

Making Connections

October 9 & 10, 2015
Jantzen Beach Red Lion
Portland, Oregon

OSHA 2015 Annual Conference



Join OSHA at the Red Lion Jantzen Beach in Portland, Oregon

General Information



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

pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This program is offered for 1.35 CEUs (Advanced Level: Professional Area).

Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. ASHA Continuing Education Provider approval does not imply endorsement of course content, specific products, or clinical procedures. There is a \$5.00 processing fee for the Oregon Speech-Language and Hearing Association to report your CEUs to ASHA. This fee is charged by OSHA, not by ASHA. In order to record your ASHA CEUs, you must include \$5.00 with your registration fee and complete an ASHA Participant Form and Activity Form before leaving the conference. These forms will be included in the registration packet of those who prepay for the CEUs.

State Licensure Hours: A Certificate of Attendance will be included in each registration packet. Maintain this form in your personal files. You will need this when renewing your license.

Awards: Honors of the Association and other professional awards will be presented at the Friday lunch. The Saturday lunch will be a social lunch.

Silent Auction: Bidding for Silent Auction will take place from 8:00 a.m.—5:30 p.m. on Friday, October 9, 2015.

CEUs: Oregon Speech-Language and Hearing Association is approved by the Continuing Education Board of the American Speech Language



Lodging: Discounted lodging starting at \$124.00 per night is available for OSHA Conference Attendees at the Red Lion on the River, Jantzen Beach. To make your reservations call the hotel at 1 (800) RED-LION by September 17, 2015 and request a room from the OSHA room block.

Registration Fees

Before October 1, 2015 online

SLP/Audiologist

Member Full Conference	\$255.00
Member One Day (Fri or Sat)	\$155.00
Non Member Full Conference	\$355.00
Non Member One Day (Fri or Sat)	\$240.00

SLPA

Member Full Conference	\$110.00
Member One Day (Fri or Sat)	\$75.00
Non Member Full Conference	\$160.00
Non Member One Day (Fri or Sat)	\$125.00

Student

Member Full Conference	\$70.00
Member One Day (Fri or Sat)	\$45.00
Non Member Full Conference	\$90.00
Non Member One Day (Fri or Sat)	\$65.00

ASHA CEU

ASHA CEU Processing Fee	\$5.00
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On-site Registration

Add \$15.00 to appropriate registration fee above.

Schedule of Events

(subject to change)

Thursday, October 8, 2015

5:30 p.m.—7:30 p.m.—Pub Night

5:30 p.m.—9:00 p.m.—Exhibit Setup

7:00 p.m.—9:00 p.m.—Registration

Friday, October 9, 2015

7:00 a.m.—8:30 a.m.—Registration

Continental Breakfast

Roundtable Discussions

7:00 a.m.—6:00 p.m.—Exhibits Open

8:30 a.m.—11:45 a.m.—Morning Session

10:00 a.m.—10:15 a.m.—Break & Visit Exhibits

11:45 a.m.—1:15 p.m.—Business Lunch
Awards

1:15 p.m.—4:30 p.m.—Afternoon Session

2:45 p.m.—3:00 p.m.—Break & Visit Exhibits

4:30 p.m.—6:00 p.m.—Poster Sessions
Evening Reception

5:00 p.m.—6:00 p.m.—Technical Sessions

Attendee must attend poster/technical sessions for 15 minutes each/
0.05 CEU available for every 2 completed sessions,
maximum 0.15 CEU available for 6 completed sessions.

Saturday, October 10, 2015

7:00 a.m.—8:30 a.m.—Registration &
Continental Breakfast

7:00 a.m.—3 p.m.—Exhibits Open

8:30 a.m.—11:45 a.m.—Morning Sessions

10:00 a.m.—10:15 a.m.—Break & Visit Exhibits

11:45 a.m.—1:15 p.m.—Lunch & Exhibits

1:15 p.m.—4:30 p.m.—Afternoon Sessions

2:45 p.m.—3:00 p.m.—Break & Visit Exhibits



Save the Dates

October 14-15, 2016—Salem, Conference Center

Do More Together



OSHA 2016 Annual Conference

Schedule at a Glance

See Pages 5-10 For Full Session Information / Subject to Change

Friday Presentations

BREAK & VISIT EXHIBITS

10:00-10:15 A.M. & 2:45-3:00 P.M.

Morning Sessions 8:30 a.m.—11:45 a.m.

BUSINESS LUNCH & AWARDS

11:45 A.M.-1:15 P.M.

- **Speech Treatment Early and Late**, *Ken Bleile, PhD*
- **Why Adolescents Need and Deserve SLP Services and What They Should Look Like**, *Barbara Ehren, EdD*
- **How to Help 80% of Your Voice Patients**, *Eva van Leer, PhD*
- **Language Assessment with Young Children: How to Partner with Parents to Identify Communicative Strengths and Develop Meaningful Goals**, *Heather Moore, PhD*
- **Access to Communication Supports for Adults with Acquired Neurological Conditions**, *Melanie Fried-Oken, PhD*

Afternoon Sessions 1:15 p.m.—4:30 p.m.

- **Speech Treatment Early and Late**, *Ken Bleile, PhD*
- **Working with the Syntax of Academic Texts**, *Barbara Ehren, EdD*
- **Discussing and Improving Patient Compliance: Theoretical Background and Evidence-Based Practical Strategies**, *Eva van Leer, PhD*
- **Naturalistic Intervention with Young Children: How to Partner with Parents to Make Meaningful Differences in Children's Lives**, *Heather Moore, PhD*
- **Beyond Please and Thank You: The Importance of Teaching Social Skills to Children Who Use AAC**, *Mira Shah, MS and Kristen N. Gray, MA*



[OSHA Facebook Link](#)

Friday Sessions

Ken Bleile

Speech Treatment Early and Late



Biography

Ken Bleile is a professor at the University of Northern Iowa. He received his Masters degree from the University of Oregon an amazingly long time ago (1983), and completed his doctoral work at the University of Iowa and a two year postdoctoral fellowship at Johns Hopkins School of Medicine. Dr. Bleile is an ASHA Fellow, and has twice served as Associate Editor of the American Journal of Speech-Language Pathology. He is a recipient of the State of Iowa's Regent's Scholar Award, is the former Chair of ASHA's International Issues Board, served as the SLP Chair of the 2003 ASHA national conference, and is a recipient of ASHA's Multicultural Board's Diversity Champion Award.

Description:

This presentation consists of two independent sections. The morning's topic is promoting speech development in infants and toddlers. The afternoon's topic is controversies arising in treating late acquired consonants (the late eight), including the role of speech in school success, the best grade to treat the late eight, and the research base for non-speech music and oral motor treatment approaches.

Learner Outcomes:

At the conclusion of the session participants will be able to:

Describe the neurological and social foundations of speech.

Discuss ways to promote speech development in infants and toddlers.

Explain the impact of speech disorders on school success.

Describe the effects of age on treatment of late acquired sounds.

Discuss non-speech music and oral motor approaches to treating the late eight.

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Friday Sessions

Barbara Ehren

Why Adolescents Need and Deserve SLP Services and What They Should Look Like - A.M. Session



Biography

Barbara J. Ehren, EdD, CCC-SLP is a Professor in the Department of Communication Sciences and Disorders at the University of Central Florida, and Director of the Doctoral Program that focuses on language and literacy for learners who struggle. Prior to this position, she was a research scientist in adolescent literacy with the University of Kansas Center for Research on Learning (KUCRL). Her experience includes many years in public schools as a speech-language pathologist, teacher, and district administrator. She is a Board Certified Specialist in Child Language, Fellow of the American Speech-Language-Hearing Association (ASHA) and Fellow of the International Academy for Research in Learning Disabilities. She has served on many committees involving school practice for several organizations. For ASHA she chaired the ASHA Committee on Roles of Speech-Language Pathologists in Schools and is currently the Chair of the ASHA Advisory Board on School Issues. Dr. Ehren was awarded the Clinical Career Achievement Award by the Florida Language, Speech and Hearing Association and Honors of the Association by ASHA. She is the author of many publications on language and literacy, and school practice. She has a special interest in assisting

school systems to build capacity at the school level for more effective language and literacy programs for diverse learners. A recurrent theme of her work is shared responsibility for literacy acquisition. She is a frequent consultant to educational agencies, schools and professional associations in several countries.

Description:

Several prevailing myths about adolescent language development, difficulties and intervention affect services provided to teenagers in schools. Among them are the myths that language development occurs in earlier years, that problems with language will surface by elementary school, that the academic difficulties of older students are unrelated to language problems, and that secondary services are futile, because the teen years are too late a time period to intervene. In this session these myths will be dispelled and groundwork laid for provision of SLP services in middle, junior and high school. Key principles and practical ideas in providing especially language services at the secondary school level will be addressed.

Learner Outcomes:

- Respond with evidence to dispel prevailing myths regarding adolescent language.
- Explain the rationale for providing SLP services in middle, junior and high school.
- Identify key features of language services in secondary schools.

Working with the Syntax of Academic Texts - P.M. Session

Description:

An important trend in addressing the increasing demands of college and career readiness is a focus on high curriculum standards, whether or not states have adopted the Common Core State Standards. A focus on rigorous standards in literacy means a greater need for students to process more complex language in their academic work. A feature that makes text more complex is syntactic complexity. Further, for secondary students the majority of text they encounter is informational (expository) text in primary and secondary source material. Therefore, to be successful secondary students have to know how to unpack the meaning of complex syntactic structures when they read, as well as use complex syntax when they write. These requirements are more challenging for students who struggle. Participants in this session will learn specific ways to help secondary students manipulate a variety of syntactic structures they will encounter in their texts.. Ideas in working with teachers as collaborators in this endeavor will also be addressed.

Learner Outcomes:

- Review science and social studies texts to identify complex syntactic structures.
- Predict the syntactic structures that will be most troublesome for secondary students who struggle with language.
- Employ a metalinguistic protocol for unpacking sentences with complex syntax.

Friday Sessions

Eva van Leer

How to Help 80% of Your Voice Patients —A.M. Session



Biography

Eva van Leer is a speech-language pathologist by trade with primary expertise in the treatment and evaluation of voice disorders. Within this area, her research focus lies in treatment outcomes and patient adherence to behavioral voice therapy. She is particularly interested in the prediction, measurement and improvement of adherence to voice therapy, including through the use of mobile technology and social-cognitive approaches, and has further clinical and research expertise in Dysphagia (swallowing disorders).

Description:

This hands-on workshop includes 1) a straightforward physiologic perspective on discussing disordered voice production 2) common evidence-based strategies to improve voice production mechanics and 3) an approach to structuring individualized treatment hierarchies. Participants will practice and leave with practical skills to apply on Monday.

Learner Outcomes:

Participants will discuss the difference between hyper- and hypo function. Participants will be able to demonstrate at least 5 strategies to normalize voice production. Participants will be able to devise a treatment hierarchy for hyper and hypo functional voice patients.

Discussing and Improving Patient Compliance: Theoretical Background and Evidence-Based Strategies—P.M. Session

Description:

Patient adherence to treatment is a challenge in all behavioral fields such as smoking cessation, physical exercise, diet, and of course, speech, language, voice, or Dysphagia therapy. This presentation will discuss several theoretical perspectives on adherence behavior and provide practical evidence-strategies to improve adherence. Participants will practice and leave with practical skills to apply on Monday.

Learner Outcomes:

Participants will be able to explain the organizing framework of both Motivational Interviewing and, relative to Social Cognitive Theory, the model of Triadic Asymmetrical Reciprocal Causation. Participants will be able to define self-efficacy, list sources of self-efficacy and provide examples of these sources. Participants will be able to identify patient barriers to adherence. Participants will demonstrate several strategies to improve adherence including focus on the “pros” of change, inherently motivating goals, and use of the Readiness Ruler.



OREGON
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Friday Sessions

Heather Moore

Language Assessment with Young Children: How to Partner with Parents to Identify Communicative Strengths and Develop Meaningful Goals—A.M. Session



Biography

Heather Moore, PhD, CCC-SLP is a lecturer and clinical supervisor in the Communication Disorders and Sciences Program at the University of Oregon. She has worked with young children with disabilities and their families for over 20 years in a variety of home, school, and clinical settings. Heather currently teaches undergraduate and graduate courses in child development, clinical methods, and early language disorders. Her research interests include efficacy and efficiency of parent/caregiver naturalistic language intervention and improving clinical preparation through case-based learning.

Description:

Participants will learn about measures and practices that can be used to assess young children (under age 3), which promote parent/caregiver engagement and help to identify meaningful goals and strategies that can be used for naturalistic interventions.

Learner Outcomes:

Describe the theory and research behind parent/caregiver coaching and relationship-based practice.

Engage parents/caregivers in the assessment process.

Identify methods to assess functional communication skills in children as well as the strategies parents/caregivers are currently using to enhance their children's communication skills.

Partner with parents/caregivers to identify skills that will really help children communicate better during everyday routines.

Naturalistic Intervention with Young Children: How to Partner with Parents to Make Meaningful Differences in Children's Lives—P.M. Session

Description:

Participants will learn how to teach and support "parents'/caregivers' use" of naturalistic language-enhancing strategies during everyday routines. Strategies for increasing parent/caregiver responsivity, targeting new vocabulary, and increasing rate of communication will be reviewed through individual and group coaching procedures. Participants will also learn how to use technology to improve reflective practices.

Learner Outcomes:

Partner with parents'/caregivers' to increase communication opportunities within everyday routines.

Support parents'/caregivers' use of responsive strategies to increase their children's rate of communication through new language skills.

Implement parent/caregiver coaching strategies in both individual and group treatment approaches.

Use technology to increase reflective practices.

Friday Sessions

Melanie Fried-Oken

Access to Communication Supports for Adults with Acquired Neurological Conditions—A.M. Session



Biography

Melanie Fried-Oken, Ph.D., CCC/SP is a certified speech-language pathologist, and Professor of Neurology, Pediatrics, Biomedical Engineering, and Otolaryngology at the Oregon Health & Science University in Portland, OR. She is director of the REKNEW Projects (Reclaiming Expressive Knowledge in Elders with communication impairments www.reknewprojects.org) at OHSU's Institute on Development & Disability. As a leading international clinician and researcher in the field of Augmentative and Alternative Communication, she provides expertise about assistive technology for persons with acquired and developmental disabilities. She has a number of federal grants to research communication technology and clinical implementation for persons with severe speech and physical impairments, including a translational research grant on BCI, and clinical trials with new software for individuals with primary progressive aphasia. She is a partner in the Rehabilitation Engineering Research Center on Augmentative and Alternative Communication (www.rerc-aac.com) and a practicing clinician in the Augmentative Communication Clinic at Oregon Health & Science University. Melanie is delighted to speak with local colleagues and meet many clinicians with whom she shares patients in the Pacific Northwest. She is honored share the podium with REKNEW

research associates and certified speech-language pathologists Aimee Mooney and Betts Peters.

Description:

Communication supports, referred to as AAC, are integral to medical speech-language pathology, yet many providers remain unfamiliar with assessment and intervention principles. For patients with complex communication impairments secondary to neurodegenerative disease, AAC services differ depending on whether their condition primarily affects speech and motor skills (ALS), language (primary progressive aphasia) or cognition (Alzheimer's disease). This presentation discusses symptom management and current research for these three conditions, identifying behavioral strategies, low- and high-tech solutions for implementation during the natural course of disease. These AAC principles apply to all neurodegenerative diseases in which common symptoms appear. Three themes emerge: (1) timing of intervention: early referral, regular re-evaluations and continual treatment are essential; (2) communication partners must be included from the onset to establish AAC acceptance and use; and (3) strategies will change over time and use multiple modalities to capitalize on patients' strengths.

Learner Outcomes:

Participants will implement two assessment strategies to evaluate the communication needs and abilities of individuals with neurodegenerative disease.

Participants will identify four AAC strategies that can be used by individuals with primary progressive aphasia to improve expressive language and conversation.

Participants will describe two behavioral AAC strategies that can support conversation in adults with dementia as they are losing their cognitive-communication skills.

Call for Auction Donations!

Don't forget your auction donation for the Friday evening OSHA silent auction. Bring a donation valued at \$50.00 or more to be entered into a drawing for a complimentary registration to the 2016 OSHA Conference.

Friday Sessions

Mira Shah and Kristen Gray

Beyond Please and Thank You: The Importance of Teaching Social Skills to Children Who Use AAC—P.M. Session



Biography

Mira Shah, M.S. CCC-SLP, is a speech language pathologist who loves nothing more than seeing technology support the needs of students who use augmentative and alternative communication. She has worked with students who use AAC for nearly 20 years and designed an iPad application and curriculum, Talk-about-AAC, that supports the expressive language development of children with complex communication needs. She has spoken at several national conferences on the topic of AAC and currently works as a researcher at Microsoft Corporation focusing on inclusive design and accessibility.



Biography

Kristen N. Gray, MA, ECE, ATP, is a special educator focused on assistive technology and augmentative alternative communication. She has a private therapy practice focused on implementing tools and strategies to support people with physical disabilities and complex communication needs. She has worked in a variety of settings, including The Children's Hospital (Denver, CO), Colorado Department of Education, and The Bridge School. Kristen has served on professional boards and is the past-president of USSAAC. She has published and edited works on AAC and AT topics and presents nationally and internationally.

Description:

Social communication encompasses a wide variety of skills necessary for successful conversation and relationship building. These strategies emerge without direct instruction for many people, and the complex processes of reading partner cues, developing empathy, and integrating others' perspectives are developed through a multitude of interactions and natural communication experiences. For people with complex communication needs, explicit instruction is needed to learn effective pragmatics and must be woven into global augmentative communication (AAC) interventions. Strategies for AAC users that emphasize how to keep communication partners' perspectives in mind, direct teaching about shared contexts, and strategies to self-monitor impulse control will be discussed during this presentation.

PUB NIGHT
JOIN THE CONVERSATION



Interested in hosting a Pub Night in your area? Please contact the OSHA Staff at 503-378-0595 or oshastaff@gmail.com to get on the list of locations and promoted on Facebook!

4:30 p.m.—6:00 p.m. POSTER SESSIONS
5:00 p.m.—6:00 p.m.—TECHNICAL SESSIONS
4:30 p.m.—6:00 p.m. RECEPTION FOR EXHIBITORS & SILENT AUCTION
Attendee must attend poster/technical sessions for 15 minutes each/ 0.05 CEU available for every 2 completed sessions, maximum 0.15 CEU available for 6 completed sessions.

Comparison of Two Tools for Dysphagia Student Learning: A Pilot Study Comparing MBSImP and Swallowtail

Alexis Aiello, BA, University of Oregon; Sarah Belfit, BS, University of Oregon; Marissa Cooper, BS, University of Oregon; Danielle Manghera, BA, University of Oregon; Samantha Shune, PhD, CCC-SLP, University of Oregon

Poster Session

Typical Speech Development in Sequential & Simultaneous Bilingual Spanish-English Speaking Preschoolers

Robert Thomas Appenzeller, MS, Portland State University; Christina Gildersleeve-Neumann, PhD, CCC-SLP, Portland State University

Technical Session

Survey of Speech-Language Pathology Intervention Practices for Serving Individuals with Autism Spectrum Disorders

Jennifer Coffey, MS, CF-SLP, Portland State University; Amy Donaldson, PhD, CCC-SLP, Portland State University

Poster Session

Analysis of Working Memory and Thematic Units in Discourse Processing

Gracie Cohen, BA, Portland State University; Gerasimos Fergadiotis, PhD, CCC-SLP, Portland State University

Poster Session

Clinical Case-Based Instruction: Creating Multimedia Case Examples for Guided-Observation and Applied Instruction Across Undergraduate and Graduate Curriculum

Jessica L. Fanning, PhD, CCC-SLP, University of Oregon; Heather Moore, PhD, CCC-SLP, University of Oregon; Maria Dilley, BA, University of Oregon

Technical Session

Investigating Effectiveness of "Integral Stimulation/Dynamic Temporal and Tactical Cueing": Addressing Apraxia and Speech Disfluencies in an Adolescent with IDD

April Flynn, BA, University of Oregon; Jessica Fanning, PhD, CCC-SLP, University of Oregon

Poster Session

Monkey See, Monkey Swallow? An Exploratory Study on the Effects of Mimicry on Eating Behaviors

Kayla Foster, BA, University of Oregon; Samantha Shune, PhD, CCC-SLP, University of Oregon

Poster Session

What Motor Learning Tells Us about Treatment Selection for People with AOS

Chris Franz, Pacific University; Amanda Stead, PhD, CCC-SLP, Pacific University

Poster Session

The Utility of Characterizing the Naturalistic Audio Environment of Older Adults with and without Alzheimer's Disease Utilizing a Digital Language Processor

Kamran Lehman, Graduate Student Clinician, Pacific University; Amanda Stead, PhD CCC-SLP, Pacific University; Lanae Glosson, Graduate Student Clinician, Pacific University

Technical and Poster Session

A Hybrid Literacy Intervention for a Child with Down Syndrome and Hearing Impairment: Investigating the Efficacy of Modified Phonics-Based Literacy Program

Hannah Lichter, BA, University of Oregon; Jessica Fanning, PhD, CCC-SLP, University of Oregon

Poster Session

Locked-In: A Carer's Perspective on Communication and BCI

Kendra McInturf, Portland State University; Betts Peters, MA, CCC-SLP; Aimee Mooney, MS CCC-SLP; Melanie Fried-Oken, PhD, CCC/SP

Poster Session

Integrating Technology with Teaching and Theory: The 3T Project

Eric Sanders, PhD, Pacific University; Samuel Sennott, PhD, Portland State University; Reny Ferrari, BS, Portland State University

Poster Session

A Regression Analysis of Psycholinguistic Variables and Item Difficulty Parameters of the Philadelphia Naming Test

Alex Swiderski, Portland State University; Gerasimos Fergadiotis, PhD, CCC-SLP, Portland State University

Poster Session

Universal Nonword Repetition Predicts Children's Performance on the Bilingual English Spanish Assessment (BESA)

Jessica Carrizo, MS, SLP-CF, University of Utah; Sean Redmond, PhD, CCC-SLP, University of Utah

Poster Session

Using focus groups to inform the Inclusive Shared Storybook Reading Project

Eric Sanders, PhD, Pacific University; Samuel Sennott, PhD, Portland State University; Reny Ferrari, BS, Portland State University

Poster Session

Schedule at a Glance

See Pages 14-17 For Full Session Information

Subject to Change

Saturday Presentations

BREAK & VISIT EXHIBITS

10:00-10:15 A.M. & 2:45-3:00 P.M.

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SOCIAL LUNCH

11:45 A.M.-1:15 P.M.

### Morning Sessions 8:30 a.m.—11:45 a.m.

- **The Impact of Oral Function & Individual Behavior on Facial Structure**, *Linda D’Onofrio, MS, CCC-SLP, D’Onofrio Speech & Language*
- **Supervision & Mentorship: The Future of our Profession**, *Cassie Quinn, MA, CCC-SLP, BCS-S, Portland State University*
- **Best Practice in Assessing School Age Language & Literacy**, *Amy Costanza-Smith, PhD, CCC-SLP, Portland State University; Jennifer Larsen, PhD, CCC-SLP, Portland State University ; Claire Leake, MS, CCC-SLP, Tucker-Maxon School*
- **Stuttering in Young Children: Delivering Effective Treatment**, *Marilyn Nippold, PhD, CCC-SLP, University of Oregon*
- **The Trouble with Baseline Dementia**, *Amanda Stead, PhD, CCC-SLP, Pacific University*



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04-2014

# Schedule at a Glance

See Pages 14-17 For Full Session Information

Subject to Change

## Saturday Presentations

BREAK & VISIT EXHIBITS

10:00-10:15 A.M. & 2:45-3:00 P.M.

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SOCIAL LUNCH

11:45 A.M.-1:15 P.M.

Afternoon Sessions 1:15 p.m.—2:45 p.m.

- **The Inclusive Shared Storybook Reading Project**, *Eric Sanders, PhD, Pacific University; Samuel Sennott, PhD, Portland State University; Reny Ferrari, BS, Portland State University*
- **Morphological Knowledge: Why Should SLPs care? How do we Assess it, Teach it?** *Gayatri Ram, PhD, CCC-SLP, Pacific University*
- **The Use of Goal Attainment Scaling to Measure Cognitive-Communication Treatment Outcomes**, *McKay Moore Sohlberg, PhD, CCC-SLP, University of Oregon*
- **Enhancing the Therapeutic Alliance & Improving Outcomes: What SLPs can Learn from Pediatricians**, *David Porter, MD, FAAP, Retired Pediatrician; Glenn Weybright, MS, CCC-SLP, BCS-F, Private Practice*

Afternoon Sessions 3:00 p.m.—4:30 p.m.

- **Introduction to Dyslexia: A Language-Based Literacy Disorder**, *Moira Finnegan, MS, CCC-SLP, Portland Public Schools*
- **Hello In Ecuador**, *Heather Higgins, MS, CCC-SLP; Jenny Peddicord, MA, CCC-SLP; Kelly Bawden, MS, CCC-SLP; Heidi Peters, MS, CCC-SLP; David NT, MS, CCC-SLP, Hello Foundation*
- **Medical SLP Productivity in Oregon: State of the State**, *Rik Lemoncello, PhD, CCC-SLP, Pacific University*
- **Infant Feeding: Clinical considerations for Breast and Bottle**, *Allyson Goodwyn-Craine, M.S., CCC-SLP, Sunnyside Medical Center Kaiser Permanente*



OREGON
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Saturday Sessions

(subject to change)

The Impact of Oral Function & Individual Behavior on Facial Structure

Saturday 8:30 a.m.—11:45 a.m.

Linda D'Onofrio, MS, CCC-SLP, D'Onofrio Speech & Language

Changes in oral structure have an impact on muscle function and individual behavior. But behavior and muscle function also have an impact on oral structure in children and adults. SLPs who co-treat with ENTs, jaw specialists, and orthodontists work to normalize sensory-motor function to promote optimal oral development and function.

Learner Outcomes: Review the scope of structural and sensory-motor based speech disorders; identify the signs and symptoms of an oromyofunctional disorder & the potential impacts on oral structure; discuss the basics of oromyofunctional therapy and how prognosis is determined.

Supervision & Mentorship: The Future of our Profession

Saturday 8:30 a.m.—11:45 a.m.

Cassie Quinn, MA, CCC-SLP, BCS-S, Portland State University

Our profession relies on clinicians to supervise our SLPs. There is no standardized training in supervision. SLPs are reporting minimal support in this area, which leads to difficulty finding placements for students. By providing training and support to supervisors, we support the future of our profession.

Learner Outcomes: Delineate between mentor and a supervisor and the importance this difference makes to the internship process; describe the process of clinical skill acquisition over time as it applies to the internship process; define common communication and learner styles that can lead to supportive supervisor-intern relationships and constructive feedback.



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Albertina Kerr partners with the community to support people with developmental disabilities and mental health challenges to lead self-determined lives and realize their full potential.



Saturday Sessions

(subject to change)

Best Practice in Assessing School Age Language & Literacy

Saturday 8:30 a.m.—11:45 a.m.

Amy Costanza-Smith, PhD, CCC-SLP, Portland State University; Jennifer Larsen, PhD, CCC-SLP, Portland State University; Claire Leake, MS, CCC-SLP, Tucker-Maxon School

The evaluation of school-age language should include attention to written and oral modalities of language. These complex assessments can be difficult to plan, execute and interpret. This presentation will offer a model for these assessments which includes all aspects of the assessment process. Case studies will be presented for discussion.

Learner Outcomes: Plan assessments of school age language across written and oral modalities; describe how to interpret and communicate assessment results to families and other professionals; describe a process for preparing recommendations based on assessment results.

Stuttering in Young Children: Delivering Effective Treatment

Saturday 8:30 a.m.—11:45 a.m.

Marilyn Nippold, PhD, CCC-SLP, University of Oregon

This session will discuss options for treatment of stuttering in preschool children, focusing on direct versus indirect methods. Research supporting each perspective will be presented, and three case studies of children who stutter will be described. Audience members then will decide for themselves what approach to use with each child.

Learner Outcomes: Explain the differences between direct and indirect treatment for stuttering; explain possible treatment approaches for three different children who stutter; explain what approach for treatment for each child is likely to be most effective.



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Saturday Sessions

(subject to change)

The Trouble with Baseline Dementia

Saturday 8:30 a.m.—11:45 a.m.

Amanda Stead, PhD, CCC-SLP, Pacific University

The phrase "baseline dementia" has created a problematic cultural view around the treatability of dementia. Despite the common perception that dementia treatment cannot be reimbursed, Medicare provides clear rationale for the treatment of dementia to maintain quality of life. Clinical examples and goal writing will be discussed.

Learner Outcomes: Participants will be able to describe the barriers that the phrase "baseline dementia" poses to clinicians; participants will be able to develop reimbursable goals for the treatment of symptoms associated with dementia; participants will identify common pitfalls in the reimbursement for services to treat dementia symptoms.

The Inclusive Shared Storybook Reading Project

Saturday 1:15 p.m.—2:45 p.m.

Eric Sanders, PhD, Pacific University; Samuel Sennott, PhD, Portland State University; Reny Ferrari, BS, Portland State University

Specialized training for families and professionals: Would you like to learn about a free resource to teach families and professionals to engage in shared reading with children with complex communication needs? This presentation provides an introduction to the research-based online partner training. AAC content materials and coaching materials are available through this State of Oregon sponsored project.

Learner Outcomes: participants will be able to identify key skills to target during shared reading, will be able to describe methods for engaging in shared reading with individuals who require AAC, will be able to implement the each step in this shared reading protocol.

Morphological Knowledge: Why Should SLPs care? How do we Assess it, Teach it?

Saturday 1:15 p.m.—2:45 p.m.

Gayatri Ram, PhD, CCC-SLP, Pacific University

The presentation provides examples of research-based techniques for assessing and teaching morphological knowledge to school age children in accordance with common core standards.

Learner Outcomes: Participants will be able to describe at least 3 ways in which morphological knowledge and literacy are related, to identify and use at least 3 different tasks to assess morphological knowledge in school-age children, and will be able to write sample IEP goals targeting morphological knowledge in accordance with common core state standards and use at least 3 different techniques to teach morphological knowledge to school-age children .

The Use of Goal Attainment Scaling to Measure Cognitive-Communication Treatment Outcomes

Saturday 1:15 p.m.—2:45 p.m.

McKay Moore Sohlberg, PhD, CCC-SLP, University of Oregon

There is tremendous need for sensitive, ecological outcome measures for cognitive-communication rehabilitation. This presentation will describe the theory and process for using goal attainment scaling to identify objective, patient-centered rehabilitation goals that can serve

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as outcome measures.

Learner Outcomes: Participants will be able to describe the purpose and characteristics of goal attainment scaling (GAS), the motivational interview process and key decision points when conducting goal attainment scaling, the key requirements for making GAS a valid, reliable outcome measure

Enhancing the Therapeutic Alliance & Improving Outcomes: What SLPs can Learn from Pediatricians

Saturday 1:15 p.m.—2:45 p.m.

David Porter, MD, FAAP, Retired Pediatrician; Glenn Weybright, MS, CCC-SLP, BCS-F, Private Practice

This presentation will describe the factors and practice involved in establishing the provider/patient relationship, also known as the therapeutic alliance, from the point of view of a pediatrician and how that information can be used by speech-language pathologists. Attendees will be encouraged to share personal best practices.

Learner Outcomes: Participants will be able to describe the concept of therapeutic alliance and its importance to positive outcomes, identify factors that contribute to the development of the therapeutic alliance in pediatrics, and identify similarities between the approaches of the pediatrician and the speech-language pathologist in establishing the therapeutic alliance.

Introduction to Dyslexia: A Language-Based Literacy Disorder

Saturday 3:00 p.m.—4:30 p.m.

Moira Finnegan, MS, CCC-SLP, Portland Public Schools

Dyslexia is one of the most common language-based literacy disorders, affecting an estimated 5-15% of the population. This presentation will include information on the characteristics of dyslexia, assessment tools and treatment approaches. Students with dyslexia and their parents will share personal stories of how this disorder has affected their lives.

Learner Outcomes: Participants will be able to identify language or cognitive skills that are often impaired in students with dyslexia, identify assessments that can be used to gather information on the language or cognitive impairments often seen in students with dyslexia, identify language/literacy skills that SLPs can address in their interventions to support students with dyslexia.

Hello In Ecuador

Saturday 3:00 p.m.—4:30 p.m.

Heather Higgins, MS, CCC-SLP; Jenny Peddicord, MA, CCC-SLP; Kelly Bawden, MS, CCC-SLP; Heidi Peters, MS, CCC-SLP; David NT, MS, CCC-SLP, Hello Foundation

The Hello Foundation sent a team to Banos, Ecuador in June 2015 to collaborate with staff and families at Esperanza Para Todos, a center for people with disabilities. Ideas were exchanged via presentations, coaching and direct clinical services. Typical development, cultural norms, caregiver-delivered interventions, and therapy techniques were addressed.

Learner Outcomes: Participants will be able to list appropriate topics to consider when planning an international service trip, summarize the benefits of engaging in international service work, describe the international service delivery model.

Medical SLP Productivity in Oregon: State of the State

Saturday 3:00 p.m.—4:30 p.m.

Rik Lemoncello, PhD, CCC-SLP, Pacific University

High productivity standards have received more press in recent years. Increasing requirements for billable time can place ethical and professional challenges on SLPs in medical settings. This session will discuss productivity, review results of a survey of productivity among SLPs in medical settings in Oregon, and discuss potential advocacy.

Learner Outcomes: Participants will be able to describe why productivity requirements are important in our current healthcare system, describe productivity requirements and implications reports by medical SLPs in Oregon, and discuss strategies for advocating for realistic productivity requirements.

Infant Feeding: Clinical considerations for Breast and Bottle

Saturday 3:00 p.m.—4:30 p.m.

Allyson Goodwyn-Craine, M.S., CCC-SLP, Sunnyside Medical Center Kaiser Permanente

Develop skills to conduct a basic infant oral peripheral exam including signs of restrictive maxillary labial frenum /ankyloglossia, Non-nutritive suck (NNS) and Suck, Swallow, Breathe (SSB) patterns). Participants will identify signs of infant feeding stress. Learn bottle/nipples systems based upon flow rates and explain the risks/benefits associated with thickening agents.

Learner Outcomes: Participants will demonstrate the ability to conduct a basic infant oral peripheral exam including signs of restrictive maxillary labial frenum and ankyloglossia, Non-nutritive suck (NNS) and Suck, Swallow, Breathe (SSB) patterns), will identify signs of infant feeding stress and identify bottle/nipples systems based upon flow rates, will explain the risks and benefits associated with thickening agents.

Do More Together



OSHA 2016 Annual Conference

Save the Dates

October 14-15, 2016—Salem, Conference Center