial, especially for patients with complex medical issues. A breakdown in communication is noted with tracheostomy patients who remain on mechanical ventilation for prolonged periods. Several modalities of communication have been utilized in the past with these patients, including the use of in-line speaking valves, however barriers to communication still exist. The Portex Blue Line Suctionaid tracheostomy tube was designed with an above-the-cuff line that can be utilized for achieving phonation with patients who are unable to wean from mechanical ventilation. This presentation explores benefits, candidacy, and procedures for utilizing this new communication modality.

38 “You Know Good and Well I Don’t Speak That”-- Beyond the Assessment

Cavin Fertil

Over the past 15 years there has been an influx of information written and presented to assist speech-language pathologists in recognizing, describing, and evaluating a second language learner that may have a communication disorder. Nevertheless, there remains an unmet need for information that provides some guidance to clinician’s who are faced with having to provide appropriate treatment to a diagnosed client. This session will attempt to offer some steps that can be taken.

1:30PM-3:00PM

39 Treatment of Children who Stutter: A Community-Centered Approach

Craig Coleman, M.A., CCC-SLP, BCS-F

This seminar will focus on treatment of children who stutter from the pre-school through teen years. Participants will learn about treating the entire disorder of stuttering, not simply the surface level disfluencies. In addition, the session will focus on developing activities for treatment and using counseling principles in stuttering treatment to target negative reactions.

40 Medications and Their Effects on Swallowing

Kristen Cline, MA, CCC-SLP, BCS-S

Medications can impact swallowing function, sometimes to a patient’s detriment. It is important for the speech-language pathologist to have knowledge of various drug types and their associated side effects that can influence swallowing ability. This session will discuss various medications that can interfere with central nervous system function, lubrication, and gastrointestinal motility, all of which can lead to dysphagia.

41 Making an Impact on Preschool Language

Development

Stephen Kneece, MA, CCC-SLP

Shannon Cotham, MSP, CCC-SLP

Brooke Meyers, MCD, CCC-SLP

A team of Speech-Language Pathologists share their journey of developing a new preschool program in Aiken County Public School District. They will share their process of creation, implementation, and reflection. The team will discuss aligning speech/language therapy with preschool curriculum, selecting/developing new materials to fit their need, planning lessons for a new model of intervention, and data collection/analysis.

42 Pragmatics is More than Initiate, Maintain and Terminate

Timothy P Kowalski, M.A.-CCC

This seminar will help you understand pragmatics, the social component of language and acquire practical skills for effective assessment and intervention. Attendees will understand the theories involved in pragmatic understanding, and the developmental stages to achieve pragmatic competence. Participants will learn how to assess pragmatics. Hands-on activities will address the socialinteraction, social-communication and social-emotional concerns present in this population. Extensive recommendations designed for specialists and classroom teachers to help these students succeed in the academic environment will be provided. Case studies and an appropriate amount of time for questions and answers will also be provided. Participants will take home useful tools and creative ideas to use the very next day.

43 Behavior Management in Early Intervention - Techniques that Work!

Jill Eversmann, MS, CCC-SLP

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

This is a seminar for therapists working in Early Intervention or wanting to transition to Early Intervention. Learn techniques that encourage toddlers to want to participate, resulting in more successful sessions. Attendees will discuss and demonstrate methods that facilitate positive interactions and often result in decreasing the number and frequency of tantrums and other negative behaviors. Attendees will also learn how to turn negative behaviors into new opportunities to practice speech and language skills.

44 PECS (Picture Exchange Communication System) Overview) (Part 1)

Jaime Wedel, M.E.d., CAGS, BCBA

This presentation will provide an overview of the theory and protocol for the Picture Exchange Communication System (PECS), an evidence based practice. We begin with identifying key components to designing effective educational environments that foster communication. Through presenter demonstrations, video examples and role-play, you will gain familiarity with the six phases of PECS, including how to teach spontaneous requests, attributes for expanding language, responding to questions and commenting. The workshop concludes with discussions about the relation between PECS and speech as well as criteria for transitioning from PECS to other communication modalities, such

3:00pm - 3:30pm Break

3:30PM-5:00PM

45 **Multidisciplinary Approach to Managing Voice and Swallowing in Head Neck Cancer Patients**

Paul L. Davis, III, MD

Christa P. Likes, MSR, CCC-SLP,

This presentation provides insight into the Multidisciplinary team approach of evaluating and treating Head and Neck Cancer patients. It will highlight key members of the team, describe their role within the team and discuss current issues in the management of Head and Neck cancer patients. This presentation will educate SLP's on the various head and neck cancer diagnoses, current treatment modalities and the role of the SLP within the team.

46 **The Communicative "Dance" in Assessments**

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

Gina Crosby-Quinotoa

Communication can be compared to an elaborate dance complete with partners, a lead, and basic steps. In our assessments of clients with speech/language challenges, these communicative dances become even more involved, including the necessity for flexibility, training of the evaluator, appreciation of the differences among dancers, sometimes set/design and even some theatrical elements. When effectively executed, communication, just like a dance, can lead to a stronger connection built on mutual trust creating a solid foundation of rapport leading to increased patient and case understanding on which to build treatment.

47 **So Where Are People Putting Your Dot? Social Awareness' Impact on Social Skills**

Timothy P Kowalski, MA, CCC-SLP

Social skills are based on our ability to realize our behavior impacts how others perceive us. But what happens if this concept is lacking as is so often the case in High Functioning Autism/Asperger syndrome? How do we help develop this skill? How do we help these individuals understand the importance of social awareness, something that most of us take for granted? This presentation will provide evidence-based interventions designed to improve social awareness in this population and offer practical strategies to help achieve social success.

48 **Fundamentals of Supervision: Advice for New Supervisors**

Juliana O. Miller, MS, CCC-SLP

It is important for new supervisors to prepare for the challenges and requirements necessary for the appropriate supervision of graduate students in the field of speech-language pathology. Appropriate preparation makes the experience less stressful for the supervisor and positively impacts the learning of student clinicians. This presentation will provide information about the supervisory process/clinical education, developing supervisory relationships and communication skills, establishing/implementing/assessing progress toward student clinicians' goals, and guiding student clinicians to improve their clinical skills.

Pathologists and Audiologists

Linda D Logan, Pharm.D., BCPS, BCACP

Drugs at a speech, language and hearing conference? YES! Were you aware that the medications your patients take can directly and indirectly affect their ability to meet the therapeutic goals you have developed for them? Basic knowledge of how drugs are processed by the body (pharmacokinetics) and how drugs effect the body (pharmacodynamics) can assist you in providing the best possible outcomes for your patients. This presentation will review basic principles of pharmacokinetics and pharmacodynamics, as well as review medications with negative side effects on hearing, swallowing, speech and language. Finally, we will apply this information to identify potential problems.

50 **PECS Overview (Part 2)**

Jaime Wedel, M.E.d., CAGS, BCBA

This presentation will provide an overview of the theory and protocol for the Picture Exchange Communication System (PECS), an evidence based practice. We begin with identifying key components to designing effective educational environments that foster communication. Through presenter demonstrations, video examples and role-play, you will gain familiarity with the six phases of PECS, including how to teach spontaneous requests, attributes for expanding language, responding to questions and commenting. The workshop concludes with discussions about the relation between PECS and speech as well as criteria for transitioning from PECS to other communication modalities, such as speech generating devices (SGD).

**Please note, this is an OVERVIEW of PECS, NOT the 2-Day Training where the protocol is taught in detail.

4:30pm - Exhibitor Breakdown

6:00pm - SCSHA G.E.M

Saturday, February 9

8:00AM-9:30AM

10:00AM- 11:30AM

Short Courses

51/53 **COPD and Throat Burn Reflux: A Hot Topic**

Eric Blicher CCC-SLP.D BCS-S

The course was devised to explain the methodologies used in the endoscopic management of COPD patients with LPRD. The course provided instruction on the implementation of Flexible Endoscopic Evaluation of Swallowing for diagnostic, therapeutic, and educational purposes when treating COPD patients with LPRD.

52/54 **Turning Behavior and Anxiety into Communication for Social Problem-Solving**

Janice Nathan, M.S., SLP-CCC

The ability to "think in speech" is critical for independent problem-solving and emotional self-regulation. Research shows that individuals with ASD have underdeveloped "inner speech." An evidence-based intervention will be detailed that facilitates a

child's ability to silently talk him/herself through a problem in order to achieve social and academic success. Using videos from her practice to show participants exactly what she does to help children with autism and related neurodevelopmental disorders (e.g., ADHD) use language to control their behavior and anxiety, and to talk themselves through emotional, social or academic problems.

9:30am - 10:00am Break

8:00AM-9:30PM

Sessions

55 **Vocal Spa: Care of the Voice for SLP Educators**

Lisa Barksdale, MCD, MM, CCC-SLP, CMVT-MT
Andrea Storie, M.Cl.Sc., CCC-SLP

School-based SLPs are an invaluable resource for those at greatest risk for voice disorders. SLPs and their teaching colleagues have tremendous vocal demand and often do not seek professional voice care. They may treat in environments which can lead to vocal strain.

56 **Successful Clinical Education Through the Eyes**

Allison McGee, MSP, CCC-SLP, CDP
Mattison Brantley, MA, CF-SLP

Clinical education and supervision can be difficult for the supervisor and the student. It is important for everyone involved to understand the components of the clinical education process. Join us as we delve further into the clinical educator and student relationship. We are excited to present our success story as a former clinical supervisor and student!

9:30am - 10:00am Break

10:00AM-11:30PM

57 **Working with Teens & Adults Who Stutter: Research Updates & Ideas**

Hannah Benge, ClinScD, CCC-SLP
Maryann Nelson, MA, CCC-SLP

Teens and adults who stutter have habituated avoidance behaviors and believe they have little control over their speech (Manning, 2001). This view arises from years of daily experiences with stuttering and its effects in varying situations (Crichton-Smith, 2002; Daniels & Gabel, 2004). As a result, these individuals tend to develop a stuttering filter during their teen years, which they can perceive as part of each life experience and their self-identity (Plexico, Manning, & Levitt, 2009b). This self-perception leads to difficulty in dealing with stuttering and often results in attempts to conceal it. Hiding the stutter may lead to a withdrawal from social situations, avoidance of sharing ideas at work, minimization of capabilities, compensation through perfectionistic tendencies, or simply decreased engagement in conversations. This session will present current research along with real life case studies to provide clinicians with insight on how to assist this population.

58 **Cavalier Supervisors and Clinical Superheroes: Methods of Improving Your Supervisory Skills**

David Eoute, Jr, Ph.D., CCC-SLP

This session will overview current models of clinical supervision, discuss findings from the research literature, and review feedback from supervisee experiences. The presenter will provide application to supervision challenges and involve the audience in solving problems faced in a variety of clinical settings. Clinical supervisors play a critical role in preparing the next generation of clinicians. The quality of the supervision they provide will not only impact future professionals but the future of the profession.

59 **Assessing Auditory Performance and Goals for Children with Cochlear Implants**

Susan G. Allen, M.E.D., CED, M.Ed., CCC-SLP, LSLS
Cert. AVEd,

Cochlear implants, (and other technological advances,) have provided greater access to audition, resulting in the acquisition of spoken language for far more children with significant hearing loss. Also, the presence of additional diagnoses may not preclude auditory based intervention. Functional listening assessment plays a key role in maximizing opportunities for listening and spoken language. Listening tests to assess current functional levels of performance should play a major role in making decisions about intervention and treatment plans. Participants will identify a minimum of 5 auditory goals and 5 techniques that promote optimal outcomes.

A P P R O V E D P R O V I D E R



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