

Thursday Morning Sessions, March 24, 2022

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

- As a result of this presentation, the participant will be able to explain barriers and benefits to implementing therapy within a classroom setting.
- As a result of this presentation, the participant will be able to create and monitor curriculum-relevant goals that can be measured in a classroom setting.
- As a result of this presentation, the participant will be able to describe at least 3 ways that an SLP can support in a general education classroom.

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

- Describe principles of respiration and differentiate impact on swallow kinematics across the spectrum of support modalities
- Summarize strategies for improving functional (swallow) outcomes in collaboration with allied disciplines
- Define the role of SLPs in ethical management of risk in the treatment of dysphagic patients in respiratory compromise

SLPA: The A is for Asset

- Be able to outline the steps to one self reflection or team exercise that will aide in the awareness of both strengths and opportunities.
- Be able to name at least 2 treatment strategies to help them improve in major clinical areas.
- Be able to name at least 2 action items they can implement in their work setting to improve leadership skills.

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

- Participants will be able to describe three effective strategies to meet the needs of social-emotional learning for students on IEPs.
- Participants will be able to discuss three practical ways to use technology in order to support the needs of students with social and emotional learning needs.
- Participants will be able to identify three resources to easily search for no print, no prep lessons that are appropriate for older students.

The Role of the SLP in Recognizing and Avoiding Educational Trauma

- Identify and describe educational trauma and educational defeat
- Identify and describe behaviors and symptoms of educational trauma
- Identify and describe the role of the SLP in recognizing and mitigating educational trauma in school-aged children

Thursday Afternoon Sessions, March 24, 2022

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

- As a result of this presentation, the participant will be able to identify age related voice change
- As a result of this presentation, the participant will be able to identify the appropriate clinical assessment for presbyphonia and accurately interpret the assessment results.
- As a result of this presentation, the participant will be able to identify the appropriate treatment approaches for presbyphonia and make clinical recommendations

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

- Explain what mental state verbs are and why they are so important.
- Demonstrate how to use an animated video to teach mental state verbs.
- Present an activity that incorporates MSV into work on conversation with a student in their caseload.

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

- Explain the relationship between mind and breath
- Discuss the characteristics of the mind when under stress
- Evaluate the depth of meditation for relaxation and recharging

The impact of the COVID-19 pandemic on quality of life in people who stutter

- Attendees will explain the mental health issues in people who stutter.
- Attendees will list three variables that impact the quality of life in people with communication disorders due to the pandemic
- Attendees will describe the challenges and benefits PWS may experience during the pandemic.

Treating Psychogenic Effects on Voice in the Professional YouTube Culture

- To recognize the serious existence of psychogenic factors as a cause of voice disorders.
- To explain the importance of vocal ergonomics and vocal wellness in client education when working with new voice professionals
- To discuss client counseling for optimum outcomes in voice therapy with professional voice users.

Training in Integration of Voice Technology for Therapy

- As a result of this presentation, participants will be able to explain the evolution of voice technology and the benefits of using voice technology for speech and language therapy.
- As a result of this presentation, participants will be able to construct a therapy lesson plan using at least two Amazon Alexa skills for intervention.
- As a result of this presentation, participants will be able to summarize at least 2 key takeaways for using voice technology both in person and via telepractice.

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

- As a result of this presentation, the participant will be able to describe and create individualized/goal-driven coaching focusing on para-educator and/or student communication skills, for better generalization of skills/strategies taught in therapy
- As a result of this presentation, the participant will be able describe and create generalized group training on speech, language and communication, including the use of evidence-based strategies to support student communication skills.
- As a result of this presentation, the participant will be able to identify appropriate tools to train para-educators to collect data for student progress on goals and provide input for assessments

Covid Care Across the Continuum

- Identify long-term pulmonary challenges in patients with Covid-19.
- Explain the changing role of the SLP in care of patients with Covid-19 in multidisciplinary settings across the continuum.
- Describe best practices when working with patients with Covid-19 from culturally and linguistically diverse backgrounds.

Functional Goal Setting & Relevant Treatment Approaches for TBI Patients

- Attendees will recognize the difference between remediation and compensation approaches as well as when and how to use both.
- Apply knowledge from session to determine how to select treatment approaches that are personally relevant to the TBI survivor.
- Demonstrate the ability to collect information and formulate appropriate documentation of goals and treatment plan for TBI patients.

IPE: Interdisciplinary Bias and Dual Professional Identity

- Identify best practice components for IPE including literature-based competencies.
- Discuss purpose for providing direct instruction of Dual Professional Identity, according to the literature

- Identify the limitations of a unprofessional Identity according to the literature

Oral narrative screeners for Spanish-English dual-language learners: a case study approach

- Participants will be able to conduct a dual-language cross-linguistic analysis in Spanish-English
- Participants will be able to perform macrostructure and microstructure screening measures
- Participants will explain key elements that differentiate typical and atypical Spanish-English dual language development

Supporting Literacy for Students who use AAC

- Participants will be able to identify their students as being at the emergent or conventional literacy level.
- Participants will be able to list a minimum of three different intervention strategies that will support students with complex communication needs to develop literacy skills.
- Participants will be able to explain how core vocabulary can assist students in developing literacy skills.
- Participants will be able to describe methods of adapting books and writing tools to meet the needs of students with complex bodies.

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

- As a result of this presentation, the participant will be able to describe broad public perception of early language learning, based on commercially available resources.
- As a result of this presentation, the participant will be able to summarize current available research regarding lexicons for infants and toddlers.
- As a result of this presentation, the participant will be able to illustrate ways to implement practical strategies when coaching parents regarding early language development.

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

- As a result of this presentation, the participant will be able to list five types of supports available to AAC app users and caregivers from AAC app developers, in English and Spanish.

- As a result of this presentation, the participant will be able to list three evidence-based strategies known to support caregivers' development of fluency with AAC.
- As a result of this presentation, the participant will be able to name three AAC apps that offer long-term support to users of AAC and their families.

Trauma-Informed Speech Therapy

- Participants will be able to summarize how trauma affects children and adults
- Participants will be able to list practical applications for trauma-informed speech therapy
- Participants will be able to differentiate trauma-informed goals and report writing from the standard language used in report writing

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

- As a result of this presentation, the participant will be able to list 2 resources that can be utilized during times of grief and loss
- As a result of this presentation, the participant will be able to define 3 key concepts, i.e, grief, loss, empathetic listening, trauma induced care, socio-emotional learning skills, etc.
- As a result of this presentation, the participant will be able to list 2 strategies that can be implemented upon return to work on Monday morning.

Conversation in Real Time: Using Animated Videos for Conversation Practice

- cite research that supports using animated videos as engaging learning material for students with social learning challenges.
- explain the steps involved in Conversation in Real Time.
- identify an appropriate animated video and breakdown how it could be used with a student or group of students in their caseload.

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

- As a result of this presentation, the participant will be able to summarize current available research regarding the connection between music and language development.
- As a result of this presentation, the participant will be able to compare and contrast similarities and differences between principles of language development and principles of the Suzuki Method of music education.
- As a result of this presentation, the participant will be able to illustrate ways to implement practical strategies for using music in early intervention.

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

- Participants will describe common deficits experienced by children/adolescents with mTBI.
- Participants will identify appropriate assessment measures to support children/adolescents with mTBI.

- Participants will describe appropriate evidenced-based accommodations and treatment strategies to support children/adolescents with mTBI upon return to school.

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

- Identify the importance of preparing teachers and speech and language pathologists to support the literacy development of a wide range of diverse learners.
- Discuss research-based strategies that support the literacy development of diverse students, including those with dyslexia who also have speech-language-communication needs.
- Identify opportunities for speech and language pathologists and general and special education teachers and teacher educators to collaborate.

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

- As a result of this presentation, the participant will be able to shape desirable learning behaviors through proven operant conditioning strategies.
- As a result of this presentation, the participant will be able to identify factors (environmental, social, and timing) that result in improved behavior, attention, and performance in the clinical setting.
- As a result of this presentation, the participant will be able to identify factors that reinforce or extinguish entrenched maladaptive behaviors.

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

- Identify areas of language SLPs may address to support literacy development in students with language disorders and language-learning disabilities including dyslexia.
- Discuss the SLP's role in literacy assessment in the public schools and how to link the assessment results of transdisciplinary team members in the assessment process.
- Describe transdisciplinary treatment techniques, strategies, and approaches that may be used to support this population of students.

Exploring Debriefing Best Practices to Support Optimal Student Learning

- As a result of this presentation, the participant will be able to list debriefing requirements as specified by ASHA.
- As a result of this presentation, the participant will be able to list debriefing practices and approaches.
- As a result of this presentation, the participant will be able to list instructor/facilitator qualities and behaviors that support effective debriefing.

Developing Academic Vocabulary Skills in English Learners with Developmental Language Disorder

- Summarize scientific research supporting a bilingual intervention approach to increasing academic vocabulary skills in English Learners (ELs) with Developmental Language Disorder (DLD)
- Identify barriers to access to classroom curriculum that impact ELs with DLD
- Specify culturally responsive intervention goals and materials to increase access to classroom curriculum through developing academic vocabulary skills

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

- As a result of this presentation, the participant will be able to describe a minimum of 3 strengths or challenges of conversational skills as reported by emerging adults on the autism spectrum who have graduated from high school.
- As a result of this presentation, the participant will be able to identify factors that contribute to the social communication challenges reported by the target population.
- As a result of this presentation, the participant will be able to examine strategies to support the social communication skills of the target population.

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

- As a result of this presentation, the participant will be able to identify medical history red flags for swallowing and feeding issues in the school age child.
- As a result of this presentation, the participant will be able to develop a swallowing/feeding team and approaches in their setting.
- As a result of this presentation, the participant will be able to train family and staff on safe feeding and swallowing techniques.

Strategic Language Literacy Intervention: Dissecting What Intervention Looks Like

- Describe the three major categories of strategic processing and provide an example of each type of strategy
- Generate intervention plans that support the development of a strategic focus for language and literacy success
- Explain how the reciprocal relationship between language skills and strategies across spoken and spoken and written systems can inform how SLPs should be involved in the decision- making and intervention process to support the reading and writing needs of students with language learning disabilities across curricular content

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

- As a result of this presentation, the participant will be able to list ways to facilitate underrepresented student involvement.
- As a result of this presentation, the participant will be able to specify the vital role professors play in the academic and professional success of underrepresented students.

- As a result of this presentation, the participant will identify areas of need within their university program/student organization to foster involvement of underrepresented students.

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

- As a result of this presentation, the participant will be able to describe anti-stigma strategies that can be used as a form of advocacy.
- As a result of this presentation, the participant will be able to identify podcast-based resources to help reduce potential stigma toward people who stutter.
- As a result of this presentation, the participant will be able to describe the impact of a podcast-based intervention on speech-language pathology graduate students' perceptions of people who stutter.

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

- Participants will be able to identify the rationale for developing a more standardized approach to completing VFSS training across therapists and their varying levels of experience.
- Participants will be able to discuss the benefits of establishing a unified team mindset during on-line decision making and interpretation of VFSS.
- Participants will be able to describe the benefits of professional collaboration during a VFSS training program.

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

- Explore current self-perception and knowledge on cultural competence among students, SLPAs, and SLPs.
- Compare and contrast self-assessments on cultural competence among students, SLPAs, and SLPs.
- Identify factors that contribute to cultural competence among students, SLPAs, and SLPs.

Check your Bias: A Hispanic accent perception study

- Describe how people perceive their own and others' accent.
- Demonstrate the difference between a monolingual versus bilingual perception of an accent.
- Explain why research on accent perception is important.

PsychoPy: a creative way of conducting experiments and clinical assessments

- The learner will describe the components of the PsychoPy software necessary to design experiments and/or clinical assessments.

- The learner will identify the benefits of using Psychopy as a tool for Speech-language pathology and Audiology research and in clinical practice.
- The learner will create computerized tasks to gather research or clinical assessment data.

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

- As a result of this presentation, the participant will be able to describe a home-based, low-cost, support framework for caregivers of children who use AAC.
- As a result of this presentation, the participant will be able to list three strategies caregivers can follow when picking new vocabulary to learn on their child's AAC app.
- As a result of this presentation, the participant will be able to identify the challenges caregivers face in supporting their children who need AAC.

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

- Educate attendees on responsive and inclusive care practices for diverse and gender affirming populations.
- Educate professionals and students on the effects of COVID-19 pandemic on psychological health and the quality of life.
- Educate clinicians on how to provide efficient and effective care for the transgender and gender non-conforming community.

Comparing Perspectives of Filipino Immigrants on Bilingualism and Heritage Language

- Identify perceptions and misconceptions on bilingualism and heritage language maintenance as it relates to Filipino clients with communication disorders and their families.
- Identify potential biases toward English as it relates to speech-language pathologists in choosing a language for assessment and treatment.
- Compare and contrast viewpoints on maintaining heritage language among second-generation American-born Filipinos and first-generation Filipino immigrants in the U.S.

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

- Define Childhood Apraxia of Speech, as co-occurring with other forms of apraxia and disorders and identify its impact on voice production.
- Compare and contrast voice therapy with speech therapy as an effective treatment for apraxia.
- Describe the benefits and limitations of voice teletherapy in pediatric populations, as they pertain to voice therapy specifically.

Start the Conversation: Successful SLP and SLPA Partnerships

- The importance of collaborative teamwork in speech-language pathology service.
- Different task responsibilities and perception of teamwork between SLPs and SLPAs

- Gain insights and value of SLP-SLPA collaborative teamwork for a better service delivery.

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

- Explain language transfer theories by comparing the vowel productions of Mandarin Chinese and English vowels
- Describe the effect of phonotactic constraints on L2 pronunciation
- Discuss the effect of immersion on speech production in second language acquisition

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

- As a result of this presentation, the participant will be able to list reasons why certain groups may lack awareness of or be hesitant to seek out SLP services based on their cultural group, ethnicity, and/or socioeconomic status.
- As a result of this presentation, the participant will be able to identify ways SLPs can better educate the community about SLPs and the services they offer while being aware of and sensitive to differences among groups of people based on their cultural identity, ethnicity, and/or socioeconomic status.
- As a result of this presentation, the participant will be able to explain the purpose behind the study, its methodology, and discuss its importance and how it may relate to their own community.

Integrating Sensory Activities and Materials into Intervention for Diverse Learners

- As a result of this presentation, the participant will be able to define sensory processing disorder and its relationship to communication disorders in children.
- As a result of this presentation, the participant will be able to explain the need for sensory activities that are culturally responsive for culturally and linguistically diverse children with communication disorders.
- As a result of this presentation, the participant will list a wide variety of sensory activities that are appropriate to incorporate into intervention for culturally and linguistically diverse children with communication disorders.

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

- As a result of this presentation the participant will be able to analyze how poor auditory focus affects the speech sound production and literacy skills of students with Down Syndrome, apraxia and dyslexia, and what are their strength modalities.
- As a result of this presentation the participant will be able to identify five of the best practices of teaching which improve focus.
- As a result of this presentation the participant will be able to appraise and apply the use of multimodal tools in various activities for teaching speech sound production and reading skills to individuals with Down Syndrome, Apraxia and Dyslexia.

Using the LAMP Approach to Support AAC Communicators With Autism

- Describe the 5 key elements of LAMP (Language Acquisition through Motor Planning).
- Describe how core vocabulary can be taught through the use of motor planning.
- Identify methods of motivating clients to use AAC through the use of LAMP strategies.

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

- As a result of this presentation, the participant will be able to identify 5 items from the TIPS FOR PARENTS HANDOUT.
- As a result of this presentation, the participant will be able to list 3 environmental considerations.
- As a result of this presentation, the participant will be able to compare and contrast how to adjust the session for a severe, higher needs client versus a milder client.

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

- The learner will be able to explain why some students avoid asking for help
- The learner will be able to describe how the ability to ask questions is essential for academic success, social interaction, and sustained employment
- The learner will be able to discuss methods for teaching students to ask questions

DID IT: Dial It Down, Individualized Therapy

- Make and apply the Dial It Down tool for Individual Therapy
- Operationally identify and describe ABC targets to use with DID IT.
- Teach and develop client agency for client's measurement of progress in real life communicative environments.

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

- Explain the long-term impact of radiation and chemoradiation on swallowing function in patients with head and neck cancer.
- Describe the most common swallowing impairments in patients with head and neck cancer.
- Summarize and discuss the key points of the published dysphagia programs for use with early intervention in this population.

Feeling At Home With Home Health

- As a result of this presentation, the participant will be able to describe patient demographics, define homebound criteria, describe the referral process, and identify disciplines involved in home care. Also a general overview about Medicare reimbursement for home health services via a new value-based payment model known as the Patient Driven Groupings Model (PDGM) as of January 1, 2020.

- The participant will describe the bag technique and infection control in the home care setting particularly in regard to the current Covid-19 pandemic. The participant will become familiar with HIPAA guidelines, as current documentation standards include point of care e-charting on tablet devices. The participant will understand how diversity and cultural may impact the outcome of health home services. The participant will understand the SLP's role as a counselor in the home care setting.
- The participant will Identify general documentation guidelines for direct patient care visits, including evaluation, treatment, re-assessment, and discharges. The participant will also become familiar with other types of visits that are within the SLP scope of practice in home care, including Start of Care and DC Oasis, Resumption of Care, and Re-certification. The participant will also learn how to complete non-visit activities, such as completing consent forms, NOMNOC forms, and hospital hold orders.

Regulations & Guidelines for Your RPE/CF Year

- As a result of this presentation, the participant will be able to outline the state licensing boards expectations and required forms for a RPE temporary license holders.
- As a result of this presentation, the participant will be able to explain the SLPCF Report and Rating Form and necessary steps to correctly submit your application to ASHA for certification.
- As a result of this presentation, the participant will be able to identify what support and documentation is required by their supervisor for both their RPE with the CA state board and CF Experience with ASHA.

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

- Describe the linguistic abilities of Latinx students in Communication Sciences and Disorders programs
- Identify factors associated with students' relative proficiency across English and Spanish
- Summarize the Latinx students' cultural and linguistic strengths, needs, and recommendations to be considered by educational programs

PROMPT: Goals to Guide Treatment

- List and explain PROMPT treatment planning and implementation.
- Describe the PROMPT Goal Writing Process for selecting functional and realistic targets.
- Describe how goals guide treatment.

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

- As a result of this presentation, the participant will be able to evaluate a potential "disrespectful" statement and reframe it to identify an alternative interpretation that does not hinge on the concept of respect (e.g., surprise, discomfort, neutral observation, missing information)

- As a result of this presentation, the participant will be able to identify at least three potential strategies to use when responding to a comment initially perceived as disrespectful
- As a result of this presentation, the participant will be able to describe the SLP's responsibility to show the client respect

Saturday Morning Sessions, March 26, 2022

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

- Participants will identify client profiles and potential goal areas that may be targeted in a structured role-playing setting.
- Participants will compare and contrast multiple methods of data collection to measure client progress towards pragmatic goals and objectives.
- Participants will describe how to incorporate EBP approaches to treating social pragmatic difficulties through the context of a table-top role-playing game.

Check yourself before you wreck yourself on cultural competency

- As a result of this presentation, the participant will be able to identify and develop their own cultural competency skills.
- As a result of this presentation, the participant will be able to list ways to increase their cultural competency abilities.
- As a result of this presentation, the participant will explain key principles of culturally competent practice.

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

- Describe ways to enhance communication and collaboration between the ENT physician and SLP for optimal patient care
- Apply strategies to build lasting relationships with physician colleagues and develop referral networks
- Discuss interprofessional case management and how to achieve shared decision-making

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

- Identify at least one obstacle struggling writers experience when writing an essay.
- Recall at least one technique that helps struggling writers overcome obstacles
- Describe at least one procedure that results in students; use of procedural memory, a relative strength (per Martha Burns, 2016)

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

- Discuss the various components and purposes of a meal, widening the perspective of feeding from primarily volume or types of foods consumed.
- Identify the need to establish trust to advance feeding/mealtime skills and do so by inviting reflective conversations around worry and “now” versus “lifelong” solutions.
- Develop short-term and long-term goals to work towards lifelong mealtime enjoyment

Demystifying Voice Therapy: A Case-Based Interactive Seminar

- Synthesize information from the comprehensive voice evaluation including patient history, voice evaluation, and laryngeal imaging to develop a clinical hypothesis regarding role of voice therapy.
- Determine appropriate voice therapy goals based on the synthesis of information from the patient history, perceptual evaluation, laryngeal imaging, and medical diagnosis.
- Select appropriate therapy methods to achieve physiologically based voice therapy goals.

A Program Model: Developing a Culturally Responsive Clinical Education Program

- Describe methods for designing a diversity-focused clinical education program
- Discuss methods of assessing student diversity- learning in clinical work
- Review data on the long-term impact of clinical diversity-learning pre-service through CFY

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

- As a result of this presentation, the participant will be able to identify and prepare a core vocabulary system to meet the needs of the individual.
- As a result of this presentation, the participant will be able to demonstrate and implement modeling across settings and team members.
- As a result of this presentation, the participant will be able to plan and execute an AAC Implementation Plan.

Helping the General Ed Teacher with Pragmatics Strategies in the Classroom

- For participants to identify key pragmatic difficulties that are impeding student progress in the classroom environment
- For participants to identify effective strategies that the teacher could use to help students with pragmatic difficulties in the classroom
- For the participant to plan collaboration sessions with the classroom teacher to help facilitate social language in the classroom

Resources and Best Practices in Assessing Multilingual Students in California Schools

- Compare and contrast simultaneous and sequential bilingual language development including important bilingual language milestones
- Describe characteristics of primary language impairment vs. subtractive language acquisition

- Discuss research driven EBP in dynamic assessment of bilingual learners

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Bilingualism in Children With and Without Autism: Parent Perspectives

- As a result of this presentation, the participant will be able to identify two common myths and facts about bilingualism.
- As a result of this presentation, the participant will be able to list two reasons why parents and caregivers want their children to be bilingual.
- As a result of this presentation, the participant will be able to describe suggestions of how to support bilingual language learning in both clinical and home settings.

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

- Describe common protocols and standards used in children's hospitals to thicken liquids for infants.
- List 3 key issues caused by a lack of standardization of thickening protocols with infants.
- Explain the benefits of an evidence-based standardized protocol for using thickened liquids with infants.

Assessing Resonance Disorders in the School Setting

- Perform a low-tech resonance assessment task to determine the presence of VPI or other resonance disorder
- Document the results of an assessment task in a school-based assessment report
- Complete a referral to the correct medical professional for further evaluation and treatment

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

- As a result of this presentation, the participant will be able to explain the importance of increasing cultural and linguistic representation in the professions of speech-language pathology and audiology.
- As a result of this presentation, the participant will be able to list results of surveys of university juniors regarding preferred pedagogical strategies in the classroom.
- As a result of this presentation, the participant will explain practical implications of the surveys of university juniors for increasingly culturally responsive classroom teaching strategies.

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

- Summarize the importance of maximizing treatment outcomes for bilingual children.
- Differentiate expected treatment outcomes from generalization.
- Describe factors that impact cross-linguistic effects.

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

- As a result of this presentation, the participant will be able to explain the impact of trauma on students and their families in terms of effects on speech and language performance.
- As a result of this presentation, the participant will be able to define trauma-informed intervention and its necessity in today's service delivery settings.
- As a result of this presentation, the participant will be able to list specific, practical strategies for implementing trauma-informed intervention for students with communication disorders and their families.

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

- Identify the role of the SLP in laryngectomy training and education throughout the continuum of care.
- Compare and contrast the speech and swallow outcomes in patients who received preoperative counseling with an SLP vs those who did not receive counseling pre-operatively with an SLP.
- Describe the importance of the SLP role in pre-operative counseling in order to facilitate quicker reintegration into the community.

Acquisition of /l/ sounds in Spanish-English Bilingual Children

- Participants will identify typical developmental patterns for /l/ in Spanish-English bilingual children.
- Participants will describe how a bilingual's development of /l/ may differ from a monolingual's.
- Participants will identify acoustic differences between the /l/ of Spanish and English.

Underrepresented Voices in CSD: A Narrative Approach

- As a result of this presentation, the participant will be able to define three themes that represent the experiences of culturally and linguistically diverse backgrounds in Communication Sciences and Disorders programs across the United States.
- As a result of this presentation, the participant will be able to discuss parallels among the three themes revealed in the research project and the existing body of literature surrounding diversity, equity, and inclusion in helping fields.
- As a result of this presentation, the participant will be able to describe steps faculty and staff can take to support greater diversity, equity, and inclusion in Communication Sciences and Disorders programs.

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

- As a result of this presentation, the participant will be able to describe the value of caregiver input and perspectives for evaluating evidence-based practices in alternative service delivery models
- As a result of this presentation, the participant will be able to evaluate the use of self-report surveys to obtain information about caregiver perceptions of alternative service delivery models, e.g. telepractice
- As a result of this presentation, the participant will be able to evaluate the efficacy of complexity-based phonological intervention delivered via telepractice using caregiver perception measures

The Cal State LA bilingual oral mechanism examination forms

- Identify the limitations of current oral motor examination forms for the US Spanish-speaking population.
- Describe steps to validate adapted clinical forms from English to another language.
- Compare and contrast current oral motor examination forms to the Cal State LA bilingual form.

Hereditary Angioedema and the Speech-Language Pathologist

- As a result of this presentation, the participant will be able to explain the implications of hereditary angioedema for the patient and the patient's family.
- As a result of this presentation, the participant will be able to describe the current understanding of the pathogenesis of hereditary angioedema.
- As a result of this presentation, the participant will be able to formulate a treatment plan for a patient diagnosed with hereditary angioedema.

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

- Recognize the language development between bilingual and monolingual children
- The important concept of bilingual language development beyond the purely linguistic aspects
- Recognize the effect of socioeconomics and age of English exposure influencing English proficiency in preschoolers

Examining cognitive reserve in bilingual aphasia

- Identify prepotent response inhibition.
- Discuss the effects of nonverbal cognitive control across participant groups.
- Discuss the relationship between cognitive reserve and prepotent response inhibition.

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

- As a result of this presentation, the participant will be able to: 1. Summarize existing evidence on the onset and rate of developmental stuttering in children who are deaf and hard of hearing.
- Describe how children who are deaf and hard of hearing contribute to current theoretical models of stuttering.
- Identify study limitations and needed research in children with developmental stuttering, who are deaf and hard of hearing.

Prepotent Response Inhibition and Resistance to Distractor Interference in Bilingual Aphasia

- Discuss nonverbal control in bilingual aphasia
- Determine whether BPWA (bilingual persons with aphasia) and AMBA (aged-matched bilingual adults) exhibit a congruency effect on response time and accuracy on the triad (color-shape) and Stroop task.
- Discuss how BPWA and AMBA manage control across two types of inhibition.

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

- As a result of this presentation, the participant will be able to describe traditional semantic feature analysis (SFA).
- As a result of this presentation, the participant will be able to describe an adapted SFA approach for persons with aphasia who are not benefitting from traditional SFA.
- As a result of this presentation, the participant will be able to summarize findings from a single-subject design utilizing an adapted SFA approach.

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

- As a result of this presentation, the participant will be able to describe video self modeling and its application to PwTBI.
- As a result of this presentation, the participant will be able to list several outcomes measures for use with PwTBI.
- As a result of this presentation, the participant will be able to summarize essential elements of conversational coaching.

Caregiver-led treatment using a free interactive naming therapy website for persons with aphasia

- Discuss the need for free and culturally appropriate resources in aphasia rehabilitation.
- Discuss the effectiveness of caregiver-led treatment to improve semantic naming.
- Identify the importance of the role of caregivers in the rehabilitation of people with aphasia.

Graduate Student Preparedness: Treatment of Bilingual Individuals via Telepractice

- As a result of this presentation, the participant will be able to describe challenges between the assessment of CLD versus non-CLD clients via telepractice.
- As a result of this presentation, the participant will be able to list potential strategies to increase cultural awareness and sensitivity when working with culturally and linguistically diverse clients via telepractice.
- As a result of this presentation, the participant will be able to state the benefits and limitations of telepractice service delivery to bilingual clients.

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

- list the 5 skills targeted by Critical Core
- describe two ways in which Critical Core aligns with the DIR/Floortime model
- explain how to apply a rubric measuring flexibility to a student's experience in Critical Core

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

- As a result of this presentation, the participant will be able to summarize the factors which enable a successful transition to college for students with ASD.
- As a result of this presentation, the participant will be able to describe the common challenges that students with ASD face as they transition to college.
- As a result of this presentation, the participant will be able to identify opportunities for speech-language pathologists to provide meaningful transition services for students with ASD.

Kimochis Caseload Reducer System for School-Based SLP's

- Illustrate how feelings fuel behavior and show how to create a communication commercial to teach social skills in the classroom as a prevention and intervention tool and to reduce and manage a heavy caseload.
- Describe the 6 foundational communication tools and articulate how these 6 tools clinically relate to social and academic behavior and speech therapy.
- Create an action plan to bring one foundational concept from this presentation into a Tier 1 Intervention model in the schools

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

- Explain the various components (quantity, dialect vs accent, cultural implications, etc.) related to our world's and the US' language profiles
- Self-evaluate biases & attitudes towards language differences
- Develop a plan to collaborate more effectively with interpreters and families

Culturally Responsive Voice Therapy: Checking Your Blind Spots

- Define cultural competency, cultural responsiveness and cultural humility
- Identify practical strategies for cultivating cultural responsiveness
- Describe the clinical relevance of cultural responsiveness in evaluating and treating voice disorders

CHAT with me: Collaborating with Supervisees, Teachers and Parents

- Differentiate collaborative versus directive clinical supervision practices and identify contexts appropriate for each in the supervision of graduate student clinicians, clinical fellows and SLPAs.
- Describe strategies for collaboration with teachers and parents to promote generalization outside of the therapy setting.
- Describe clinical supervision methods that could be used with paraprofessionals and instructional aides to promote generalization of targeted therapy goals.

Using the 3Es of Stuttering Therapy with Families and Parents

- Describe the 3Es and 3Cs of stuttering therapy, including the treatment principles of each E and C
- Create a treatment plan for two different stuttering client profiles, incorporating at least 2 Es and/or Cs
- Describe one current stuttering research therapy theme (from 2010 or later) and provide an example of a family-centered stuttering therapy activity that reflects this research

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

- Learners will be able to give at least two definitions of conversational topic.
- Learners will be able to describe how to analyze topic management strategies through conversation analysis and acoustic analysis.
- Learners will be able to discuss at least one potential clinical application of these ways of understanding and studying conversational topic management.

Therapeutic Alliance: Can It Be Achieved Thru Teletherapy?

- After attending this session, learners will be able to list 5 clinician behaviors that create strong therapeutic alliance.
- After attending this session, learners will know which characteristics of therapeutic alliance are most difficult to establish through teletherapy.
- After attending this session, learners will describe challenges to therapeutic alliances that are associated with specific populations of clients.

Persistent Concussion/Mild TBI: Approaches to Treatment!

- As a result of this presentation, the participant will be able to create assessment plans for cognitive-communication issues in Persistent Prolonged Concussion Syndrome.
- As a result of this presentation, the participant will be able to integrate current research into assessment and treatment for Persistent Concussion Syndrome.
- As a result of this presentation, the participant will be able to choose and utilize appropriate intervention approaches and tools for Prolonged Persistent Concussion Syndrome.

The Effect of Training Abstract Words on Category Generation

- As a result of this presentation, the participant will be able to explain the importance of the temporal occurrence of words retrieved and errors produced during a category generation task.
- As a result of this presentation, the participant will be able to explain why allowing for 2 minutes on category generations tasks may be more beneficial for aphasic patients.
- As a result of this presentation, the participant will be able to describe the Abstract Semantic Associative Network Training (AbSANT) that is based on training abstract words, and its effect on improving abstract and concrete word retrieval.

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

- As a result of this presentation, the participant will be able to define listener bias and accent bias
- As a result of this presentation, the participant will be able to explain the intersection between maze use and bilingual status
- As a result of this presentation, the participant will be able to describe linguistic factors that may intersect with listener bias

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

- Participants will describe 3 potential benefits of LOUD Crowd® participation for individuals with Parkinson's Disease.
- Participants will define what it means to "speak with intent".
- Participants will identify 3 differences between the SPEAK OUT!® and LOUD Crowd® program as compared to LSVT®.

Neurodiversity Affirming Practices Across the Lifespan

- Describe key concepts related to the neurodiversity paradigm
- Identify principles of strengths based approach to working with autistic individuals
- Develop a plan to increase use of neurodiversity affirming strategies in clinical settings

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

- Identify Attendees will be able to identify the four questions of PLC
- Integrate Attendees will integrate the purpose of identifying and applying essential standards
- Reframe Attendees will reframe their therapy by utilizing Essential Standards

Sunday Morning Sessions, March 27, 2022

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

- Identify at least 3 strategies for engaging caretakers during the therapy session
- List at least 5 examples of appropriate activities for use in teletherapy with children
- Recognize how telepractice can be used to effectively meet related service outcomes and mandates for children and families of all ages, backgrounds, and abilities

A Primer in Spinal Cord Injury for SLPs

- As a result of this presentation, the participant will be able to define basic concepts related to spinal cord injury (SCI).
- As a result of this presentation, the participant will be able to describe how swallow function and cognition are likely to be impacted in SCI.
- As a result of this presentation, the participant will be able to identify common goals and obstacles for individuals with SCI at acute and sub-acute levels.

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

- Identify the many purposes of communication and which purposes are strengths or challenges for our clients/students.
- Develop a plan to introduce universal AAC strategies starting as early as possible.
- Practice modeling AAC strategies and adapting them to various communication levels.

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

- The participant would identify, define, and demonstrate all 8 levels of DRAMA Protocol
- The participant would demonstrate all 3 sections of each stage (Pre-Production, Production, and Post-Production)
- Participant will demonstrate incorporation of DRAMA Protocol in Pragmatic Therapy

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

- Discuss challenges and solutions related to advocating for improved salary/wages, benefits, and working conditions within the public school system

- Compare interest-based bargaining/negotiations and adversarial bargaining
- Use the presented framework to create a list of next steps

Infusing Diverse Perspectives into CSD Coursework

- Identify content-focused cultural influences and themes related to coursework
- Design methods to assess diversity-learning in courses
- Develop ethically, culturally, and linguistically diverse case studies and active learning techniques

Spouse as therapist, SLP as Supervisor

- Write 2-3 couple-based goals for people with aphasia
- Describe the role of the spouse in ACT
- Describe the role of the SLP/supervisor in ACT

Essential Sensory Strategies to Boost Engagement in Your Autistic Students

- Explain why regulation is essential to targeting communication goals in the most effective way possible
- Describe the difference between low arousal, high arousal, and an optimal arousal level
- Discuss 3 sensory activities that can be implemented in sessions in order to improve regulation in autistic students

The Ethics of Accent Modification

- As a result of this presentation, the participant will be able to explain the nature of non-native accents and their connection to linguistic discrimination.
- As a result of this presentation, the participant will be able to identify some concerns regarding the ethical provision of accent modification.
- As a result of this presentation, the participant will be able to describe best practices for ethical accent modification.

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

- As a result of this presentation, the participant will be able to identify factors (student's age, disability, zip code, IEP goals, support at home, etc) that influenced student progress during virtual learning.
- As a result of this presentation, the participant will be able to identify benefits and challenges that parents, students, and SLPs experienced while services were delivered virtually.
- As a result of this presentation, the participant will be able to identify any aspects of virtual learning that parents and providers wish to continue when language and speech services return to in-person delivery.

