South Carolina Speech-Language Hearing Association

OnSite Program

2020 Annual SCSHA Convention

February 13-15, 2020

Columbia Metropolitan Convention Center

Columbia, South Carolina

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Registration Information

No Group Registrations are permitted.

All exhibitors and attendees must register at registration desk. Attendees will build their own bags after they pick up their name badge.

Registration desk will be opened at the following times:

Wednesday: 7:00 pm – 9:00 pm **Thursday**: 7:00 am – 5:00 pm **Friday:** 7:15 am – 4:30 pm **Saturday:** 7:45 am – 12:15 pm

SAVE THE DATE!

scsha

2020 Legislative Day!

Mark your calendars for February 27, 2020! Join us for an opportunity to advocate for your profession with your fellow SCSHA Members! Breakfast at Hall's Chophouse!

You must be a SCSHA member to attend! Details to come!

Per ASHA CEU requirements, ALL sessions will be closed 15 minutes after the session begins!

Join SCSHA or Renew Your Membership Today!

- Continuing Education Opportunities
- Networking
- Strong Advocacy
- Access
- In Touch Newsletter
- Industry Updates via the SCSHA Listserv
- Awards
- Mentoring Opportunities

INFORMATION

Tag Us in Your Pictures!

We will have our SCSHA "Photo Booth" available near the Registration Desk! Take pics and use the hashtags #WEARESCSHA and #SCSHA2020 and tag SCSHA in your Facebook, Instagram and Twitter posts!

Parking

The CMCC parking lot is reserved for SCSHA 2020 participants! It is available on a first-come, first-served basis! Parking in the rear lot behind the CMCC lot is not permitted! Public Pay-for-Parking garages are located nearby, including across the street. Customers can pay by cash or credit card. Metered parking is also available along many of the streets adjacent to the convention center.

Congratulations to our Newly Elected SCSHA Board Members!

Allison Paige Thomas McGee, MSP, CCC-SLP

AnnMarie Cimino-Knight, PhD, CCC-SLP

Don't Forget to Renew Your Membership for 2020!

Interested in joining SCSHA or need to renew your membership? Stop by the registration booth and sign up today!

convention registration does not cover your SCSHA membership

THANK YOU TO OUR CONVENTION LANYARD SPONSOR!

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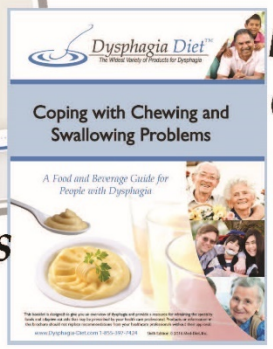

Download your Catalogs today!

Our Catalogs are designed to give your patients an overview of dysphagia and to provide a resource for obtaining the products prescribed by a healthcare professional. Products are delivered direct to thier door!

Still using DVD or just fluoro to record MBS studies?

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2020 SCSHA AMBASSADOR – DANAE BELTON

Danae Belton is a 9 year-old, fourth grade student and the daughter of a Fort Jackson soldier. Danae attends C. C. Pinckney Elementary School which is located on the Fort Jackson Army installation in Columbia, South Carolina. Danae is a gifted and talented student and she can now say that she is a remediated articulation communicator! Like all military children, Danae is no stranger to moving and meeting new people.

Danae arrived at C.C. Pinckney Elementary School in the fall of 2018 as a third grade student. When arriving at C.C. Pinckney Elementary, she was not receiving speech therapy support. She was evaluated and testing results revealed difficulties in the area of articulation characterized by a frontal lisp and w/r substitutions. Error phonemes were also evident in her writing and spelling. It was decided that Danae would benefit from speech therapy to remediate error phonemes in oral communication and assist with spelling and writing, in the classroom.

Danae has been receiving speech support for one and a half school years. In this short time, she has made great gains! Danae recently wrote a letter about speech and why speech support services in schools is so important. She noted having more confidence when speaking and more opportunities than before. She has been able to get speaking parts in musical concerts and even a talent show. Congratulations, Danae Belton!

Kerrie Ammons Ph.D., CCC-SLP
C. C. Pinckney Elementary School
Columbia, South Carolina

2020 SCSHA CARING SQUARE!

Ronald McDonald House Charities®
Columbia, SC

SCSHA is pleased to partner in this effort with U of SC's Alpha Delta Pi Sorority!

Ronald McDonald House Charities® (RMHC®) Columbia, SC provides guest families with all the comforts of home, so they are able to focus on what matters the most, the health of their child…keeping families close to each other and the care they need.

Its cornerstone programs, the **Ronald McDonald House** and the **Ronald McDonald Family Room**, ensure that families stay together when staying together matters most!

Help us and the women of Alpha Delta Pi by bringing items from the Wish List to SCSHA 2020!

SCSHA CONVENTION SPECIAL EVENTS

WEDNESDAY, FEBRUARY 12th

SCSHA Annual Business Meeting
5:30 pm – 6:45 pm – Hall of Fame

THURSDAY, FEBRUARY 13th

Lunch and Learn
11:45 am – 1:15 pm – Lexington A

Past President's Luncheon
11:45 am – 1:15 pm – Hall of Fame

FRIDAY, FEBRUARY 15th

Student Breakfast
8:00 am – 9:30 am

Short Course Lunch and Learn
11:45 am – 1:15 pm

Last Break
3:30 pm – 4:00 pm

SCSHA G.E.M
6:00 pm – Hall of Fame

SATURDAY, FEBRUARY 15th

Short Course Offerings

Behaviors A Go-Go is seeking a full time and part time Speech and Language Pathologist with at least 1 to 3 + years of pediatric experience with children with autism and their families.

With a multidisciplinary center in the Greenville SC area offering occupational and physical therapies, applied behavior analysis, and outreach programs, Behaviors A Go-Go has a family focused collaborative environment. Our outreach programs and ABA services extend into 6 counties in the Upstate of South Carolina.

With a long waiting list, our families are seeking Speech and Language Pathologists with similar values as Behaviors A Go-Go in that they desire to work as a team and have a passion for serving children on the Autism Spectrum. In addition to having a caseload waiting, we are proud to offer one-stop administrative support from contracting, credentialing, scheduling, pre -billing reviews and billing under one roof to provide an array of services.

In addition to great clients and staff, we have a 9,000 square foot center with excellent parking and transportation access. The fully furnished and stocked center is spacious with great functional flow, many play areas, and a short walk to a child friendly playground.

For details please call Anne Connor-Schisler at 864-567-1129 to arrange a phone or face to face meeting and visit and please visit us on our Facebook page.

CHECK OUT THE 2020 SCSHA CONVENTION AT – A – GLANCE!

Wednesday, February 12th

4:00 pm – 5:00 pm	Executive Board Meeting
5:30 pm – 6:15 pm	Annual Business Meeting
7:00 pm – 9:00 pm	Convention Registration
7:00 pm - 9:00 pm	Exhibitor Setup

Thursday, February 13th

6:00 am	Exhibitor Setup
7:00 am – 5:00 pm	Registration Desk Open
7:00 am – 5:00 pm	Exhibits Open
8:00 am – 4:30 pm	Speaker Sessions
9:30 am – 10:00 am	Auction/Break
2:30 pm – 3:00 pm	Auction/Break
11:45 am –12:45 pm	Lunch and Learn
11:45 am –12:45 pm	Past Presidents Luncheon
4:45 pm – 6:15 pm	Poster Sessions

Friday, February 14th

7:15 am – 5:30 pm	Registration Open
7:30 am – 4:30 pm	Exhibits Open
8:00 am – 5:00 pm	Speaker Sessions
8:00 am – 9:30 am	Student Breakfast
9:30 am – 10:00 am	Auction/Break
11:45 am – 1:15 pm	Awards Luncheon
11:45 am – 1:15 pm	Speaker Sessions
3:00 pm – 3:30 pm	Break/Auction Closes
4:30 pm	Exhibitor Breakdown
6:00 pm	SCSHA G.E.M.

Saturday, February 15th

7:45 am – 12:30 pm	Registration Open
8:00 am – 11:30 am	Speaker Sessions and Short Courses
12:15 pm	Convention Closes

To access **SPEAKER DISCLOSURES**, go to https://www.scsha.net/2020-financial-and-non-financial-disclosures

Important Updates! CE Forms and Evaluation Forms will need to be turned in together and returned in the appropriate box at the registration desk at the end of the convention. Please do not forget your ASHA number for the CEU Participant Form!

Snacks and Refreshments will be available during breaks.

Don't forget to get your "Explore the Exhibits" Card for your chance to win a $50 gift card!

WiFi Information

Wifi may be inaccessible at times so please have your handouts prepared prior to the session.

Session Handouts

Some presenters will have handouts in their session for participants, but if not, you may view handouts online at www.scsha.net/convention-handouts

Attendance Etiquette: SCSHA requests that as a courtesy to presenters and colleagues, all cell phones be turned off or on vibrate!

Per ASHA CEU Requirements, **ALL sessions WILL BE CLOSED** 15 minutes after the session begins!

SCSHA 2019-2020 EXECUTIVE BOARD

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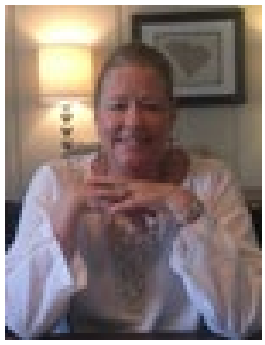


LETTER FROM THE PRESIDENT

Thank you for attending the 62nd annual SCSHA convention in the capital city of Columbia, South Carolina. Our theme, "Creating A Vision at the Capital" signifies our association's commitment to life-long learning through continuing education. This convention is an opportunity to share knowledge with our colleagues, network with others who have common interests, and learn from experts on a wide range of topics and disorders.

The convention program is packed with 19.0 hours (1.9) of continuing education. This would not be possible without the efforts of so many members who gave of their time to make it possible. I want to thank Jill Williamson and Stephen Kneece for their excellent job in selecting great featured speakers and to our membership for their Call for Papers submissions. I also want to thank the SCSHA board for assisting with the silent auction, organizing volunteers and exhibitors and so much more. A special shout out to Stephen Kneece and Leah Johnson for their stellar skills in marketing the convention on social media.

Please be sure to stop by the Exhibit Hall and visit the exhibitors. Have your *Explore the Exhibits* card initialed by 20 exhibitors to enter the drawing for a chance to win one of two $50.00 gift cards! When you see Leah Johnson with MPA Strategies, please give her thanks for a job well done!

SCSHA will again host the 4th annual SCSHA G.E.M. Please join Dr. Jacqueline Jones-Brown and her colleagues from South Carolina State University for this great workout. All proceeds go to the Sharonda Coleman-Singleton Memorial Scholarship. Look for details on this event in the convention program. This year's Caring Square is for the Ronald McDonald House. Thanks to everyone for bringing much-needed items. SCSHA members are the best!

SCSHA members have faced several major challenges this year with early intervention and universal licensure. Please plan to attend the Legislative Session on Thursday (Session 38 on Thursday, February 14 at 1:30) for updates on both issues.

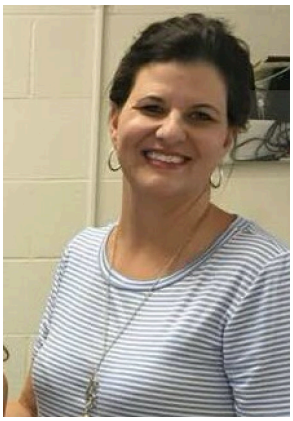
On behalf of the SCSHA Executive Board, we hope you enjoy all that is offered at this year's convention. And remember #WeAreSCSHA!

Danielle R. Varnedoe, M.A., CCC-SLP - SCSHA President

APPROVED PROVIDER ®
ASHA CONTINUING EDUCATION
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

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 1.90 ASHA CEUs
(Various Levels, Professional Area)



LETTER FROM THE CONVENTION CHAIR

Thank you for attending the annual SCSHA convention in Columbia, South Carolina! Our theme, "A Vision at the Capital" is fantastic! The convention is an opportunity to share knowledge with our colleagues, network with others who have common interests, and learn from experts on a wide range of topics and disorders.

The convention program is packed with 19.0 hours (1.9) of continuing education. Welcome to the 2020 SCSHA Convention!

We are so happy that you have chosen to "Create a Vision at the Capital!" You will find many topics of interest including a vast amount of areas targeting school-based and medically-based Speech-Language Pathologists. Sessions in Ethics and Supervision are also offered to assist in meeting the new ASHA Certification Standards. Take a peek and plan accordingly to attend many wonderful sessions and activities.

Many thanks to our amazing presenters, volunteers, sponsors, and exhibitors. Special thanks to Danielle Varnedoe, Stephen Kneece, Leah Johnson, Crystal Murphree-Holden, Kerrie Ammons, Michelle Dawson, Leah Galluzzi, Adrienne Davis, Candice Greene, and Heather Smith. Without you, we would not be able to host this awesome opportunity!

Please enjoy your time this year at the beautiful Columbia Metropolitan Convention Center and at our state capital. Columbia is filled with many historic landmarks and favorite pasttimes.

Thank you for "Creating a Vision" in 2020 with us this year! We look forward to seeing you in Charleston, SC for our 20201 SCSHA Convention!

Best,

Dr. Jill C. Williamson, CCC-SLP
2020 Convention Chair
President-Elect, SCSHA

Lactation Room Available!

CMCC has a lactation pod available for nursing mothers' use! Spires Board room will also be available on Thursday and Friday of the Convention as a Lactation Room. Please see the SCSHA Registration Desk if you need assistance!

Thursday, February 13th

8:00 am – 9:30 am

1 **Advocacy, Leadership and Volunteerism: Strategies for Member Success**
Marie Ireland M.ED. CCC-SLP BCS-CL

Richland Meeting Room A

Review the latest developments in our professions and see the many resources offered by ASHA to support members and those with communication disorders. Learn about free offerings and how to take advantage of all that ASHA offers members.
Learning Objectives:

1. *Identify at least 2 resources available to members to increase awareness and use of evidence based practice and practice at the top of their license*
2. *Identify three legislative and/or regulatory advocacy issues important to members describe the method that members can use to take action on federal and state issues using the American Speech-Language-Hearing association (ASHA) website*
3. *Identify one education priority and one health care priority in the Public Policy Agenda*

2 **EI - Structuring Motivating Sessions and Promoting Carryover for Early Language Learners**
Deborah Brooks M.A., CCC-SLP, TSSLD

Lexington Meeting Room A

Deborah Brooks is an ASHA certified Speech-Language Pathologist. She is a highly motivated and enthusiastic Speech-Language Pathologist. Deborah strives to inspire SLPs to choose activities that are intrinsically motivating, not strictly to the client, but also to the clinician. She provides examples of how she incorporates her love of art, music, and comedy in order to increase productivity and progress within the speech therapy session. She speaks about behavior management, session therapy structure, and suggestions for carryover. It is her intention to help Speech-Language Pathologists get excited to provide the best, evidence based, speech therapy possible.
Learning Objectives:

1. *Participants will be able structure speech therapy sessions into a predictable routine for early language learners.*
2. *Participants will be able to increase motivation within the speech therapy session with early language learners.*
3. *Participants will be able to provide caregivers with strategies for carryover for early language learners.*

3 **Bilingual Evaluation Protocols for Monolingual SLPs**
Fe Murray, EdD, CCC-SLP

Richland Meeting Room B

The number of individuals who are exposed to, and communicate in, languages and dialects that differ from Standard American English (SAE) continue to grow in the United States. Yet, the vast majority of SLPs remain monolingual speakers of SAE, with little knowledge of how to assess and treat this growing population. Children who are Dual Language Learners (DLLs) continue to be at risk of not receiving appropriate diagnostic and intervention speech and language services. This course will explore traditional perspectives on assessment of DLLs and introduce evidence-based tools, strategies, and resources that bilingual and monolingual SLPs can use to assist in determining difference versus disorder.
Learning Objectives:

1. *List three considerations of monolingual clinicians working with dual language learners*
2. *Describe EB assessment activities and tools to assist with appropriate diagnosis*
3. *Demonstrate knowledge of interpreter training and successful implementation*

4 **Traumatic Brain Injury: The Rancho Los Amigos Scale & Strategies for Interaction**
Brittany Bradham MSP, CCC-SLP, CBIS
Leah Galluzzi, MS, CCC-SLP

Richland Meeting Room C

Traumatic Brain injury affects nearly 3 million people in the United States every year, including over 800,000 children (CDC 2014). The Ranchos Los Amigos Level of Cognitive Functioning Scale is a medical scale used to assess individuals after a traumatic brain injury, based on their cognitive and behavioral presentation. This talk will describe various types of TBI, list common cognitive deficits following TBI, explain each level of the Ranchos Los Amigos Scale, and discuss strategies for interaction at each level.
Learning Objectives:

1. *Describe differences between various types of TBI*
2. *List 3 examples of cognitive deficits following TBI*
3. *Identify an individual's Rancho level and apply appropriate interaction strategies*

5 **Stronger Together: Reimagining School-Based SLP Teams with a Blended Service-Delivery Model**
Kristin Martinez, M.A., CCC-SLP

Lexington Meeting Room B

This session will focus on telepractice as a viable service-delivery model for school-based speech-language pathology services, and specifically on how SLPs providing online services can most effectively team with and support their onsite colleagues to maintain the highest level of services for children in all regions of the United States. Participants will be provided with practical strategies and will be able to address misconceptions often associated with virtually based speech-language services.

Learning Objectives:

1. *As a result of the presentation, the participant will be able to identify and address common misconceptions of telepractice as an effective service delivery model*
2. *As a result of the presentation, the participant will be able to describe at least three ways that onsite and virtual SLPs can effectively team to address student needs and to meet all compliance requirements*
3. *As a result of the presentation, the participant will be able to explain how integration of telepractice into school-based SLP teams supports student needs and clinical best practices of our profession*

9:30 am – 10:00 am
Coffee Break/Visit the Exhibit Hall

10 am – 11:30 am

6 **Structured literacy Instruction for Rising Third Graders at Risk for Retention: A Collaboration Between Richland Library and the University of South Carolina Department of Communication Sciences and Disorders**

Richland Meeting Room C

Anna Ehrhorn, M.S., CCC-SLP, Orton-Gillingham Associate
Emily Johansson, Children's Reading Specialist at Richland Library, Orton-Gillingham Associate
Laura Rogers, Children's Reading Specialist at Richland Library, Orton-Gillingham Associate

The South Carolina Read to Succeed Act requires that students who fail to demonstrate reading proficiency at the end of third grade be retained. Many students at risk for retention have language-based learning difficulties. We will present a collaborative partnership between faculty and students from the UofSC Department of Communication Sciences & Disorders and Richland Library reading coaches which provided free, structured literacy intervention to students at risk for retention. We will review the program activities, share results of an efficacy study demonstrating improvements in decoding, word reading, and spelling, and discuss clinical implications and directions for extension.

Learning Objectives:

1. *Describe the structured literacy instruction approach implemented in small groups*
2. *Share results of a small efficacy study examining the effect of structured literacy instruction for improving reading and spelling skills of children with severe, language-based reading difficulties*
3. *Provide action steps to implement structured literacy instruction to children with severe reading and spelling difficulties*

7 **Signing with Children Aged Birth-3 and Beyond**
Jill G. Eversmann, MS, CCC-SLP

Lexington Meeting Room B

This is an introduction to sign language course that is research-based and backed by the instructor's 30+ years of experience. It covers 40 ASL single signs, the manual alphabet, and numbers 1-10. Participants will learn and practice the signs and learn tips for teaching signs to pre-verbal, minimally verbal, and nonverbal children. Learn how adding signs encourages speech and language development, enhances overall communication and reduces frustration for children who are not yet able to effectively communicate using speech.

Learning Objectives:

1. *Recognize and demonstrate 40 early ASL signs*
2. *Demonstrate the letters of the manual alphabet and numbers 1-10*
3. *Explain the benefits of using sign language with children with a variety of speech and language delays and disorders*

8 **Necessary Components of AAC Consideration**
Christopher R. Bugaj, MA CCC-SLP

Lexington Meeting Room A

Teaching students how to use language using an augmentative/alternative communication device can be a difficult task. It takes a consistent, collaborative effort to successfully implement a functional language system. This presentation explores strategies for teaching students language by engineering environments so all communicators have opportunities for rich, meaningful practice of language in the context of everyday routines. Participants will take an in-depth look at coaching communication partners and how coaching empowers parents and educators to take ownership of promoting the use of AAC systems in every lesson and activity all day long in all environments.

Learning Objectives:

1. *Participants will be able to create a plan of action for how to plan lessons and embed*

opportunities to teach language across every environment
2. *Participants will be able to develop an implementation plan that focuses on sustained training of communication partners*
3. *Participants will be able to describe at least three strategies for teaching language to students*

9 **The Orange Jumpsuit Dilemma -To Wear or Not to Wear: Keeping Ethics Alive in Professional Practice and Clinical Supervision**
Crystal A. Murphree-Holden, MA, CCC-SLP

Richland Meeting Room A

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 roles, SLPs and audiologists experience unique ethical challenges specific to each role served. SLPAs have ethical responsibilities and practice restrictions defined by a scope of practice. Individuals involved in supervision of CFs, SLPs, Audiologists and SLPAs have new requirements for clinical supervision. Ethics updates, issues and potential violations related to professional practice and supervision of CFs, SLPs and SLPAs in various settings will be discussed.
Learning Objectives:
1. *Identify and explain a potential ethical violation and a process to resolve the ethical conflict and/or issue*
2. *Discuss three (3) potential ethical violations that involve technology and/or social media and the impact of the violation on the patient(s)*
3. *Identify at least two (2) recent changes in certification requirements for individuals involved in professional practice and in clinical supervision*

10 **Assessment of Children Who Stutter: A Community-Centered Approach**
Craig Coleman, M.A., CCC-SLP, BCS-F, ASHA-F

Congaree Meeting Room AB

This session will focus on assessment of children who stutter from preschool through the teenage years. Focus will be placed on using assessment procedures that assess all aspects of stuttering and allow for the input of parents, teachers, and others in the community and family.
Learning Objectives:
1. *Describe formal and informal assessment procedures for stuttering*
2. *Describe assessment within the framework of the International Classification of Functioning (ICF)*
3. *Identify ways to develop and write goals for children who stutter*

11 **A Continuum of Special Education Service Delivery Environments for Young Children who are Deaf or Hard of Hearing**
Cara Senterfeit, B.S., MLIS, NBCT (retired)
Jenny May M.Ed. Ph.D. 619 Coordinator
Robert Hill

Richland Meeting Room B

This interactive session will explore the memo from SCDE about preschool special education services being delivered in the Least Restrictive Environment (LRE) across a continuum of environments in compliance with IDEA and what this means when thinking about young students who are deaf or hard of hearing. Participants will have an opportunity to consider all elements of the memo and ask questions, consider guiding questions to support building local infrastructure to do this work, and access resources.
Learning Objectives:
1. *Participants will review the requirements of IDEA and the Office of Special Education Services to provide services for preschool aged children across a continuum of services delivery environments*
2. *Participants will consider what guiding questions to discuss in IEP meetings so that appropriate supports and accommodations, and environments are considered when providing access to peers and general education curricula for young children who are deaf or hard of hearing so that a true continuum can be developed across early childhood environments*
3. *Participants will learn where to find a variety of resources and supports to build a continuum of service delivery environments for young students who are deaf or hard of hearing*

11:45 am – 12:45 am

Past Presidents Luncheon
Hall of Fame

Lunch and Learn
Necessary Components of Successful AAC Implementation
Christopher Bugaj, MA CCC-SLP

Lexington Meeting Room A

Teaching students how to use language using an augmentative/alternative communication device can be a difficult task. It takes a consistent, collaborative effort to successfully implement a functional language system. This presentation explores strategies for teaching students language by engineering environments so all communicators

have opportunities for rich, meaningful practice of language in the context of everyday routines. Participants will take an in-depth look at coaching communication partners and how coaching empowers parents and educators to take ownership of promoting the use of AAC systems in every lesson and activity all day long in all environments.
Learning Objectives:

1. *Participants will be able to create a plan of action for how to create lessons and embed opportunities to teach language across every environment*
2. *Participants will be able to develop an implementation plan that focuses on sustained training of communication partners*
3. *Participants will be able to describe at least three strategies for teaching language to students*

1:00 pm – 2:30 pm

12 **The Impact Social-Pragmatic Deficits have on Achieving South Carolina Educational Standards**
Timothy Kowalski, MA, CCC-SLP

Richland Meeting Room B

Students with social-pragmatic communication deficits are consistently inconsistent in their academic ability. Why is it they can perform some educational demands without problems yet fail horrendously in similar areas? This presentation will discuss the impact social-pragmatic deficits have on achieving South Carolina's College and Career Reading Standards and offer evidence based strategies to address these concerns.
Learning Objectives:

1. *List social-pragmatic deficits as they relate to academic needs*
2. *Identify how these social-pragmatic deficits impact educational standards*
3. *Describe evidence-based treatment strategies to address these areas of concern*

13 **Functional Strategies in Voice Therapy**
Jamy Claire Archer, M.S., CCC-SLP, LSLS Cert. AVT

Lexington Meeting Room B

We use our voices to express ourselves, to connect with others through communication, to share emotion, and many other things. When experiencing a vocal dysfunction or pathology, it impacts a person's ability to connect with the world around them. Voice therapy is critical to impacting and improving these dysfunctions; however, unless therapy is functional, it is hard for the client to carryover strategies. This class will discuss strategies for facilitating healthy voice bridging that vocal quality into functional communication. We will scaffold voice therapy techniques starting with the impact body alignment, building to breath management, phonation and resonance.
Learning Objectives:

1. *Learners will identify the difference between posture and body alignment*
2. *Learners will identify and discuss phonation facilitation strategies*
3. *Learners will identify and discuss resonance facilitation strategies*

14 **Management of Dysphagia in Stroke Patients in Acute Care: Addressing Setting & Acuity Specific Risk Factors**
Denise Strickland, MS, CCC-SLP
Emily Hollis, MSP, CCC-SLP

Richland Meeting Room A

While reported incidence varies widely, dysphagia is a well-known diagnosis associated with acute stroke. We will examine determinants influencing decision-making in the evaluation and treatment of this patient population, including but not limited to setting-specific factors such as availability and timing of objective assessment, risks associated with dysphagia in patients with multiple pre-existing comorbidities, and environmental considerations such as decreased mobility in acute inpatient populations. We will also discuss the interaction between dysphagia and cognitive-linguistic management in recommending treatment and compensatory interventions.
Learning Objectives:

1. *Explain risk factors associated with the development of pneumonia in patients with acute stroke*
2. *Differentiate between management factors relevant across medical settings and those unique to acute care*
3. *Develop & defend a hypothetical treatment plan to address dysphagia in a patient with acute stroke*

15 **Dynamic Assessment: Examining Learning Potential and Reducing Bias in Assessment**
Marie Ireland M.Ed. CCC-SLP BCS-CL

Lexington Meeting Room A

Participants will review the evidence on diagnostic accuracy of standardized tests and dynamic assessment methods, and examine "test-teach-retest" using formal and informal techniques. Evaluation of student learning potential and methods to reduce bias in assessment will be reviewed. Current research, sample case studies and report writing considerations will be provided.
Learning Objectives:

1. *Identify 3 main types of dynamic assessment*
2. *Summarize the diagnostic accuracy of norm-referenced techniques and dynamic assessment methods*

3. *Identify 3 sample statements for use in report writing to document evidence based assessment practices*

16 **Let's Get Talking with AAC**
Holly Camplin, MS, CCC-SLP, ATP

Carolina Meeting Room AB

This implementation class will focus on using AAC in the classroom, home or clinic setting. Participants will learn about the importance of language development and core vocabulary, teaching methods to promote the use of core vocabulary across environments and strategies to engineer the classroom. In addition, participants will learn how to select target vocabulary for activities based on language development principles. Methods for finding and teaching vocabulary will be covered, including icon tutor/word finder, vocabulary builder and write with icons. Finally, attendees will learn how to set up activities to foster communication. Practical examples and materials will be used throughout the class. The strategies presented will cover a range of communicative abilities and can be applied to a variety of language systems and communication devices.
Learning Objectives:

1. *Define and give examples of core and fringe vocabulary*
2. *Select appropriate vocabulary to target during various activities*
3. *Plan activities to foster communication and vocabulary learning*

2:30 pm – 3:00pm
Snack Break/Visit the Exhibit Hall
Exhibit Hall

3:00 pm – 4:30 pm

17 **Considerations for Feeding and Swallowing with Infants, Toddlers, and Young Children who have Down Syndrome**
Michelle L.W. Dawson, MS CCC-SLP, CLC

Richland C

When addressing feeding and swallowing concerns with an infant, toddler, or young child who has Down Syndrome, Speech Language Pathologists need to be aware of some unique anatomical considerations and concomitant etiologies that can impede their little one's progress towards being successful eater and drinker. This course will explain signs and symptoms of some of the more frequently occurring anatomical differences and concomitant disorders, what colleagues(s) they should reach out to for referrals, and will also offer a few interventions that are socioeconomic friendly.
Learning Objectives:

1. *Attendees will name and describe 3 common anatomical/structural considerations that can negatively impact feeding and swallowing*
2. *Attendees will name and describe 3 common concomitant diagnoses/disorders that can negatively impact feeding and swallowing*
3. *Attendees will name and describe 3 professionals that should be referred to when a patient/child present with certain signs and symptoms*
4. *Attendees will name and describe 3 socioeconomic friendly treatments for feeding and swallowing disorders*

18 **Compelling Case Studies: PROMPT in Action**
Amy Clark, M.S., CCC-SLP, PI

Richland Meeting Room A

PROMPT is an acronym for Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT). PROMPT trained SLPs assess and treat individuals holistically by approaching communication as an interaction of the physical-sensory, cognitive-linguistic and social-emotional domains within the Conceptual Framework. This presentation will describe and demonstrate how PROMPT is implemented in clinical practice. Interactive case studies will highlight key aspects of PROMPT assessment and treatment. In addition, case studies will demonstrate how evidence-based PROMPT research is linked to clinical practice, meets individual client's needs and facilitates for optimal functional communication outcomes.
Learning Objectives:

1. *Identify movement patterns as they apply to the System Analysis Observation (SAO) and Motor Speech Hierarchy (MSH)*
2. *Identify treatment priorities as they apply to the Motor Speech Hierarchy (MSH)*
3. *List and explain key aspects of PROMPT assessment and treatment*

19 **AAC with Adults: Something to Talk About**
Sarah C Scarborough, MA, CCC-SLP
Angela N McLeod, Ph.D., CCC-SLP

Richland Meeting Room B

The current literature offers many resources to aid implementing AAC with children. However, there is less support offered for clinicians who provide services to adults. To accommodate an adult's individualized needs, the interventions may also differ than those offered to children. Therefore, the clinician who works with adults may encounter challenges and the need to self-educate along the way. This presentation is designed to help the concerned individual identify resources and support for working with adults and their families and caregivers. Case examples, along with

challenges encountered and intervention outcomes will be shared.

Learning Objectives

1. *Describe evidence-based, practical strategies when rendering adult AAC services*
2. *Identify resources that can facilitate AAC efforts and success with adults*
3. *Describe methods of individualizing AAC instruction for adults*

20 **Dysphagia in Individuals with Dementia**
Ruth Chao, MS, CCC-SLP

Lexington Meeting Room B

According to the World Health Organization (WHO), there are approximately 50 million people living with dementia. Given that oropharyngeal dysphagia is a well-known sequelae of this disease's progression, speech-language pathologists play a unique role in the evaluation and treatment of individuals with dementia. This presentation examines the literature on the use of long-term enteral nutrition as well as diet modification in the dementia population. Ethical and cultural considerations during the decision-making process will also be discussed.

Learning Objectives:

1. *Identify research that contraindicates the use of long-term enteral nutrition in the advanced dementia population*
2. *Consider literature on the benefits of diet modification*
3. *Recognize how culture plays a role in shaping goals of care for those with dementia*

21 **Medicare Updates- PDPM, PDGM, and the Healthcare Practitioner**
Amber Heape, ClinScD, CCC-SLP, CDP, CMDCP

Lexington Meeting Room A

This presentation will be an update for members on the Medicare changes taking effect 10/1/19 and 1/1/20 in both skilled nursing, post-acute rehab, and home health settings. Treatment modalities, restrictions, and strategies for success will be reviewed.

Learning Objectives:

1. *Summarize PDPM and the effect on speech-language pathology practice in healthcare settings*
2. *Contrast provider differences and the impact on speech-language pathology*
3. *Appraise the role of the SLP in order to advocate for our services in healthcare settings*

22 **Treatment of Children Who Stutter: A Community-Centered Approach**
Craig Coleman, M.A., CCC-SLP, BCS-F, ASHA-F

Congaree Meeting Room AB

This session will focus on treatment strategies for children who stutter, from preschool through the teenage years. Specifically, emphasis will be placed on real-world activities to target all aspects of stuttering, not simply the number of disfluencies. Participants will be able to identify strategies and activities that target the affective, behavioral, and cognitive components of stuttering.

Learning Objectives:

1. *Identify strategies that target the affective, behavioral, and cognitive components of stuttering*
2. *Describe counseling strategies that can be used when working with children who stutter*
3. *Identify ways to target generalization and maintenance through community-centered care*

4:45 pm – 5:30 pm
Poster Sessions – Exhibit Hall

Friday, February 14th

8:00 am – 9:30 am
Student Breakfast
Hall of Fame

23 **Supervising Across the Generation Gap**
Joanna Scoggins, MEd, CCC-SLP

Lexington Meeting Room A

Supervision of others, whether students, CFs, or other professionals in our workplace, shows dedication to our field and interest in making sure that our clients continue to have the best possible care long after we are gone. However, it can also be a large amount of work that often goes relatively unnoticed and unrewarded. Not to mention, it is sometimes outright difficult. One of the things that can make supervision difficult is the perceived stereotypes and value discrepancies associated with generational differences. We will explore these generational differences, along with strategies to help lessen their effect on the supervisor/supervisee relationship.

Learning Objectives:

1. *Identify stereotypes and values associated with generational differences in the workplace*
2. *Identify features of a growth vs. a fixed mindset as it relates to workplace values and supervision*
3. *Name 3 strategies that can be used to lessen the effect of generational differences on the supervisor/supervisee relationship*

24 **Feeding Outcomes, Developmental Care & Culture Change within the Neonatal Intensive Care Unit**
Courtney Reese MS CCC-SLP

Richland Meeting Room C

Preterm birth is on the rise. According to the March of Dimes 2019 report card, the rate of premature birth in South Carolina is 11.3%--higher than the national average of 10%. Nationally, the rate of preterm birth has worsened in 30 states over the past year. These babies are at high risk for chronic respiratory issues, digestive problems, feeding disorders & developmental delays. Speech-language pathologists in the NICU have an incredible opportunity to impact long term outcomes of these fragile infants. This session aims to review evidence-based clinical practices as well as describe holistic care of the preterm infant to support quality of life beyond the NICU.

Learning Objectives:

1. *Describe evidence based pre-feeding and feeding therapy interventions for preterm infants in the NICU*
2. *Define core measures of neuroprotective developmental care*
3. *Identify at least three strategies for influencing culture change within clinical practice*

25 **Eye Gaze Access and More!**
Carol Page, PhD, CCC-SLP

Richland Meeting Room A

Experience "eyes on" exploration of eye gaze and EMG access to communication devices. The devices perform many functions in addition to using it as a communication device such as TV remote control, Skyping, texting, emailing etc. It can seem overwhelming at first, but there are basic functions that these devices share. These devices are eligible for funding through SC Medicaid or Medicare.

Learning Objectives:

1. *Identify appropriate candidates for hands-free AAC technology*
2. *List three different types of hands-free access to AAC*
3. *List basic functions of eye gaze equipment*

26 **Ethical Practices with Culturally and Linguistically Diverse Populations**
Fe Murray, EdD, CCC-SLP

Congaree Meeting Room AB

The cultural, linguistic and ethnic makeup of the population in the United States is changing gradually, however the membership of ASHA is not reflective of this change. Less than 6% of all certified audiologists and speech-language pathologists (SLPs) meet the ASHA definition of bilingual service provider (ASHA, 2018), and only 8.2% report being members of a racial minority (ASHA, 2019). ASHA members are called to provide ethically appropriate services to all, respecting and acknowledging differences to optimize our service delivery. This course will use case studies to identify and tackle situations where ethical principles may be challenged in our services to culturally and linguistically diverse clients.

Learning Objectives:

1. *Discuss ethical issues providers may encounter in working with culturally and linguistically diverse individuals*
2. *Identify sections of the ASHA Code of Ethics (the Code) that speak to cultural and linguistic competence*
3. *Apply the principles of the Code and identify solutions to given case studies*

27 **Outcomes in SLP Therapies: Participation and Patient Engagement**
Robin Alexander, M.A., CCC-SLP

Lexington Meeting Room B

Patient engagement in SLP therapies greatly impacts the overall outcome of the therapeutic course. Barriers to compliance and favorable outcomes have been identified throughout healthcare environments, diagnoses, and populations. This paper looks at the evidence regarding identification of barriers, ways to measure outcomes, and strategies to improve patient participation leading to more favorable therapy experiences. Patient and clinician satisfaction can be improved by working collaboratively to foster patient engagement and may reduce patient attrition rates while increasing clinical productivity.

Learning Objectives

1. *Identify patient specific barriers to therapy participation*
2. *Identify ways to gather patient centered data within the evaluation process*
3. *Modify therapy procedures to increase patient compliance*

28 **The Extent of Leukoaraiosis Predicts Changes in Post-Stroke Language Abilities**
Alexandra Basilakos-Kennedy, Ph.D., CCC-SLP

Richland Meeting Room B

Aphasia recovery is often considered to plateau at 6 months post-stroke. Recent studies have argued against this recovery plateau, suggesting long-term improvements and declines in aphasia are equally likely. These studies have posited that these changes are driven by neuroplastic changes, and/or a combination of demographic factors, health comorbidities, and therapy. White matter small vessel disease, or leukoaraiosis, may also contribute to outcomes, as it is associated with grey matter reduction in the brain's language regions. This study replicates prior work suggesting that chronic aphasia is dynamic and determined the extent that leukoaraiosis predicts long-term outcomes in aphasia.

Learning Objectives:

1. *Explain why the recovery plateau in aphasia is a myth*
2. *Define leukoaraiosis and its relevance to stroke and aphasia recovery*
3. *Explain the role of brain health in long-term aphasia recovery*

9:30 am – 10:00 am
Coffee Break/Visit the Exhibit Hall

10:00 am – 11:30 am

29 **The Role of Language and Literacy in Mathematics: Definitions, Connections, and Applica**tions

Jessica Chan, M.Ed., Ph.D. Candidate (Faculty of Education, Queen's University), Research Associate (Dept. of Communication Sciences and Disorders, University of South Carolina)
Dr. Suzanne Adlof, Ph.D.

Richland C

Language and literacy skills are embedded across content areas. Math is one content domain that is particularly language-laden in nature in that children who encounter a math problem are being assessed on their math content knowledge and language skills. This one-hour session will review: (1) how language skills may impact math learning (e.g., content vocabulary, comprehension skills, writing), (2) identify strategies for supporting language and reading in math learning, and (3) provide participants with the opportunity to apply this knowledge to their own professional practice.
Learning Objectives:

1. *Understand the role of language in math learning*
2. *Identify linguistic features of math definitions and word problems that are particularly difficult for children with weak language skills*
3. *Learn effective practices from language and literacy research for supporting math learning*

30 **Clinical Implementation of Transcranial Direct Current Stimulation (tDCS) in Chronic Aphasia: Speech-Language Pathologists' Opinions Regarding the Translation of tDCS into Clinical Practice**
Lynsey M Keator, MA CCC-SLP

Richland Meeting Room B

Following a left hemisphere stroke, 20-30% of survivors suffer from aphasia (Engelter et al., 2018; Laska et al., 2001). While behavioral interventions remain the mainstay in clinical settings, studies show an increased interest in the application of noninvasive brain stimulation. An increasing number of studies, including a recent Phase II clinical trial, suggest transcranial direct current stimulation (tDCS) shows promise for becoming an effective adjunct treatment for behavioral aphasia therapy. In this study, we surveyed SLPs regarding their opinions about the use of tDCS in patients with aphasia. Results will inform future translational research studies on this topic.
Learning Objectives:

1. *Participants will be able to discuss general literature related to research supporting tDCS in aphasia rehabilitation*
2. *Participants will be able to describe concerns impacting SLPs' decisions to implement tDCS in clinical settings*
3. *Participants will be able to discuss the behavioral change (as reported by clinicians) necessary to adopt tDCS as part of the post-stroke aphasia treatment*

31 **Tongue Tie and Other Tethered Oral Tissues (TOTs) – Part 1**
Dawn M. Moore ClinScD., CCC-SLP, COM®

Lexington Meeting Room A

Tongue Tie and Other Tethered Oral Tissues (TOTs) are receiving attention due to children having difficulty with breastfeeding and the heightened awareness of facial health and development. Focus will be on tongue resting posture, mouth breathing, and possible speech delays that can occur from restricted tissue. Terminology and some classification systems will be discussed while highlighting need for a thorough functional assessment of range of motion. Clinical cases will be reviewed and expansive literature sources will be given for future study.
Learning Objectives:

1. *Describe limitations that can be seen with a swallowing, breastfeeding, and possibly, speech from uncorrected restrictions*
2. *Explain the reasons tongue tie corrections were decreased or eliminated*
3. *Describe the types of professionals involved in correcting restrictions*

32 **The Struggle is Real! What to Do When Supervisee Performance Is Less than Satisfactory**
Juliana O. Miller, MS, CCC-SLP

Congaree Meeting Room AB

Supervising students and clinical fellows can be fun and rewarding experience that supports the future of our field, but what happens when supervisees struggle to interact professionally, display clinical skills, or implement feedback? How can supervisors satisfy ASHA requirements for supervision and implement effective teaching strategies in the limited time available during their busy workday? This

session will help attendees to increase their general knowledge of best-practice for supervision, as well as learn what to do when a supervisee is struggling to perform.
Learning Objectives:

1. *Describe three characteristics of a "marginal" student*
2. *Describe three ways to encourage success for all students*
3. *Describe three ideas for providing effective feedback*

33 **The Importance of Social Pragmatic Communication to Life Success**
Timothy Kowalski, M.A., CCC-SLP

Lexington Meeting Room B

This presentation will describe the features necessary for social skills and offer examples of why they are so important for life success. The concepts of Theory of Mind, Executive Functions, Central Coherence, and Emotional Intelligence can explain why many individuals with Asperger syndrome/High Functioning Autism act as they do. As a result of deficits in these areas these students fail to perform at their potential academic and employable levels. Developing goals and interventions using these theories as a foundation for intervention enables practitioners to achieve better positive results.
Learning Objectives:

1. *Describe the necessary social-pragmatic skills for life success*
2. *Describe how 4 theories contribute to deficits in these areas*
3. *List evidence based treatment strategies to address deficits in these areas*

34 **Oral Care and the Prevention of Non-Ventilator Healthcare Acquired Pneumonia (NV-HAP)**
Brittany Bradham MSP, CCC-SLP, CBIS

Richland Meeting Room A

In the health care world, where infection prevention is a constant topic of discussion, oral care is a basic patient care need and an important infection prevention task that is consistently neglected. This presentation will describe the importance of oral hygiene, side effects of poor oral care, the pathogenesis of pneumonia, & the rising attention on NV HAP. We will also review evidence based oral care guidelines supported by the CDC (Center for Disease Control) & AACN (American Association of Critical-Care Nurses).
Learning Objectives:

1. *Describe why oral care is important*
2. *List side effects of poor oral care*
3. *Identify current best practices in oral care guidelines for the prevention of NV-HAP*

11:45 am – 1:15 pm

AWARDS LUNCHEON – Ballroom A

Bridging the Gap- Establishing Optimal Communication Between Pediatricians and Speech Language Pathologists to Provide the Best Possible Care and Outcomes for Children with Special Health Care Needs
Deborah Greenhouse MD, FAAP

Children with special health care needs are a very complex and challenging population. In many cases, the biggest obstacles facing the child and family deal with difficulties in speech and communication. Feeding problems can also be a major barrier for these children. In order to provide optimal care for these patients, all providers caring for the child need to function as a cohesive team. This presentation will address these concerns from a medical perspective and will discuss ways that pediatricians and speech language pathologists can work together to best address these issues.
Learning Objectives:

1. *Understand the connections between complex medical problems and speech and language problems in children with special health care needs*
2. *Identify effective ways to establish ongoing communication with pediatricians and other medical providers*
3. *Identify opportunities for collaboration between speech language pathologists and pediatricians when dealing with children with significant feeding problems*

35 **Head and Neck Cancer: The Role of the SLP Pre and Post-Operatively**
Brian Martin, M.S., CCC-SLP

Richland Meeting Room B

Head and neck cancer accounts for roughly 4% of all cancers in the United States, and although this statistic may suggest a low prevalence of this disease, the curative treatments currently in place have the potential to severely impact a patient's speech, voice, and swallowing. Curative medical treatment may include radiation, chemoradiation, surgery, or a combination of these. This presentation will focus primarily on surgical intervention, and the potential impacts that these surgical techniques have on speech, voice, and swallowing. The presenter will review anatomical/physiological changes for speech, voice, and swallowing for various surgeries, as well as provide information regarding the SLP's role in evaluation and treatment by surgical site, and type of surgery performed.
Learning Objectives:

1. *The participant will be able to identify two common surgical procedures completed with patients with head and neck cancer*
2. *The participant will be able to identify the primary instrumental evaluation for swallowing*

for patients after surgical resection and reconstruction of head and neck cancer
3. *Participants will be able to identify two compensatory strategies for swallowing found to be helpful in the head and neck cancer population*

36 **Cleft Lip and Palate: Feeding and Early Speech**
Elizabeth Garrison, MSP, CCC-SLP

Richland Meeting Room A

This presentation will focus on feeding techniques for patients with cleft lip and palate, and other associated syndromes. This presentation will also touch on early speech production of patients with cleft lip and palate, techniques to target concerns with resonance and hypernasality, and indications for surgical intervention.
Learning Objectives:
1. *Be familiar with various bottles and feeding techniques for patients with cleft lip and palate*
2. *Be familiar with therapy techniques for patients with resonance concerns*
3. *Be familiar with indications for surgical intervention for patients with resonance concerns*

1:30 pm – 3:00 pm

37 **What School-Based SLPs Need to Know About Executive Function**
Lauren S. Baron, PhD, CCC-SLP

Carolina AB

SLPs working in schools often encounter children who have difficulty with executive function (EF). In fact, children with language impairments are more likely to be referred for services if they are perceived by parents and teachers as having poor EF skills (Wittke & Spaulding, 2018). What are EF skills and what is the role of the SLP in assessing and supporting them? This presentation will provide a framework to organize the many definitions and terms related to EF (Diamond, 2013; Jones, Bailey, Barnes, & Partee, 2016). It will also describe evidence-based strategies for supporting EF during language and literacy activities.
Learning Objectives:
1. *Define the simple and complex components of executive function*
2. *Identify areas of assessment or intervention for school-age children that are impacted by executive function*
3. *Support executive function in school-age children during language-based tasks*

38 **The Big Picture for Fiscal and Legislative Year 2019-2020**
Heather Smith
Jennifer Buster

Ballroom C

Discussion of the fiscal, legislative and regulatory issues related to the profession and practice of Speech Pathology in South Carolina.
Learning Objectives:
1. *Identify how the legislative and regulatory process works and how legislation can impact their profession*
2. *Describe how the budget process works in the state and how the budget is important to those that practice in school settings as well as the public and private practice*
3. *Describe the transfer of BabyNet and how the transfer under HHS will impact the program and its participants impact of BabyNet changes since its transfer to HHS and the impact of newly enacted Universal Licensure legislation*

39 **Tongue Tie and Other Tethered Oral Tissues (TOTs) – Part 2**
Dawn M. Moore ClinScD., CCC-SLP, COM®

Lexington Meeting Room A

Tongue Tie and Other Tethered Oral Tissues (TOTs) are receiving attention due to children having difficulty with breastfeeding and the heightened awareness of facial health and development. Focus will be on tongue resting posture, mouth breathing, and possible speech delays that can occur from restricted tissue. Terminology and some classification systems will be discussed while highlighting need for a thorough functional assessment of range of motion. Clinical cases will be reviewed and expansive literature sources will be given for future study.
Learning Objectives:
1. *Describe limitations that can be seen with a swallowing, breastfeeding, and possibly, speech from uncorrected restrictions*
2. *Explain the reasons tongue tie corrections were decreased or eliminated*
3. *Describe the types of professionals involved in correcting restrictions*

40 **Culturally Responsive Practice: Supporting all Families in Clinical Practice**
Gina Crosby-Quinatoa, MSP, CCC-SLP, LSLS CertAVT
Lisa Fitton Ph.D., CCC-SLP.D
Jamy Claire Archer, M.S., CCC-SLP, LSLS CertAVT

Richland Meeting Room A

This presentation provides an overview of best practices and principals necessary when working with individuals from multilingual and multicultural backgrounds. We offer practical recommendations including resources and tools related to diversity awareness and cultural responsiveness applied through case study scenarios. The presentation also highlights cultural competency practice as it relates to the individual level of assessment and treatment on behalf of, in support of, and with families and children.

Learning Objectives:

1. *Describe two to three (2-3) components of cultural and linguistic competence as related to clinical practice*
2. *Report two to three (2-3) sources of information for developing a culturally responsive action plan to apply to their own practice or clinical setting*
3. *Identify at least three benefits associated with providing culturally responsive practices when working with children and families who speak a language with which the participant is unfamiliar*

41 **Get 'Em In, Get 'Em Out: When to Begin and End Stuttering Therapy**
Charley Adams, PhD, CCC-SLP
Susanne Cook, PhD – SLP
Caroline Pittard, MS, CCC-SLP
Maryann Nelson, MS, CCC-SLP

Lexington Meeting Room B

For schoolkids, how do you justify stuttering therapy if grades are good? Teens must weigh the stigma of being in therapy against the benefits. For adults, how do you know when you're ready? Dismissal timing is even trickier; just because your objectives aren't met doesn't mean keeping them in therapy is the right decision. Waiting too long can lead to burnout. OR dependency. Patients who stutter need advocates to help them decide when therapy IS warranted and, and when it isn't. A panel from the schools, private practice and a university program will discuss their experiences with stuttering therapy and timing.

Learning Objectives:

1. *Qualify kids who stutter for therapy when their grades are good*
2. *Describe the relevant criteria for dismissal from stuttering therapy*
3. *List appropriate justifications for older students and adults to enter stuttering therapy*

3:00 pm – 3:30 pm
Snack Break/Visit the Exhibit Hall
Exhibit Hall

3:30 pm – 5:00 pm

42 **The Life Participation Approach as a Framework for Addressing Goals of Care**
Denise Strickland, MS, CCC-SLP

Lexington Meeting Room A

Speech-language pathologists typically consider their overlap with palliative care in relation to dysphagia when we are called upon to address feeding tube considerations and diet modifications. However, our training and familiarity with the Life Participation Approach to Aphasia (LPAA) provides a useful framework for addressing patient goals of care in treatment domains other than aphasia. It also allows us to collaborate with palliative care professionals in helping patients determine and express their speech therapy goals across the continuum of care. I will discuss the LPAA and argue for its application across the SLP scope of practice.

Learning Objectives:

1. *Describe the Life Participation Approach to Aphasia*
2. *Compare the Life Participation Approach to existing palliative care approaches*
3. *Support the use of the Life Participation Approach across the SLP scope of practice for addressing patient goals of care*

43 **What Do I Do Now: Resolution of Ethical Dilemmas**
Dr. Elise Davis-McFarland, CCC-SLP

Carolina Meeting Room A/B

Ethical practice is the cornerstone of speech-language pathology practice. In addition to knowledge and skills, speech-language pathologists must also adhere to the requirements of ASHA's Code of Ethics. Failure to do so can result in sometimes severe repercussions. This session will include a review of ASHA's Code of Ethics and then progress to a discussion of how to navigate ethical dilemmas. The Ethics Calibration Quick Test and the Four Quadrants approach to clinical ethics case analysis will be introduced and discussed as methods for addressing and solving complex ethical dilemmas.

This session will satisfy ASHA's requirement for 1 hour of professional development in ethics.

Learning Objectives:

1. *The most common ethics issues ASHA members experience*
2. *Discuss the process for identifying potential ethical conflicts*
3. *Discuss a method for resolving potential ethical conflicts*

44 **Engaging AACtivities!**
Stephen Kneece, MA, CCC-SLP
Christina Stader, MCD, CCC-SLP

Congaree Meeting Room A/B

Having difficulty with practically implementing AAC (Augmentative and Alternative Communication)? Come join Stephen and Christina as they walk you through engaging AAC implementation activities. The activities presented will be applicable regardless of the AAC user's vocabulary set, method of selection, or level of proficiency. All resources presented will be free and immediately applicable in your next therapy session.

Learning Objectives:

1. *Participants will learn best practices for AAC implementation.*
2. *Participants will learn how to implement "push-in" AAC lessons, and why this model is so important.*
3. *Participants will walk away with a list of resources to help them through their AAC journey.*

45 **Swallow This! How to Consistently Thicken Liquids for Pediatric Patients Using IDDSI Guidelines**
Leslie Wilfong, MSP, CCC-SLP
Samantha McDonald, MS, CCC-SLP

Richland Meeting Room A

Pediatric patients with dysphagia are often prescribed modified diets, but many families are unable to consistently thicken liquids secondary financial resources or lack of access to thickeners. Treating clinicians will use a variety of foods to thicken liquids & estimate their viscosity. In a research study by Glassburn & Deem, twenty-three clinicians were asked to thicken liquids & they were not consistent in thickening (Dysphagia, 1998). The International Dysphagia Diet Standardization Initiative (IDDSI) developed standardized terminology, definitions, and testing to describe modified foods & thickened liquids (IDDSI, 2019). IDDSI can be used by clinicians to consistently thicken to the appropriate viscosity using a variety of thickeners.

Learning Objectives:

1. *Outcome 1: Learners will be able to explain IDDSI and its eight levels of food textures and drink thickness*
2. *Learners will be able to demonstrate proficiency testing a variety of liquids using the IDDSI Flow Rate Test*
3. *Learners will be able to demonstrate three strategies to thickening using alternatives to over the counter thickeners*

46 **Dementia: Types & Tips**
Hannah Benge, ClinScD, CCC-SLP

Lexington Meeting Room B

This presentation will provide an overview of a generic diagnosis of dementia, differential diagnosis of dementia type, and research based tips for working with this population. Dementia will be distinguished from other transient conditions such a delirium and encephalopathy. A brief review of neural anatomy will be given as a foundation to the various underlying neuropathologies for the dementia types. Research based tips will also be given to equip the clinician for evidence-based practice.

Learning Objectives:

1. *Discuss various types of dementia as based their hallmark characteristics*
2. *Discriminate dementia from a transient condition*
3. *Apply various evidence-based strategies to clinical practice*

47 **PDPM Pulse – A Checkup**
Allison Thomas McGee, MSP, CCC-SLP
Mattison L. Brantley, MA, CCC-SLP

Senate A/B

At this point, we have had a few months of experience with the Patient Driven Patient Model (PDPM). How are we doing SNF SLP's? This course will seek to summarize recent changes related to reimbursement for nursing and therapy services in Skilled Nursing Facilities with regards to the PDPM. The authors will also identify challenges related to PDPM implementation and best practices as related to the SLP Component.

Learning Objectives:

1. *The participant will be able to summarize relevant changes in billing and CMS guidelines*
2. *The participant will be able to generate appropriate documentation of skilled services*
3. *The participant will identify challenges related to PDPM implementation and aspects of the SLP component*

Saturday, February 15th

8:00 am – 9:30 pm/10:00 am – 11:30 pm – *Short Courses*

48/50 **"Why Isn't My Patient Improving? Foundations in Dysphagia Therapy"**
Ed M. Bice, M.Ed., CCC-SLP

The assessment and treatment of swallowing and swallowing disorders is a relatively new area of practice for speech pathologists. The majority of research related to dysphagia has been conducted in the last fifteen years. Great demand is placed on the clinician's time and resources to stay informed. In addition, understanding how to evaluate research adds an additional burden. This course will provide information concerning therapeutic principles that will allow dysphagia clinicians to evaluate various approaches and develop treatment plans based on the foundational principles of exercise science, neuroplasticity, and motor learning.

Learning Objectives:

1. *Identify exercise based interventions from non-exercise based interventions*
2. *List principles of neuroplasticity*
3. *Name principles of motor learning as they apply to swallowing*

49/51 **Let's Hear It for /r/!**
Dawn M. Moore ClinScD., CCC-SLP, COM®

Carolina Meeting Room A/B

Do you HATE /r/? Wouldn't it be great if you could LOVE it or at least like it? You can by learning to implement this structured, step-by-step approach! Participants will learn how to establish initial /r/ and use it with coarticulation and feedback to develop final and medial /r/. The concept of approximations will be introduced and discrimination skills will be further developed using audio clips of students producing /r/ with/without coarticulation. To aid in participant understanding, six videos will demonstrate the techniques and additional audio files will highlight the changes that can occur simply by using coarticulation.
Learning Objectives:

1. *Identify the difference between consonantal /r/ and vocalic /r/ and which you should target first*
2. *List the order in which you should drill /r/ (consonantal and vocalic) and the percentages required at each level*
3. *Describe and demonstrate co-articulation and its application to vocalic /r/*

9:30 am – 10:00 am Short Course Break

8:00 am – 9:30 am

52 **Crash Course in Total Laryngectomy**
Erica Taylor, MS, CCC-SLP

Richland Meeting Room A

Head and neck cancer is the sixth leading cancer by incidence worldwide. With advanced cancers of the larynx or vocal cords, total laryngectomy is in the treatment differential. Although the first total laryngectomy was performed in 1873 and thousands are performed annually, this surgery and life after for total laryngectomees (persons who have undergone a total laryngectomy surgery) is poorly understood; even by well-trained medical professionals. This talk will be a "crash course" in total laryngectomy for clinicians and will address anatomic and physiologic changes, alaryngeal communication options and pulmonary rehabilitation.
Learning Objectives:

1. *Describe anatomic and physiologic changes that occur as a result of total laryngectomy*
2. *Discuss communication options following total laryngectomy*
3. *Describe the role of heat and moisture exchangers (HME) in pulmonary rehabilitation following total laryngectomy*

53 **Phonological vs. Semantic-based Treatment in Aphasia: What Works for Whom?**
Mr. Sigfus Kristinsson, MSc SLP
Dr. Alexandra Basilakos-Kennedy, PhD
Dr. Julius Frikdriksson, PhD, SmartState Endowed Professor

Lexington Meeting Room A

Impairment-based treatment of anomia is routinely a part of multifaceted treatment in aphasia. A general assumption regarding the efficacy of anomia treatment is based on the idea that it ameliorates lexical-semantic or phonological deficits which may facilitate functional language recovery. In line with this, anomia treatment typically has a phonological or semantic focus, or both. However, little research attention has been devoted to comparing these two fundamentally different treatment approaches. To this end, the current study compared language recovery following phonologically- and semantically-based treatments, as well as explored biographical and behavioral factors associated with treatment-induced improvements following each treatment.
Leaning Objectives:

1. *Compare and contrast the benefits and drawbacks of phonological- vs. semantic-based treatment in aphasia*
2. *Make an informed decision as to whether phonological or semantic treatment is likely to be more beneficial to a client*
3. *Identify other factors that may relate to treatment outcomes*

9:30 am – 10:00 am
Session Break

10:00 am – 11:30 am

54 **Speech Entrainment Improves Synchrony Between Anterior-Posterior Cortical Speech Areas in Non-Fluent Aphasia**
Lisa Johnson, B.S.

Richland Meeting Room A

The use of speech entrainment for individuals with aphasia has been shown to be a promising therapeutic strategy for individuals with non-fluent aphasia. We investigated functional connectivity during speech entrainment to determine the mechanism(s) that promote speech fluency during entrainment compared to spontaneous speech. Results from the present study suggest that speech entrainment increases functional connectivity between residual left hemisphere regions and right hemisphere anterior regions, yielding functional connectivity responses

similar to persons without brain damage. We propose that speech entrainment success relies heavily upon functional connectivity of left hemisphere language regions.
Learning Objectives:

1. *Describe Speech Entrainment as a therapy technique*
2. *Understand the factors which have been associated with a positive response to speech entrainment*
3. *Identify the regions which show normalizing functional connectivity during speech entrainment compared to spontaneous speech*

55 **The Patient Driven Payment Model (PDPM) - Navigating from Volume to Value**
Victoria Cruce, M.S., CCC-SLP
Tina Othman, M.S., CCC-SLP

Lexington Meeting Room A

Skilled Nursing Facilities experienced the first major Medicare payment reform since 1998 on October 1, 2019. What does this mean for the SNF SLP? This course will provide historical context, educate the clinician on the intricacies of the Patient Driven Payment Model, define what changes and what does not change, and provide best practice benchmarks in light of this new model.
Learning Objectives:

1. *Define PDPM and discuss why payment reform was enacted effective 10/1/19*
2. *Discuss what does and what does not change for Medicare A SNF beneficiaries under the new system*
3. *Define best practices for Medicare A patients moving forward for clinicians in the SNF setting*

11:30 am – 12:00 noon
Convention Closed

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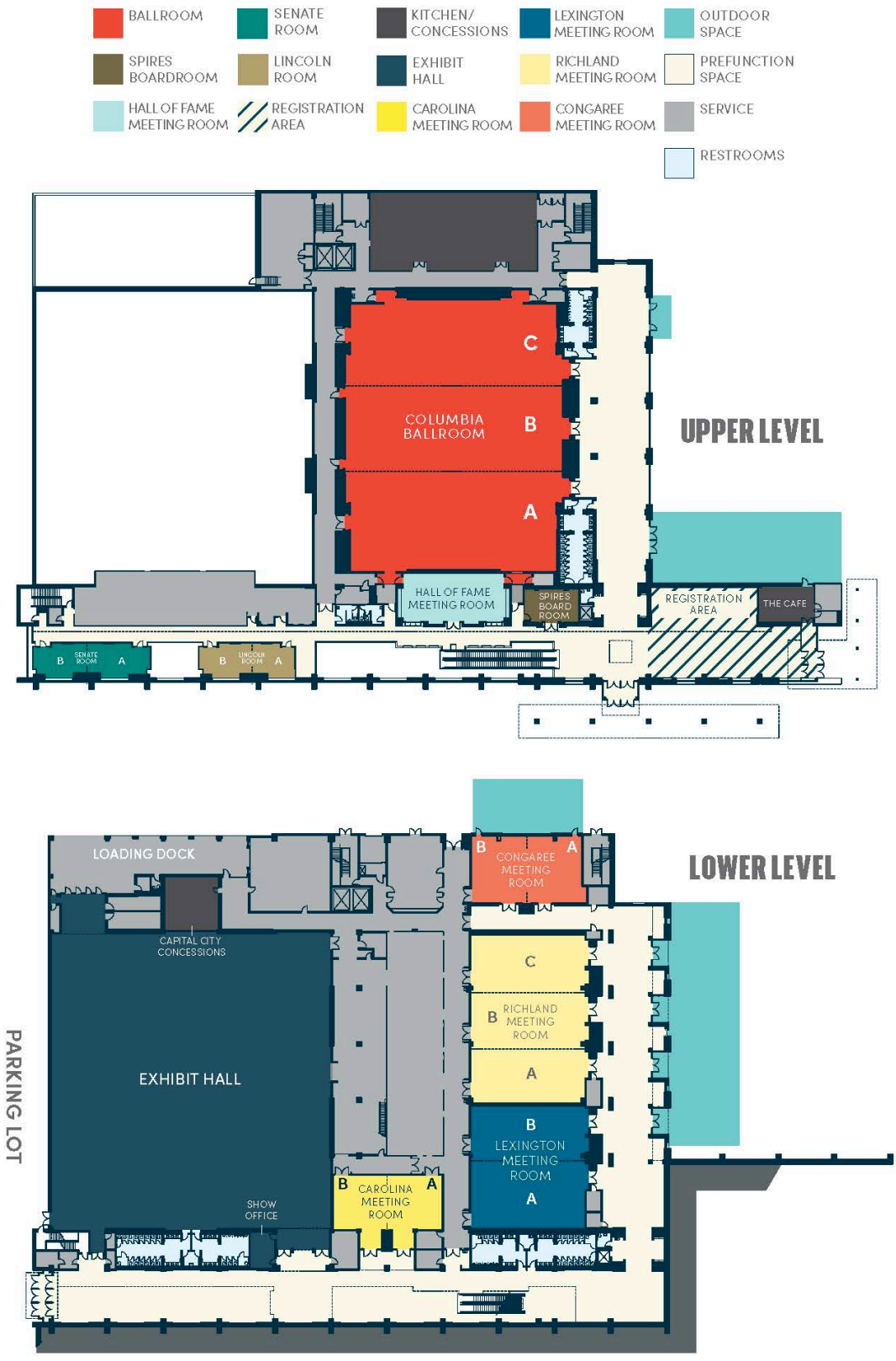

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