

Thursday, March 24, 2022

General Session: Keynote Speaker

Jack Gallagher

Jack Gallagher, a former elementary educator, entertainer and parent of a son on the autism spectrum, takes to stages nationwide to share his insights and tell stories that make us laugh, cry and, ultimately, leave us inspired.

A few years ago, Jack spent four days in the dark with no visual or physical stimulation due to a brain injury caused by an accident. Working through those four days resulted in “Concussed: Four Days in the Dark,” one of six shows he’s written and performed. Another show, “A Different Kind of Cool,” explores the differences between his two sons and coming to terms with the fact that “coolness” is a matter of perspective. His one-man performances showcase his wide-ranging introspection while providing an emotional and heartfelt appeal.

Jack’s keynotes are also drawn from his personal and professional experiences, and illustrate that sometimes when pushed to the limit, we learn new lessons and discover new ways of approaching complex situations. His very human and inspiring tales underscore how speech, language and hearing professionals, educators, students and loved ones, when working in unison, build understanding, perspective and celebration. He’s a real-life expression of CSHA’s emphasis on “Human lives. Human connection.”

In the early 1980s, Jack moved from the K-12 classroom to the comedy clubs of Boston, Los Angeles and more, where he developed his trademark style of combining humor with an important message. In addition to headlining virtually every major comedy club in the country, he’s appeared in concert with Dolly Parton, The Four Tops and Tony Bennett, to name a few. His work on network television includes his own ABC sitcom *Bringing Up Jack*, as well as a recurring role on the HBO Original Series *Curb Your Enthusiasm*. In addition, he’s a three-time Emmy Award winner for his work on PBS. ***This session is not eligible for ASHA CEUs***

11:00-12:30 MS096

Demystifying Voice Therapy: A Case-Based Interactive Seminar

Authors: Lauren Timmons Sund, USC Voice Center, Caruso Department of Otolaryngology Head and Neck Surgery
M. Eugenia Castro, USC Voice Center, Caruso Department of Otolaryngology Head and Neck Surgery
Megan Urbano, USC Voice Center, Caruso Department of Otolaryngology Head and Neck Surgery

This case-based presentation will guide clinicians through the development and implementation of treatment plans for a variety of voice disorders in adults. Participants

will be given the opportunity to review patient history, voice recordings, laryngeal imaging examinations, and physician's impressions using an interactive style to develop clinical hypotheses and craft physiologically-based functional therapy plans. A review of the physiological reasons for a variety of voice therapy methods will be presented.

Instructional Level: Beginner

Track: Medically-Based Disorders

11:00-12:30 MS013

IPE: Interdisciplinary Bias and Dual Professional Identity

Authors: Darla Hagge, Ph.D., CCC-SLP, Nassrine Nouredine Ed.D., MSN, RN

This presentation will provide the results from two studies regarding student self-reported attitudes related to IPE competencies after an interprofessional learning experience on palliative care. The quantitative data revealed that over 30% of the students reported having bias towards other disciplines, while other disciplines had bias towards their discipline. The co-presenters will also highlight the importance of teaching Dual Professional Identity to health professions students, preparing them to be collaborative-ready when joining their professional practice.

Instructional Level: Intermediate

Track: Professional Issues

11:00-12:30 MS055

Providing Services in the Classroom: Barriers, Benefits, and Strategies for Success

Authors: Kelly Dodge, Twin Rivers Unified School District; Sacramento State University
Jillian Hall, Twin Rivers Unified School District
Lindsay Myers, Twin Rivers Unified School District

In recent years, SLPs working in the public schools have been encouraged to provide their services within the classroom setting, often with inadequate training, support, or resources. In this presentation, we will discuss the benefits and barriers to implementing services within both general education and special education classrooms. The presenters are two SLPs and an Educational Specialist who will provide experienced perspectives about push-in therapy from two different viewpoints. The presenters will discuss navigating professional relationships and roles, measuring IEP goals in the

classroom, differentiating core curriculum, and providing and modeling accommodations. Participants will leave with resources and tools to be able to step into general education and special education classrooms on their campus and confidently support the students on their caseload.

Instructional Level: Intermediate

Track: Language & Literacy

11:00-12:30 MS100

Risky Breathing: Ethical Considerations for Managing Respiratory Fragility and Oral Intake

Authors: Amanda Fazakerly, University of California Davis Health
Rejane Wittmann, University of California Davis Health

The COVID-19 pandemic has highlighted the urgent need for clarity in the management of patients with respiratory compromise. These patients may require respiratory support ranging from conventional oxygen therapy to mechanical ventilation. Initiating respiratory support is usually driven by urgent medical necessity, with the aim of sustaining life. However, the utilization of life-sustaining respiratory support carries a multitude of risks. Chief among these risks is potential oropharyngeal dysphagia, resulting in the restriction or prohibition of oral intake. How do varying degrees of respiratory support affect swallow (dys)function? When acceptable risk ceilings diverge between clinicians and/or patients, how can the provider reconcile the seemingly juxtaposed goals of sustaining life (respiratory support) and preserving (swallow) function? We will revisit the symbiotic relationship between swallowing and respiration and explore these questions through a review of the literature, survey of current practice patterns, and a collaborative query of selected case studies.

Instructional Level: Intermediate

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

11:00-12:30 MS018

Covid Care Across the Continuum

Authors: Devina Acharya, MA, CCC/SLP

Considerations for care of patients with Covid-19 across the rehab continuum, beyond inpatient to multidisciplinary subacute, skilled nursing, acute rehab, home health and

outpatient settings. Implications for SLPs diagnosing and treating communication, cognition and swallowing disorders, in the context of changing community needs.

Instructional Level: Intermediate

Track: Medically-Based Disorders

11:00-12:30 MS155

SLPA: The A is for Asset

Authors: Celina Wright, Wings Speech and Language Center, Inc.
Jessie Ginsburg, SLP- ASD from the Inside Out

Knowledgeable and passionate individuals are what make treatment teams effective. However, there are other vital factors to consider when evaluating the impact of a team. How the team addresses accountability, collaboration, diversity and inclusion are some of the most important things to assess. SLPA's are examples of diverse team members who can contribute valuable insight, creativity and treatment methods. These contributions can take a team's impact from considerable to profound. This seminar will examine how an SLPA can add to the impact of a team through clinical, organizational and leadership strategies. Come learn how to maximize the asset that is an SLPA!

Instructional Level: Intermediate

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

2:00-3:30 MS009

How Can We Help With Aging Voice? Evidence-Based Assessment and Management of Presbyphonia

Authors: Theresa Jingyun Yao, Palo Alto Medical Foundation

Presbyphonia refers to age-related changes of voice. It can be influenced by the physical changes of voice folds or the respiratory system in older adults. Individuals with presbyphonia often experience increased vocal effort and decreased vocal intensity due to reduced vocal fold adduction with glottal incompetence. They typically complain of difficulty projecting voice, hoarseness, breathiness, and vocal fatigue. Without appropriate and timely treatment, presbyphonia can lead to further changes to the vocal folds and laryngeal muscle tension, negatively impacting people's quality of life. The purpose of this presentation is to review the current evidence-based assessments and treatment approaches for presbyphonia and discuss the role of speech-language pathologists in clinical implementation. We will review past and current research on

diagnosing and treating presbyphonia and discuss the clinical implementation and practice recommendations with specific clinical cases.

Instructional Level: Intermediate

Track: Medically-Based Disorders

2:00-5:00 SC044

The Thinking Side of Social: The Role of Mental State Verbs in Social Success

Authors: Anna Vagin, Private Practice, Larkspur, CA

Mental state verbs (MSV) describe processes of cognition, and thereby aren't "visible." While we can see someone "running", we can't see the internal process of "hoping". However, understanding and use of MSV is a critical reflection of cognitive development, and is important for discourse development, academic success, social understanding, and conversational competence. We will begin by exploring the term, drawing from the fields of theory of mind, cognition, linguistics, and attachment. The research exploring how students with language and social challenges differ in their understanding and use of mental state verbs will be reviewed. Then we will explore how to develop MSV in the students with whom we work, covering in-session activities as well as suggestions for teachers and families. Participants will leave with a clear understanding of the critical role that MSV play, as well as activities to incorporate into their therapy sessions and consultations with teachers and families.

Instructional Level: Intermediate

Track: Autism & Related Issues

2:00-5:00 SC021

Functional Goal Setting & Relevant Treatment Approaches for TBI Patients

Authors: Kimberly Gully, MS, CCC-SLP, CCM, CBIST

This session will provide tools and treatment ideas to use with individuals who have sustained a traumatic brain injury. Challenges such as how to make therapy functional, when to move from a remediation to compensation approach and why isn't my patient able to generalize what we are working on in therapy will be addressed. Attendees will participate in a hands-on treatment planning exercise to address the importance of providing personally relevant treatment to patients. Tools will be provided to assist attendees in goal setting, documentation, and implementation.

Instructional Level: Intermediate

Track: Medically-Based Disorders

2:00-3:30 MS122

Optimize Service Delivery and Enhance Leadership through Evidence-based Self-care

Authors: Ting-fen Lin, California State University, Fresno; Private Practice
Richa Richa Deshmukh, Private Practice

Occupational stress is a common concern among speech-language pathologists and audiologists, with “too much to do and too little time.” This is currently being magnified given the stress surrounding COVID-19, across both professional and personal realms. COVID Stress Syndrome, characterized by anxiety and increased substance use, is now a significant public health concern. Despite the pervasiveness of stress, clinicians often lack the right tools to deal with it. This session will explore the complex relationship between mind, body, and breath and provide clinicians with practical self-care in order to prevent burnout and to improve performance in service delivery and leadership. Come prepared to experience the power of the breath and meditation in achieving work-life balance.

Instructional Level: Beginner

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

2:00-3:30 MS124

The Impact of the COVID-19 Pandemic on Quality of Life in People who Stutter

Authors: Shriya Basu, California State University Long Beach
Lei Sun, California State University Long Beach
Angelica Luz Torres, California State University Long Beach

The presentation intends to share preliminary findings of a survey study exploring the impact of the COVID-19 pandemic on quality of life in people who stutter. The presentation will start with a discussion of how the pandemic affects people with communication disorders. The focus then will shift to discussing mental health, communication, and quality of life in people who stutter and how the COVID-19 pandemic amplifies the existing challenges for people who stutter.

Instructional Level: Intermediate

Track: Clinical Issues

2:00-3:30 MS152

Treating Psychogenic Effects on Voice in the Professional YouTube Culture

Authors: Libby Lavella-Perfitt, Wellness Group for Voice, Speech, and Swallowing, LLC
Aaron Ziegler, Wellness Group for Voice, Speech, and Swallowing, LLC

Social media and streaming influencers are the television stars of the 2020s. Often these personalities arrive with little to no background in professional voice or performance experience. The top 25 YouTube personalities earn upwards of \$1.7 million a year. Streaming professionals typically deliver high energy performances and constantly release content, which can be incredibly taxing on the vocal mechanism due to large vocal dose, high vocal intensities, poor vocal ergonomics, lack of studio equipment, and limited technical knowledge. These factors create the potential for hoarseness, vocal strain, vocal fatigue, and vocal pathologies. Furthermore, the propensity for negative psychogenic factors is high. Inexperienced professional voice users who build their careers on streaming platforms are seen more now in voice therapy due to rise in popularity and it is not uncommon that virtual nature of the career brings with it some virtual issues.

Instructional Level: Intermediate

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

2:00-3:30 SC024

Supporting Literacy for Students who use AAC

Authors: Mollie Mindel, CCC-SLP

There are a variety of intervention methods professionals can implement to support the developing language of emerging communicators and students who use AAC. Numerous barriers are in place for students with complex communication needs (CCN) in learning to read and write. While literacy is not the SLP's primary responsibility, we play a critical and direct role in the development of literacy for children and adolescents with communication disorders, including those with severe or multiple disabilities. As language experts, we can help guide the IEP team in presuming potential to learn. From emergent literacy to conventional literacy, this presentation will guide the clinician along numerous evidence-based interventions that will support communication and literacy hand in hand.

Instructional Level: Intermediate

Track: Language & Literacy

4:00-5:30 MS079

Training in Integration of Voice Technology for Therapy

Authors: Deanna Hughes, Chapman University
Leah Beekman, Chapman University
Donna Barari, Chapman University
Melissa Gerber, Chapman University

The following course is intended to educate and train speech-language pathologists in the benefits and use of voice technology (i.e. Apple Siri, Amazon Alexa) for therapy, both in-person and telehealth settings. The presentation will review current knowledge and research as well as usage of these devices through a case study presentation and a hands-on workshop on how to integrate these technologies into a variety of settings across all ages.

Instructional Level: Beginner

Track: Clinical Issues

4:00-5:30 MS158

Boost your Therapy: Coaching Para-educators And 1:1 Aides to Focus on Communication Across the Day!

Authors: Sophie Miles, Tamalpais Union High School District; Introlinx. Inc

Do wish you had more time to work with your students in the classroom? Do you find it hard to collect data throughout the day, in different settings and scramble at progress review time? Do you wish you could be there to remind students to use strategies you have taught them 'in the moment'? Classroom para-educators and 1:1 Aides can help you with all of this! Participants will be introduced to a range of para-educator trainings at different levels to suit your needs, team dynamics and time availability for all classroom settings and via tele therapy. Explore how to train para-educators to collect data, provide input for assessments, and review progress. Learn how to develop generalized group training on speech, language and communication, individualized 'on the fly' coaching during therapy sessions, and goal-driven coaching focusing on para-educator and/or student communication skills, for better generalization of skills/strategies taught in therapy.

Instructional Level: Intermediate

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

4:00-5:30 MS159

Oral Narrative Screeners for Spanish-English Dual-Language Learners: A Case Study Approach

Authors: Kai Greene, California State University Dominguez Hills
Casey Taliencich-Klinger, California State University Dominguez Hills;
University of Texas Health Science Center San Antonio

Challenges confront many practitioners concerning emerging dual-language learners and when to consider referrals for special education services. Specific to speech-language-communication needs, information presented will share how to begin to differentiate and determine typical and atypical dual-language development via screening measures of oral narrative macro- and microstructure skills. This case study approach will demonstrate how readily available Spanish and English oral narrative screening tools can inform efficient and effective considerations specific to placement decisions for dual-language learners.

Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

4:00-5:30 MS164

Real First Words: Public Perception, Current Data, and Clinical Application for Early Intervention

Authors: Jennifer Adams Oppenheimer, SpeakJoy Center for Development
Hannah Oppenheimer, California State University, Northridge

Language development is consistently a topic of broad public interest, curiosity, and worry for parents of young children. When most parents and other community professionals working with young children think of early words, their knowledge and information is broadly shaped by widely available books focusing on “first words.” In this session, we will contrast the public perspective of “first words” based on popular, commercially available picture books with information on early developing lexicons, drawing from current research and datasets. We will also explore implications for using this information and data to support caregivers to create language rich environments through parent coaching.



Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

Friday, March 25, 2022

8:30-10:00 MS014

Helping Families Get Comfortable With AAC: What Supports Do AAC Apps Offer?

Authors: Elena Dukhovny, California State University, East Bay
Kenya Barajas Gracian, California State University, East Bay
Crystal Yanonis, California State University, East Bay

Augmentative/Alternative Communication (AAC) apps for iPad are used widely by individuals who do not speak. Many of these apps are sophisticated tools that can support production of complex, genuine language. However, learning to use AAC apps effectively has been a consistent challenge for users of AAC and their caregivers (Moorcroft, Scarinci & Meyer, 2019), with unmet challenges leading to under-use and abandonment of AAC (ASHA, 2018). One place where AAC users and caregivers may find support is through resources available from AAC app developers. However, there is limited information available on what supports are offered through the apps and how they align with recommended best practice. In this seminar, we review the types of training and resources currently being offered with the purchase of the most commonly used AAC apps and we compare these resources to published best practices in AAC support for caregivers. English-language and Spanish-language supports are discussed.

Instructional Level: Intermediate

Track: Special Populations

8:30-11:30 SC027

Reframing Our Thinking as SLPs: The Language-Literacy-Dyslexia Connection

Authors: Robert Pieretti, PhD, CCC-SLP
Jeannene Ward-Lonergan, PhD, CCC-SLP, BCS-CL

The Common Core Standards emphasize the relationship between language development and the successful acquisition of reading and writing. There has also been renewed emphasis in several states on recognizing the impact of language-based reading disabilities, including dyslexia, on students' ability to succeed in school. This session will review these language-based learning disabilities and provide SLPs with practical, collaborative strategies for participating in transdisciplinary language-literacy assessment in school-based settings and review appropriate language intervention goals, transdisciplinary service delivery, and evidence-based treatment methodology.

Instructional Level: Intermediate

Track: Language & Literacy

8:30-11:30 SC016

Trauma-Informed Speech Therapy

Authors: Yvana Uranga-Hernandez, Biola University
Alicia McCormick, Biola University

This session is designed to equip practicing SLPs to provide trauma-informed therapy for their clients, regardless of age or clinical setting. Participants will learn about the prevalence and effects of trauma, trauma-informed techniques for therapy, and guidelines for setting goals and writing reports.

Instructional Level: Beginner

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

8:30-10:00 MS037

Interprofessional Collaboration: Coping With Grief and Loss Issues During a Pandemic

Authors: Dr Elaine Fogel-Schneider, Ph.D., CCC-SLP, California State University, Los Angeles
Felicia Conlan, Ed.D., CCC-SLP, Los Angeles School District
Pavlina Dostál, M.A., Long Beach Unified School District

Countless lives have been affected during the COVID-19 pandemic. A topic that may feel overwhelming and difficult to discuss is that of loss and grief. Grief includes loss of life, as well as significant changes in lifestyle, routines and stability. As therapists we have had to discover ways to assist our clients to effectively communicate and gain awareness of their socio-emotional needs through these stressful times. This dynamic seminar provides case studies, useful tools, i.e., empathetic listening, trauma informed practices, and instructive interprofessional resources that will assist SLPs and SLPAs address these tough issues. As an added bonus you will learn strategies that will enhance your own wellness and positive mindset. You will leave this seminar feeling positive and better equipped to handle stressors related to loss and grief.

Instructional Level: Intermediate

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

8:30-10:00 MS052

Conversation in Real Time: Using Animated Videos for Conversation Practice

Authors: Anna Vagin, Private Practice, Larkspur, CA

The complex nature of conversations often challenges students with language and/or social cognitive deficits. The organic nature of conversation means that we never can be sure where any conversation will go. We need to be flexible and able to, with relative ease, follow where our conversational partner goes. In collaboration with our conversational partner, we weave together a course for our conversation, as we engage with them in a spontaneous exchange. Communicative competence encompasses the ability to participate in conversations effectively. This seminar will focus on an activity developed specifically to support conversation practice - Conversation in Real Time (CRT), in which students partner together to provide conversational voice-over for animated videos without accompanying dialogue. We will review the sequence of steps for successful CRT, encourage audience participation, and go over a list of recommended video choices. Participants will leave ready to begin using the CRT framework in their sessions.

Instructional Level: Intermediate

Track: Autism & Related Issues

8:30-10:00 MS166

The Suzuki Method and Emerging Language: Music and Learning for Infants, Toddlers and Their Families

Authors: Jennifer Adams Oppenheimer, SpeakJoy Center for Development
Griena Goody Choi, Mountain House Suzuki Strings
Annie Reed, Suzuki Studio of Annie Reed

Music is widely used with young children in early intervention and is intuitively used by caregivers, daycare workers, and preschool teachers. This interdisciplinary team will discuss current, available research looking at the connection between music, language development, and learning. Principles of the Suzuki Method of music education, and more specifically, principles of the Suzuki Early Childhood Education (SECE) program, will be discussed, which can inform early interventionists as they incorporate music, rhythm, gesture, and songs into their therapeutic activities and coach caregivers to embed music into their daily routines.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

8:30-10:00 MS170

Bridging the Gap for Pediatric Patients With mTBI as They Return to School.

Authors: Holly Nyple, Lucile Packard Children's Hospital, Stanford Children's Hospital
Nicole Carvalho, Lucile Packard Children's Hospital, Stanford Children's Hospital

The common pediatric assessments used to evaluate language skills in schools and outpatient clinics often miss deficits experienced by children and adolescents with mTBI or mild traumatic brain injury. Although these individuals may appear to be functioning during daily tasks, some struggle to keep up with schoolwork, are less efficient in their work, and may experience increase in post concussive symptoms. Learn to “Bridge the Gap” and more effectively support these individuals upon return to school.

Instructional Level: Beginner

Track: Medically-Based Disorders

8:30-10:00 MS176

The UC/CSU California Collaborative for Neurodiversity and Learning: Addressing Multiple Literacies

Authors: Kai Greene, California State University, Dominguez Hills
Sue Sears, California State University, Northridge
Susan Porter, California State University, Dominguez Hills

The UC/CSU California Collaborative for Neurodiversity and Learning was established as a new initiative based on emerging brain research to integrate better practices to support California’s K-12 students with learning differences. Concerns persist in terms of the best methods to identify students who present “at-risk” for speech-language-communication and literacy-based learning difficulties, which includes dyslexia. These concerns are even more salient when identifying students from culturally and linguistically diverse backgrounds, especially if these students are in the process of developing and acquiring English language proficiency skills. As a result, culturally and linguistically diverse children can be misrepresented, either over- or under-identified, in terms of determining appropriate eligibility for services in special education. This panel discussion will bring together several UC/CSU task force members from a range of different backgrounds to discuss topics such as pre-referral and intervention strategies

for diverse learners who exhibit speech-language-communication needs, including those reading difficulties and dyslexia.

Instructional Level: Intermediate

Track: Language & Literacy

10:30-Noon MS020

Sit! Stay! Speak! Creating Boundaries to Improve Behavior and Performance in Young Children

Authors: Sheryl Heidt, Effective Speech Therapy, Lancaster CA

When your student is unfocused and self-distracting, it is likely that there are common behavioral principles that are working against you. Let's fix this! Learn to address both behavior and language by training and enforcing discrimination skills. This is an "in the trenches" combination of Psych 101 and focused task analysis. There are shaping techniques that use physical, visual, and temporal boundaries that can be used to stretch attention and teach self-control. Train children HOW to respond to your corrections and feedback. You can replace poorly performing treatment strategies with sound behavior management. Use both consistency (to manage behavior) and variety (to promote generalization). Videos of treatment sessions illustrate these techniques in action.

Instructional Level: Beginner

Track: Special Populations

10:30-Noon MS023

Exploring Debriefing Best Practices to Support Optimal Student Learning

Authors: Kenyan Martin, California State University, Chico

Debriefing is one of the most important elements to support student learning when using clinical simulations, and it is required by ASHA if students are to count simulation time toward the allowable 75 total simulation hours. Yet, debriefing best practices are still largely undefined in speech-language pathology. It behooves us to explore how to best support student learning, especially since clinical simulations show promise in the literature and are being widely adopted across CSD programs. This session will review debriefing requirements for clinical simulations and describe debriefing best practices from speech-language pathology, nursing, and medicine. Participants will leave this

session better equipped to prepare for and facilitate meaningful debriefing to optimize student learning.

Instructional Level: Intermediate

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

10:30-Noon MS056

Developing Academic Vocabulary Skills in English Learners with Developmental Language Disorder

Authors: Celeste Roseberry-McKibbin, California State University, Sacramento

This oral seminar presents practical strategies for enhancing the academic vocabulary skills of English Learners (ELs) with Developmental Language Disorder (DLD). ELs with DLD from diverse cultural backgrounds historically have been denied academic equity in U.S. public schools. Research over the years has consistently documented that these learners need to experience inclusion as well as greater access to the curriculum of the classroom. Inclusion of diverse learners involves, among other things, working toward linguistic justice through using varied instructional strategies to accommodate diverse learning styles and needs. This seminar presents evidence-based, specific strategies for clinicians who work with students ages 5-18 years old in instructional settings, especially public schools. Studies by diverse scholars and practitioners are cited to provide to support a scientific base for all intervention recommendations. Inclusion of ELs with DLD who have diverse learning needs is emphasized.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

10:30-Noon MS076

Self-Perceived Social Communication Skills of High School Graduates on the Autism Spectrum

Authors: Aieshea Banks, Loma Linda University; CSHA District 10 Advisory Board Member

Persistent challenges in social communication and interaction skills across multiple contexts are core characteristics in individuals on the autism spectrum. While there are numerous studies that target pragmatic language for autistic youth and adolescents, information related to the experiences of autistic adults, from a first-person narrative is

sparse. This presentation will report on the synthesized data from the interviews of 15 autistic emerging adults who were high school graduates and presented with conversational level expressive language. The participants shared their experiences and thoughts on their social communication and interaction skills. Responses were analyzed using a phenomenological approach which resulted in a total of 7 themes. The themes will be reported, along with clinical implications and potential for future research direction.

Instructional Level: Beginner

Track: Autism & Related Issues

10:30-Noon MS119

Swallowing, Feeding, the SLP, and the Team in the School Setting!

Authors: Elisabeth D'Angelo, California State University, Sacramento; Mercy General Hospital, Sacramento; Davis Joint Unified School District

Pediatric Dysphagia and Feeding issues are becoming an extreme specialty in our field, while the need itself is growing at a rapid pace. These issues do not only exist in medical settings: the work of children is "school"; therefore we need to address these issues where they "work". This course will cover pediatric feeding and swallowing development, disorders, assessment, and treatment for preschool to school age children. This is not an area that we work alone in! We are part of a large team including families, special education and general education teachers, outside services, physicians, OT, Nursing, and paraeducators. Case studies will be reviewed, and issues in delivery such as how to work with a mentor in this area, medically fragile children, school services, and how to develop and work with a collaborative team.

Instructional Level: Beginner

Track: Swallowing Disorders

10:30-Noon MS146

Strategic Language Literacy Intervention: Dissecting What Intervention Looks Like

Authors: Alaine Ocampo, California State University, Long Beach
Geraldine Wallach, California State University, Long Beach

The following three major categories of research – based strategies will be reviewed: Goal-directed strategies, monitoring strategies, and packaging strategies. Highlighting

the distinctive and changing role of language abilities across curricular content, we will evaluate goals, address student and professionals' expectations, and question questionable practices. A focus on meaning-based and organizational strategies will underpin the themes introduced within the presentation. Assessment and intervention cases will provide brainstorming opportunities for participants who will evaluate different clinical decisions, while considering interprofessional practice (IPP) approaches.

Instructional Level: Intermediate

Track: Language & Literacy

11:00-12:30 MS031

CSHA Convo LIVE! The Other Side of the Table: Listening to Those We Serve

Authors: Katie Gore, MA, CCC-SLP

This special CSHA Convo will focus on the consumer experience of speech therapy, exploring how the culture and identity of speech therapy recipients impacts their communication journey. The panel will feature individuals with diverse communication needs, sharing their experience of speech therapy, and will also be co-moderated by a consumer. From their perspective: What happens in speech therapy that is most helpful - or most harmful? What can clinicians and professionals do to create truly inclusive therapeutic spaces, where clients/patients can express their true authentic selves?

We are honored to have these consumer representatives join us at this live, in-person CSHA Convo. We look forward to listening to their stories as a community of clinicians, researchers, students, and professionals, as we practice listening together. ***This session is not eligible for ASHA CEUs.***

12:30-2:00 PS039

How a Student Organization can Foster Student Involvement and Diversity in the Field

Authors: Crystal Garcia, California State University, Los Angeles
Janet Reyes, California State University, Los Angeles
Roberto Villalta, California State University, Los Angeles
Carmen Barr, California State University, Los Angeles
Jimmy Tovar, California State University, Los Angeles

This poster will focus on providing a model for universities that are interested in fostering the involvement of underrepresented students at the university level and increasing the diversity of the Speech Language Pathology and Audiology field. We will start by describing the demographics of Cal State University, Los Angeles (Cal State

LA), how the demographics have changed, and the role of the National Student Speech Language Hearing Association (NSSLHA) chapter. We will discuss the factors we believe influenced these changes and provide anecdotal information from current and past students that support these beliefs. Through this poster, participants will learn ways to facilitate underrepresented student involvement, understand professors' vital roles, and identify areas of improvement in their program/student organization.

Instructional Level: Beginner

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

12:30-2:00 PS041

Impacts of Stuttering Podcasts on Graduate Student Perceptions of People who Stutter

Authors: Brooke Findley, California State University, Fresno
Sabrina Baisdon, California State University, Fresno
Aubree Gammon, California State University, Fresno

This presentation will review the results of a convergent parallel mixed methods study (Creswell & Plano Clark, 2011) that examined the effects of a podcast-based intervention completed by speech-language pathology graduate students. Following pretest measures, students were assigned three podcast episodes to complete over the course of a 1-week window. Podcasts were selected to align with the anti-sigma strategies of contact, education, and protest outlined by Boyle et al. (2016). Participant perceptions of people who stutter were measured using modified versions of the Social Distance Questionnaire (Boyle et al., 2016; Link et al., 1987) and the Public Opinion Survey of Human Attributes- Experimental Edition (POSHA-E) (St. Louis et al., 2009), along with open-ended qualitative survey items. Key results, implications for practice, and directions for future research will be reviewed during the presentation.

Instructional Level: Beginner

Track: Clinical Issues

12:30-2:00 PM PS029

Videos or Face to Face?: Parent and Providers Perceptions During a Pandemic

Authors: Laura Delrose, Los Angeles Unified School District
Tiffany Pierangelo, Huntington Beach City School District

During the COVID-19 pandemic, the entire world faced unprecedented circumstances. Schools were forced to close the doors to their campuses and quickly transition to learning through virtual platforms. The purpose of this study is to obtain information from parents and speech-language pathologists on their experience with virtual service delivery to hopefully improve future services, student progress, and relationships with parents and providers whether services are delivered virtually or in-person. This study aims to 1) identify factors (student's age, disability, zip code, IEP goals, support at home, etc) that influenced student progress during virtual learning, 2) explore whether communication and agreement between parents and providers have changed during virtual learning, 3) identify benefits and challenges that parents, students, and SLPs experienced while services were delivered virtually, and 4) identify any aspects of virtual learning that parents and providers wish to continue when language and speech services return to in-person delivery.

Instructional Level: Beginner

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

12:30-2:00 PS046

Piloting a Videofluoroscopic Swallow Study Training Program in an Inpatient Rehabilitation Hospital

Authors: Dana Kimbar, California Rehabilitation Institute
Patricia Reyes, California Rehabilitation Institute

Performing videofluoroscopic swallow studies is an advanced skill which requires advanced training. Guidelines and competencies outlining required skills exist, but applying these skills in the clinical setting may be daunting. Establishing a structured framework for VFSS training allows for a comprehensive, efficient, collaborative, and unified approach to performing and interpreting swallow studies, and applying to evidence-based practice. This poster describes the development, framework and benefits of a standardized pilot training program at an inpatient rehabilitation hospital.

Instructional Level: Intermediate

Track: Swallowing Disorders

12:30-2:00 PS062

Cultural Competence Across the Professional Life Span: Self-Assessments of Students, SLPAs, and SLPs

Authors: Vickie Yu, California State University Northridge

Anna Beatriz Guerrero, California State University Northridge
Sheryl Ramos, California State University Northridge
Gillian Amber Vista, California State University Northridge
Jamey Annette Fitzpatrick, California State University Northridge

Over the past decade, the number of individuals in California who identify as racial minorities has increased to more than half of its total population. Speech Language Pathologists (SLPs) are increasingly called upon to deliver services that take into consideration client values, beliefs, and linguistic background. Given the lack of diversity in the profession and limited self-efficacy beliefs of SLPs when working with culturally and linguistically diverse clients, providing culturally responsive services remains a challenge. To explore cultural competence across the professional life span, we employed a survey-study investigating professionals' and students' self-perception and knowledge. Results will provide valuable insights on identifying strengths and potential improvements to current CDS curriculum and clinical training, increasing self-awareness and self-education among professionals, highlighting the importance of diversity in the profession, and providing opportunities for future research.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

12:30-2:00 PS082

Check your Bias: A Hispanic Accent Perception Study

Authors: Monique Enciso-Vasquez, California State University Los Angeles
Ceimi Zelaya, California State University Los Angeles
Kristina Canlas-Bartoli, California State University Los Angeles
Beatriz Barragan, California State University Los Angeles

Accent is an important social stimulus that influence how we form groups and interact with others; it is a tool to judge or be judged, with significant social implications. Exposure to other languages or dialects may affect accent perception, and thus can lead to better interaction with foreign-accented speakers. The purpose of our study is to identify the effect of language experience on foreign accent ratings. Forty-six native English speakers listened to recordings from non-native English speakers reading a passage and rated their "accentedness". Results show a significant difference between monolingual and bilingual listeners' ratings, where monolinguals rated accents higher (stronger accent) than bilinguals. Our results show a difference in accent perception between monolingual and bilingual listeners. Language experience effect on accent rating could produce a potential accent bias, where monolinguals are more likely than bilinguals to rate different speech traits poorly or negatively.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

12:30-2:00 PS093

PsychoPy: A Creative Way of Conducting Experiments and Clinical Assessments

Authors: Sarah Duarte, California State University, Los Angeles
Haley Kim, California State University, Los Angeles
Genesis Vera, California State University, Los Angeles
Mike Zandona, California State University, Los Angeles
Beatriz Barragan, California State University, Los Angeles

PsychoPy is a free software wherein users can create experiments using images, text, and sound stimuli to conduct research related to the speech and hearing sciences, or develop clinical assessments. It is a valuable and accessible tool to collect accuracy and reaction time data from the participant's performance. This tool has gained popularity throughout the years because of its flexibility, user-friendly approach, and because it's free, saving thousands of dollars in software licenses. Our tutorial shows the main features of PsychoPy and provides the building blocks to create experimental protocols or clinical assessments. The tutorial will be presented in an English and Spanish version so that it may be available to a wider audience.

Instructional Level: Beginner

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

12:30-2:00 PS101

Effect of Scheduled AAC App Exploration on Use of the App by Caregivers

Authors: Clara Ackerman, California State University, East Bay
Meghan Richards, California State University, East Bay
Elena Dukhovny, California State University, East Bay

Children who have minimal functional speech can communicate via sophisticated Augmentative and Alternative Communication (AAC) applications for iPad, but they need caregivers to model effective use of the apps. Increasing caregiver familiarity with AAC apps is a key step towards building communicative competence for these children. Using a single subject, staggered multiple baseline design with three families of children who use AAC apps to communicate, the current study evaluates the effect of a low-cost intervention on caregiver production of words and phrases on AAC apps. The intervention consists of one SLP consultation, followed by scheduled ongoing opportunities for independent app exploration by target caregivers. Preliminary results are mixed, with one caregiver increasing production of words and phrases, another not demonstrating effects and a third caregiver's intervention in progress. Possible reasons

for the different outcomes and next steps in developing caregiver supports are discussed.

Instructional Level: Intermediate

Track: Special Populations

12:30-2:00 PS105

COVID-19 Impact on Psychological Health and Quality of Life in Transgender Non-Conforming Community

Authors: Lara Crotwell, San Francisco State University
Cassandra Poe, San Francisco State University
Elizabeth Ferrari, San Francisco State University
Anusha Sundarajan, San Francisco State University

This study will investigate the effects of the COVID-19 pandemic on the psychological health and overall quality of life in the transgender and gender non-conforming community. Study participants will be interviewed via Zoom and three questionnaires will be administered during the interview process. The three questionnaires will comprise of questions targeting the impact on psychological health, overall quality of life, and voice handicap. The data collection is ongoing and results will be analyzed based on outcomes such as: overall depression, overall quality of life, and voice attitude and usage. The study outcomes will further clinicians understanding of responsive and inclusive care provided to the transgender and gender non-conforming community.

Instructional Level: Intermediate

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

12:30-2:00 PS125

Comparing Perspectives of Filipino Immigrants on Bilingualism and Heritage Language

Authors: Anna Beatriz Guerrero, California State University Northridge
Vickie Yu, California State University Northridge

Immigrants generally hold positive attitudes toward bilingualism and heritage language maintenance; however, little is known specific to the Filipino immigrant population. In their home country, English is commonly viewed in society as the language of power, which can be traced back to its history of colonization. These existing beliefs may have a direct effect on whether Filipino immigrants would continue to use their heritage

language and embrace their bilingual nature. Thus, this study investigates attitudes of first- and second- generation Filipino immigrants toward bilingualism and heritage language maintenance. A survey questionnaire, distributed to more than 200 participants, was employed to identify perceptions and misconceptions, as well as compare and contrast existing beliefs. The results from this study present valuable information to clinicians and educators when working with this predominantly bilingual population.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

12:30-2:00 PS141

Voice Therapy in a Pediatric Patient Diagnosed with Apraxia of Speech: A Case Report

Authors: Libby Lavella-Perfitt, Wellness Group for Voice, Speech, and Swallowing, LLC
Denise Santos Ford, Speech Marin
Aaron Ziegler, Wellness Group for Voice, Speech, and Swallowing, LLC

Speech therapy is the predominant approach for pediatric patients diagnosed with Childhood Apraxia of Speech (CAS), a motor planning disorder of the movements required for speech. CAS presents as articulation errors with limited phonemic inventory, distortions, reduced vocabulary, inappropriate prosody, concomitant orofacial myofunctional disorders, muscular weakness and language delay. Inconsistencies in errors, prosodic inaccuracies, and increasing errors with word/phrase length are typically the determining factors. Voice therapy is rarely the first choice for CAS; however, when co-occurring with laryngeal or alternate forms of apraxia we have found it to be effective in treating pitch, resonance, prosodic inaccuracies, vowel distortions, and stress in a pediatric patient.

Instructional Level: Intermediate

Track: Special Populations

12:30-2:00 PS148

Start the Conversation: Successful SLP and SLPA Partnerships

Authors: Rachel Leach, California State University Northridge
Vickie Yu, California State University Northridge
Ameera Tariq, California State University Northridge

Rachel Gruppín, California State University Northridge
Caroline Padilla Ramirez, California State University Northridge

With growing numbers of Speech Language Pathology Assistants (SLPAs) being employed in a variety of clinical settings, more Speech Language Pathologists (SLPs) are supervising and working with SLPAs. Given that speech-language therapy practitioners collaborate interprofessionally in varied practice settings, practitioners need diverse knowledge, skills, and attributes to support collaborations between the SLP and SLPA. This study examines whether SLPs and SLPAs share a mutual understanding of such collaborative teamwork in terms of scope of practice, certification standard, ethics, and perception. The findings of the current study provide valuable insights into improving upon a functional and collaborative partnership between the SLP and the SLPA.

Instructional Level: Beginner

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

12:30-2:00 PS150

The Effects of the Phonotactic Constraints on English Vowel Production by Mandarin Speakers

Authors: Olive Lang, California State University Northridge
Vickie Yu, California State University Northridge

This study investigates English pronunciations of Mandarin speakers with and without immersion experiences. The production of English monophthongs and diphthongs in various phonetic contexts are examined in both segmental and phonotactic aspects. The findings will be useful references and can be applied to not only English pronunciation training in the clinical setting but also in ESL programs.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

12:30-2:00 PS172

Socioeconomic Status, Culture, & Ethnicity's Role in Knowledge of Speech-Language Pathology Services

Authors: Phil Weir-Mayta, California State University Fullerton

Joshua Ayala, California State University Fullerton

In an increasingly global society, there is interest in understanding how culture, ethnicity, and socioeconomic status influences awareness and knowledge of Speech-Language Pathology (SLP) services. The National Institute of Health estimates that over 42 million Americans, or roughly 10% of the population, have a communication disorder (2012). Recently, the American Speech-Language Hearing Association conducted a survey of its members and found that over half suggested a lack of knowledge as the most important barrier to early detection and treatment of communication disorders (2013). To date, little information is available regarding community awareness and knowledge of communication disorders and Speech-Language Pathology (SLP), which can negatively impact client treatment. Thus, identifying a lack of knowledge could aid in developing community educational programs to help members be more empowered to seek out services.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

1:30-3:00 MS058

Integrating Sensory Activities and Materials into Intervention for Diverse Learners

Authors: Debra Harms, California State University, Sacramento
Celeste Roseberry-McKibbin, California State University, Sacramento

In today's settings such as schools and clinics, more speech-language pathologists are serving culturally and linguistically diverse (CLD) students with communication disorders accompanied by comorbid diagnoses such as Sensory Processing Disorder (SPD). In order to create access for diverse learners and promote inclusion into the academic curriculum, culturally responsive intervention must account for CLD students' diverse learning styles and needs. It has been the authors' observation over their years of clinical service that many intervention approaches are tailored toward "mainstream" students who do not represent CLD backgrounds. Both authors have worked extensively with CLD populations and have developed culturally responsive therapy strategies and materials for them. These include the incorporation of sensory-kinesthetic learning activities and materials, which literature shows are necessary for promoting success and greater inclusion for CLD learners with SPD. This seminar shares practical ideas that can be easily incorporated into speech-language therapy for CLD learners with SPD.

Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

1:30-4:30 SC104

Down Syndrome, Apraxia, Dyslexia: WTF - Where's The Focus?

Authors: Sandy Kaul, I am a clinical instructor at California State University, Sacramento.; I am the owner of FONEMZ

This presentation examines the interrelationship of students with Down Syndrome, apraxia and dyslexia in regard to their shared underlying symptoms: the inability to focus on auditory stimulus and monochromatic symbols in relation to phonemic awareness. An examination of the research suggests that incorporating multimodal approaches facilitates focus toward the learning of speech, language and literacy skills for these and other special needs populations. We will demonstrate the best practices for teaching, various multimodal tools and how these approaches assist with focus for speech sound production and literacy skill development.

Instructional Level: Advanced

Track: Language & Literacy

1:30-4:30 SC118

Using the LAMP Approach to Support AAC Communicators With Autism

Authors: Josie Randles, Member/American Speech Language and Hearing Association; Member/ASHA Special Interest Group (SIG) 12

This seminar will focus on the LAMP (Language Acquisition through Motor Planning) therapeutic approach for supporting AAC communicators with autism. The five key elements of the LAMP approach and their connections to language development will be presented and discussed. Video examples of intervention will be presented and attendees can expect to learn about how early developing core vocabulary can taught using a motor planning approach.

Instructional Level: Beginner

Track: Special Populations

1:30-3:00 MS135

How to Conduct Evaluations via Telepractice: Once for the Jetson's, Today for Us!

Authors: Laurie Amador, ASHA

Join us as we take an in depth look at conducting evaluations via telepractice. Although this was already going on prior to the pandemic, COVID has forced many providers to change the way they were conducting evaluations. The result was a modernization of many of our processes that possibly had been a long time coming. This presentation looks at how to take the skills you already have and augment them into “tele-evaluation”! It covers: the positives and negatives of this service delivery model, parent/caregiver training prior to the evaluation, required technology, setting up and controlling the environment, adjusting duration of testing based on needs of examinee, administering formal versus informal assessments, technical aspects to consider, and managing more severe clients.

Instructional Level: Beginner

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

1:30-3:00 MS138

From Smart Guesses to Smarter Questions: Including Our Students' Questions in the Conversation

Authors: Lisa Chattler, American Speech Language Hearing Association SIG 16 (Associate Coordinator); American Speech Language Hearing Association SIG 1; California Speech Language Hearing Association

The neurodiversity movement celebrates that all variations of human minds are valuable. Helping our colleagues to understand, accept, and support of ALL students is a central mission of CSHAF. Autism is a common example of neurodiversity. We have come a long way since the days of statements like "If I give (the student) more time on that test it's not fair to the others". This presentation addresses fostering more equitable classrooms and learning environments. Asking questions in school, social situations, and at work is essential for academic, interpersonal, and career success. It will address two aspects of question asking: the reasons some students avoid doing so with evidence-based suggestions for mitigating their reluctance, and evidence-based strategies for teaching students how to ask questions for academic and social purposes. This presentation concludes with a case study, including pre/post instruction data on a student, and suggestions for engaging instructional materials.

Instructional Level: Intermediate

Track: Autism & Related Issues

1:30-3:00 MS147

DID IT: Dial It Down, Individualized Therapy

Authors: Michael Susca, ASHA, CSHA, IFA; IFA

This is a therapeutic technique for treating SOME components of stuttering therapy. NOT a panacea for stuttering but is a useful, if not powerful, tool. An innovative clinical method customized to clients' needs. A rationale for use is provided. Presentation useful to beginning through advanced SLPs addressing the basic ABC's of stuttering: lessening observable behavioral components, changing or modifying affective components, and managing cognitive components. Examples of different targets to use this approach with and how to use it on those targets are provided. To demonstrate treatment accountability simple demonstrations of measuring therapy effectiveness is provided.

Instructional Level: Intermediate

Track: Clinical Issues

1:30-3:00 MS177

Importance of Early Intervention in Dysphagia for Patients with Head and Neck Cancer

Authors: Brenda Capobres Villegas, University of Southern California
Laishyang Ouyang, University of Southern California
Uttam Sinha, University of Southern California

Dysphagia in patients with head and neck cancer are at risk for long-term dysphagia especially with the use of multi-modality treatment. Early swallowing intervention in this population is known to improve functional outcomes. The presentation will focus on the impact of surgery, radiation and chemoradiation treatment on dysphagia, review the common swallowing impairments, and discuss the literature on early intervention programs in the United States. Case studies will provide examples of treatment programs using evidence-based principles to enhance functional outcomes. Speech-language pathologists and a head and neck surgeon will participate in the discussions.

Instructional Level: Intermediate

Track: Medically-Based Disorders

2:00-3:30 MS032

CSHA Board Strategic Planning Input Session

Authors: Brian Lewis, California Speech-Language-Hearing Association (CSHA)

The CSHA Board of Directors is in the process of gathering information from the CSHA community to inform the development of the board's next strategic plan. Convention registrants are encouraged to join this session, facilitated by members of CSHA's Strategic Planning Task Force and Board Connection Committee in order to share their input on key strategic questions designed to inform the board's work. This course is not eligible for ASHA CEUs. ***This session is not eligible for ASHA CEUs.***

3:30-5:00 MS090

Feeling At Home With Home Health

Authors: My Tran-Raga

This course is intended for SLPs who are interested in, or who are current providers in the home health setting. Discussion will include patient demographics, homebound criteria, referral process, involved disciplines, counseling, diversity and culture, visit guidelines, navigating the Covid-19 pandemic, documenting medical necessity, treatment interventions, and effective practices to facilitate therapist productivity in and outside of the home. SLPs will be able to determine if the home care setting is suitable for their clinical skills, experience, and personal qualities.

Instructional Level: Intermediate

Track: Clinical Issues

3:30-5:00 MS099

Regulations & Guidelines for Your RPE/CF Year

Authors: Hillary Kissack, Communication Works
Audra Elliott, Communication Works

This seminar will provide graduate students a clear overview on the two different tracks in their profession: licensing and certification. It will discuss the process for each, as they transition from a student to a professional. We will summarize the timelines, documentation and requirements for both the California State Board -Required Professional Experience (RPE) and for ASHA -Clinical Fellowship (CF). Time will be

spent outlining the importance of the amount and type of supervision and mentoring one should be aware of and advocate for during this critical year following graduation.

Instructional Level: Beginner

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

3:30-5:00 MS110

The cultural and linguistic diversity of Communication Sciences and Disorders Latinx students

Authors: Gabriela Simon-Cereijido, California State University, Los Angeles
Kai Greene, California State University, Dominguez Hills
Lucía Méndez, University of North Carolina at Greensboro
Beatriz Barragan, California State University, Los Angeles
Joanna Riley, California State University, Los Angeles
Eileen Prieto, California State University, Los Angeles
Alba Loya, California State University, Los Angeles
Christine Hassay, California State University, Los Angeles
Carlos Verdugo, California State University, Los Angeles

In California, programs have sizeable numbers of Latinx students, many of whom grew up in culturally and linguistically diverse environments. To successfully educate Latinx students to be culturally and linguistically competent strong clinicians, we must understand the cultural and linguistic strengths and needs these students bring to enrich our higher learning institutions. We report findings from two research studies examining (1) the self-reported linguistic abilities of a group of bilingual Spanish-English students and (2) changes in cultural competence perceptions associated with their participation in a semester-long Cultural and Linguistic Diversity in Communication Disorders course that included guided exploration of their local environment. The presentation will also share perspectives and experiences of current Latinx students in Speech-Language Pathology programs and specific recommendations to best meet their educational needs.

Instructional Level: Intermediate

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

3:30-5:00 MS134

PROMPT: Goals to Guide Treatment

Authors: Amy Clark, Apraxia Kids Professional Advisory Council

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 examine how treatment planning and implementation center around these domains. It will outline the PROMPT goal writing process. In addition, clinical cases will be shared to demonstrate how PROMPT goals guide therapy.

Instructional Level: Intermediate

Track: Clinical Issues

3:30-5:00 MS160

No Offense, but...: Reframing the Concepts of Respect/Disrespect and the SLP's Obligation to Teach

Authors: Alanna Dutra, Social Thinking Employee; ASHA Member; CSHA Member
Jen Salmon, Social Thinking Employee; ASHA Member

Neurotypical and neurodivergent communication styles frequently differ, leading to breakdowns and misunderstandings for everyone. Social learners are particularly at risk for being labeled as “disrespectful” when making observations or expressing opinions. When neurotypical people respond to these messages without considering how the individual’s awareness and interpretation of social information might be different from their own, the result may lead to missed opportunities for learning and shaming instead of teaching. This interactive talk will help attendees understand the obligation of the SLP to critically examine the context, interpret comments through a less behavioral lens, and respond in a way that elucidates rather than disparages. Tools and strategies will be provided to support this process and we will share personal examples/the best zingers we have ever received. Ultimately, this shift in perspective will help SLPs find the humor in almost every situation, teach more effectively, earn clients’ respect, and build stronger rapport.

Instructional Level: Intermediate

Track: Autism & Related Issues

Saturday, March 26, 2022

9:00-10:30

General Session

A Conversation with Licensing Board Leaders

Moderator: Laura Preston, CSHA Legislative Consultant

Panelists: Paul Sanchez, Executive Officer, SLPAHAD
Gilda Dominguez, Board Member, SLPAHAD
Holly Kaiser, Board Member, SLPAHAD

The California Speech Language Pathology & Audiology & Hearing Aid Dispensers Board plays a critical role in licensure, oversight, regulation, and consumer protection in the profession. The board's work is critical to members of the community and those served by the community and has had a heightened impact throughout the COVID19 pandemic. This session welcomes key SLPAHAD leaders for a panel discussion regarding timely issues of importance to attendees. ***This session is not eligible for ASHA CEUS.***

8:30-10:00 MS048

Assessment and Treatment of Young Children at Risk of Auditory Processing Disorder

Authors: Deborah Ross-Swain Ed.D., CCC-SLP
Dr. Donna Geffner, Ph.D., CCC Au/SLP

Assessment and treatment of auditory processing skills in young children has been debated for years. Historically, professionals asserted that children had to be 7 years of age to be tested for APD. This session provides information on the value and appropriateness of assessing children 3-6 years of age who are at risk or demonstrate risk factors for auditory processing weaknesses. The speakers will introduce standardized test batteries that measure skill weaknesses in this younger population, as well as provide guidelines for interpreting response data for decision making and intervention strategies. Attendees will be able to identify at-risk behaviors and understand their relationship to specific processing skills and functional outcomes. Specific early intervention recommendations will be described.

Instructional Level: Intermediate

Track: Clinical Issues

10:30-Noon MS049

Improve Written Expression Using ‘Talk’: An Adolescent Confidence Builder: Effective & Proven

Authors: Maria Davis-Perkins, M.A., CCC-SLP, SP

Students continue to need to write to prove learning. Our students struggle with written expression. The obstacles are many: limited motivation due to failure experiences (Berninger, 1994); cognitive overload due to the overwhelming number of tasks that the writer must perform without losing track of their original plan (Green, 2009); as well as difficulty controlling attention and something called 'inner voice confusion' suggested in studies of 'sub-vocalizations' created when individuals read, think, and write (Perrone-Bertolotti, et. al, 2014). This presentation reveals the techniques that helped struggling writers overcome these obstacles improve their written expression, pragmatic skills, and, as a byproduct, increase their confidence. This sequenced and piloted program teaches students to tap the neurolinguistics skills we all have to write. The program has been successfully used in: push in, whole class, and pull out services.

Instructional Level: Intermediate

Track: Language & Literacy

10:30-Noon MS040

Social Skills and Sorcerers: Using Role-Playing Games to Support Social Pragmatic Skills

Authors: Caitlin Francis, Irvine Unified School District

Table-top role-playing games (RPGs) are continuing to grow in popularity and are becoming more mainstream in popular culture. These games can be customized to provide opportunities for students with social pragmatic challenges to practice reading social scenarios, collaborate with peers, work in groups, and establish friendships. Participants will learn a simplified structure of gameplay to use as a therapy activity including developing the story, creating characters, applying individualized goals, and data collection.

Instructional Level: Intermediate

Track: Autism & Related Issues

10:30-Noon MS063

Check Yourself Before You Wreck Yourself on Cultural Competency

Authors: Karen Vang, CSHA
Cynthia Strauss, CSHA
Elisabeth Mlawski, CSHA

Not so breaking news...as service providers there is a glaring issue on hand. We need help in working with culturally and linguistically diverse populations. But, before we fix this, do you know where you stand in how culturally competent you are? This presentation will be a discussion of where your role in understanding your strengths and weaknesses lie in providing culturally competent services. Information presented will share current issues, principles, and possible solutions to facing us today.

Instructional Level: Beginner

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

10:30-Noon MS084

Everything You Always Wanted to Know from the Laryngologist (but were afraid to ask)

Authors: M. Eugenia Castro, USC Voice Center USC Caruso Department of Otolaryngology - Head and Neck Surgery
Lauren Timmons Sund, USC Voice Center USC Caruso Department of Otolaryngology - Head and Neck Surgery
Michael Johns, USC Voice Center USC Caruso Department of Otolaryngology - Head and Neck Surgery
Erin Walsh, University of California San Diego Health Department of Otolaryngology Center for Voice & Swallowing
Philip Weissbrod, University of California San Diego Health Department of Otolaryngology Center for Voice & Swallowing

For patients who may benefit from voice therapy, best clinical practice necessitates a team approach to care. The interprofessional model of care, wherein SLP and physician work side-by-side, is often touted as the most efficient practice model. However, the vast majority of SLPs must learn to navigate the wild west of physician referrals. How do we break down barriers to efficient communication and provide optimal patient care? How can we have our most pressing questions answered? What can we learn from our physician colleagues? What do the physicians wish we knew? This session will focus on effective collaboration between our professions, examples of interprofessional case

management discussions, and will highlight the questions you've been dying to ask the most.

Instructional Level: Intermediate

Track: Medically-Based Disorders

10:30-Noon MS088

Happy Eating: Establishing Trust, Advancing Feeding Skills, and Finding Joy in Mealtimes

Authors: Sarina Murrell, ASHA; CSHA

Eating, while essential to survival, should be a positive and enjoyable experience for the child and family. However, we must not overlook that eating goes beyond getting food in. Eating happens during mealtimes; and a mealtime is a crucial social, relationship-building, routines and structure-based experience that we depend on and continue to develop throughout our lifespan. For children who have challenges around feeding, eating, and advancing in their skills, the act of getting nourishment can bring a lot of stress and frustration for all involved. In this presentation, you will learn strategies to shift the focus away from volume and variety to establishing trust and creating confidence and enjoyment around food to then build and encourage new skills in order for meals to not only be had, but enjoyed.

Instructional Level: Beginner

Track: Swallowing Disorders

11:00-12:30 MS045

CSHA Student Forum Town Hall Emerging Issues Facing California Students

Authors: Leann Schouten, SLP.D, Jump and Schout

Students in California face a plethora of professional opportunities and challenges unique to our state and its residents. This moderated session will feature a panel of students from universities around the state who will address issues of research, practice, culture and more. ***This session is not eligible for ASHA CEUs.***

Instructional Level: Beginner

10:30-Noon MS103

A Program Model: Developing a Culturally Responsive Clinical Education Program

Authors: Eusabia Mont, University of Maryland, College Park

The University of Maryland, College Park (UMCP) recognizes the need for cultural diversity and cultural humility education among faculty and students. What is not immediately determined is who is ultimately responsible for implementing this change? Nearly sixty percent of universities offer new experiences for students to engage with peers of different cultures through required courses. However, institutions aren't equally successful with matching peer learning experiences and coursework. This session explores methods for creating and implementing a diversity-focused clinical education program, including active learning strategies and assessment of diversity learning in clinical settings. This session will also discuss data from an IRB to investigate the diversity knowledge, attitudes, and skills of students enrolled in a clinical diversity education program from pre-service training to clinical fellowship.

Instructional Level: Intermediate

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

10:30-Noon MS048

AAC FUNctional Strategies for helping kids Talk Back however they find their voice!

Authors: Shannon Archer, A Gift of Speech; Coronado Unified School District

Do you need ideas and tips for implementing AAC for your students/clients? Join this session to learn strategies for modeling, building multi-word utterances, getting team member buy-in, and multi-setting implementation. This session was designed to support you and your communication team with fun and practical ideas for implementing AAC.

Instructional Level: Beginner

Track: Special Populations

10:30-Noon MS167

Resources and Best Practices in Assessing Multilingual Students in California Schools

Authors: Kelly Arellano, Hola Clinic Bilingual Speech Language Pathology

This presentation discusses how school-based SLPs can perform effective evidence-based practice speech-language assessments to differentiate between bilingual English language learners and bilinguals with primary language impairment.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

12:30-2:00 PS017

Bilingualism in Children With and Without Autism: Parent Perspectives

Authors: Guadalupe Solis, Department of Communication Disorders, Cal State LA
Patssy Quintero, Department of Communication Disorders, Cal State LA
Erica Ellis, Department of Communication Disorders, Cal State LA

Learning and using multiple languages from a young age can provide many benefits. However, there are several negative myths about bilingualism that some families may not be aware of that impact decision making. This project examines perspectives of bilingualism in families from Southern California, using an online survey. Specifically, we explored whether parents of children with ASD and parents of neurotypical children have similarities in perspectives about learning multiple languages. Responses from 28 parents were analyzed. Preliminary analysis examined descriptive statistics and themes of responses. Clinical implications for supporting families' desire to maintain bilingual language exposure is discussed.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

12:30-2:00 PS043

The Use of Thickened Liquids as a Compensation for Infants With Feeding and Swallowing Disorders

Authors: Katelyn Teng, California State University, Fullerton
Kurt Kitselman, California State University, Fullerton

This study primarily examines the methods used at children's hospitals to select and implement thickened liquid practices as a management strategy for feeding and swallowing disorders in infants. Seven speech-language pathologists working in

children's hospitals within the United States participated in an interview to answer questions about their facility's standards, rationales, and protocols for thickening liquids with the infant population. The researchers utilized thematic analysis to identify commonalities and differences among the respondents in the themes and information that they conveyed. The results will be described in this presentation and may provide clarification regarding standardized protocols that speech-language pathologists may consider when selecting thickened liquids as a management strategy with infants with feeding and swallowing disorders.

Instructional Level: Intermediate

Track: Swallowing Disorders

12:30-2:00 PS051

Assessing Resonance Disorders in the School Setting

Authors: Anne Tittle, Cleft Palate/Craniofacial Program, Los Angeles Orthopaedic Institute for Children

Attendees will be able to identify possible causes for different resonance disorders, perform a low-tech resonance assessment task in the school setting, include results in an assessment report, and make a referral to the correct medical professional.

Instructional Level: Beginner

Track: Special Populations

12:30-2:00 PS057

Teaching Diverse Generation Z: Survey Results and Pedagogical Strategies for University Instructors

Authors: Celeste Roseberry-McKibbin, California State University, Sacramento
Netzna Phan, California State University, Sacramento
Afreen Khan, California State University, Chico

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

culturally responsive pedagogical strategies to encourage increased CLD representation in our professions.

Instructional Level: Beginner

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

12:30-2:00 PS064

Maximizing Efficiency: Cross-linguistic Effects in Spanish-English Bilingual Children Post Treatment

Authors: Alicia Escobedo, San Diego State University; University of California, San Diego
Abigail John, San Diego State University; University of California, San Diego
Philip Combiths, San Diego State University
Irina Potapova, San Diego State University
Jessica Barlow, San Diego State University
Sonja Pruitt-Lord, San Diego State University

Theories on bilingual phonological development have suggested that bilingual children develop two distinct systems that interact (Fabiano-Smith & Goldstein, 2010a; Paradis 2001). One example of this interaction is seen through cross-linguistic effects, an influence from one language to another (Edmonds & Kiran, 2006; Kiran et al., 2013; Croft et al., 2011). The current study aims to characterize these cross-linguistic effects for two case studies of Spanish-English bilingual children with a speech sound disorder. Both children received a Spanish complexity based phonological intervention spanning eighteen sessions. Children's phonological abilities in English and Spanish were assessed pre-intervention, mid-intervention, and post-intervention. Results describing changes in children's phonological systems in both languages will be discussed.

Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

12:30-2:00 PS065

Trauma-Informed Intervention for Students with Communication Disorders: Practical Strategies

Authors: Celeste Roseberry-McKibbin, California State University, Sacramento
Hailey Elias, California State University, Sacramento
Tonia Davis, California State University, Sacramento

Current statistics show that increasing numbers of culturally and linguistically diverse (CLD) students are coming to school with backgrounds that include traumatic experiences. In order to create safe spaces for these students and foster inclusion in a

manner that promotes equity and access to the school curriculum, professionals must engage in trauma-informed services. It is important for professionals to demonstrate cultural humility as they learn about ways to engage in these services. In this poster session, the authors present specific, practical, research-based strategies for effectively carrying out trauma-informed intervention for students and their families. The poster session is based on the advice of Indigenous (UnangaꞤ) education scholar Eve Tuck who asks that we turn away from damage-centered trauma approaches and create space for the complexities of resilience, determination, and desire for change in our students and communities. A strengths-based approach is emphasized.

Instructional Level: Beginner

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

12:30-2:00 PS092

The Importance of Preoperative Counseling for Laryngectomy Surgery: A Tale of Two Laryngectomees

Authors: Heather Thompson, Cedars-Sinai Medical Center
Elana Lavi, Cedars-Sinai Medical Center

Laryngectomy patients experience a dramatic change in breathing, speech and swallowing post-surgery. This presentation will discuss the clinical course for the laryngectomy patient as well as assessment, education, and treatment provided by the speech-language pathologist at each level of care. The importance of preoperative counseling by a speech-language pathologist prior to a laryngectomy surgery will be highlighted by comparing and contrasting the clinical course of two laryngectomees. Our findings show that preoperative counseling led to faster improvement of functional status, safety, and reintegration into the community

Instructional Level: Intermediate

Track: Medically-Based Disorders

12:30-2:00 PS097

Acquisition of // sounds in Spanish-English Bilingual Children

Authors: Nancy Hall, California State University Long Beach
Lei Sun, California State University Long Beach

Liquid consonants are mastered relatively late in Spanish and English because of their complex articulatory demands. They may develop differently in Spanish-English bilinguals compared to English or Spanish monolinguals due to a larger combined phonetic inventory, possible cross-linguistic influence, and differences in community speech patterns. We acoustically analyze the production of // in Spanish-English bilingual, English monolingual and Spanish monolingual preschoolers who are typically

developing, using controlled phonetic environments across both languages. We compare the pronunciations of both parents and children across linguistic groups, as well as parents and children within each group, to better understand whether differences between bilinguals and monolinguals may stem from different linguistic input.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

12:30-2:00 PS102

Underrepresented Voices in CSD: A Narrative Approach

Authors: Margaret Vento-Wilson, California State University Long Beach
Rania Sbaita, California State University Long Beach
Mica Segismundo, California State University Long Beach

This research project analyzed anonymous responses on the SLPsOfColor Instagram posting regarding the experiences of culturally and linguistically diverse students in Communication Sciences and Disorders (CSD) programs across the United States. Using an iterative Narrative Analysis methodology, the themes of loneliness, tokenism, and role congruity were identified. Links among the themes and the body of literature around diversity, equity, and inclusion will be presented.

Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

12:30-2:00 PS130

Caregiver Perceptions of a Telepractice Phonological Intervention: Results From a Self-Report Survey

Authors: Abby John, San Diego State University
Alicia Escobedo, San Diego State University
Irina Potapova, San Diego State University
Jessica Barlow, San Diego State University
Philip Combiths, University of Iowa
Sonja Pruitt-Lord, San Diego State University

Telepractice services are a reliable alternative to in-person speech and language assessment and intervention, however more research is needed to establish specific research-based interventions as evidence-based practice within the telepractice context. The present study examined caregivers' perceptions of a 6-week, complexity-based phonological intervention for children with speech sound disorders delivered via telepractice. Caregivers were provided with a self-report survey about their experience following intervention and a rating scale of their child's functional intelligibility across

various listener contexts before and after receiving intervention. Survey responses revealed high satisfaction for the intervention itself, the clinician-caregiver relationship, and the telepractice format, as well as increased reported intelligibility from pre-compared to post-intervention. These results indicate that telepractice is acceptable to caregivers as a service delivery model for the complexity-based intervention approach and supports the use of telepractice as a viable alternative to in-person speech and language services.

Instructional Level: Beginner

Track: Clinical Issues

12:30-2:00 PS137

The Cal State LA Bilingual Oral Mechanism Examination Forms

Authors: Beatriz Barragan, California State University, Los Angeles
Eileen Prieto, California State University, Los Angeles
Joanna Riley, California State University, Los Angeles
Alba Loya, California State University, Los Angeles
Gabriela Simon-Cerejido, California State University, Los Angeles

There are few available Spanish oral mechanism examination (OME) forms specifically developed for the US Spanish-speaking population. This project aimed to develop and refine two bilingual English/Spanish OME forms with instructions and terms easy to remember and produce by bilingual clinicians. The Spanish prompts were designed to be easily understood and followed by clients who speak Spanish. We developed a form for face-to-face examinations and another one for teletherapy. Our project had three stages: development of the bilingual form and cognitive interview, administration of the form and cognitive interview, and content validity determination. Results of each stage will be discussed in this presentation. The Cal State LA bilingual OME forms will have an impact on the Latinx community, as culturally and linguistically sensitive assessment tools are necessary for improving clinician diagnostic criteria, and the client's comfort during the examination process.

Instructional Level: Intermediate

Track: Clinical Issues

12:30-2:00 PS143

Hereditary Angioedema and the Speech-Language Pathologist

Authors: Andrew Schwagerl
Kaylyn Martino

The purpose of this poster session is to provide speech-language pathologists (SLPs) with current information regarding the rare genetic disorder hereditary angioedema, its

management, and the rare possibility of vasospasm stroke. It reports the latest figures regarding hereditary angioedema, along with a case study of a medically complex patient, while contemplating hereditary angioedema's role in the cause of a near-catastrophic vasospasm stroke, which resulted in aphasia and significant apraxia. This poster describes the SLP's role within the treatment team, what the SLP needs to understand about the disorder, and consideration of a major trigger of swelling - stress - during a pandemic.

Instructional Level: Beginner

Track: Medically-Based Disorders

12:30-2:00 PS149

The Impact of Age of English Exposure on English Proficiency in Bilingual Preschoolers in California

Authors: Vickie Yu, California State University Northridge
Anna Guerrero, California State University Northridge
Sheryl Ramos, California State University Northridge
Gillian Vista, California State University Northridge
Jamey Fitzpatrick, California State University Northridge
Ameera Tariq, California State University Northridge
Na Young Shin, California State University Northridge
Rachel Grupp, California State University Northridge
Caroline Padilla Ramirez, California State University Northridge

We investigate the effects of socioeconomic and age of English exposure on the English proficiency of bilingual preschoolers in Los Angeles. The findings will not only contribute to the existing knowledge on bilingualism, but also reveal the potential influential factors that may impact English language development in bilingual children before entering a structural and formal educational setting.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

12:30-2:00 PS165

Examining Cognitive Reserve in Bilingual Aphasia

Authors: Levi Ibarra, San Francisco State University
Mickenly Doyle, San Francisco State University
Amanda Adams, San Francisco State University
Hannah Khorassani, San Francisco State University
Maryvi Morales, San Francisco State University

Teresa Gray, San Francisco State University

Language rehabilitation methodologies for bilingual persons with aphasia (PWA) are limited by a narrow understanding of bilingual language control. To an alternate end, this study seeks to be more inclusive of bilingual PWA, thus furthering our understanding of bilingual language control. It has been reported that bilingualism may offer neuroprotective effects in clinical populations (Dekhtyar et al., 2020; Schweizer et al., 2012). The aim of this exploratory analysis was to investigate cognitive reserve in bilingual aphasia. PWA and age-matched adults (AMA) across bilingual and monolingual groups completed a nonverbal Simon and Stroop task. Results indicated no group differences (monolingual PWA vs bilingual PWA; monolingual AMA vs bilingual AMA) on efficiency of managing conflict resolution on either task. These preliminary results indicate that bilingualism does not provide neuroprotection after stroke; however, due to the small sample size, it is suggested that these findings are interpreted with caution.

Instructional Level: Beginner

Track: Clinical Issues

12:30-2:00 PS173

Developmental Stuttering in Children Who Are Deaf And Hard of Hearing: A Systematic Review

Authors: Aishah Patterson, California State University, Sacramento
Tonia Davis, California State University, Sacramento

Although age of onset, prevalence, and incidence rates of developmental stuttering are relatively firmly established in the literature (Andrews & Harris, 1964; Craig et al., 2002; Manson, 2000; Yairi & Ambrose, 2013), the rate of developmental stuttering in children who are deaf and hard of hearing is understudied and research findings are conflicting. The current systematic review summarizes the literature and research findings for deaf and hard of hearing children who were also identified as exhibiting characteristics of developmental stuttering. A systematic review of research findings, trends, study limitations, as well as future directions and clinical implications are discussed.

Instructional Level: Intermediate

Track: Clinical Issues

1:30-3 MS132

Helping the General Ed Teacher with Pragmatics Strategies in the Classroom

Authors: Francis Albert David, Glendora Unified School District; Whole Child Therapy Center

The number of referrals for pragmatic difficulties in school-aged children has increased significantly in the past decade. Teachers are identifying more students with social language impeding their ability to access the curriculum or impeding them to adequately participate in classroom activities. This session aims to provide the SLP with tips and tricks that they could share with the classroom teacher to help facilitate increasing pragmatic skills in the classroom setting.

Instructional Level: Intermediate

Track: Autism & Related Issues

1:30-3 MS059

Play2Practice: A Therapeutic Role-Playing Game as a Portal to Social Growth

Authors: Anna Vagin, Private Practice, Larkspur, CA

It can be challenging to keep students engaged in the social learning process. Over the years, they see many programs and materials, and the statement “I already know all about ____” challenges us to continuously search for new, evidence-based materials. We’ll discuss a recently-released therapeutically-applied role-playing game developed by gametogrow.org – Critical Core, and its application to our work in social cognition. Critical Core is NOT a video game, it’s a quest-driven social experience that supports and values collaboration. Based in a DIR/Floortime model, Critical Core works to develop executive function, regulation, collaboration, perspective taking, and imaginative play. We’ll learn about the game components and examine three case studies following the game experience and progress of: a student with social pragmatic disorder and ADHD, a student with learning differences and anxiety, and a student with twice exceptionality.

Instructional Level: Intermediate

Track: Autism & Related Issues

1:30-3:00 MS081

Kimochis Caseload Reducer System for School-Based SLP's

Authors: Ellen Pritchard Dodge, Kimochis

School-based SLP’s in search of effective ways to reduce caseload and increase impact will want to join this highly practical session. The Kimochis Caseload Reducer System gives the SLP a simple and rewarding system that uses a 5-minute “Communication Commercial” model to support and equip teachers to be confident and competent “first responders” to the challenging behaviors that lead to referrals. Participants will receive 10 Kimochis colorful, printable resources and step-by-step easy instruction that will allow you to implement 6 powerful communication tools quickly and easily in a Tier 1 intervention model in your school. Begin reducing the stress that comes with the feeling

of “so many kids and so little time” and look forward to ALL stakeholders at your school appreciating the meaningful impact that an SLP brings to a school community.

Instructional Level: Beginner

Track: Language & Literacy

1:30-4:30 SC083

A Collaborative Approach-Supporting Limited-English Families: Care Teams, Families, & Interpreters

Authors: Sarina Murrell, American Speech, Language and Hearing Association, Member; California Speech Language Hearing Association, Member

Effective communication between different languages naturally presents inherent challenges. This is even more true for individuals with speech, language, or pragmatic disorders who come from limited-English families. Collaboration between the client/student, family, other members of the care/education team, and interpreters is critical. This course will provide insight to best practices for equitable services for all individuals (regardless of home language), how to best collaborate with families (directly and with interpreters), and how to educate ourselves on linguistic and cultural biases and differences to better inform our professional and individual approach to language diversity.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

1:30-3 MS091

Culturally Responsive Voice Therapy: Checking Your Blind Spots

Authors: M. Eugenia Castro, USC Voice Center USC Caruso Department of Otolaryngology - Head and Neck Surgery
Lauren Timmons Sund, USC Voice Center USC Caruso Department of Otolaryngology - Head and Neck Surgery
Mariah Morton, School of Kinesiology, Auburn University, AL

Do you believe your patient’s cultural identity plays a role in voice therapy? Chances are you answered yes to this question, and we suggest you should. ASHA emphasizes the importance of developing cultural responsiveness to improve access to effective communication for a diverse world. However, little attention has been placed on the importance of this concept in treating voice disorders specifically. It’s been suggested that voice is a cultural construct and perceptions of impact caused by dysphonia vary by culture. Therefore, we seek to foster dialogue on the importance of cultural responsiveness in evaluating and treating individuals with voice disorders by introducing

important terminology, providing case examples, sharing direct patient statements, and discussing practical application to develop culturally responsive care.

Instructional Level: Beginner

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

1:30-3 MS094

CHAT with me: Collaborating with Supervisees, Teachers and Parents

Authors: Benjamin Reece, University of the Pacific
Jill Duthie, University of the Pacific

Directive vs collaborative supervision: Which are you facilitating with your supervisees? Evidence suggests that, as SLPs in a supervisory role, we tend to utilize directive strategies even when we desire a collaborative relationship with our supervisees. This presentation will discuss ways of enhancing the collaborative nature of your supervisory conferences using a hierarchical matrix (the CHAT). We will provide attendees with copies of this open-source tool and strategies to utilize it in day-to-day supervision of student clinicians, CFs and SLPAs. We will also discuss how this tool can be used to facilitate collaboration with teachers and parents to generalize communication skills outside of the therapy environment. Ongoing research that supports the use of this tool in various contexts will be presented.

Instructional Level: Intermediate

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

1:30-4:30 SC098

Using the 3Es of Stuttering Therapy with Families and Parents

Authors: Katie Gore, speech IRL
Courtney Luckman, speech IRL

This session teaches clinicians how to implement current EBP research trends into stuttering therapy for children and adolescents, with a special focus on the role of families and parents. Attendees will have the opportunity to practice applying the 3Es framework in case studies for preschool, school age, and high school clients. The 3Es framework is a practical model designed for SLPs who do not feel comfortable with stuttering, to assist in creating treatment plans that are evidence-based, holistic, and address so much more than fluency.

Instructional Level: Intermediate

Track: Clinical Issues

1:30-3 MS140

Persistent Concussion/Mild TBI: Approaches to Treatment!

Authors: Elisabeth D'Angelo, California State University, Sacramento; Mercy General Hospital, Sacramento; Davis Joint Unified School District

Concussion or Mild Traumatic Brain Injury (TBI) is a public health issue due to increased awareness of the effects and sometimes prolonged recovery. Approximately 10-30% of those with concussion experience prolonged symptoms including attention, memory and executive function disorders. These long-term effects can impact education, work, and quality of life. There is more public awareness about concussion, and research into treatments is more recent. Cognitive-communication rehabilitation has been completed successfully with TBI survivors for years, with a significant amount of evidence-based practice research. Multidisciplinary and cognitive-communication research with persistent/prolonged concussion syndrome (PPCS) will be reviewed, including preliminary results from a current and ongoing research study. Implications for services in outpatient and school settings will be discussed.

Instructional Level: Intermediate

Track: Medically-Based Disorders

1:30-4:30 SR011 *This session is part of the Research Symposium*

Prepotent Response Inhibition and Resistance to Distractor Interference in Bilingual Aphasia

Authors: Kenly Doyle, San Francisco State University
Teresa Gray, San Francisco State University

The majority of aphasia rehabilitation treatments are based on monolingual persons with aphasia (PWA). However, the bilingual population is growing and there is a crucial need to understand language control in bilingual aphasia in order to maximize treatment efficacy. In this study, prepotent response inhibition (the ability to suppress automatic responses) and resistance to distractor inhibition (the ability to suppress distracting information presented alongside target stimuli) are examined in bilingual aphasia. Participants included Spanish-English bilingual-PWA and aged-matched bilingual adults (AMBA). All participants completed a non-verbal Stroop task and nonverbal Triad task. Results from the Stroop task revealed that bilingual-PWA are less efficient at resolving conflict compared to AMBA, whereas no group differences were observed on the Triad task, indicating that automatic processing may be disrupted in bilingual-PWA. Bilingual-PWA represent a culturally diverse linguistic community. To best support their communication goals, SLPs need to provide language treatment designed for bilingual populations.

Instructional Level: Beginner

Track: Medically-Based Disorders

1:30-4:30 SR022 *This session is part of the Research Symposium*

An Adapted Semantic Feature Analysis (SFA) Approach for a Person with Aphasia: An A-B-A Design

Authors: Kenyan Martin, California State University, Chico
Brenna Johnson, California State University, Chico
Meghan Robertson, California State University, Chico
Nicholas DeRose, California State University, Chico

For clients with aphasia who do not respond favorably to traditional semantic feature analysis (SFA) but who present with pervasive word-finding difficulties, an adapted semantic feature analysis (SFA) approach may be beneficial. This presentation will describe an adapted SFA approach that allowed one client with aphasia to compare and contrast target words related by a category for improved word-finding of semantic features.

Instructional Level: Intermediate

Track: Medically-Based Disorders

1:30-4:30 SR025 *This session is part of the Research Symposium*

Video Self Modeling for Social Communication After Traumatic Brain Injury: A Single Subject Design

Authors: Kenyan Martin, California State University, Chico
Aman Mann, California State University, Chico
Shannon Milliken, California State University, Chico

Video self modeling (VSM) involves recording communication behaviors so that the client can reflect on and improve performance. A number of studies have reported positive social discourse outcomes as a function of joint VSM for persons with traumatic brain injury (PwTBI) after conversations with an unimpaired communication partner. PwTBI often convene and interact in support groups, social events, and may share homes and workspaces. Therefore, they may often be one another's communication partners. The literature lacks evidence regarding the impact of VSM on communication partners who both present with TBI. A single single subject design seeking to examine the effects of joint VSM on the conversational discourse of two PwTBI will be described.

Instructional Level: Intermediate

Track: Medically-Based Disorders

1:30-4:30 SR036 *This session is part of the Research Symposium*

Caregiver-led Treatment Using a Free Interactive Naming Therapy Website for Persons with Aphasia

Authors: Hannah Khorassani, San Francisco State University
Chaleece Sandberg, Penn State University
Teresa Gray, San Francisco State University

The aim of this study was to examine the effectiveness of a freely accessible and culturally normed website (<http://bilingualnamingtherapy.psu.edu/>) used to treat naming deficits in persons with aphasia. Although there is a higher risk of strokes in minorities, there is a lack of representation of these groups within aphasia research, therapy materials, and treatment, thus forming a need for culturally and linguistically appropriate therapy materials for persons with aphasia (Centeno et. al 2015). In this study, three adults with aphasia completed ten weeks of a virtual naming therapy using this website, divided into five weeks of student clinician-led therapy and five weeks of caregiver-led therapy. Results revealed that the free online interactive naming therapy website is an effective tool for improving naming abilities, and that training a caregiver to administer treatment can boost object naming.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

1:30-4:30 SR038 *This session is part of the Research Symposium*

Graduate Student Preparedness: Treatment of Bilingual Individuals via Telepractice

Authors: Ajemis Batres

This session will review SLP graduate students' readiness to treat culturally and linguistically diverse clients (CLD), especially when providing services to bilingual patients via telepractice. This study identified differences in the level of preparedness when treating CLD clients face-to-face compared to telepractice for SLP graduate students. This presentation will provide valuable information to help support clinicians when providing services to bilingual CLD clients via telepractice by identifying challenges and listing strategies for clinicians to utilize in their practice. Furthermore, this study will be essential in guiding and informing future clinical approaches for SLP graduate programs as SLP university programs must decide whether to continue or incorporate telepractice services to bilingual clients in the curriculum.

Instructional Level: Beginner

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

1:30-4:30 SR060

This session is part of the Research Symposium

Exploring the SLP's Role in Supporting Students with ASD Transitioning to College

Authors: Nicole Poplin-Dille, California State University Fresno
Brooke Findley, California State University Fresno

Current literature has suggested an inequity in college access for students with autism spectrum disorder (ASD) (Newman et al., 2011). Needs in the areas of social skills and executive functioning have been emphasized as key factors impacting college success, thus making speech-language pathologists (SLPs) valuable additions to IEP teams for high school students with ASD. In this research presentation, the results of a mixed methods study exploring the needs of college students with ASD and their families will be discussed. Results from a national survey exploring SLPs' roles and confidence in supporting students with ASD through the transition to college process will also be reviewed. Areas for further research as well as implications for practice with transition age students with ASD will be discussed.

Instructional Level: Beginner

Track: Autism & Related Issues

1:30-4:30 SR123

This session is part of the Research Symposium

A Neurodiversity Approach to Examining Topic Management Strategies in an Autistic Communicator

Authors: Lara Crotwell, San Francisco State University

This study takes a neurodiversity approach to the examination of an autistic communicator and his conversational partner's topic management strategies and responses to conversational breakdowns. This is a mixed methods quantitative and qualitative research design. The design utilizes a conversation analysis (CA) methodology to study qualitative aspects of topic management, including how the communicators employ linguistic as well as non-linguistic semiotic resources for this purpose. It also uses quantitative measures such as acoustic voice measurements (e.g. measurement of pitch and intensity) using voice acoustic software Praat and perceptual rating scale the GRBASI to examine potential correlations between topic management strategies and vocal-perceptual acoustic information. Results will be analyzed using a three-layer multimodal methodology including: a) CA measures, b) acoustic measures, and c) perceptual voice measurements. Study outcomes will further clinicians' understanding of everyday topic management as an interactional, multimodal and multilayered phenomenon jointly managed by autistic communicators and their conversational partners.

Instructional Level: Intermediate

Track: Autism & Related Issues

1:30-4:30 SR131 *This session is part of the Research Symposium*

Therapeutic Alliance: Can It Be Achieved Thru Teletherapy?

Authors: Tonya Dantuma, Biola University
Samantha Salanga, Biola University

The provision of services utilizing teletherapy offers many advantages to clients and clinicians, but not without challenges. Clinicians often feel unable to establish rapport through teletherapy. The research presented in this session sought to determine which characteristics of therapeutic alliance are easiest and most difficult to establish using teletherapy? By understanding which characteristic of rapport are most problematic, clinicians can develop strategies to overcome these challenges and learn how to better establish therapeutic alliance with their clients. Since current literature indicates that building rapport has a positive correlation to successful therapeutic outcomes, the information presented in this study stands as highly relevant to clinicians who pursue high-caliber treatment for their clients through teletherapy services.

Instructional Level: Intermediate

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

1:30-4:30 SR142 *This session is part of the Research Symposium*

The Effect of Training Abstract Words on Category Generation

Authors: Joseph Cachapero, San Francisco State University
Teresa Gray, San Francisco State University
Chaleece Sandberg, Pennsylvania State University

The aim of this study was to investigate the effect of abstract word training (Abstract Semantic Associative Network Training; Sandberg & Gray, 2020) on word retrieval and error patterns on a category generation task for monolingual persons with aphasia (PWA). PWA were given two minutes to name items in a specific category (hospital or courthouse). Temporal occurrence (divided into eight 15-second intervals) of items named was analyzed. Results revealed that, upon visual inspection, the first few intervals captured more named items compared to later intervals, and a spike in naming on the sixth and the eighth intervals was observed, thus underscoring the importance of offering PWA two minutes to name items in a category rather than one minute, which is usually the standard. Further, we analyzed our findings in light of our patient characteristics, as research has shown the need for culturally diverse research (Beveridge & Bak, 2011).

Instructional Level: Beginner

Track: Clinical Issues

1:30-4:30

SR154

This session is part of the Research Symposium

Differences in Maze use in Monolingual versus Bilingual Speakers, and Native Listeners' Bias

Authors: Rebeca De La Cruz, California State University, Fullerton

The discrimination of individuals on the basis of their L1 and accent is a prevalent—though largely unexplored—issue in a society that, though full of intersectional identities, still harbors biases toward such differences as these. This quasi-experimental study focuses on the expressive and receptive linguistic experiences of Spanish-English sequential bilingual (S-E) adults, with the purpose of exploring linguistic cues that may influence listener perceptions toward a bilingual's speech production. The first part analyzes maze behaviors produced comparatively between Monolingual English (ME) adults and their age-matched S-E peers in their production of spontaneous speech guided by a common stimulus, with the goal of better understanding the contributions of bilingual status and language to maze behaviors and patterns. The second part assesses listener perceptions of ME versus S-E speech via a matched guise test. The study concludes with a review and discussion of the current literature surrounding language and accent bias.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

2:00-3:30

CSHA SLPA Forum Town Hall

Author: Celina Wright, SLPA

Speech language pathology assistants (SLPAs) possess specific education, training and experience that makes them vital members of a treatment team. The CSHA SLPA town hall will provide SLPAs a platform to increase or solidify the understanding of their scope, motivational and professional tools to improve their presence and contribution to a treatment team and a critical opportunity to network with other professionals who have expertise in supervision, clinical application and advocacy. ***This session is not eligible for ASHA CEUs.***

2:00-3:30

CSHA Board Strategic Planning Input Session

Authors: Brian Lewis, California Speech-Language-Hearing Association (CSHA)

The CSHA Board of Directors is in the process of gathering information from the CSHA community to inform the development of the board's next strategic plan. Convention registrants are encouraged to join this session, facilitated by members of CSHA's

Strategic Planning Task Force and Board Connection Committee in order to share their input on key strategic questions designed to inform the board's work. This course is not eligible for ASHA CEUs. ***This session is not eligible for ASHA CEUs.***

4:00-5:30

CSHA Advocacy in Action

Authors: Laura Preston, Legislative Consultant
Phil McAlpin, CSHA Board Chair-Elect and Advocacy Committee
Chair
Members of the CSHA Advocacy Committee

CSHA has increased in presence and impact in Sacramento and beyond in recent years. This session will feature updates, insights and forecasts as the profession anticipates continued legislative and policy implications for the community.

This session is not eligible for ASHA CEUs.

3:30-5:00 MS068

The Effectiveness of LOUD Crowd® Group Therapy for Individuals with Parkinson's Disease

Authors: Fran Pomaville, California State University, Fresno
Brooke Findley, California State University, Fresno
Sabrina Nii, California State University, Fresno
Michael Lucas, EBS Healthcare; San Diego Unified School District

This presentation will provide a brief description of the SPEAK OUT!® and LOUD Crowd® therapy program for individuals with Parkinson's Disease. It will then present the results of a study designed to evaluate the effectiveness of the LOUD Crowd® program for maintaining vocal loudness and speech intelligibility in individuals with Parkinson's disease (PD) after they completed the SPEAK OUT!® program. The study utilized a case series design with analysis of pre-test, post-test, and maintenance probe measures. Repeated measures included: (1) the mean vocal intensity level (dBSPL) during sustained /a/ productions, (2) the mean vocal intensity level (dBSPL) during a 2-minute conversational speech sample, (3) the percent intelligibility during a 50 utterance conversational speech sample, and (4) VHI scores.

Instructional Level: Beginner

Track: Medically-Based Disorders

3:30-5:00 MS113

Neurodiversity Affirming Practices Across the Lifespan

Authors: Shubha Kashinath, Cal State East Bay

Bobbi AdamsBrown
Caroline Gaddy

The neurodiversity paradigm, aligned with a social model of disability, advocates for integration of first-person perspectives as an integral component of evidence-based practice for autistic individuals. Further, the neurodiversity paradigm illustrates how many of the challenges faced by individuals with autism and other related disabilities are caused in significant part by society's biased expectations, enforcement of unfair social norms, and a lack of support for neurodivergent individuals. This presentation will outline key aspects of the neurodiversity model and how it pertains to service delivery across early intervention, school and post-secondary settings. Intervention strategies that align with this approach maximize a strengths-based perspective, promote joint learning and decision making and self-determination for our clients. Case studies will be used to highlight clinical implications for working with autistic individuals across the lifespan.

Instructional Level: Intermediate

Track: Autism & Related Issues

3:30-5:00 MS161

Discovering Essential Standards and PLCs: Transforming SLP Practice in Public Schools

Authors: Julie Malone, La Mesa-Spring Valley School District
C. Holston-Arteaga, La Mesa-Spring Valley School District

Are you familiar with the power of Essential Standards and Professional Learning Communities (PLC)? Do you struggle with bridging SLP goals to the Common Core? This session will assist SLPs in understanding the fundamentals of PLC, the process, and the importance of unpacking the Speaking and Listening Common Core State Standards and using them to drive goal writing and therapy for student IEPs.

Instructional Level: Beginner

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

3:30-5:00 MS178

Accelerate Progress with Cutting-Edge Tech Tools to Support Older Autistic Students on IEPs

Authors: Chris Wenger, M.S., Chaffey Unified School District

Have you been noticing your students' engagement levels continuing to drop? Keeping teens motivated to participate in their sessions has been a big challenge for many therapists. In this presentation high school speech-language pathologist, Chris Wenger,

better known on social media as “Speech Dude”, will share cutting-edge tech tools that you can use immediately in your sessions to accelerate therapy outcomes for your autistic students. You will walk away inspired, with new ideas that will grab your students’ attention and make them eager to learn. Finding and preparing fun activities doesn’t have to be so hard. If you feel like you’re spending more time prepping than providing therapy, then wait to see what this presentation has in store for you!

Instructional Level: Intermediate

Track: Autism & Related Issues

Sunday, March 27, 2022

8:30-10:00 MS019

The Convergence of Telepractice and Early Childhood Services: The Keys to Success

Authors: Tami Radzai, ASHA; ASHA Special Interest Group 18

Technology has changed the way we live our lives, as well as the way we work, even with our littlest learners. During this presentation, we will discuss how telepractice can be a beneficial service delivery option for the birth through five population. By partnering with caregivers and selecting appropriate activities, attendees will learn how to keep children engaged in order to achieve their speech and language goals. Through examples and small group discussion, attendees will leave with tools that can be utilized tomorrow in their telepractice therapy sessions.

Instructional Level: Intermediate

Track: Clinical Issues

8:30-10:00 MS033

A Primer in Spinal Cord Injury for SLPs

Authors: Sarah Kenney, Sutter Rehabilitation Institute, Roseville, CA

Comprehensive and concise information on spinal cord injury (SCI) as related to the SLP scope of practice is sometimes difficult to find, and the steep learning curve for treating patients with SCI can be intimidating. Participants will leave with a working knowledge of the basics of SCI, common goals and obstacles for individuals with SCI in the acute and sub-acute phases related to dysphagia and cognition, and a quick reference guide they can turn to the moment that first (or next!) SCI evaluation order comes in. Presented from the perspective of an acute rehabilitation therapist but a great introduction for clinicians in any setting.

Instructional Level: Beginner

Track: Medically-Based Disorders

8:30-11:30 SC087

Don't Wait to Communicate: Universal AAC Supports for Autistic Infants, Toddlers, and Preschoolers

Authors: Sarina Murrell, ASHA; CSHA

A defining characteristic of children who receive a diagnosis of autism spectrum disorder is challenges understanding and engaging in meaningful reciprocal communication interactions. By implementing universal AAC strategies from a very young age, we can support children in developing functional communication. AAC strategies can range from sign, gestures, visuals/icons, switches, and speech-generating devices. Foundational Universal AAC includes supporting core vocabulary, choice making, yes/no responses, requesting, initiating and commenting skills.

Instructional Level: Beginner

Track: Special Populations

8:30-10:00 MS129

The DRAMA Protocol (David-Relf Autism Management Through Acting) Update

Authors: Francis Albert David, Whole Child Therapy Center; Glendora Unified School District

The protocol was initially presented at CSHA 2017 and at a CSHA district 7 CEU event in 2018. This study examines a DRAMA protocol developed to increase students' spontaneous social communication using structured video modeling and visual feedback model. The protocol uses the process of moviemaking to increase student's prompted and spontaneous verbal output.

Instructional Level: Intermediate

Track: Autism & Related Issues

8:30-10:00 MS171

Show Me MORE Money: Advocating for Salary Improvement for Public School SLPs and Audiologists

Authors: Julie Malone, ASHA Special Interest Group 16 School Based Issues Coordinating Committee Member

Do you need a raise but don't know where to start? Do you want to improve your working conditions? Advocacy does not have to be intimidating. This session will share a unique framework to guide your individual negotiations with administrators and leave you with practical tips to build your confidence as a successful self-advocate.

Instructional Level: Beginner

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

10:30-Noon MS035

Infusing Diverse Perspectives into CSD Coursework

Authors: Eusabia Mont, University of Maryland. College Park

Many faculty face challenges implementing multicultural issues into the curriculum. Diversity-related topics are often included as an add-on and not thoroughly ingrained in course design or learning outcomes and assessment. Lack of knowledge about multicultural pedagogy and personal insecurity often leave faculty unsure of how to incorporate diversity-related topics into courses. The Department of Hearing and Speech Sciences (HESP) at the University of Maryland, College Park (UMCP), addresses cultural diversity in coursework through faculty mentoring and workshops to update course content. It is critical to provide students with an in-depth understanding of cultural and linguistic differences that impact access to community services, assessment, family counseling, and intervention across the lifespan to reduce health disparities. This session explores integrating diversity-related topics into coursework through content-focused cultural influences and themes, using dialogue and active learning techniques, and developing methods to assess student diversity learning.

Instructional Level: Advanced

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

10:30-Noon MS047

Essential Sensory Strategies to Boost Engagement in Your Autistic Students

Authors: Jessie Ginsburg, Pediatric Therapy Playhouse

A deep understanding of sensory processing is integral to our work with autistic children. In order to target our communication goals in the most effective way possible, our students need to be regulated. The neurodiversity movement is growing and as SLPs working with autistic children, we should be on the forefront, learning how to best support our clients and their families. This presentation will inspire a new way of thinking about the SLP's role in addressing sensory needs, and provide strategies that align with a strengths-based, neurodiversity affirming approach. Attendees will walk away with new ideas for integrating sensory strategies into their sessions in order to improve attention, build engagement, and increase communication.

Instructional Level: Intermediate

Track: Autism & Related Issues

10:30-Noon MS144

The Ethics of Accent Modification

Authors: Robert McKinney, San Diego State University

Adults acquiring a new language often face challenges because their speech sounds different from those who acquired the language at an earlier age. Accents are an oft-cited factor in linguistic discrimination, and when non-native speakers are less intelligible or comprehensible than other speakers of the language, their ability to communicate effectively can be reduced. In many cases, non-native speakers seek targeted phonological instruction (also called “accent modification”) from trained professionals, including speech-language pathologists (SLPs). Although phonology is a core component of all oral language learning, many SLPs have criticized accent modification because they view it as an effort to force others to conform to perceived linguistic norms. This seminar will seek to provide a better understanding of best practices in accent modification and will directly address the concerns related to the ethical provision of these elective services.

Instructional Level: Beginner

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

10:30-Noon MS029

Spouse as Therapist, SLP as Supervisor

Authors: Larry Boles, Ph.D., CCC-SLP

We are missing a great resource by keeping the spouse (or significant other) in the waiting room. Spouses make great therapists, and we are in a position to guide them. This ACT session will help you guide them to help their aphasic partners.

Instructional Level: Beginner

Track: Professional Issues