

Oregon Speech-Language and Hearing Association  
*2019 Fall Conference*



**October 11 & 12**

Salem Convention Center  
200 Commercial St SE  
Salem, Oregon

## 2019 OSHA FALL CONFERENCE

# SCHEDULE at a Glance

### FRIDAY | October 11, 2019

**8:00 a.m. - 11:45 a.m.** Morning Sessions

9:30 a.m. - 9:45 a.m. Break - *Visit Exhibits\**

**11:45 a.m. - 1:15 p.m.** Business & Awards Lunch\*

**1:15 p.m. - 5:00 p.m.** Afternoon Sessions

2:30 p.m. - 2:45 p.m. Break - *Visit Exhibits\**

**5:00 p.m. - 6:15 p.m.** *Kathy de Domingo Plenary Session & Reception*

*\*Meals and breaks are not eligible for CEUs.*



### *Kathy de Domingo Plenary Session*

Join us for the Plenary Session and Reception  
on Friday at 5:00 p.m. featuring Glenn Weybright

### SATURDAY | October 12, 2019

**8:00 a.m. - 11:15 a.m.** Morning Sessions

9:30 a.m. - 9:45 a.m. Break - *Visit Exhibits\**

**11:15 a.m. - 12:45 p.m.** Lunch\* & Poster Sessions

**12:45 p.m. - 2:15 p.m.** Early Afternoon Sessions

2:15 p.m. - 2:30 p.m. Break - *Visit Exhibits\**

**2:30 p.m. - 4:30 p.m.** Late Afternoon Sessions

*\*Meals and breaks are not eligible for CEUs.*



# *Welcome!*

# GENERAL Information

## Registration Fees On or by October 1, 2019

### SLP/Audiologist

Member Full Conference .....	\$265.00
Member One-Day (Fri or Sat) .....	\$165.00
Non Member Full Conference .....	\$395.00
Non Member One-Day (Fri or Sat) ...	\$275.00

### SLPA

Member Full Conference .....	\$135.00
Member One-Day (Fri or Sat) .....	\$95.00
Non Member Full Conference .....	\$195.00
Non Member One-Day (Fri or Sat) ...	\$150.00

### Student

Member Full Conference .....	\$75.00
Member One-Day (Fri or Sat) .....	\$50.00
Non Member Full Conference .....	\$95.00
Non Member One-Day (Fri or Sat).....	\$70.00

### ASHA CEU

ASHA CEU Processing Fee .....	\$5.00
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### Conference Lodging

Discounted lodging starting at \$139.00 per night is available for OSHA Conference attendees at the Grand Hotel, attached to the Salem Convention Center. To make your reservations, call the hotel at 1-877-540-7800 by September 11, 2019, and request a room from the OSHA room block.

**Add \$25.00 to appropriate registration fee above for online registrations after October 1, 2019.  
Add \$50.00 when registering on-site.**

### Cancellation Policy

Completed online registration confirms your attendance at the 2019 OSHA Conference. If you need to cancel after you have completed your registration, please submit your cancellation request in writing to [oshaoregon@gmail.com](mailto:oshaoregon@gmail.com). Full refunds available for cancellations made by September 27. A 50 percent refund is available between September 28 and October 3. *No refunds are available after October 3, 2019.*

### 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. If you elect to have OSHA record your ASHA CEUs, a \$5.00 fee will be added to your registration fee. An ASHA Participant Form and Activity Form will be provided in your attendee packet at registration. **Please complete and return to OSHA staff before leaving the conference. Deadline date for ASHA submission is October 23; CEU paperwork cannot be accepted after that.**

**Disclosures:** Financial disclosure information on presenters is available on the OSHA website.

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

APPROVED PROVIDER



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 up to 1.50 ASHA CEUs (Intermediate Level: Professional Area) \*The supervision courses are separate

## Friday Sessions

**ELIZABETH CRAIS**, PhD, CCC-SLP, ASHA Fellow

Elizabeth Crais, PhD is a Professor at the University of North Carolina-Chapel Hill. Her research includes identification and intervention of young children with ASD. She has had multiple ASD-focused research grants, and with colleagues has developed ASD screening tools and both home-based parent-mediated and preschool-based interventions for children with ASD.



### Morning Session 8:00 - 11:45 am

#### **Identifying and Assessing Infants, Toddlers, and Preschoolers with Autism Spectrum Disorder**

Recent evidence indicates ASD behaviors can be seen in some children as young as 12-15 months of age, particularly in early social/communicative, play, sensory, and repetitive behaviors. This session will highlight research findings and implications for practice of efforts to identify infants, toddlers, and preschoolers with or at-risk for ASD. The focus will be on early behaviors indicative of an ASD diagnosis and early screening and diagnostic tools and the practical issues surrounding their use. Videos and participant contributions will be used to enhance the application of the information shared.

##### **Learning Objectives:**

Identify symptoms of ASD in infants, toddlers, and preschoolers. Choose appropriate screening tools for ASD and for diagnosis of communication deficits in infants, toddlers, and preschoolers with ASD. Describe strategies for identifying early social communicative and play skills in this population. Describe strategies for collaborating with parents and other professionals in screening and assessing this population.

### Afternoon Session 1:15 - 5:00 pm

#### **Intervention with Infants, Toddlers, and Preschoolers with Autism Spectrum Disorder**

Recent evidence indicates ASD interventions should be implemented as soon as children with or at-risk for ASD diagnosis are identified. The focus of this session will be on: (1) strategies for targeting early social/communicative and play skills in infants/toddlers and preschoolers, and (2) working closely with families and other professionals in early intervention. Videos and participant contributions will be used to enhance the application of the information shared.

##### **Learning Objectives:**

Describe pivotal skills important to address in young children with ASD. Describe strategies for targeting early social communicative and play skills in this population. Discuss strategies for coaching caregivers and teachers in implementing interventions for this population.

## Friday Sessions

### **RENEE KINDER,** MS CCC-SLP, RAC-CT

Renee Kinder is Vice President of Clinical Services for Encore Rehabilitation. Additionally, she serves as Gerontology Professional Development Manager for the American Speech Language Hearing Association's (ASHA) gerontology special interest group, is a member of the University of Kentucky College of Medicine community faculty, and is an advisor to the American Medical Association's Relative Value Update Committee (RUC) Health Care Professionals Advisory Committee (HCPAC).



### *Morning Session 8:00 - 11:45 am*

#### **Payment Reform and Person-Centered Care**

This course will provide an overview of the new Patient-Driven Payment Model which will be implemented in October 2019, to replace the current RUGsIV system. The session will provide an overview of all case mix indexes in addition to detailed analysis of the speech-language pathology updates.

#### ***Learning Objectives:***

Identify the background and reason for development of the PDPM model. Describe the specific case mix indexes that make up the PDPM model. Define the speech-language specific case mix criteria and methods for collaborative coding to promote accuracy.

### *Afternoon Session 1:15 - 5:00 pm*

#### **Quality Initiatives & Showing Outcomes**

Quality Initiatives as part of Alternative Payment Models (known as APMs) are alternatives to traditional fee-for-service reimbursement. This course will explore current payment reform structures and the impacts on moving from volume based fee for service models to outcomes based reimbursement which will impact post acute care.

#### ***Learning Objectives:***

Describe current alternative payment models structures. Explain the impacts of moving from reimbursement based on volume to reimbursement based on the value and outcomes of skilled care. Define the role of a speech-language pathologist in APMs including methods to show value for the services we provide.

## Friday Sessions

**VALENCIA PERRY, PhD, CCC-SLP**

Valencia Perry, PhD, CCC-SLP, is an assistant professor of child language and sociolinguistics at Howard University. She is a bilingual (Spanish/English) clinical-researcher aiming to promote linguistic equity in systems and practices for cultural and linguistically diverse people. She conducts and shares clinically relevant research that elevates professional practice.



### Morning Session 8:00 - 11:45 am

#### **Putting the Clinical Component into Clinical Research: How to Really Integrate Single-Subject Research Designs into Your Practice**

Clinical research enhances professional practice and leads to improved outcomes. Single-subject research designs (SSRD), also known as single case designs, involve powerful, scientifically sound methodologies for conducting small scale intervention research—an area of need within the discipline of CSD. This session will provide information, resources, and recommendations on employing a particular SSRD methodology to test intervention effectiveness with a few participants. The purpose of the session is to prepare attendees with the understanding and tools needed to employ SSRD methodologies into clinical practice, promoting objective documentation and patient-progress-monitoring, as well clear determinations of intervention and/or supervision effectiveness.

##### **Learning Objectives:**

Explain how single subject research designs (SSRDs) incorporate randomization. Develop research questions appropriate for SSRDs. Interpret data presented visually from a hypothetical study, according to SSRD plotting standards.

### Afternoon Session 1:15 - 5:00 pm

#### **Speak-Read-Write: Written Language Considerations Into SLP Evaluations for Bilingual Hispanic and African-American Students in K-12 Settings**

Effective treatment results from precise diagnostics. This session will focus on the use of the written modality of language in isolation, as well as in comparison to spoken language, to better capture the strengths and weaknesses of diverse students presenting with language-based issues. The session will assist speech-language pathologists in assessing diverse students, when access to appropriate standardized tools may be limited. Attendees will receive information and techniques for recognizing and understanding linguistic patterns typical of bidialectal or bilingual African-American and Hispanic students of compromised socio-economic backgrounds to minimize biases from the assessment process and enhance diagnostic and treatment outcomes.

##### **Learning Objectives:**

List three different types of text structures/genres. Differentiate between language influence and interference in 2-3 sentences. Discuss two cultural discourse styles associated with African Americans or Hispanics.

## Friday Sessions

### **EMILY DAYLE QUINN**, PhD, CCC-SLP

Emily D. Quinn, PhD, CCC-SLP, is a speech-language pathologist and researcher. Her research and clinical interests include language interventions for children with neurodevelopmental disabilities, augmentative and alternative communication and telepractice.



### *Morning Session 8:00 - 11:45 am*

#### **Literacy Intervention for Individuals with Complex Communication Needs**

The goal of this session is to provide speech-language pathologists with additional knowledge and resources to support language and literacy instruction for individuals who use AAC. This session will demonstrate a variety of language and literacy instructional strategies, including video examples of aided AAC modeling during shared reading activities. The speaker will describe and model a variety of evidence-based practices to support the language and literacy skills of individuals who use AAC including: Read-Ask-Answer Prompt (RAAP; Binger & Kent, 2010), Accessible Literacy Learning Reading Program (ALL; Light & McNaughton, 2010), and Tar Heel Shared Reader (2019; Center for Literacy and Disability Studies). Freely available literacy instruction and implementation supports will be highlighted throughout the presentation.

#### ***Learning Objectives:***

Apply aided AAC modeling strategies during shared reading activities. Integrate freely available literacy instruction and implementation supports into therapy sessions. Teach sound blending, phoneme segmentation, letter-sound correspondence, single word decoding, and shared reading activities to individuals who use AAC.

### *Afternoon Session 1:15 - 5:00 pm*

#### **Caregiver-Implemented Interventions for Children, Adolescents, and Adults who use AAC**

The goal of this session is to teach speech-language pathologists and audiologists an evidence based framework, Teach, Model, Coach, Review (Roberts et al., 2014), for use in providing instruction to caregivers who support individuals with complex communication needs. The speaker will summarize research on caregiver-implemented interventions for individuals who use AAC, and will demonstrate each aspect of the Teach, Model, Coach, and Review framework using case-studies of young children, elementary aged children, adolescents, and adults. Finally, the speaker will discuss and model adaptations of the Teach, Model, Coach, Review framework for telepractice service delivery.

#### ***Learning Objectives:***

Discuss the strengths and limitations of caregiver-implemented interventions. Describe the four components of Teach, Model, Coach, Review instructional framework. Apply the Teach-Model-Coach-Review framework when providing instruction and coaching to caregivers of individuals with communication disorders.

## Friday Sessions

### **NANCY SWIGERT, MA, CCC-SLP, BCS-S**

Nancy B. Swigert, MA, CCC-SLP, BCS-S, is president of Swigert & Assoc., Inc., teaches and writes in the areas of dysphagia, voice and motor speech disorders, coding and reimbursement and documentation and supervision. She has authored multiple clinical resource books.



### *Morning Session 8:00 - 11:45 am*

#### **Avoidant-Restrictive Food Intake Disorder (ARFID): Food Selectivity and Refusal**

Children who exhibit food selectivity and refusal are often described as having a behavioral feeding disorder. Such disorders are complex, as they frequently have components of both motivational problems and skill deficits. They often start as a physiologically based problem that becomes a behavioral problem. Evaluation includes extracting important information from a case history, completing a feeding evaluation and behavioral observation, and interviewing caregivers to complete a feeding checklist. Behavioral feeding disorders are challenging to treat and require understanding of a variety of behavior management techniques, as well as a close partnership with the caregivers.

##### ***Learning Objectives:***

Describe the relationship between physiological and behavioral components of feeding disorders. Extract pertinent information from a case history. State the steps necessary to complete an evaluation of skills and behaviors exhibited by children with feeding disorders. Demonstrate behavior management techniques helpful in treating behavior feeding disorders.

### *Afternoon Session 1:15 - 5:00 pm*

#### **Physiologically-Based Treatment for Oral and Pharyngeal Dysphagia: What Evidence and Principles Support It?**

Planning and implementing successful treatment for an adult with dysphagia requires the clinician to select and utilize appropriate compensatory, postural and rehabilitation strategies. Compensatory and postural strategies are not expected to improve underlying physiology, while rehabilitation strategies are designed to achieve a specific change in a physiologic function. Selection of appropriate treatment techniques requires an understanding of the anatomy and physiology of swallowing, principles of motor learning, and the role of neuroplasticity. Specific compensatory, postural and rehabilitation strategies will be described and any available evidence for the technique will be summarized.

##### ***Learning Objectives:***

Explain the anatomy and physiology of swallowing. Discuss principles of neuroplasticity, motor learning and neuromuscular treatment as related to dysphagia. Differentiate postural, compensatory and rehabilitative techniques for oral and pharyngeal dysphagia. Determine appropriate strategies for various oral and pharyngeal deficits. Discuss evidence for specific techniques.

## Plenary Speaker

**GLENN WEYBRIGHT, MS, CCC-SLP, BCS-F**



Glenn Weybright, MS, CCC-SLP, BCS-F, is a retired private-practicing speech-language pathologist in Portland. For ten years he was an adjunct instructor, Department of Speech and Hearing Sciences, Portland State University. He is a founding member of the Portland chapter of the National Stuttering Association and a Camp More senior staff member.

*Friday Late Afternoon 5:00 - 6:15 pm*

### **Building a Legacy in Speech-Language Pathology and Audiology**

This presentation will encourage speech language pathologists and audiologists to think critically about developing a legacy and why that might be important. We will offer a definition and look closely at three possible types of legacies: the lasting impact we have with clients and families, the impact we can have with other SLPs and with students, and the impact we can have on our professional communities as we see needs and develop policies to address those needs. We will also look at personal attributes that will be useful as we identify desired personal legacies and begin to build them.

#### ***Learning Objectives:***

Define legacy as it relates to the practice of speech language pathology and audiology. Describe three types of legacies that might result from a career in speech language pathology/audiology. Describe three personal attributes helpful in developing a legacy.

### **Mindful Practice: Cultivating Wellbeing, Clinical Empathy & Therapeutic Presence**

**Marcia Frost, MS, CCC-SLP**

The nature of the work of a speech-language pathologist and audiologist inherently brings emotional challenges and associated risk factors for stress and job burnout. One promising way other professions have begun to address this is through mindfulness practice. This session will focus on the role of mindfulness in supporting the longevity and wellbeing of practicing speech-language pathologists and audiologists and the role this practice can serve in our work with those whom we serve. The presentation will define and outline literature and current practice in mindfulness in medical and educational settings. Attendees will engage in exercises and reflective work; which can be applied to a personal and professional mindfulness practice.

**Learning Objectives:** Describe the impact of stress on outcomes related to health and burnout and the associated neurophysiological changes associated with mindfulness. Summarize literature in mindfulness in medicine and educational settings. Describe and apply formal and informal mindfulness strategies.

### **Exploring a Collaboration Intervention Between SLPs and Third-Grade Teachers to Inform Future Partnerships**

**Mary P. Mitchell, PhD, CCC-SLP**

SLPs and other school professionals often work together to support students who struggle with academic language. However, there is little research to guide partners about what effective collaborations entail. Procedures and results from a third-grade vocabulary collaboration intervention study will be presented. Implications for practice will then be discussed.

**Learning Objectives:** Explain the collaboration definition and procedures used by SLPs and third-grade teachers in a vocabulary intervention study. Discuss research findings as it pertains to student vocabulary outcomes and perspectives of collaborating partners. Discuss implications for practice based on the procedures and findings from the study.

### **Therapy for Children with Auditory Processing Disorders**

**Laura Polich, PhD, CCC-A**

When children diagnosed with APD are referred to SLPs, many say they are unsure of what help they could offer, but there is much that can be done. This workshop focuses on remediation for children with APD: modifying acoustic environment, auditory training therapy, prosody/pragmatic therapy, and classroom strategies or accommodations.

**Learning Objectives:** Identify children who need referral for diagnostic testing of APD, and plan a program of remediation for them. Rate a classroom as good or poor, in terms of the auditory learning environment it provides, as well as make suggestions to improve the acoustic environment. Identify three auditory training programs appropriate for children with APD, and state where to obtain the programs, as well as their cost.

### **The Role of the SLP in Multidisciplinary Concussion Management for Adolescents Experiencing Persistent Concussion Symptoms (PCS)**

**Jim Wright, MA, CCC-SLP & McKay Sohlberg, PhD, CCC-SLP**

The purpose of this session is to first describe the nature of concussion with a specific focus on epidemiology, pathophysiology, clinical symptoms, and the development of persistent concussion symptoms (PCS). Second, we will detail the complexities on the treatment of individuals with PCS and identify the importance of multidisciplinary communication and coordination for such treatment by highlighting the Eugene Youth Concussion Management Team (CMT) as an example. Lastly, we will present the results of a retrospective case series that characterizes SLP treatment ingredients and clinical outcomes for adolescents experiencing PCS who received cognitive rehabilitation services in our graduate training clinic.

**Learning Objectives:** Describe the pathophysiology of concussion, clinical symptoms, and theories for the etiology of persistent concussion symptoms (PCS). Identify the required multidisciplinary practitioners for effective and coordinated concussion management. Describe the range of available SLP-delivered treatment options to address ongoing symptoms disrupting return to learn, play, and community function.

## Saturday Morning Sessions (continued) 8:00 - 11:15 am

### Telepractice Services Across the Lifespan

***Kira Wright, MS, CCC-SLP; Kathryn Morrell, MA, CCC-SLP; Megann McGill, PhD, CCC-SLP; Emily Quinn, PhD, CCC-SLP; Jenny Peddicord, MA, CCC-SLP***

This presentation will include a panel discussion of assessment and intervention via telepractice from the perspectives of members of the Oregon Telepractice Advisory Committee for Speech-Language Pathologists and Audiologists. Panelists will discuss their experiences with telepractice, the populations they serve, and the factors influencing success for clinicians and clients/patients. Questions are encouraged.

**Learning Objectives:** Describe clinical applications of telepractice related to speech-language pathology and audiology. Identify common challenges related to telepractice implementation. List the roles and responsibilities of the Telepractice Advisory Committee.

### SLP Roles within Ethics and Social Justice

***Teresa Roberts, MS, CCC-SLP***

SLPs adhere to professional ethics for client care, which are situated within a larger society that allocates resources and privileges based on minority markers. Given that SLP demographics are not representative of client diversity, there may be limited awareness of the needs of underrepresented groups. The intersections between ethics and social justice illuminate how clinician judgments contribute to barriers and access to services. Contextualizing ethical decision-making shows SLP roles within larger societal systems. This session will discuss ethical principles and foundations in relation to social justice concepts related to distribution of power and their application to clinical practice.

**Learning Objectives:** Identify key concepts within ethics and social justice through their application to speech-language pathology. Discuss SLP roles in barriers and access to care for minority and underrepresented groups. Identify guiding questions to examine one's own role in ethical practices that are contextualized through a social justice lens.



## Saturday Lunch & Poster Sessions 11:15 a.m. - 12:45 p.m.

Must attend a minimum of two poster sessions for 15 minutes each.

0.50 hour/0.05 CEU available for every two completed sessions; maximum 1.0 hours/0.10 CEU available for six completed sessions.

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

### **Improving Early Intervention Referral Outcomes for Infants and Toddlers at Risk for Developmental Delays**

Kristi Atkins, MA, CCC-SLP; Susanne Duvall, PhD; Jill Dolata, PhD, CCC-SLP

### **Can Preschoolers with and without Developmental Language Disorder Learn Visual and Auditory Categories both Implicitly and Explicitly?**

Carolyn Quam, PhD; Molly Franz, MS, CCC-SLP; Rachel Atkinson, BS; Lauren Casey, Junior, BA SPHR; Aminah Kariye, BS; Eliza Minculescu, BA; Allison Schierholtz; Yu Wanchi, BA

### **The Oral Dissolution Rate of Transitional Snack Foods in Adults With and Without Xerostomia**

Reva Barewal, DDS, MS, Dipl ABDSM; Dr. Samantha Shune PhD, CCC-SLP

### **Investigating the Effectiveness of Using a Comprehensive, Integrated, and Modular Approach to Treating Stuttering (CIMATS) Across the Lifespan**

Lexi Felix, BA; Jessica L. Fanning, PhD, CCC-SLP

### **Bilingual/Bicultural Stuttering Intervention: Investigating the Effectiveness of an Integrated Fluency Approach**

Daphne Buscher, BA; Jessica L. Fanning, PhD, CCC-SLP

### **Building Team Calibration for the Interpretation of MBSS: Why is it Important and How do we do It?**

Alatasi Clancy, MA, CCC-SLP

### **Attrition Effects in Mandarin-English Bilinguals of Varying Proficiency**

Sarah Elkinton, AOS, BA in progress; Jared Forman, BA, Post-Baccalaureate; Diana Yuen, BA

### **Comparing Caregiver Coaching During In-person Versus Telepractice Home-Visits**

Reny Ferrari, MS, CF-SLP; Emily Quinn, PhD, CCC-SLP; Elvina Kuzmich, BS

### **Current Practices in Communication Assessment of Young Latinx Children: Opportunities for Professional Development**

Lidia Huerta, MHS, CCC-SLP; Amy Busch, MS, CF-SLP; Lauren M. Ccyk, PhD, CCC-SLP; Katharine Zuckerman, MD, MPH; Hannah Sanford-Keller, MS, CC-SLP; Jill Dolata, PhD, CCC-SLP; Stephanie De Anda, PhD, CCC-SLP; Heather Moore, PhD, CCC-SLP; Laura Lee McIntyre, PhD

### **Qualitative Study of Speech-Language Pathologists Working with Culturally and Linguistically Diverse Patients with Dysphagia**

Rachael Iverson, BS; Brianna Southworth; Samantha Shune, PhD

### **Clients' Views of Telepractice for Stuttering**

Megann McGill, PhD, CCC-SLP; Laura Cullen; Helen Webb

### **Telepractice 101: The Basics of Speech-Language Pathology via Telepractice**

Megann McGill, PhD, CCC-SLP; Hilani Williams

### **How to Navigate Higher Education to Graduate School from Underrepresented and Diverse Backgrounds**

Izela Michel, BS; Brooke Shea, BS; Teresa Roberts, MS, CCC-SLP

### **An Ecological Model of Factors Contributing to Patient Compliance in Dysphagia Management**

Bedoor Nagshabandi, MS, CCC; Samantha Shune, PhD, CCC-SLP

### **Mastering the Grammar of Past Tense Counterfactual Sentences: Building the Legacy of Research in Later Language Development**

Marilyn A. Nippold, PhD; Abigail Nehls-Lowe, BA; Daemion Lee, BA

### **Outcomes of Student Learning: Use of an Online Training Module for SPEAK OUT!® Treatment for Parkinson's Disease**

Jane Pimentel, PhD, CCC-SLP; Doreen Nicholas, MS, MHPA, CCC-SLP; Abigail Duckworth, MS, CF-SLP; Kelsey Adrian, MS, CF-SLP

### **The Role of Snacks in Nursing Homes for Improved Nutrition and Quality of Life**

Samantha Shune, PhD; Reva Barewal, DDS, MS

### **Filling In the Gaps of Dementia Curriculum: A Model for Training Students in Degenerative Illness Care**

Grace Reece, MA; Amanda Stead PhD, CCC-SLP; Joanna Close, MA, CCC-SLP

### **Geriatric Education: The State of Speech-Language Pathology Training**

Monica Vinson, BS; Amanda Stead, PhD, CCC-SLP;

### **Measurement of Multimorpheme Word Use in Persuasive Discourse of High School Students with Moderate-Severe Disabilities**

Elizabeth Wilson-Fowler, PhD, CCC-SLP; Claire Schumacher, BS

### **Pre-post Intervention: Macrostructure of Spoken Persuasive Discourse in Adolescents with Language Learning Disabilities**

Elizabeth Wilson-Fowler, PhD, CCC-SLP; Hannah Henning

### **Qualitative Exploration of Current Practices in General Education Middle School Reading Comprehension Instruction**

Elizabeth Wilson-Fowler, PhD, CCC-SLP; Emily Gannon, BA; Jane Pimentel, PhD, CCC-SLP

### **Cranial Nerve Involvement Associated with Lyme Disease, Possible Implications for Dysphagia?: A Scoping Review & Case Report**

Amy Faulhaber, MS, CF-SLP; Deanna Britton, PhD, CCC-SLP, BC-ANCD; Donna Graville, PhD, CCC-SLP

## Saturday Early Afternoon Sessions 12:45 - 2:15 pm

### **Typical Speech Development and Screening for Speech Sound Disorders in Spanish-English Bilingual Preschool Children**

***Christina Gildersleeve-Neumann, PhD; Bethany Miller, BS, MS; Izela Michel, BS; Brenda Beltran, BA***

This presentation reviews research on Spanish-English speech development and a screener protocol with typical/atypical cutoff scores. Developmental findings include norms for Spanish-English 3 to 5-year-olds for accuracy, error patterns, and early/middle/late sound categories. Screener includes single-word productions and parental surveys. Implications for screening and assessment of bilingual preschoolers is included.

**Learning Objectives:** Identify key factors in the assessment and screening of bilingual Spanish-English preschool children. Demonstrate knowledge of differences between sequential and simultaneous bilingual speech development. Recognize cross-linguistic effects in the speech development of Spanish-English bilingual preschool-age children.

### **Review of New (2019) Telepractice and Speech-Language Pathology Assistant Rules**

***Erin K. Haag, Executive Director, Board of Examiners for Speech-Language Pathology & Audiology; Ashley Northam, CCC-SLP***

During 2019, the Board is implementing its first "telepractice" rules and revising the speech-language pathology assistant (SLPA) rules including those for supervising speech-language pathologists (SLPs). During this presentation the Board's Executive Director will review each rule and answer questions posed by attendees.

**Learning Objectives:** Describe the new telepractice rules and where they can be referenced. Describe the changes that were made and how the new SLPA rules affect SLPA certificate-holders. Understand how the new SLPA rules affect supervising SLPs.

### **Compelling Case Studies & Research: PROMPT in Action**

***Marcus R. Neal, MS, CCC-SLP, PCI***

Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) is a philosophy, approach, system and technique that helps clients reach their full potential. Interactive case studies will highlight how PROMPT is applied in assessment and treatment. PROMPT evidence-based research will be reviewed.

**Learning Objectives:** Identify movement patterns and treatment priorities as they apply to the System Analysis Observation (SAO) and Motor Speech Hierarchy (MSH). Describe what PROMPT assessment and treatment look like. Understand how evidence-based PROMPT research is linked to clinical practice.

### **Expository Discourse in School-Age Children: Building the Legacy of Intervention for Spoken Language Production**

***Marilyn A. Nippold, PhD***

This session will focus on intervention for expository discourse in school-age children, offering practical and research-based strategies that SLPs can use when working with children who have developmental language disorders. A variety of metalinguistic scaffolding strategies designed to help children explain complex matters from the science curriculum will be covered.

**Learning Objectives:** Explain the nature of expository discourse and why it is challenging. Explain why children with DLD struggle with this genre in spoken language. Explain how to conduct evidence-based intervention for expository discourse.

### **Practical Skills for Using Montessori and Reminiscent Therapies**

***Amanda Stead PhD, CCC-SLP; Roger Craddock, BS***

Montessori and reminiscent therapies have been shown to have a therapeutic benefit for individuals with dementia. This session will focus on building skills in using these techniques to increase language production and participation, reduce negative behaviors and prime patients for more cognitively burdensome task through hands on practice and patient simulation.

**Learning Objectives:** Describe the evidence and candidacy related to Montessori and Reminiscent methods. Differentiate appropriate goals and outcomes for Montessori and Reminiscent methods. Demonstrate usages of Montessori and Reminiscent methods.

## Saturday Late Afternoon Sessions 2:30 - 4:00 pm

### **What Makes a Successful Student Clinician: Evidence and Opinions**

**Kerry Callahan Mandulak, PhD, CCC-SLP; Amanda Stead, PhD, CCC-SLP; Caitlin Fitzgerald, MS, CCC-SLP**

University programs rely on community placements to provide training for graduate students. This integral reliance on the de facto partnership begs the question of what makes a strong student and future clinician. This presentation will identify current evidence and the beliefs of supervisors about what makes a successful student clinician. Identify current evidence.

**Learning Objectives:** Identify current evidence about prediction of graduate student clinical and academic success; Deliberate over student traits and qualities that predict success in early clinical experiences; Understand community supervisors' beliefs about what makes a graduate student a successful clinician.

### **Telepractice in Schools: Common Challenges and Solutions**

**Kristin Martinez, MA, CCC-SLP**

This session will focus on common challenges faced by telepractitioners working in the school setting, including those related to students, system/technology, site-based issues, working with home-based students, and the clinicians themselves. Strategies to overcome these challenges will be shared, including specific examples from the presenters' own experiences.

**Learning Objectives:** Identify the necessary components of a high quality telepractice service delivery model. List five challenge areas that are unique to providing services to a school via telepractice. Name potential solutions for each challenge area.

### **The Comprehensive Oral Peripheral Mechanism Evaluation and the School SLP: What to Do When TOTs and/or Tongue Thrust is Suspected**

**Leisha Vogl, MS, CCC-SLP; Leah Brakebill, MS, CCC-SLP**

SLPs are constantly faced with high caseloads. The goal of a comprehensive oral peripheral mechanism evaluation is to rule-out anatomical structures that could inhibit progress in therapy if not addressed. This decreases caseloads and, in theory, helps prevent students from remaining on an IEP for an extended period of time.

**Learning Objectives:** Complete a comprehensive oral peripheral mechanism exam. Identify TOTs and/or tongue thrust. Describe appropriate referral process.



## Save the Date...

**2020 OSHA Fall Conference**  
**October 9-10**  
**Salem Convention Center**



1284 Court St. NE | Salem, OR 97301  
oregonspeechandhearing.org  
(503) 585-0764

## Saturday Late Afternoon Sessions 2:30 - 4:30 pm

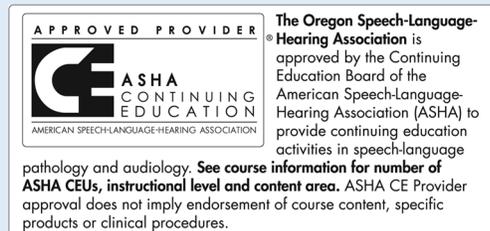
**The following course meets the new ASHA CE requirement for Supervision and is offered for 0.20 ASHA CEUs**

### **Supervision Bootcamp – Preparing to be a SUPERvisor**

**Cheri Dodge Chin, MS, CCC-SLP; Kameron Brief Beaulieu, MS, CCC-SLP**

Education in supervision is a new requirement by ASHA in order to mentor the next generation of students, clinical fellows, and SLPAs. This presentation will focus on ways to be a *super* supervisor including learning about supervisory stages, understanding styles, principles of collaboration, expectations, and reflection. ASHA and Oregon requirements for supervision will be briefly reviewed.

**Learning Objectives:** Name three supervisory stages and what supervisees need at each stage. Label three supervisory styles and when they are appropriate to use. Explain the importance of expectations within the supervisory relationship.



This program is offered for 0.20 ASHA CEUs (Intermediate Level: Related Area)

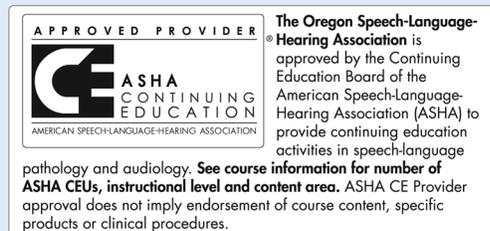
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### **Healthcare Settings of the Future: Building Excellence through Meaningful Supervision**

**Anne Heassler, AuD, CCC-A, CH-AP; Leigh G. Schaid, AuD, CCC-A, CH-AP**

Explore evidence-based principles of clinical supervision and frameworks for best learner and patient outcomes. Strategies and tools for providing effective, culturally competent, feedback to students and mentees will be demonstrated and applied. Case-based examples incorporating these tools within interprofessional teams will prepare participants for implementation in their own practice.

**Learning Objectives:** Identify the new ASHA certification standards for continuing education hours in the topic area of clinical supervision. Demonstrate foundational knowledge of the influences affecting clinical supervision in the health professions. Describe and apply the basic principles of successful supervision in an evidence-based manner. Develop a plan for how to incorporate clinical supervision into practice settings, including interprofessional teams utilizing effective tools. Demonstrate and apply effective feedback strategies applicable to all types of students and mentees, with an emphasis on cultural competence/sensitivity.



This program is offered for 0.20 ASHA CEUs (Intermediate Level: Related Area)