



OSHA Virtual Fall Conference

October 14-15, 2022

**EMPOWERING THE LEADER WITHIN THROUGH
INCLUSION AND CONNECTION**



OREGON
**SPEECH-LANGUAGE
& HEARING
ASSOCIATION**

Schedule at a Glance

FRIDAY | October 14, 2022

- 8:30 am - 12:00 pm** Morning Sessions
- 12:00 pm - 12:55 pm** Business & Awards Meeting*
- 1:00 pm - 4:30 pm** Afternoon Sessions
- 4:30 pm - 6:00 pm** Plenary Session

**Business Meeting is not eligible for ASHA CEUs.*

Join us for the “Kathy de Domingo” Plenary Session,
featuring Dr. Bernadette Mayfield-Clarke on Friday at 4:30 pm



SATURDAY | October 15, 2022

- 8:00 am - 8:30 am** Poster Sessions #1
- 8:30 am - 10:00 am** Morning Sessions
- 10:00 am - 11:00 am** Morning Sessions
- 11:00 am - 12:00 pm** Morning Sessions
Lunch Break/
- 12:00 pm - 1:00 pm** Poster Sessions
- 12:00 pm - 12:30 pm** Poster Sessions #2
- 12:30 pm - 1:00 pm** Poster Sessions #3
- 1:00 pm - 2:00 pm** Afternoon Sessions
- 2:00 pm - 3:00 pm** Afternoon Sessions
- 3:00 pm - 4:00 pm** Afternoon Sessions
- 4:00 pm - 4:30 pm** Poster Sessions #4

All times listed are Pacific Time Zone

General Information

Registration Fees

On or by
October 5

Between
October 6-11

SLP/Audiologist

Member Full Conference	\$195.00	\$260.00
Member One-Day	\$110.00	\$180.00
Non Member Full Conference	\$325.00	\$390.00
Non Member One-Day	\$225.00	\$290.00

**Registration closes
October 11, 2022, at 5:00 p.m. PDT.**

SLPA

Member Full Conference	\$105.00	\$170.00
Member One-Day	\$75.00	\$140.00
Non Member Full Conference	\$165.00	\$230.00
Non Member One-Day	\$135.00	\$200.00

Student

Member Full Conference	\$49.00	\$49.00
Member One-Day	\$29.00	\$29.00
Non Member Full Conference	\$59.00	\$59.00
Non Member One-Day	\$39.00	\$39.00

ASHA CEU

ASHA CEU Processing Fee	\$5.00	\$5.00
-------------------------------	--------	--------

Cancellation Policy

Completed online registration confirms your attendance at the 2022 OSHA Conference. If you need to cancel after you have completed your registration, please submit your cancellation request in writing to oshaoregon@gmail.com. Full refunds available for cancellations made by September 30, 2022. A 50% refund is available between October 1-6.

**No refunds available after
October 7, 2022.**

ASHA CEUs

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. You must indicate that you wish to have OSHA report your ASHA CEUs at the time of registration and provide your ASHA number; a \$5.00 processing fee will be added to your registration fee. **Requests for ASHA CEU's cannot be accepted after submitting your registration.**

Up to 1.6 ASHA CEUs available.

Disclosures: Speaker bios, speaker financial disclosures, and course content available on the OSHA website.

State Licensure Hours: Certificates of attendance will be available electronically at the end of the conference. Maintain this form in your personal files. You will need this when renewing your license.



*Supervision courses are filed separately. ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

Friday Sessions At A Glance

8:30 am—12 pm <i>(these sessions include 30 minutes of break time/0.30 total ASHA CEUs available)</i>	Empowering Humanity’s Narratives: Evidence-Based Considerations for Literacy-Based Practices by Phuong Lien Palafox, CCC-SLP	Decolonization Methods to Address Developmental Delay in Indigenous Communities by Joshua Allison-Burbank, PhD, CCC-SLP	SLP Medical Practice: The Lesser-Discussed Clinical Entities by Adithya Chandregowdan, PhD
12:00 pm-12:55 pm	OSHA Business & Awards Meeting <i>(No CEUs)</i>		
1:00—4:30 pm	Working With School-Age Children Who Stutter: Evaluation, Therapy, Empowerment, Connection, and Inclusion by Derek Daniels, PhD, CCC-SLP <i>(this session includes 30 minutes of break time/0.30 total ASHA CEUs available)</i>	Atypical Infant Feeding Progression and Clinical Intervention by Allyson Goodwyn-Craine, MS, CCC-SLP, BCS-S, IBLCLC <i>(this session includes 30 minutes of break time/0.30 total ASHA CEUs available)</i>	1:00 pm-3:00 pm: Navigating Bumps in the Road: Overcoming Challenges in Clinical Education by Jordan Tinsley, MS, CCC-SLP; Melissa Fryer, MA, CCC-SLP; Caitlin Fitzgerald, MS, CCC-SLP; Mary Mitchell, PhD, CCC-SLP <i>(meets 2-hour Supervision CE requirement/0.20 ASHA CEUs)</i>
			3:30 pm-4:30 pm: Gender-Affirming Cultural Responsiveness for Voice and Beyond by Jeff Conn, PhD CCC-SLP; Ruchi Kapila, MS CCC-SLP <i>(meets 1-hour CE requirement for Oregon Licensure for DEI/0.10 ASHA CEUs)</i>
4:30 pm-6 pm	Plenary Session: Embracing the Spirit/Legacy of Advocacy: A Continuation of Leadership by Bernadette Mayfield-Clarke, PhD <i>(0.15 ASHA CEUs)</i>		

Saturday Sessions At A Glance

8:00 am - 8:30 am	<u>Poster Sessions #1</u> (0.05 ASHA CEUs)			
8:30 am - 10 am	Understanding Respiratory Muscle Strength Training: Evidence and Clinical Implications for Speech Language Pathologists (this session includes 30 minutes of break time/0.30 total ASHA CEUs available)	Making Traditional Articulation Therapy More Efficient (0.15 ASHA CEUs)	Working with Interpreters as SLPs (0.15 ASHA CEUs)	
10:00 am - 11:00 am		Let's CHAT: Supervising Students, CFs, and SLPAs with Visual Hierarchy (meets 2-hour Supervision CE requirement/0.20 ASHA CEUs)	Community Outreach and Engagement to Improve Aphasia Services (0.10 ASHA CEUs)	
11:00 am - 12:00 pm			Demystifying Dynamic Assessment: Decision Tree Tutorial (0.10 ASHA CEUs)	
12:00 pm - 12:30 pm	<u>Poster Sessions #2</u> (0.05 ASHA CEUs)			
12:30 pm - 1:00 pm	<u>Poster Sessions #3</u> (0.05 ASHA CEUs)			
1:00 pm - 2:00 pm	Assessment and Treatment of Alexia and Agraphia (0.30 ASHA CEUs)	Respiratory Function in Transgender and Gender Diverse Individuals on Testosterone (0.10 ASHA CEUs)	Developing Preliminary Clinical Taxonomy and Treatment Fidelity Tool: Stuttering Treatment (0.10 ASHA CEUs)	1:00 pm-2:30 pm: Bias in Language Assessment: How can Clinicians Critically Evaluate Tests? (0.15 ASHA CEUs)
2:00 pm - 3:00 pm		A Team Approach to AAC Evaluations and Reducing Device Abandonment (0.10 ASHA CEUs)	Confronting Ableism and Resulting Attitudes in School-Based Autism Evaluations (0.10 ASHA CEUs)	
3:00 pm - 4:00 pm		Patterns of Dysphagia in People with Hypermobile Ehlers Danlos Syndrome (0.10 ASHA CEUs)	Assessing Opportunities for Building Communication Competence for Young AAC Users: The Why, What, and How? (0.10 ASHA CEUs)	2:30 pm-4:00 pm: Practical Functional Assessment and Skills-Based Treatment: A Collaborative Behavioral Approach (0.15 ASHA CEUs)

Friday Morning Session (8:30–12:00)

Empowering Humanity's Narratives: Evidence-Based Considerations for Literacy-Based Practices

Course Value: 0.3 ASHA CEU

The demands of speech-language pathologists (SLP) are unrelenting. Impacted by increased workload, lack of opportunity to collaborate with staff and families and increased compliancy demands, speech-language pathologists carry a heavy load. Through the power of stories, the course content will maximize SLP time, effort and impact. The content will center the use of literacy-based considerations from intake of family-centered data *to* methodologies for incorporating narrative-based interventions *to* abundant examples to implement immediately. Through a lens of evidence-based data and human-centered practices, Phuong will empower you through a high-impact and meaningful session to align with your current days. Here's to the sovereignty of stories.

Learning Objectives

- ⇒ Participants will describe narrative-based considerations within the roles, responsibilities and challenges of speech-language pathologists.
- ⇒ Participants will identify and describe literacy-based intervention practices to support the comprehensive needs of students and clients.
- ⇒ Participants will describe considerations for narrative-based practices to empower culturally-responsive practices.
- ⇒ Participants will describe literacy-based activities to align with current workload to implement immediately.



Phuong Lien Palafox (she/her) CCC-SLP

Phuong Lien Palafox is a Vietnamese-Chinese speech-language pathologist and author. Her time is spent empowering clients and educators internationally. Phuong invests in Cultural Responsiveness and Communication Advocacy. Her work has been featured in various publications. She is the author of *The Heartbeat of Speech-Language Pathology*. Find more information at www.phuonglienpalafox.com.

Friday Morning Session (8:30–12:00)

Decolonization Methods to Address Developmental Delay in Indigenous Communities

Course Value: 0.3 ASHA CEU

Indigenous children experience a high rate of developmental delay (DD) due to poor socioeconomics and historical trauma. Methods for preventing DD in Indigenous communities will be explored using a Decolonization lens. The +Language is Medicine project which provides caregiver coaching to boost language nutrition in Diné households will be presented.

Learning Objectives

- ⇒ Attendees will define settler colonialism and how this process impacts Indigenous populations today.
- ⇒ Attendees will discuss Indigenous social determinants of health and identify methods for decolonization as it applies to the field of speech-language pathology.
- ⇒ Attendees will reflect and discuss how they can leverage methods of decolonization when working with Indigenous communities to address high rates of development delay in children.

Joshuaa Allison-Burbank (he/him) PhD, CCC-SLP

Joshuaa D. Allison-Burbank, PhD, CCC-SLP is Diné and Acoma Pueblo. Joshuaa is a speech-language pathologist and developmental scientist on the Navajo Nation. His research interests include community assessment, parent coaching, assessing the effects of stress on neurodevelopment, and the prevention of developmental delay in American Indian children.



Friday Morning Session (8:30–12:00)

SLP medical practice: The Lesser-Discussed Clinical Entities

Course Value: 0.3 ASHA CEU

This course will shed light into lesser-known (or lesser discussed) acquired neurogenic communication disorders such as dynamic aphasia, apathy, abulia and akinetic mutism. Preliminary suggestions pertinent to caregiver/family education and training to manage these clinical entities will be discussed.

Learning Objectives

- ⇒ Describe the key features of dynamic aphasia and differentiate it from classic aphasia and related cognitive-communication impairments.
- ⇒ Recognize apathy, abulia and akinetic mutism as disorders of diminished motivation.
- ⇒ Describe preliminary strategies relevant to caregiver/family education and training to manage these clinical conditions.



Adithya Chandregowda (he/him) CCC-SLP

Dr. Adithya Chandregowda is an SLP associate professor at Nova Southeastern University. He received his PhD from University of South Florida. He completed a two-year (2017-2019) postdoctoral fellowship in medical SLP in the Department of Neurology, Mayo Clinic, wherein he served close to 1000 patients with various neurogenic communication disorders.

Friday Afternoon Session (1:00–4:30)

Atypical Infant Feeding Progression and Clinical Intervention

Course Value: 0.3 ASHA CEU

This course will review sources of disruption of typical and safe infant feeding progression with breast feeding, supplemental bottle feeding and solids feeding progression that include prematurity, dysphagia, anatomical variants, and complex medical conditions. We will also discuss the new PFD ICD-10 code.

Learning Objectives

- ⇒ Recognize and interpret A/B events, feeding stress cues and s/s of aspiration risks in infants.
- ⇒ Identify a minimum of three clinical interventions to mitigate these risks.
- ⇒ Describe developmental feeding progression and intervention utilizing IDDSI. Compare and contrast these interventions with Infant/Baby Led Weaning strategies.
- ⇒ Appropriately apply the new PFD ICD-10 code.

Allyson Goodwyn-Craine, (she/her) M.S. CCC-SLP, BCS-S, IBCLC

Allyson Goodwyn-Craine Pediatric Board Certified Specialist in Swallowing and Swallowing Disorders and IBCLC who works with medically complex infants who struggle with feeding challenges from breast, bottle, tube feedings to transition to solid foods. Ally works in the NICU, NICU Follow Up Clinic, outpatient treatment and cleft palate team.



Friday Afternoon Session (1:00–4:30)

Working With School-Age Children Who Stutter: Evaluation, Therapy, Empowerment, Connection, and Inclusion

Course Value: 0.3 ASHA CEU

This course will cover principles of evaluation and therapy for school-age children who stutter. Participants will learn current theories of stuttering onset and development, assessment principles and procedures, and strategies for addressing behavioral and psychosocial components of stuttering. Moreover, participant will learn how to empower school-age children who stutter through inclusive methods.

Learning Objectives

- ⇒ Participants will discuss current theories around etiology and nature of stuttering.
- ⇒ Participants will explore methods of assessing fluency and stuttering in school-age children.
- ⇒ Participants will discuss strategies for addressing behavioral and psychosocial components of stuttering in school-age children, and identify goals for therapy.

Derek Daniels, (he/him) PhD, CCC-SLP

Derek Daniels, PhD, CCC-SLP, is an associate professor at Wayne State University. Dr. Daniels works clinically with people who stutter, and has participated in many self-help events, workshops, and clinical training programs for people who stutter, including Camp Shout Out. Dr. Daniels' research focuses identity, psychosocial experiences, and intersectionality.



Friday Afternoon Session (1:00–3:00)

Navigating Bumps in the Road: Overcoming Challenges in Clinical Education

Course Value: 0.2 ASHA CEU

(meets 2-hour Supervision CE requirement)

Clinical supervision challenges can stem from relationship dynamics that develop between a student and supervisor. Effectively addressing challenges requires understanding the root of student behavior and knowledge of supervisee as an adult learner, shaped by their unique background. This understanding allows supervisors to modify their approach and implement targeted supervision strategies.

Learning Objectives

- ⇒ Participants will be able to apply techniques related to giving feedback and relationship building in the context of student scenarios.
- ⇒ Participants will be able to discuss potential root causes for student behavior or clinical performance that is perceived as challenging.
- ⇒ Participants will be able to identify ways to individualize supervision approach to best support graduate students as adult learners.



Jordan Tinsley, MS, CCC-SLP



Melissa Fryer, MA, CCC-SLP



Mary Mitchell, PhD, CCC-SLP



Caitlin Fitzgerald, MS, CCC-SLP



ASHA CE
APPROVED PROVIDER

**Oregon Speech-Language &
Hearing Association**

Intermediate Level
0.20 ASHA CEUs

Friday Afternoon Session (3:30–4:30)

Gender-Affirming Cultural Responsiveness for Voice and Beyond

Course Value: 0.10 ASHA CEU

(This course meets the Diversity, Equity, & Inclusion CE requirement for Oregon Licensure)

This presentation will focus on establishing a foundation for building cultural responsiveness when working with trans and gender expansive (TGE) communities. The scope of this discussion will extend to both serving TGE clients and patients, in addition to fostering safe(r) environments for students and colleagues.

Learning Objectives

- ⇒ Identify institutional, psychosocial, and environmental barriers that trans and gender expansive (TGE) individuals experience when seeking services.
- ⇒ Recognize multifocal examples of harm inflicted on TGE communities historically and currently within societal and institutional constructs.
- ⇒ Plan concrete changes speech-language pathologists, audiologists, and allied practitioners can make to ameliorate and address the barriers and harm TGE individuals experience.

Jeff Conn, PhD, CCC-SLP



Ruchi Kapila, MS, CCC-SLP



“Kathy de Domingo” Plenary Session

Friday Afternoon (4:30–6:00)

Embracing the Spirit/Legacy of Advocacy: A Continuation of Leadership

Course Value: 0.15 ASHA CEU

Advocacy, leadership, and volunteerism related to the professions of speech-language pathology and audiology will be addressed utilizing strategies for successfully advocating, opportunities to lead, and ways to get involved. Issues described in ASHA’s Public Policy Agenda (PPA) will be highlighted that will continue the advocacy efforts for favorable outcomes for members and consumers in the state and at the federal level.

Learning Objectives

- ⇒ Empower the membership to describe the methods that one can use to “take action” on the federal and state issues using the ASHA website.
- ⇒ Identify one education (School-based) priority and one health-care priority in the Public Policy Agenda.
- ⇒ Describe the impact of the respective advocacy efforts by developing a comprehensive advocacy action plan and the factors to be considered, given the opportunities to lead.

Bernadette Mayfield-Clarke, (she/her) PhD

Bernadette Mayfield-Clarke, PhD, is a private practitioner/consultant, peer-reviewer for the DOE-OSER Grants and former administrator employed in various settings. She received her Ph.D. and Master’s from Howard University and a Bachelor’s Degree from Marquette University. She is an ASHA Fellow and the VP for Finance for the ASHA BOD, 2021-2023.



Saturday Morning Session (8:30–12:00)

Understanding Respiratory Muscle Strength Training: Evidence and Clinical Implications for Speech Language Pathologists

Course Value: 0.3 ASHA CEU

This course will provide a primer on Respiratory Muscle Strength Training (RMST) for medical Speech Language Pathologists. Speaker Dr. Konnai will review the evidence base for RMST and share assessment and treatment protocols for some of the RMST devices currently available.

Learning Objectives

- ⇒ Discuss the rationale and nature of respiratory muscle strength training.
- ⇒ Identify RMST devices and learn how to implement them in therapy.
- ⇒ Explore the evidence behind using RMST for breathing, voice, and swallowing.



Ramya Konnai, (she/her) PhD

Ramya Konnai is a senior Speech Language Pathologist at Henry Ford Health, MI. She graduated with her PhD from Bowling Green State University, OH in 2012. She has 19 years of clinical experience. Her clinical and research interests are in the areas of voice, dysphagia, and adult neurological disorders.

Saturday Morning Sessions (8:30–10:00 am ~ 0.15 CEU)

Marking Traditional Articulation Therapy More Efficient

Peter Flipsen Jr., PhD

Traditional articulation therapy (TAT) is the most widely used approach for remediating speech sound disorders in children. While considerable evidence supports its use, its efficiency has been questioned. The evidence in support of TAT will be examined, and a scaled-down (potentially more efficient) version will be proposed.

Learning Objectives: List the basic components of traditional articulation therapy as originally envisioned by Van Riper as well as current variations on it. Discuss the available evidence supporting the basic components of this approach. Describe a scaled-down version of traditional articulation therapy potentially making the approach more efficient.

Working with Interpreters as Speech-Language Pathologists: An Introduction

Emily Adler Mosqueda, MS; Stephanie De Anda, PhD; Miyoko Patricelli, MS; Kate Griffin, MA

Given the lack of workforce diversity within the field of speech-language pathology, there remains a need to rely on interpreters for linguistically responsive services. This presentation introduces guidelines and best practices for collaboration. Case studies will be reviewed and the need for advocacy for diverse clients will be discussed.

Learning Objectives: Describe guidelines governing competencies for interpreters and bilingual providers. Explain under what conditions an interpreter should be included in speech-language pathology service provision. List the recommended procedures for collaborating with an interpreter as an SLP. Justify the need for advocacy to support interpreter services and overall workforce diversity.

Saturday Morning Session (10:00 am—12:00 pm ~ 0.2 CEU)

Let's CHAT Supervising Students, CFs, and SLPAs with a Visual Hierarchy

Benjamin Reece, EdD; Jill Duthie, PhD; Cinthia Adair, MS

(meets 2-hour Supervision CE requirement)

Directive vs collaborative supervision: Which are you facilitating? We will discuss ways of enhancing the collaborative nature of supervision using a hierarchical matrix, CHAT (to be provided) and strategies to utilize it in supervision. Current research on the collaborative nature of supervision when the CHAT is used will be presented.

Learning Objectives: Compare and contrast three styles of supervision (Directive, Collaborative and Self-Supervision. Describe strategies for enhancing the collaborative nature of supervision. Discuss ways of using the CHAT in their own supervision of students, CFs and/or SLPAs.



ASHA CE
APPROVED PROVIDER

Oregon Speech-Language & Hearing Association

Intermediate Level

0.20 ASHA CEUs

Saturday Morning Session (10:00 am—11:00 am ~ 0.1 CEU)

Community Outreach and Engagement to Improve Aphasia Services

Stacey Steel MS, CCC-SLP; Melissa Ugianskis, MPH; Gerasimos Fergadiotis, PhD, CCC-SLP

The Portland Metro area lacks a centralized source for accessible materials and community-based programs for those with chronic aphasia, increasing the risk of psychosocial impacts and reduced quality of life. We report our initial intra- and inter-institutional outreach efforts to foster novel collaborations and strategically develop programs to improve services for this population.

Learning Objectives: Summarize the purpose and process of establishing community partnerships to aid program development and determine resource allocation for maximal clinical impact. Describe how the Aphasia Lab's various programs will support people with aphasia, their families, and healthcare providers. Implement community outreach strategies in their own practice that support interdisciplinary collaboration and expanded referral networks for improved holistic patient care.

Saturday Morning Session (11:00 am—12:00 pm ~ 0.1 CEU)

Demystifying Dynamic Assessment: Decision Tree Tutorial

Taylor Whelchel, BA Psychology; Brittany Halladay, BS Communication Sciences and Disorders, Mary Mitchell, PhD CCC-SLP

Despite ASHA recommendations and strong research evidence, many school-based clinicians lack experience and confidence in designing Dynamic Assessments (DA). This presentation will teach clinicians the fundamentals of evidence-based practice in dynamic assessments of vocabulary, and walk participants through the application of a Vocabulary DA Decision Tree using a clinical case study.

Learning Objectives: Identify candidates for dynamic assessment. Discuss the decision-making process for DA design. Apply the Vocabulary DA decision tree to a case study.

Promote your company and products in the OSHA Fall Conference Brochure!

This space (and more) is available for your company to reserve.

Visit www.oregonspeechandhearing.org to learn more about advertising to conference attendees.

*Support OSHA!
Reserve Me!*

Saturday Afternoon Session (1:00–4:00)

Assessment and Treatment of Alexia and Agraphia

Course Value: 0.30 ASHA CEU

Alexia (an acquired impairment of reading) and agraphia (an acquired impairment of writing) are commonly seen as symptoms of aphasia. This presentation is designed to introduce SLPs to the theoretical underpinnings of these two disorders, along with assessment tools, treatment approaches, and assistive technology options that clinicians may consider using when working with clients with alexia and agraphia.

Learning Objectives

- ⇒ Describe how neuropsychological models of reading and writing can be used to identify alexia and agraphia subtypes.
- ⇒ Identify at least 2 assessments and treatment approaches for both alexia and agraphia.
- ⇒ Identify at least 2 assistive technology tools that may be used by people with alexia and agraphia.

Brett McCardel, (he/him) MS, CCC-SLP

Brett McCardel, MS, CCC-SLP, is the owner and founder of Archways - Aphasia Rehabilitation Services, a private practice that specializes in providing speech and language services to people with aphasia. He is passionate about aphasia advocacy and promoting a Life Participation Approach to Aphasia.



Saturday Afternoon Sessions (1:00 pm–2:00 pm)

Respiratory Function in Transgender and Gender Diverse Individuals on Testosterone

Jillian River Browy, BA; Ali Heitzman, MS, SLP-CCC; Deanna Britton PhD, SLP-CCC, BC-ANCDs; Jeff Conn, PhD, SLP-CCC; Karen Drake, MS, SLP-CCC

Measures of respiratory strength and volume were collected gender diverse adults on testosterone therapy for at least one year and age and compared to race matched control group to investigate the impact of hormonal intervention on interpretation of respiratory measures normed with adjustments for biological sex.

Learning Objectives: Contrast expected respiratory values when assessing transgender and gender diverse individuals compared to both cisgender male and female normative values. Describe respiratory changes that occur following testosterone therapy for the purposes of aligning gender identity in transgender and gender diverse individuals. Differentiate the significant impact of assigning gender when collecting respiration data with transgender and gender diverse individuals.

Developing Preliminary Clinical Taxonomy and Treatment Fidelity Tool: Stuttering Treatment

Jessica L. Fanning, PhD, CCC-SLP

The current project describes the development of a preliminary instructional taxonomy and treatment fidelity tracking tool for clinicians to use with individuals who stutter. Three development phases will be described including (1)review evidence-based treatment programs; (2)organize essential ingredients by treatment phase; (3)identify other active ingredients per treatment documentation.

Learning Objectives: Describe how an instructional taxonomy can be effectively used by clinicians to support clinical decision making. Discuss how a treatment fidelity tool might improve clinician's approach to treating fluency disorders with integrated approach to treatment. Examine how a Treatment Taxonomy tool might support clinician's organic scope and sequence of treatment by following clients' interests, cultures, and goals.

Saturday Afternoon Session (1:00 pm–2:30 pm)

Bias in Language Assessment. How Can Clinicians Critically Evaluate Tests?

Maria Kapantzoglou, PhD, CCC-SLP

Misidentification of multilingual/multicultural students as needing special education services is well-established in educational research. This session will describe sources of bias in language assessment and remedies in test development. Finally, three basic steps will be shared for clinicians to critically evaluate whether a test is appropriate for a particular client.

Learning Objectives: Describe possible sources of bias in test development. Describe remedies for minimizing bias in assessment. Apply basic steps for critically evaluating whether a test can yield valid score interpretations for a particular client.

Saturday Afternoon Session (2:30 pm–4:00 pm)

Practical Functional Assessment and Skill-Based Treatment: A Collaborative Behavioral Approach

Sophie Millon, MS; Hillary Flood, MA; Brad Hendershott, MS

Practical functional assessment and skill-based treatment (PFA/SBT) is an extensively researched, trauma-informed approach that has been found effective in supporting complex behavioral needs in children. This approach is designed to be implemented by professionals who have received training, and may be of particular interest to speech-language pathologists, given its focus on functional communication training.

Learning Objectives: Identify how the Practical Functional Assessment (PFA) and Skills-Based Treatment (SBT) provide a person-first, trauma-informed approach to behavioral intervention. Acquire a basic understanding of how the pairing of the Practical Functional Assessment (PFA) and skills-based treatment (SBT) can effectively support individuals with complex behavioral needs and improve meaningful outcomes for clients. State evidence-based strategies which will support collaboration among speech-language pathologists, behavior analysts, and other stakeholders, even when there are conflicts of clinical opinion.

Saturday Afternoon Sessions (2:00 pm–3:00 pm)

A Team Approach to AAC Evaluations and Reducing Device Abandonment

Sara Mansfield, MS, CCC-SLP, ATP; Rachel Moore, MS, CCC-SLP

AAC evaluations have a vital role in determining appropriate tools, supports, and services. This session will discuss how an AAC team using a tool last evaluation approach helps us 1) focus on the individual's communication needs instead of the technology and 2) reduces device abandonment.

Learning Objectives: Identify the 9 Common Components of an AAC Evaluation based on research. Learn how to determine the necessary members for your student's AAC Team. List and discuss factors known to contribute to device abandonment.

Confronting Ableism and Resulting Attitudes in School-based Autism Evaluations

Greta West, MS, CCC-SLP; Nadia Magee, MS, CF-SLP; Dae Diamond-Melendez, BA, OTD Candidate; Terra Demien; Teresa Roberts, EdD, CCC-SLP

SLPs play a critical role in autism diagnosis. Many settings, including schools, use a medical model of disability with a neurotypical lens. This model leads to deficit-based language when describing behaviors characteristic of autism that may contribute to clients and their families viewing autism negatively. This presentation provides pro-neurodiverse alternatives.

Learning Objectives: Identify ableist language within clinical documentation, including reports and descriptions of assessment measures and findings. Apply a pro-neurodiverse perspective within clinical documentation to highlight client strengths and offer resources on positive aspects of neurodiversity and autism. Employ pro-neurodiverse language within interactions with clients and families during meetings and offer opportunities for collaboration in understanding of unique neurotypes.

Saturday Afternoon Sessions (3:00 pm–4:00 pm)

Patterns of dysphagia in people with hypermobile Ehlers Danlos Syndrome

Karyssa Stonick, BS; Dr. Deanna Britton, PhD, CCC-SLP, BC-ANCDS; Emily Goble, BS; Alison Wong, BS; Alena Guggenheim

Ehlers Danlos Syndromes (EDS) are hereditary connective tissue disorders characterized by decreased tissue integrity. The purpose of this study is to identify patterns and actionable factors which contribute to dysphagia in people with EDS. A phenomenological qualitative approach will be used. Themes and actionable factors will be derived and discussed.

Learning Objectives: Describe the current literature on Ehlers Danlos Syndrome's impact on swallowing. Demonstrate a basic understanding of Ehlers Danlos Syndrome including common presenting signs and symptoms. Describe the potential impacts of Ehlers Danlos Syndrome on swallowing derived from the patient experiences and conclusions of this study.

Assessing Opportunities for Building Communication Competence for Young AAC Users: The Why, What, and How

Audrey McMillion, Masters of Arts Special Education, Masters of Science Speech and Hearing Sciences; Andrea Ford, PhD; Emily D Quinn, PhD

What opportunities exist to promote communication competence for a preschool student using AAC in their classroom? Where can we target interventions? This presentation will highlight assessments in the classroom environment and that provide data-based information for intervention. We will also provide practical recommendations for incorporating assessments into data collection processes.

Learning Objectives: Explain why it is essential to understand and assess three factors—the child, the communication partners, and the communication environment—when building communication competence for young learners using AAC. Identify at least three assessments that are available for each factor. Develop three action steps for identifying learning opportunities that can build the communicative competence of a young learner using AAC.

Saturday Poster Sessions #1 (8:00 –8:30 am)

Must attend a minimum of two poster/technical sessions for 15 minutes each. For every two completed sessions, you can earn 0.05 ASHA CEUs, up to a **maximum 0.20 ASHA CEUs for eight completed poster/technical sessions.**

Learning Objective for all Poster Sessions: Discuss and examine outcomes and implications.

Creating a Linguistically and Culturally-Responsive Children's Book about Stuttering: Methodological Considerations

Taylor Allen, BS; Libby Jundt, BS; Megann McGill, PhD, CCC-SLP; Teresa Roberts, EdD, CCC-SLP

COVID-19 Impacts on Telepractice in Speech-Language Pathology in Oregon

Megann McGill, PhD, CCC-SLP; Kira Wright, MA, CCC-SLP; Jenny Peddicord, MA, CCC-SLP; Emily Quinn, PhD, CCC-SLP

Honoring Cultural Diversity in Narrative Intervention for Adolescents

Loni Gobel, MS, CCC-SLP; Sarah Elkinton, MS; Teresa Roberts, EdD, CCC-SLP

Reach Out and Read Programming for Children with Cleft Palate

Hannah Sanford-Keller, MS, CCC-SLP; Lauren Beckett, MS, CCC-SLP

Skilled Development In Infant Feeding and Caregiver Education Through Simulation

Nahom Tekleab, BA; Caitlin Fitzgerald, MS, CCC-SLP; Amanda Stead, PhD, CCC-SLP; Paul Michael, PhD

Developing Professional Communication in an End-of-Life Care Conference Simulation

Frankie Dow, BA; Amanda Stead, PhD, CCC-SLP, CHSE; Monica Vinson, MS, CCC-SLP; Paul Michael, PhD; Sara Henry, MS, CCC-SLP

Saturday Poster Sessions #2 (12:00 –12:30 pm)

Must attend a minimum of two poster/technical sessions for 15 minutes each. For every two completed sessions, you can earn 0.05 ASHA CEUs, up to a **maximum 0.20 ASHA CEUs for eight completed poster/technical sessions.**

Learning Objective for all Poster Sessions: Discuss and examine outcomes and implications.

Evaluating Student Outcomes in an Aphasia Escape Room Simulation

Brittany Halladay, BS; Jordan Tinsley, MS, CCC-SLP; Amanda Stead, PhD, CCC-SLP, CHSE

A Standardized Speaking Valve Simulation to Assess Students Clinical Communication

Helene Deiner, BS; Amanda Stead, PhD, CCC-SLP, CHSE; Jordan Tinsley, MS, CCC-SLP; Kerry Callahan Mandulak, PhD, CCC-SLP; Paul Michael, PhD

Speech-Language Pathology, Traumatic Brain Injury, and the School-to-Prison Pipeline

Sarah Elkinton, MS Speech and Hearing Sciences; Nicole Hansen, MS Speech and Hearing Sciences

Aphasia-Friendly Educational Handouts for Patients and Communication Partners

Mia Cywinski, BS; Molly Cohen, BS; Krysta Hamilton, BS; Clay Santelman, BA; Kelsie Smith BA

The Relationship between Spanish and English Story Structure Skills in Bilingual Children

Jenny Magallon, BS Communication Sciences and Disorder; Maria Kapantzoglou, PhD, CCC-SLP

Therapy Techniques for Speech Sound Disorders Associated with Repaired Cleft Palate

Kerry Callahan Mandulak, PhD, CCC-SLP; Hannah Sanford-Keller, MS, CCC-SLP; Caitlin Fitzgerald, MS, CCC-SLP

Saturday Poster Sessions #3 (12:30 –1:00 pm)

Must attend a minimum of two poster/technical sessions for 15 minutes each. For every two completed sessions, you can earn 0.05 ASHA CEUs, up to a **maximum 0.20 ASHA CEUs for eight completed poster/technical sessions.**

Learning Objective for all Poster Sessions: Discuss and examine outcomes and implications.

Conversational Group Therapy for Individuals with Aphasia :an Inclusive Hybrid Approach.

Julianna Hollopetter, MS CFY-SLP; Ally Shongood, MS CFY-SLP; Elise Peltier, MS, CCC-SLP

Perspectives of Special Educators and Paraprofessionals on Person-Centered Planning Tools for AAC users

Samantha Stidham, BA, MS; Brandon Eddy, MA, CCC-SLP; Andryce Andres, MS, CCC-SLP

Developing Therapeutic Alliance Through Improvisation: A State-of-the-Art Review for the Speech-Language Pathologist

Ryan DePauw, BS; Deanna Britton, PhD, CCC-SLP; Aaron Ziegler, PhD

Language Proficiency Effects on Use of Complex Sentences in Bilinguals

Madeline Amezcua Montano; Cielo Hernandez Sanchez; Maria Kapantzoglou, PhD, CCC-SLP

“Tell me how you really feel”: Stimuli Development for Emoji Research

Amber Yarbor, Bachelor of Science, Speech and Hearing Sciences; Fetheya Alattar, Bachelor of Science, Speech and Hearing Sciences; Jessica Sheets, Bachelors of Science, Speech and Hearing Sciences; Sarah Key-DeLyria, PhD, CCC-SLP

Saturday Poster Sessions #4 (4:00 –4:30 pm)

Must attend a minimum of two poster/technical sessions for 15 minutes each. For every two completed sessions, you can earn 0.05 ASHA CEUs, up to a **maximum 0.20 ASHA CEUs for eight completed poster/technical sessions.**

Learning Objective for all Poster Sessions: Discuss and examine outcomes and implications.

Origin and Pawn narrative content analysis with an adult who stutters

Jessica L. Fanning, PhD, CCC-SLP; Halie Kestermann, BA; Mariyam Moghaddas, BA

Preservice Training for Resonance Disorders: A Scoping Review

Amy Rodriguez, Masters of Science; Hannah Sanford-Keller, MS, CCC-SLP; Lauren Beckett, MS, CCC-SLP; Brandon Eddy, MA, CCC-SLP

Overview on Feeding an Infant with a Cleft Palate

Caitlin Fitzgerald, MS, CCC-SLP; Hannah Sanford-Keller, MS, CCC-SLP; Kerry Callahan Mandulak, PhD, CCC-SLP

Building Equitable Family AAC Training in your Community

Rachel Moore, MS CCC-SLP; Sara Mansfield, MS CCC-SLP, ATP