

55th Annual Convention



April 10-11, 2015
DoubleTree Hilton Hotel Phoenix
Tempe, Arizona



NEW THIS YEAR!
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See Pages 4-6 for details.

On-Site Program





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Whether you are a new graduate or an experienced clinician, EBS understands the importance of mentorship and training. EBS has assembled an unparalleled team with years of experience to mentor you throughout your career.



President's Welcome



Welcome to the 2015 ArSHA Annual Convention! I have been involved in ArSHA since the time I moved to Arizona 12 years ago. Beginning with my first ArSHA Convention in Sedona, I have attended the Annual Convention with anticipation and eagerness. As a new practitioner in the field, my eagerness to attend was fueled by a desire to gather information and learn practical strategies I could employ in serving my clients. As I grew as a professional and began to define my own areas of expertise in the field, participating in the ArSHA Convention became more about developing a network of reliable experts across all areas of practice. I sought to become more than a practitioner. I desired to become a practitioner-scholar by building my skills based upon the tenets of evidence-based practice.

The Annual Convention has provided me opportunities for scholarship through professional projects, discussion and sharing of innovation and information. My continued involvement with ArSHA provides a platform for ongoing learning opportunities, networking with colleagues and volunteering to mentor others. I know that through these activities I am growing as a professional and have been greatly enriched by my membership in the association.

For those of you like me who have had years of experience in this wonderful profession, I encourage you to continue serving. Involve yourself in our organization to build networks, renew your scholarship and lead others. Your attendance at the 2015 Annual Convention will provide you with an opportunity to expand your skills and stretch beyond the boundaries of your current practice. You are promised to be well instructed and those you serve will thank you.

This year's Convention offers many opportunities to learn from experts in the field and interact with fellow professionals. Among these opportunities, is the annual Praxis Bowl which provides an opportunity for students from the four graduate programs in Arizona to test their knowledge and compete for the title of 2015 Praxis Bowl Champions. You are all encouraged to enjoy the happy hour immediately preceding the event and your support of our university teams is greatly appreciated. Cheer on your alma mater while enjoying time with your friends and colleagues. This is a great place to reconnect with fellow classmates!

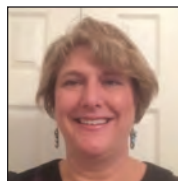
May this ArSHA 2015 Annual Convention be an opportunity for all of us to appreciate the diversity in our field, investigate the science that supports our interventions and strengthen our clinical practice.

I look forward to meeting you as we learn together!

Jeffrey Meeks

Jeffrey C. Meeks, EdD, CCC-SLP, ArSHA President

Co-Chairs Welcome



WELCOME to the 2015 ArSHA Convention!

We are so glad you are here and are ready to embark on a journey that is guaranteed to be a winning experience.

The 55th Annual Convention boasts a fun-filled itinerary of exemplary professional development, a highly resourceful Exhibit Hall and interactive evening activities making the ArSHA Convention one of the best opportunities for learning in the region.

The Convention Planning Team and the ArSHA Executive Board have worked diligently throughout this past year to prepare for an exceptional 55th Annual ArSHA Convention. We have an amazing variety of sessions and technical presentations which will provide you with new resources and therapeutic strategies to utilize. There is something for everyone here.

Friday – We have an outstanding line-up of Session Speakers! The Silent Auction will be running all day. There will be a raffle to win a free registration to the ASHA Healthcare & Business Institute and Schools Conference which is being held in Phoenix in July 2015. The Praxis Bowl and happy hour will begin after the last session on Friday so join in for the fun and cheer for your favorite University.

Saturday – We have another impressive line-up of speakers presenting on various topics. The raffle will continue along with the silent auction. The winning raffle ticket will be drawn during the business meeting luncheon. And speaking of the business luncheon, join your colleagues for lunch to meet the board members, the Child of the Year and to congratulate award recipients. Plus, hear what ArSHA has been doing this past year. Silent auction winners will be able to pick up their items during the last break of the day.

Please remember to send ArSHA your comments and recommendations so we can continue to work toward improving the ArSHA Convention each year!

As Convention Chairs, we want to extend a very special thank you to our Convention Planning Team for their dedication and teamwork preparing for this Convention. We genuinely hope you will find the ArSHA Convention the most enlightening, fun and interactive convention yet! We look forward to visiting with you at the 56th Annual Convention.

Lorri Andrews

Lorri Andrews, MA, CCC-SLP
Convention Chair

Kimberly Farinella

Kimberly Farinella, PhD, CCC-SLP
Convention Co-Chair

NEW THIS YEAR

A Record-Keeping Process for Everyone to Follow!

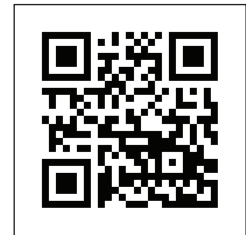


Report Your Continuing Education Hours for ASHA or Just for ArSHA Record Keeping Using the New Online CE Reporting System. It's Fast, Easy and Electronic, Saving You Time!


No more standing in line to turn in your CE Records! You will be able to enter your session attendance information into the new Online CE Reporting System at your convenience. You can update your online CE record after each session, at the end of a day or from the comfort of your couch after the Convention.

Access to your online CE record is unlimited until you select "I'm Done-Submit" and generate your Certificate of Attendance.

**Deadline to report your hours earned is
April 25, 2015.**



To access your Online CE Account, visit www.arsha.org.

- Look for the online CE link located on the Home Page. 
- To access your account, enter your last name and the email address used when registering for the Convention.
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to receive your Certificate of Attendance and notify the ArSHA Office that you will ***not be returning*** to enter additional data. Once selected, your account will no longer be accessible for changes. You may only access your certificate.

Once submitted, your certificate will be available for reprinting until the deadline date of April 25, 2015.

**Don't have access to a computer to report your CEs online?
*Please visit the registration desk.***



2015 Session Tracker

No More Standing In Line to Turn in Your Forms!

Want your CEUs reported to ASHA or just kept on file at the ArSHA Office?
Keep track of your session attendance here, then use the **NEW** Online CE Reporting System to calculate your CEUs.

See Page 4 for additional information and instructions.

Deadline to enter your session information using the new Online CE Reporting System is April 25, 2015.

Visit www.arsha.org to access the Online CE Reporting System.

Day	Time	Session		ASHA Hours	Attended ✓	Presenters
FRIDAY	8:30 am - 10:00 am	S 1	Differential Diagnosis and Management of Vocal Tremor Versus Spasmodic Dysphonia - Part 1	1.5		Barkmeier-Kraemer
		S 2	Speech-Language Pathology and Concussion Management in Grades K-12	1.5		Dachtlyl; Harris
		S 3	Evaluating for AAC Apps and/or Devices: Tools and Resources - Part 1	1.5		McBride
		S 4	The Versatility of Narrative Assessment: Innovation and the Real World - Part 1	1.5		Spencer
		S 5	More Than Speech Perception: Benefits of Amplification for Listening and Learning	1.5		Pittman
		S 6	Relevant Issues Surrounding the Assessment of English Language Learning Children Suspected of Primary Language Impairment - Part 1	1.5		Kraemer, Carrizo, Montelongo
	10:30 am - 12:00 pm	S 7	Differential Diagnosis and Management of Vocal Tremor Versus Spasmodic Dysphonia - Part 2	1.5		Barkmeier-Kraemer
		S 8	Misdiagnosis of Speech and Language Disorders in Bilingual Children: Pitfalls and Solutions - Part 1	1.5		Fabiano-Smith
		S 9	Evaluating for AAC Apps and/or Devices: Tools and Resources - Part 2	1.5		McBride
		S 10	The Versatility of Narrative Assessment: Innovation and the Real World - Part 2	1.5		Spencer
		S 11	Holes in Audiology: Reframing the Theoretical Basis of Clinical Practice - Part 1	1.5		Guthrie
		S 12	Relevant Issues Surrounding the Assessment of English Language Learning Children Suspected of Primary Language Impairment - Part 2	1.5		Kraemer, Carrizo, Montelongo
	1:30 pm - 3:00 pm	S 13	Clinical Methods for Evaluating Dysphagia - Part 1	1.5		Barkmeier-Kraemer
		S 14	Misdiagnosis of Speech and Language Disorders in Bilingual Children: Pitfalls and Solutions - Part 2	1.5		Fabiano-Smith
		S 15	Autism: Building Speech and Literacy Skills With Printed Cues! - Part 1	1.5		Richmond
		S 16	The Versatility of Narrative Assessment: Innovation and the Real World - Part 3	1.5		Spencer
		S 17	Holes in Audiology: Reframing the Theoretical Basis of Clinical Practice - Part 2	1.5		Guthrie
		S 18	Language Sampling Made Quick and Easy: SUGAR - Part 1	1.5		Owens
	3:30 pm - 5:00 pm	S 19	Clinical Methods for Evaluating Dysphagia - Part 2	1.5		Barkmeier-Kraemer
		S 20	A Polymorphism in Human Estrogen-Related Receptor Beta Predicts Noise-Induced Hearing Loss	1.5		Bhatt, Phillips, Richter, Tucker, Lundgre, Morehouse, Henrich
		S 21	Autism: Building Speech and Literacy Skills With Printed Cues! - Part 2	1.5		Richmond
		S 22	The Versatility of Narrative Assessment: Innovation and the Real World - Part 4	1.5		Spencer
		S 23	Technology Update: Audiologic and Otologic Perspectives	1.5		Hernandez, Hixson, Syms, Vanture
		S 24	Language Sampling Made Quick and Easy: SUGAR - Part 2	1.5		Owens

2015 Session Tracker *(continued)*

Day	Time	Session		ASHA Hours	Attended ✓	Presenters
SATURDAY	8:00 am - 9:30 am	S 25	Culturally Relevant Issues and Treatment for Implications for Latino/Hispanic Clients	1.5		Murray
		S 26	L.E.N.D. Yourself to Interdisciplinary Collaboration: An Introduction to Leadership Education in Neurodevelopmental Disabilities	1.5		Mahosky, Juarez, Wash
		S 27	Successful Strategies by SLPs in Schools	1.5		Bacon, Borrego, Chambers, Nelson, Prince, Troutt
		S 28	Rationale for a Functional Approach to Language Intervention	1.5		Owens
		S 29	Feeding the Young Child, Setting the Stage for Mealtime Success – Part 1	1.5		Morgan, Areinoff
		S 30	Put the Tools Away! Avoidance Reduction Therapy for Stuttering – Part 1	1.5		Sisskin
	10:00 am - 11:30 am	S 31	Motivation Interviewing: How to Turn Small Talk Into Change Talk	1.5		King; Murray
		S 32	Patients With Tongue Cancer, SLP's Guide From Rehabilitation to Lymphedema	1.5		Abraham
		S 33	A Functional Approach to Pragmatic Language Assessment	1.5		Andrews; Salmon
		S 34	What Do We Know About Language Assessment?	1.5		Owens
		S 35	Feeding the Young Child, Setting the Stage for Mealtime Success – Part 2	1.5		Morgan, Areinoff
		S 36	Put the Tools Away! Avoidance Reduction Therapy for Stuttering – Part 2	1.5		Sisskin
	1:00 pm - 2:30 pm	S 37	Neuroplasticity and Rehabilitation: LSVT LOUD From Parkinson's Disease to Pediatrics	1.5		Fox
		S 38	Let's Get Telepractical: Nuts and Bolts of Speech Telepractice - Part 1	1.5		Towey
		S 39	Technical Sessions 1 – Enter # of Technical Sessions attended _____ (4 sessions = .1 CEU)	1.25		Various
		S 40	Getting the Most From Language Assessment	1.5		Owens
		S 41	Moving Beyond 1:1 Therapy: Group Therapy for Aphasia	1.5		Hirsch-Kruse
		S 42	Is This Stuttering? Diagnosis of Typical and Atypical Fluency Disorders - Part 1	1.5		Sisskin
	2:45 pm - 4:15 pm	S 43	Speechie Freebies	1.5		Keeney, Gortarez
		S 44	Let's Get Telepractical: Nuts and Bolts of Speech Telepractice - Part 2	1.5		Towey
		S 45	Technical Sessions 2 – Enter # of Technical Sessions attended _____ (4 sessions = .1 CEU)	1.25		Various
		S 46	Functional Language Intervention	1.5		Owens
		S 47	Auditory Neuropathy Spectrum Disorder: Diagnosis and Intervention Strategies	1.5		Cone; Faux, Norrix, Velenovsky
		S 48	Is This Stuttering? Diagnosis of Typical and Atypical Fluency Disorders - Part 2	1.5		Sisskin
		ENTER TOTAL				

Deadline to report your hours earned using the Online Reporting System is April 25, 2015.

Visit www.arsha.org

See Page 4 for instructions.

Highlighted Convention Speakers



Julie M. Barkmeier-Kraemer, PhD, received her BS in psychology, MA in speech-language pathology and PhD in speech-language pathology from the University of Iowa. Julie Barkmeier-Kraemer is an ASHA Fellow and professor in the Division of Otolaryngology, adjunct faculty to the Department of Communication Sciences and Disorders and clinical director for the Voice Disorders Center at the University of Utah. Dr. Barkmeier-Kraemer's clinical and research focus is on normal and abnormal physiology associated with neurogenic function of the larynx for voice, respiration and swallowing. She has been clinically active in the areas of voice and swallowing for more than 20 years, has taught a graduate-level course in voice disorders for 14 years while on faculty at the University of Arizona, served as ASHA SIG3: voice and voice disorders coordinator from 2001-2014 as well as on several ASHA working committees addressing standards of voice evaluation. Her clinical and research training were completed in the Department of Speech Pathology and Audiology at the University of Iowa where she was also a pre-doctoral student with the National Center for Voice & Speech. Upon completion, Dr. Barkmeier-Kraemer completed a three-year post-doctoral fellowship under the direction of Christy Ludlow, PhD, at the National Institutes of Health.

Dr. Barkmeier-Kraemer will present ***Differential Diagnosis and Management of Vocal Tremor Versus Spasmodic Dysphonia*** and ***Clinical Methods for Evaluating Dysphagia*** on Friday.



Robert Owens, PhD, CCC-SLP, ("Dr. Bob") is a New York state distinguished teaching professor and associate professor of Communication Disorders and Sciences at the College of St. Rose where he teaches courses in language development and language disorders. He is the author of *Language Development, An Introduction* (8 editions), *Language Disorders, A Functional Approach* (6 editions), *Help Your Baby Talk*, *Introducing the New Shared Communication Method* and *Queer Kids, The Challenge & Promise for Lesbian, Gay & Bisexual Youth*. His *Language Development* text is the most widely used in the world and has been translated into Spanish, Korean and Arabic. He has also co-authored *Introduction to Communication Disorders, A Life Span Perspective* (5 editions), written a score of book chapters and professional articles and authored two as-yet unpublished novels which are sure to win a posthumous Pulitzer Prize. Currently, he is authoring a text on early intervention. In love with the sound of his own voice, Dr. Bob has presented more than 180 professional papers and workshops around the globe. His professional interests are language disorders in infants, toddlers and preschoolers who are also some of his best friends. And he's a gran'pa!

Dr. Owens will present ***Language Sampling Made Quick and Easy: SUGAR*** on Friday, ***Rationale for a Functional Approach to Language Intervention***, ***What Do We Know About Language Assessment?***, ***Getting the Most from Language Assessment*** and ***Functional Language Intervention*** on Saturday.



Leah Fabiano-Smith, PhD, CCC-SLP, earned her PhD in communication sciences from Temple University in 2006, and completed a postdoctoral fellowship in theoretical phonology at the Center for Research in Language at UCSD/SDSU in 2008. Her research focuses on phonological acquisition and disorders in bilingual Spanish-English speaking children and clinical issues related to culturally and linguistically diverse populations. Dr. Fabiano-Smith has worked in early intervention and with preschoolers both in the United

States and in Mexico. She also has clinical experience working with bilingual adults with aphasia in skilled nursing facilities. Dr. Fabiano-Smith has extensive experience working within the Puerto Rican community, the Mexican migrant worker community and in border regions in Arizona and California. Her clinical area of interest is in diagnosis of speech sound disorders in bilingual preschoolers from low socioeconomic communities. Dr. Fabiano-Smith earned her bachelor and master's degrees from the State University of New York College at Fredonia and completed clinical practica in Dunkirk and Syracuse, New York (2000-2001). She performed her CFY at Interactive Therapy Group, a private practice in Syracuse, New York, working within the Puerto Rican and Mexican communities there. She began her doctoral studies at Temple University in 2002 and performed clinical supervision of bilingual evaluations until she completed her PhD in 2006. Dr. Fabiano-Smith began a postdoctoral fellowship at UCSD and San Diego State University where she supervised graduate students evaluating and treating Spanish-speaking children with speech and language disorders within the Tijuana, Mexico preschool district. Dr. Fabiano-Smith currently trains graduate students within the context of her research data collection.

Dr. Fabiano-Smith will present ***Misdiagnosis of Speech and Language Disorders in Bilingual Children: Pitfalls and Solutions*** on Friday.



Trina Spencer, PhD, BCBA-D, LBA, is a board certified behavior analyst, an early childhood special educator and language intervention and assessment researcher. She has a master's degree in School Psychology and a PhD in Disability Disciplines with an emphasis on language development. Dr. Spencer has worked with children with disabilities, their teachers, their clinicians, and their families for 14 years. She currently serves as the Research Director at the Institute for Human Development and is a Research Assistant Professor in Educational Psychology at Northern Arizona University. She mentors many undergraduate and graduate students through interdisciplinary research projects. Dr. Spencer has published in a variety of journals including *Journal of Speech-Language Hearing Research*, *American Journal of Speech-Language Pathology*, *Language Speech and Hearing Services in Schools*, *Journal of Early Intervention*, *Journal of Early Childhood Research*, *Education and Treatment of Children*, and *The Behavior Analyst*.

Dr. Spencer will present ***The Versatility of Narrative Assessment: Innovation and the Real World*** on Friday.



Debby McBride, MS, CCC-SLP, received her MS and BS at North Texas State University. She has 30 year's experience working in most areas of augmentative communication. Her broad and unique perspective comes from her clinical experience in both educational and medical settings as an AAC specialist, as a clinical tools developer, a national trainer and previously an AAC device representative. Her company, AAC TechConnect, specializes in trainings that focus on the assessment process for AAC solutions. Her national trainings and presentations have provided participants with toolkit recommendations and forms/templates to simplify the assessment process. The website provides unique online clinical tools to sort through AAC apps/device options.

Ms. McBride will present ***Evaluating for AAC Apps and/or Devices: Tools and Resources*** on Friday.

ArSHA Convention Program

Program Key:



Program & Speakers are subject to change.

You may move freely between tracks.

Please note: A few presentations have been divided into two or three segments. It is recommended that you attend all of the presentation segments to gain the full education experience.

Friday, April 10

7:30 am–8:30 am	Registration, Continental Breakfast, Exhibits
8:30 am–10:00 am	Presentations
10:00 am–10:30 am	Break, Exhibits, Silent Auction
10:30 am–12:00 pm	Presentations
12:00 pm–1:30 pm	Lunch, Exhibits, Silent Auction
1:30 pm–3:00 pm	Presentations
3:00 pm–3:30 pm	Break, Exhibits, Silent Auction
3:30 pm–5:00 pm	Presentations
5:15 pm–7:00 pm	Happy Hour/Praxis Bowl

Friday's Sessions

8:30 am–10:00 am

M	Session 1	<i>Differential Diagnosis and Management of Vocal Tremor Versus Spasmodic Dysphonia - Part 1</i>
	Redrock	Julie M. Barkmeier-Kraemer, PhD

(Instructional Level – Intermediate)

This presentation will provide background information and clinically relevant methods for improving accurate identification, characterization and treatment of individuals with vocal tremor and spasmodic dysphonia. Clinical methods useful for parsing out similarities and differences will be shared along with clinical examples. In addition, behavioral strategies that may be useful in the clinical care of such individuals will be presented with case examples.

Learner Outcomes: At the completion of this presentation, participants will be able to identify and describe distinguishing characteristics of vocal tremor, spasmodic dysphonia and muscle tension dysphonia, identify and describe voice evaluation methods that optimize accurate identification and characterization of SD and vocal tremor through visual perceptual, auditory perceptual and acoustic methods, identify and describe the primary speech treatment methods found to benefit individuals with SD and vocal tremor, determine the most appropriate speech treatment method for individual cases based on speaking patterns.

Part 2 of this session will take place 10:30 am–12:00 pm (Session 7)

P	Session 2	<i>Speech-Language Pathology and Concussion Management in Grades K-12</i>
	Tempe	Sarah A. Dachtyl, PhD, CCC-SLP; Laurel Harris

(Instructional Level – Intermediate)

School-based SLPs can play an important role in concussion management, assisting students' safe return to rigorous cognitive activity. Whereas cognitive over-exertion can prolong recovery, proactive team management can significantly improve academic and medical outcomes. This presentation will enable SLPs to advocate for, develop and implement concussion management team protocols.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the potential academic consequences of concussion, state the rationale for and the necessary components of a school-based concussion management protocol, explain the process of advocating for, developing and implementing a school-based concussion management team.

8:30 am–10:00 am

MI	Session 3	<i>Evaluating for AAC Apps and/or Devices: Tools and Resources - Part 1</i>
	Fiesta II	Debby McBride, MS, CCC-SLP

(Instructional Level – Introductory)

Providing the appropriate AAC solution requires knowledge of the skills of the individual and the ability to match features of the AAC App or device to that individual's needs. A variety of tools/resources will be shared to help evaluate and make the "best choice for the best AAC voice."

Learner Outcomes: At the completion of this presentation, participants will be able to identify four communication needs of an individual who could benefit from an AAC solution, name three features to be considered when selecting an AAC App or device, list three reasons why mobile devices can be beneficial and three benefits of choosing AAC devices supported by manufacturers.

Part 2 of this session will take place 10:30 am–12:00 pm (Session 9)

P	Session 4	<i>The Versatility of Narrative Assessment: Innovation and the Real World - Part 1</i>
	Fiesta III	Trina Spencer, PhD

(Instructional Level – Intermediate)

Narrative assessment offers incredible possibilities for SLPs. Versatile methods will be described with research and practice examples that fulfill the major purposes of assessment: screening, eligibility, intervention planning, progress monitoring and program improvement. Attendees will receive hands-on practice administering and scoring narrative assessments and making data-based decisions using narrative data.

Learner Outcomes: At the completion of this presentation, participants will be able to describe various uses of narrative assessment to fulfill the major purposes of assessment, administer and score simple, time efficient progress monitoring narrative assessments, make data-based differentiated intervention decisions using narrative data.

Part 2 of this session will take place 10:30 am–12:00 pm (Session 10)

A	Session 5	<i>More Than Speech Perception: Benefits of Amplification for Listening and Learning</i>
	Coronado	Andrea Pittman, PhD

(Instructional Level – Intermediate)

The results of several studies examining the impact of amplification features on adults' and children's listening and learning will be presented. The data will show that hearing aid benefit is directly related to the quality of the amplified signal and that the benefit increases as the complexity of the auditory task increases.

Learner Outcomes: At the completion of this presentation, participants will be able to learn the differences between advanced amplification features, become familiar with four tasks that vary in cognitive demand, understand the relationship between amplification characteristics and performance for tasks that vary in cognitive demand.

P	Session 6	<i>Relevant Issues Surrounding the Assessment of English Language Learning Children Suspected of Primary Language Impairment - Part 1</i>
	Fiesta I	Robert Kraemer, PhD; Jessica Carrizo; Alejandra Montelongo

(Instructional Level – Intermediate)

The presenters will provide information regarding formal and informal assessment practices available to SLPs who assess ELL children as well as new data on the use of the BESA for Spanish-English bilingual children. In addition, perspectives of Spanish-speaking parents regarding their experience during the child's IEP process will be shared.

Learner Outcomes: At the completion of this presentation, participants will be able to describe previous research findings of the various evidence-based informal assessment practices when assessing ELL children, describe the inherent problems of the various standardized assessment tools, incorporate interpreters and assure parent/caregiver involvement during the assessment process.

Part 2 of this session will take place 10:30 am–12:00 pm (Session 12)

ArSHA Convention Program

10:30 am–12:00 pm

M **Session 7** *Differential Diagnosis and Management of Vocal Tremor Versus Spasmodic Dysphonia - Part 2*
Redrock Julie M. Barkmeier-Kraemer, PhD
(Instructional Level – Intermediate)

See Session 1 for abstract and learner outcomes.

MI **Session 8** *Misdiagnosis of Speech and Language Disorders in Bilingual Children: Pitfalls and Solutions - Part 1*
Tempe Leah Fabiano-Smith, PhD, CCC-SLP

(Instructional Level – Intermediate)

Bilingual children are often misdiagnosed as having special needs when they truly exhibit normal development. Misdiagnosis of speech sound disorders in this population has long-term emotional, financial and educational costs. This session will address both challenges for SLPs and solutions to those challenges to reduce misdiagnosis in this population.

Learner Outcomes: At the completion of this presentation, participants will be able to demonstrate knowledge of a theoretical rationale for bilingual assessment and intervention, demonstrate knowledge of differences in error patterns due to differences between English and Spanish Phonology, demonstrate knowledge of best practice approaches to assessment and diagnosis of communication disorders in bilingual children.

Part 2 of this session will take place 1:30 pm-3:00 pm (Session 14)

MI **Session 9** *Evaluating for AAC Apps and/or Devices: Tools and Resources - Part 2*
Fiesta II Debby McBride, MS, CCC-SLP

(Instructional Level – Introductory)

See Session 3 for abstract and learner outcomes.

P **Session 10** *The Versatility of Narrative Assessment: Innovation and the Real World - Part 2*
Fiesta III Trina Spencer, PhD
(Instructional Level – Intermediate)

See Session 4 for abstract and learner outcomes.

A **Session 11** *Holes in Audiology: Reframing the Theoretical Bases of Clinical Practice - Part 1*
Coronado Oneil W. Guthrie, PhD

(Instructional Level – Advanced)

The theoretical framework that drives current clinical practice in audiology is not consistent with recent experimental observations and represents a limitation to the growth of the field. Therefore, this presentation will challenge the current framework and introduce new ways of thinking about auditory system injuries and related rehabilitation.

Learner Outcomes: At the completion of this presentation, participants will be able to describe why prognoses that predominantly rely on hearing thresholds can be misleading, list at least two reasons why two patients with the same hearing loss may exhibit different functional outcomes, describe why a particular prescription of amplification is appropriate for some patients and not others, even though the type, degree and configuration of the hearing loss are the same.

Part 2 of this session will take place 1:30 pm-3:00 pm (Session 17)

P **Session 12** *Relevant Issues Surrounding the Assessment of English Language Learning Children Suspected of Primary Language Impairment - Part 2*
Fiesta I Robert Kraemer, PhD; Jessica Carrizo; Alejandra Montelongo

(Instructional Level – Intermediate)

See Session 6 for abstract and learner outcomes.

1:30 pm–3:00 pm

M **Session 13** *Clinical Methods for Evaluating Dysphagia - Part 1*
Redrock Julie M. Barkmeier-Kraemer, PhD

(Instructional Level – Intermediate)

This presentation will address clinical and imaging methods used by speech-language pathologists to evaluate dysphagia. The components of the clinical assessment as well as imaging approaches including Flexible Endoscopic Examination of Swallowing (FEES) and a Videofluoroscopic evaluation will be presented. Case examples will be included to illustrate important considerations.

Learner Outcomes: At the completion of this presentation, participants will be able to understand and discuss the rationale and methods for conducting a clinical assessment of swallowing prior to recommendation of imaging approaches, understand and discuss the rationale for recommending a FEES versus a videofluoroscopic approach to evaluating an individual with dysphagia, identify and discuss the methods for conducting and analyzing FEES and videofluoroscopic methods of dysphagia evaluation.

Part 2 of this session will take place 3:30 pm-5:00 pm (Session 19)

MI **Session 14** *Misdiagnosis of Speech and Language Disorders in Bilingual Children: Pitfalls and Solutions - Part 2*
Tempe Leah Fabiano-Smith, PhD, CCC-SLP

(Instructional Level – Intermediate)

See Session 8 for abstract and learner outcomes.

P **Session 15** *Autism: Building Speech and Literacy Skills With Printed Cues! - Part 1*
Fiesta II Keli Richmond, MS, CCC-SLP

(Instructional Level – Intermediate)

Studies suggest that many children with autism may have poor phonological awareness skills. Orthographic instruction (printed cues) promotes development of basic speech and literacy skills by building phonological awareness. Orthographic instruction activates and synchronizes the four processors (orthographic, phonological, meaning and context) within the brain resulting in improved speech intelligibility and enhanced literacy skills.

Learner Outcomes: At the completion of this presentation, participants will be able to identify the reading processors within the brain, outline the recommended hierarchy of orthographic instruction (printed cues), recognize the positive aspects of introducing orthographic instruction (printed cues) into individual and group activities.

Part 2 of this session will take place 3:30 pm-5:00 pm (Session 21)

P **Session 16** *The Versatility of Narrative Assessment: Innovation and the Real World - Part 3*
Fiesta III Trina Spencer, PhD

(Instructional Level – Intermediate)

See Session 4 for abstract and learner outcomes.

A **Session 17** *Holes in Audiology: Re-framing the Theoretical Bases of Clinical Practice - Part 2*
Coronado Oneil W. Guthrie, PhD

(Instructional Level – Advanced)

See Session 11 for abstract and learner outcomes.

P **Session 18** *Language Sampling Made Quick and Easy: SUGAR - Part 1*
Fiesta I Robert E. Owens, Jr., PhD

(Instructional Level – Intermediate)

This presentation will examine a new methodology for collecting and analyzing language samples that addresses why SLPs sample so little. Dr. Bob will explore where sampling originated, why it is not used more and how we can improve our practice, including practical demonstrations of a quick and easy sampling process.

Learner Outcomes: At the completion of this presentation, participants will be able to explain the rationale for a new sampling approach, describe how sample collection can be enhanced, explain how to analyze a language sample quickly and easily.

Part 2 of this session will take place 3:30 pm-5:00 pm (Session 24)

ArSHA Convention Program

3:30 pm–5:00 pm

M **Session 19** *Clinical Methods for Evaluating Dysphagia - Part 2*
Redrock Julie M. Barkmeier-Kraemer, PhD
 (Instructional Level – Intermediate)

See Session 13 for abstract and learner outcomes.

A **Session 20** *A Polymorphism in Human Estrogen-Related Receptor Beta (ESRR β) predicts Noise-Induced Hearing Loss*
Tempe Ishan Bhatt, PhD; Susan L. Phillips, Scott J. Richter; Denise Tucker; Kristine Lundgre; Robin Morehouse; Vincent C. Henrich

(Instructional Level – Advanced)

Noise-induced hearing loss (NIHL) is a common form of permanent hearing loss. Present research explores temporary NIHL in a group of musicians with a non-synonymous single nucleotide polymorphism (rs61742642; C to T, P386S) in the ligand-binding domain of human estrogen-related receptor beta (ESRR β). We found that the polymorphism predicts temporary threshold shift in the carriers. An NIHL gene association study with college-aged musicians has associated a non-synonymous single nucleotide polymorphism (rs61742642; C to T, P386S) in the ligand-binding domain of human estrogen-related receptor beta (ESRR β) with increased susceptibility to bilateral 4 to 6 kHz hearing loss. ESRR β protein is expressed in major cochlear structures except hair cells and tectorial membrane. ESRR β controls epithelial cell fate and endolymph production in the stria vascularis by regulating genes responsible for potassium ion transportation. Mutation in ESRR β gene is associated with autosomal-recessive nonsyndromic profound hearing loss. The purpose of the study was to examine the effects of the ESRR β polymorphism on temporary NIHL in young individuals.

Learner Outcomes: At the completion of this presentation, participants will be able to list important benefits of gene-environment association studies, list major environmental risk factors of noise-induced hearing loss, list major genetic risk factors of noise-induced hearing loss.

P **Session 21** *Autism: Building Speech and Literacy Skills With Printed Cues! - Part 2*
Fiesta II Keli Richmond, MS, CCC-SLP
 (Instructional Level – Intermediate)

See Session 15 for abstract and learner outcomes.

P **Session 22** *The Versatility of Narrative Assessment: Innovation and the Real World - Part 4*
Fiesta III Trina Spencer, PhD
 (Instructional Level – Intermediate)

See Session 4 for abstract and learner outcomes.

A **Session 23** *Technology Update: Audiologic and Otologic Perspectives*
Coronado Kelly Hernandez, AuD; Naomi Hixson; Mark Syms, MD; Curtis Vanture
 (Instructional Level – Introductory)

This presentation will provide an up to date review of hearing technology solutions aside from hearing aids. Specifically, candidacy for and function of each solution with collaborative clinical applications will be presented.

Learner Outcomes: At the completion of this presentation, participants will be able to offer three options to patients with single sided deafness, appropriately refer patients for Esteem evaluations, identify current pediatric and adult cochlear implant criteria.

P **Session 24** *Language Sampling Made Quick and Easy: SUGAR - Part 2*
Fiesta I Robert E. Owens, Jr., PhD
 (Instructional Level – Intermediate)

See Session 18 for abstract and learner outcomes.

Saturday, April 11

7:00 am–8:00 am	Registration, Continental Breakfast, Exhibits, Silent Auction
8:00 am–9:30 am	Presentations
9:30 am–10:00 am	Break, Exhibits, Silent Auction
10:00 am–11:30 am	Presentations
11:30 am–1:00 pm	Business Meeting Luncheon Outdoor Promenade
11:30 am–1:00 pm	Exhibits, Silent Auction Pick-Up
1:00 pm–4:00 pm	Technical Sessions
1:00 pm–2:30 pm	Presentations
2:30 pm–2:45 pm	Break, Exhibits, Silent Auction Pick-Up
2:45 pm–4:15 pm	Presentations
4:15 pm	Silent Auction Pick-Up

Saturday Sessions

8:00 am–9:30 am

MI **Session 25** *Culturally Relevant Issues and Treatment Implications for Latino/Hispanic Clients*
Redrock Fe D. Murray, EdD

(Instructional Level – Introductory)

Cultural context and levels of acculturation are crucial considerations in the effective delivery of services in the field of communication disorders. This session will explore the ethnocultural values, family dynamics, beliefs about wellness and scripts of Latinos/Hispanics and their possible impact on treatment.

Learner Outcomes: At the completion of this presentation, participants will be able to name at least three cultural scripts that may be running during interactions with Latino/Hispanic clients and families, identify three cultural scripts used in the mainstream North American culture and identify similarities or conflicts with Latino/Hispanic values, list three appropriate culturally appropriate intervention strategies to maximize therapy plan compliance.

MI **Session 26** *L.E.N.D. Yourself to Interdisciplinary Collaboration: An Introduction to Leadership Education in Neurodevelopmental Disabilities*
Tempe Katherine Mahosky, EdD, CCC-SLP; Jesirae Juarez; Ethan Wash

(Instructional Level – Introductory)

The University of Arizona Leadership in Neurodevelopmental Disabilities (LEND) program provides statewide education and training designed to produce leaders and innovators in the field of autism, other neurodevelopmental and related disabilities. Its focus is on interdisciplinary, leadership training of graduate students and new professionals from many disciplines.

Learner Outcomes: At the completion of this presentation, participants will be able to learn about Leadership Education in Neurodevelopmental Disabilities (LEND) programs across the United States and specifically about the AZLEND program that had begun in Arizona in 2010, describe the importance of interdisciplinary collaboration in service to individuals with disabilities, describe methods to increase collaboration with members of the clinical team.

ArSHA Convention Program

8:00 am–9:30 am



Session 27 *Successful Strategies by SLPAs in Schools*
Coronado
Catherine Bacon, MA, CCC-SLP; Hyrum Borrego;
Emily Chambers; MacKenna Nelson; Alicia Prince;
Taylor Troutt

(Instructional Level – Introductory)

Arizona has had licensed speech-language pathology assistants (SLPAs) since 2010, but as a field we are just beginning to learn how best to use SLPAs to extend and improve speech and language services. In this panel presentation, we will share programs, ideas and strategies developed and implemented by SLPAs that have been used successfully in schools.

Learner Outcomes: At the completion of this presentation, participants will be able to describe successful programs for improving speech and language services by using SLPAs, use common computer programs and iPad applications to improve speech and language service delivery in the schools, implement practices to document supervision of SLPAs.



Session 28 *Rationale for a Functional Approach to Language Intervention*
Fiesta II
Robert E. Owens, Jr., PhD

(Instructional Level – Intermediate)

This presentation will prepare the groundwork for use of a functional approach to language assessment and intervention, based on development, generalization and pragmatics. We'll discuss why conversation is an effective method of teaching.

Learner Outcomes: At the completion of this presentation, participants will be able to explain how our knowledge of language development can influence intervention, explain how a concern for generalization influences language intervention, explain why the prominence of pragmatics calls into question our assumptions about language intervention.



Session 29 *Feeding the Young Child; Setting the Stage for Mealtime Success - Part 1*
Fiesta I
Randi L. Morgan, MA, CCC-SLP; Emily Areinoff, MA, OTR/L

(Instructional Level – Intermediate)

The transition from breast or bottle feeding towards solid foods can be a worrisome but exciting time for families. As babies become independent toddlers, mealtime dynamics change again and it can be challenging to support growth, nutrition and the child's need for independence. When feeding doesn't go well, families turn to us for help. Come learn current research and positive developmental mealtime strategies to best support our infants and toddlers!

Learner Outcomes: At the completion of this presentation, participants will be able to describe the concept of the Division of Responsibility and how it directly relates to decreasing parent and child mealtime stress and improves a child's relationship with food choice making, identify and cite current feeding research that supports child led feeding for use in their daily practice, identify therapeutic strategies to engage infants and toddlers in mealtime exploration that support long term growth and nutrition.

Part 2 of this session will take place 10:00 am-11:30 am (Session 35)



Session 30 *Put the Tools Away! Avoidance Reduction Therapy for Stuttering - Part 1*
Fiesta III
Vivian Sisskin, MS

(Instructional Level – Intermediate)

Fluency strategies taught in therapy may not transfer to functional communication because they require vigilance to control speech. This workshop presents a treatment approach free of "tools" to control or eliminate stuttering. Instead, children reduce behaviors and attitudes that lead to struggle. Outcomes include efficient, spontaneous and confident communication.

Learner Outcomes: At the completion of this presentation, participants will be able to describe three theoretical premises that support Avoidance Reduction Therapy for Stuttering, list three goals that are specific to Avoidance Reduction Therapy for Stuttering and related to the Common Core Curriculum, apply principles of Avoidance Reduction Therapy for Stuttering by describing treatment activities for changing both speech behavior and thoughts/attitudes.

Part 2 of this session will take place 10:00 am-11:30 am (Session 36)

10:00 am–11:30 am



Session 31 *Motivation Interviewing: How to Turn "Small Talk" Into "Change Talk"*
Redrock
Judith B. King, PhD, CCC-SLP; Fe D. Murray, EdD, CCC-SLP

(Instructional Level – Introductory)

Motivational interviewing (MI) is an evidence-based, carefully constructed conversation about changing behavior. The approach is a collaborative, goal-oriented way of talking designed to strengthen an individual's motivation and commitment to change. Investigations in our own discipline suggest that the principles and strategies of MI may be appropriate for speech-language pathologists.

Learner Outcomes: At the completion of this presentation, participants will be able to define motivational interviewing and discuss its potential value in working with clients with communication impairment, identify the six stages of change to assess motivation and readiness for change, utilize five dialogue strategies designed to elicit "change talk."



Session 32 *Patients With Tongue Cancer; SLP's Guide From Rehabilitation to Lymphedema*
Tempe
Carolyn Abraham, MS, CCC-SLP, CLT

(Instructional Level – Introductory)

Speech pathologists play an important role in guiding the rehabilitation of patients who undergo treatment for tongue cancer. Speech pathologists should be knowledgeable in the skills needed for treatment, including their lymphedema needs. This session presents introductory strategies for speech pathologists who rehabilitate patients with tongue cancer.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the effects of surgery, chemotherapy and radiation on patients who have had tongue surgeries, describe the speech and swallowing challenges of patients who have had a glossectomy, describe basic instruction on how to manage the edema of patients who have undergone a glossectomy.



Session 33 *A Functional Approach to Pragmatic Language Assessment*
Coronado
Valorie L. Andrews, MA; Jennifer Salmon

(Instructional Level – Introductory)

This session will present a brief review/overview of autism spectrum disorders. Speakers and participants will discuss the limitations of standardized measures that reportedly assess pragmatics. Speakers will present a variety of methods for assessing pragmatics that do not involve the administration of standardized tests.

Learner Outcomes: At the completion of this presentation, participants will be able to provide at least two reasons for limitations of standardized assessments for pragmatic language skills, describe the social parameters that need to be observed when doing a pragmatic language evaluation, describe typical and atypical behaviors related to social language skills.



Session 34 *What Do We Know About Language Assessment?*
Fiesta II
Robert E. Owens, Jr., PhD

(Instructional Level – Intermediate)

Using data from a new, and as-yet unpublished, nationwide survey, this presentation will explore the testing and sampling practices of school-based SLPs. We'll talk about these methods in light of best practices in our field.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the choices school-based SLPs are making in test use and selection, describe the language sampling practices of school-based SLPs, explain how we can address these issues in our daily practice



Session 35 *Feeding the Young Child; Setting the Stage for Mealtime Success - Part 2*
Fiesta I
Randi L. Morgan, MA, CCC-SLP; Emily Areinoff, MA, OTR/L

(Instructional Level – Intermediate)

See Session 29 for abstract and learner outcomes.



Session 36 *Put the Tools Away! Avoidance Reduction Therapy for Stuttering - Part 2*
Fiesta III
Vivian Sisskin, MS

(Instructional Level – Intermediate)

See Session 30 for abstract and learner outcomes.

ArSHA Convention Program

1:00 pm–2:30 pm

M **Session 37** *Neuroplasticity and Rehabilitation: LSVT LOUD From Redrock*
Cynthia Marie Fox, PhD

(Instructional Level – Intermediate)

This session will review and define key principles that drive activity-dependent neuroplasticity; demonstrate how these principles can be integrated into a defined treatment protocol (using LSVT LOUD as an example); and discuss behavioral and neural outcome data from LSVT LOUD in people with Parkinson's disease and children with cerebral palsy.

Learner Outcomes: At the completion of this presentation, participants will be able to identify and define at least two principles of practice that drive activity-dependent neuroplasticity and may be important to integrate into speech treatment approaches for adults and children with motor speech disorders, explain how LSVT LOUD incorporates principles of neuroplasticity into the key treatment concepts of target, mode and calibration, summarize the behavioral and neural outcome data that may support evidence of neuroplasticity in adults with Parkinson's disease and children with cerebral palsy following LSVT LOUD.

MI **Session 38** *Let's Get Telepractical: Nuts and Bolts of Speech Telepractice - Part 1*
Tempe Michael P. Towey, MA

(Instructional Level – Intermediate)

This session provides the core procedural, technical, therapeutic and regulatory competencies for successful telepractice. Video examples will demonstrate the features of a high quality telepractice program. Included will be outcome and cost data and examples of low cost/no cost telepractice platforms and web-based treatment.

Learner Outcomes: At the completion of this presentation, participants will be able to define three clinical competencies necessary for speech therapy telepractice, identify five critical HIPAA security features in developing policies and procedures for speech therapy telepractice, list six core competencies of speech telepractice.

Part 2 of this session will take place 2:45 pm–4:15 pm (Session 44)

Session 39 *Technical Sessions*
Coronado See Page 13

P **Session 40** *Getting the Most From Language Assessment*
Fiesta II Robert E. Owens, Jr., PhD

(Instructional Level – Intermediate)

Tests provide scores and samples provide MLU but there is much more to be gleaned from both forms of assessment. This presentation will explore other possibilities, including quick and easy sampling techniques.

Learner Outcomes: At the completion of this presentation, participants will be able to explain language test weaknesses, describe different levels of sampling analysis, describe a quick and easy language sample analysis method.

M **Session 41** *Moving Beyond 1:1 Therapy: Group Therapy for Aphasia*
Fiesta I Fabiane Monique Hirsch Kruse, PhD, CCC-SLP

(Instructional Level – Intermediate)

Aphasia is typically a chronic communication disorder, often leading to social isolation. Research evidence and experiences in a local aphasia center reveal that aphasia groups can provide opportunities not only to maximize language recovery but also to provide valuable psychosocial support and camaraderie.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the language characteristics, etiology and demographics of aphasia, discuss research supporting aphasia group therapy, determine approaches for incorporating group therapy techniques into their clinical environments.

P **Session 42** *Is This Stuttering? Diagnosis of Typical and Atypical Fluency Disorders - Part 1*
Fiesta III Vivian Sisskin, MS

(Instructional Level – Intermediate)

Not all disfluency is stuttering. Clinicians, clients and families become frustrated when treatment does not lead to change. This session will

present a problem-solving approach to assessment of disfluency that considers linguistic, psychological and behavioral factors for accurate diagnosis and targeted treatment. Videos will profile both common and unusual cases.

Learner Outcomes: At the completion of this presentation, participants will be able to describe how stuttering differs from the disfluency associated with other communication or neurodevelopmental disorders, list features of a multi-dimensional assessment for fluency disorders, identify characteristics of language-based and atypical fluency disorders.

2:45 pm–4:15 pm

P **Session 43** *Speechie Freebies*
Redrock Mary Keeney, MA; Ann Gortarez

(Instructional Level – Intermediate)

School-based SLPs often have a small or even no budget for materials.

This session will present a variety of free resources (primarily web-based and iPad apps) that can be used to support speech and language goals.

Learner Outcomes: At the completion of this presentation, participants will be able to identify at least three web-based resources that can be used to support speech and language goals, identify at least three iPad apps that can be used to support speech and language goals, identify at least three ways to collect, organize and share the above resources.

MI **Session 44** *Let's Get Telepractical: Nuts and Bolts of Speech Telepractice - Part 2*
Tempe Michael P. Towey, MA

(Instructional Level – Intermediate)

See Session 38 for abstract and learner outcomes.

Session 45 *Technical Sessions*
Coronado See Page 14

P **Session 46** *Functional Language Intervention*
Fiesta II Robert E. Owens, Jr., PhD

(Instructional Level – Intermediate)

Functional language intervention is a top-down methodology that turns many of our assumptions about intervention on their head. This presentation will discuss possible methods that incorporate conversation as the teaching method of choice.

Learner Outcomes: At the completion of this presentation, participants will be able to describe how to manipulate nonlinguistic and linguistic contexts, explain a system of least prompts, describe a conversational approach to language intervention.

2:45 pm–4:15 pm

MI **Session 47** *Auditory Neuropathy Spectrum Disorder: Diagnosis and Intervention Strategies*
Fiesta I Barbara Cone, PhD, FASHA, FAAA; Cass Faux, MS, CCC-SLP; Linda W. Norrix, PhD, CCC-A; David Velenovsky, PhD, CCC-A

(Instructional Level – Intermediate)

Auditory neuropathy spectrum disorder (ANSD) can be a confusing diagnosis to health professionals including audiologists, speech-language pathologists, early interventionists as well as parents. The purpose of this session is to provide attendees with an understanding of the disorder, tests used to diagnose the disorder and intervention and management techniques.

Learner Outcomes: At the completion of this presentation, participants will be able to list the risk factors and sites of lesion that may result in ANSD, discuss assessment tools available to speech-language pathologists and audiologists for children with ANSD, discuss interventions/treatment modalities to improve communication function in infants and children with ANSD.

2:45 pm–4:15 pm

P **Session 48** *Is This Stuttering? Diagnosis of Typical and Atypical Fluency Disorders - Part 2*
Fiesta III Vivian Sisskin, MS

(Instructional Level – Intermediate)

See Session 42 for abstract and learner outcomes.

ArSHA Convention Program

TECHNICAL SESSIONS – SESSION 39

Coronado

1:00 pm–1:15 pm



Measuring the Relationship Between Lexical and Phonological Ability in Preschoolers

Brooke Santos, BA; Anna Sosa

(Instructional Level – Introductory)

Past research demonstrates an association between vocabulary size and phonological development in very young children. The current study seeks to determine whether this relationship is present in typically-developing preschool aged children and whether it can be identified using standardized clinical assessments of expressive and receptive vocabulary, articulation and phonology.

Learner Outcomes: At the completion of this presentation, participants will be able to describe one way in which phonological ability can impact a child's early vocabulary development, describe one way in which a smaller lexicon can impact a child's phonological development, explain why the size of a child's vocabulary should be taken into consideration when assessing possible phonological disorders.

1:15 pm–1:30 pm



Adolescents' Perceptions of Adult Stuttering Self-Disclosure

Judith B. King, PhD; Brooke Maley; Lauren Montgomery; Gabrielle Posner; Kelsey Raab; Antonia Walton; Joanna Wong

(Instructional Level – Introductory)

Negative adult perceptions of people who stutter (PWS) improve following stuttering acknowledgement (self-disclosure) by adult PWS. In response to enthusiastic feedback, a 2012 pilot study was restructured to examine the impact of self-disclosure by an adult PWS on the perceptions of over 100, 13 – 18 year old charter school adolescents.

Learner Outcomes: At the completion of this presentation, participants will be able to list potential speaker-listener communication benefits in response to stuttering self-disclosure, analyze the effects of adult stuttering self-disclosure on perceptions of charter school adolescents, evaluate whether or not charter school adolescents perceive adult stuttering self-disclosure is a useful communication strategy.

1:30 pm–1:45 pm



Accuracy and Reliability of Judgments of Nasality in Toddlers' Speech

Kristin Rumery, BA; Kate Bunton; Caety Chong; Jeannette Hoyt; Amy Lougher

(Instructional Level – Intermediate)

Perceptual ratings of nasality are often unreliable and often correlate poorly with velopharyngeal status, at least in older children and adults. This study examines the reliability of nasality ratings and the relation of nasality judgments to velopharyngeal status (open or closed) for speech produced by 12 to 24-month old children.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the nasal ram pressure method of assessing velopharyngeal status, describe challenges related to perceptual judgments of nasality, discuss ways to improve assessment of success following palatal repair.

1:45 pm–2:00 pm



Myofunctional Disorders and /s/ and /z/ Misarticulation in College Students

Juliet B. Weinhold, PhD, OMT; David Stettler

(Instructional Level – Introductory)

Orofacial myofunctional disorder (OMD) is unfamiliar to many SLPs. Articulation disorders and OMD can involve shared anatomical structures, including the tongue and lips. A brief case study will be presented of a college student in which the disorders co-occurred. Incidence of both disorders in college students will be reported.

Learner Outcomes: At the completion of this presentation, participants will be able to identify four characteristics of orofacial myofunctional disorder, explain how certain orofacial myofunctional disorders may affect speech, identify two new strategies with K-12 students in light of incidence of articulation and myofunctional disorders in college students.

2:00 pm–2:15 pm



Service Provision of Feeding and Swallowing in Arizona

Cynthia Fangman Farrell, MNS; Gabrielle Posner; Brooke Santos; Joanna Wong

(Instructional Level – Introductory)

The prevalence of pediatric feeding and swallowing difficulties is increasing due to improved survival rates of children born prematurely, with low birth weight and complex medical conditions. The results of this ArSHA Special Committee Survey addressed statewide concerns about the quantity and quality of service provision in feeding and swallowing.

Learner Outcomes: At the completion of this presentation, participants will be able to identify qualified feeding and swallowing providers in their region, identify future education, training and mentorship needs, identify potential areas of need for service providers in feeding and swallowing services in Arizona.

2:15 pm–2:30 pm



Phonetic Differences Between Diné (Navajo) and Standard American English

Gretchen Bergstrand, BA; Bryana Merrill, BS; Fe D. Murray, EdD, CCC-SLP

(Instructional Level – Introductory)

In order to make appropriate clinical decisions, clinicians working with the Diné would benefit from fundamental understanding of the sounds of the Navajo language, and how these sounds may affect the production of English. This session will provide participants with a basic phonetic inventory comparison between Navajo and English.

Learner Outcomes: At the completion of this presentation, participants will be able to identify three sounds in the Navajo language, not found in Standard American English, identify three sounds in the English language, not found in the Navajo language, describe three ways the Navajo language may influence English pronunciation.

ArSHA Convention Program

TECHNICAL SESSION – SESSION 45

Coronado

2:45 pm–3:00 pm

- M** *Implementation of a Dysphagia Screening Tool for Interprofessional Service Delivery*
Joanna Meiyee Wong, BS; Kim Allen, MS, CCC-SLP; Emi Isaki, PhD, CCC-SLP

(Instructional Level – Intermediate)

Studies support the need to train nurses and hospital staff to screen for dysphagia. This research project investigated patients with strokes and how training nurses on a swallow screen affected the number of patients being placed on Nil Per Os status and the number of speech-language pathology referrals.

Learner Outcomes: At the completion of this presentation, participants will be able to discuss the benefits of implementing a swallowing screen in their medical facility/institution, describe the role of RNs when introducing a swallowing screen to improve patient outcomes, explain the need for interprofessional collaboration when working with dysphagia.

3:00 pm–3:15 pm

- MI** *Neuroimaging Evidence of Language and Music Reorganization Post-Stroke*
Julia Megan Cai

(Instructional Level – Intermediate)

This study investigates how speech and music processing reorganizes in the brain after a stroke through a functional magnetic resonance imaging study in stroke patients. Our findings have implications regarding how music brain networks may be utilized in language recovery.

Learner Outcomes: At the completion of this presentation, participants will be able to identify typical areas of brain activation to speech and music sounds in healthy control subjects and in chronic stroke patients, describe how the areas of brain activation to speech and music sounds differ between healthy control subjects and chronic stroke patients, describe the variability in performance on language recovery assessments and its relation to the severity of damage in chronic stroke patients.

3:15 pm–3:30 pm

- M** *The Effects of Traumatic Brain Injury on Bilingual Language Control*
Ileana Ratiu, MS

(Instructional Level – Intermediate)

Adults with acquired traumatic brain injury (TBI) often show deficits in executive function abilities, which are also essential for language control in bilinguals. This study examined the effect of TBI on language control in bilinguals and identified bilinguals that are at greater risk for language control deficits following TBI.

Learner Outcomes: At the completion of this presentation, participants will be able to identify multiple executive functions and explain how executive functions are recruited in bilingual language processing, identify different types of language control errors in bilingual participants, identify which subset of bilinguals may be at greater risk for language control deficits following traumatic brain injury.

3:30 pm–3:45 pm

- MI** *Examining Reminiscence Therapy Over Telepractice in Individuals with Moderate Dementia*
Lauren Nicole Crane, BS; Emi Isaki, PhD, CCC-SLP

(Instructional Level – Intermediate)

Reminiscence Therapy (RT) has yielded benefits for individuals with dementia, across all severity levels. The majority of current research has focused on in-person RT, but some studies found positive results using technology and telepractice. This study investigates language production of telepractice and in-person RT in elderly adults with moderate dementia.

Learner Outcomes: At the completion of this presentation, participants will be able to describe reminiscence therapy, discuss the importance of telepractice in the field of speech-language pathology, explain ways to analyze language of individuals with dementia.

3:45 pm–4:00 pm

- M** *Velopharyngeal Function During Speech Production in Individuals With Amyotrophic Lateral Sclerosis*
Kaitlyn Marie Kelhetter, BS

(Instructional Level – Intermediate)

Impaired velopharyngeal closure contributes to poor speech intelligibility in people with amyotrophic lateral sclerosis (ALS). This study examined the relations among velopharyngeal closure, intelligibility and speaking rate in 10 participants with ALS.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the use of the nasal ram pressure method as a speech evaluation tool for individuals with ALS, describe the pattern of velopharyngeal opening and the structure's relationship to intelligibility and speaking rate, discuss the implications for measuring velopharyngeal function in individuals with ALS.

Tell Us How We Did!























Take Our Online Survey!

After reporting your attendance using the Online CE Reporting System (see Page 4), please take a few minutes to complete the online survey.




We appreciate your feedback so that we can continue to improve future ArSHA Conventions.



CONVENTION At-A-Glance – Friday

Friday, April 10, 2015	AM 8:00	9:00	10:00	11:00	PM 12:00	1:00	2:00	3:00	4:00	5:00
 AUDIOLOGY	Session 5 – Coronado <i>More Than Speech Perception: Benefits of Amplification for Listening and Learning</i> (Pittman) 8:30 am - 10:00 am									
	Session 11 – Coronado <i>Holes in Audiology: Reframing the Theoretical Bases of Clinical Practice - Part 1</i> (Guthrie) 10:30 am - 12:00 pm									
 MEDICAL	Session 23 – Coronado <i>Technology Update: Audiologic and Otologic Perspectives</i> (Hernandez, Hixson, Syms, Vanture) 3:30 pm - 5:00 pm									
	Session 17 – Coronado <i>Holes in Audiology: Reframing the Theoretical Bases of Clinical Practice - Part 2</i> (Guthrie) 1:30 pm - 3:00 pm									
 MULTI-INTEREST	Session 1 – Redrock <i>Differential Diagnosis and Management of Vocal Tremor Versus Spasmodic Dysphonia - Part 1</i> (Barkmeier-Kraemer) 8:30 am - 10:00 am									
	Session 7 – Redrock <i>Differential Diagnosis and Management of Vocal Tremor Versus Spasmodic Dysphonia - Part 2</i> (Barkmeier-Kraemer) 10:30 am - 12:00 pm									
 PEDIATRICS	Session 3 – Fiesta II <i>Evaluating for AAC Apps and/or Devices: Tools and Resources - Part 1</i> (McBride) 8:30 am - 10:00 am									
	Session 9 – Fiesta II <i>Evaluating for AAC Apps and/or Devices: Tools and Resources - Part 2</i> (McBride) 10:30 am - 12:00 pm									
 MULTI-INTEREST	Session 2 – Tempe <i>Speech-Language Pathology and Concussion Management in Grades K-12</i> (Dachtyl, Harris) 8:30 am - 10:00 am									
	Session 8 – Tempe <i>Misdiagnosis of Speech and Language Disorders in Bilingual Children: Pitfalls and Solutions - Part 1</i> (Fabiano-Smith) 10:30 am - 12:00 pm									
 PEDIATRICS	Session 14 – Tempe <i>Misdiagnosis of Speech and Language Disorders in Bilingual Children: Pitfalls and Solutions - Part 2</i> (Fabiano-Smith) 1:30 pm - 3:00 pm									
	Session 15 – Fiesta II <i>Autism: Building Speech and Literacy Skills with Printed Cues! - Part 1</i> (Richmond) 1:30 pm - 3:00 pm									
 MULTI-INTEREST	Session 21 – Fiesta II <i>Autism: Building Speech and Literacy Skills with Printed Cues! - Part 2</i> (Richmond) 3:30 pm - 5:00 pm									
	Session 22 – Fiesta III <i>The Versatility of Narrative Assessment: Innovation and the Real World - Part 4</i> (Spencer) 3:30 pm - 5:00 pm									
 PEDIATRICS	Session 16 – Fiesta III <i>The Versatility of Narrative Assessment: Innovation and the Real World - Part 3</i> (Spencer) 1:30 pm - 3:00 pm									
	Session 18 – Fiesta I <i>Language Sampling Made Quick and Easy: SUGAR - Part 1</i> (Owens) 1:30 pm - 3:00 pm									
 MULTI-INTEREST	Session 6 – Fiesta I <i>Relevant Issues Surrounding the Assessment of English Language Learning Children Suspected of Primary Language Impairment - Part 1</i> (Kraemer, Carrizo, Montelongo) 8:30 am - 10:00 am									
	Session 12 – Fiesta I <i>Relevant Issues Surrounding the Assessment of English Language Learning Children Suspected of Primary Language Impairment - Part 2</i> (Kraemer, Carrizo, Montelongo) 10:30 am - 12:00 pm									
 PEDIATRICS	Session 4 – Fiesta III <i>The Versatility of Narrative Assessment: Innovation and the Real World - Part 1</i> (Spencer) 8:30 am - 10:00 am									
	Session 10 – Fiesta III <i>The Versatility of Narrative Assessment: Innovation and the Real World - Part 2</i> (Spencer) 10:30 am - 12:00 pm									
 MULTI-INTEREST	Session 2 – Tempe <i>Speech-Language Pathology and Concussion Management in Grades K-12</i> (Dachtyl, Harris) 8:30 am - 10:00 am									
	Session 8 – Tempe <i>Misdiagnosis of Speech and Language Disorders in Bilingual Children: Pitfalls and Solutions - Part 1</i> (Fabiano-Smith) 10:30 am - 12:00 pm									
 PEDIATRICS	Session 15 – Fiesta II <i>Autism: Building Speech and Literacy Skills with Printed Cues! - Part 1</i> (Richmond) 1:30 pm - 3:00 pm									
	Session 21 – Fiesta II <i>Autism: Building Speech and Literacy Skills with Printed Cues! - Part 2</i> (Richmond) 3:30 pm - 5:00 pm									
 MULTI-INTEREST	Session 14 – Tempe <i>Misdiagnosis of Speech and Language Disorders in Bilingual Children: Pitfalls and Solutions - Part 2</i> (Fabiano-Smith) 1:30 pm - 3:00 pm									
	Session 15 – Fiesta II <i>Autism: Building Speech and Literacy Skills with Printed Cues! - Part 1</i> (Richmond) 1:30 pm - 3:00 pm									
 PEDIATRICS	Session 21 – Fiesta II <i>Autism: Building Speech and Literacy Skills with Printed Cues! - Part 2</i> (Richmond) 3:30 pm - 5:00 pm									
	Session 22 – Fiesta III <i>The Versatility of Narrative Assessment: Innovation and the Real World - Part 4</i> (Spencer) 3:30 pm - 5:00 pm									
 MULTI-INTEREST	Session 16 – Fiesta III <i>The Versatility of Narrative Assessment: Innovation and the Real World - Part 3</i> (Spencer) 1:30 pm - 3:00 pm									
	Session 18 – Fiesta I <i>Language Sampling Made Quick and Easy: SUGAR - Part 1</i> (Owens) 1:30 pm - 3:00 pm									
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CONVENTION At-A-Glance – Saturday

Saturday, April 11, 2015	AM 8:00	9:00	10:00	11:00	PM 12:00	1:00	2:00	3:00	4:00	5:00
 MEDICAL	Session 37 – Redrock <i>Neuroplasticity and Rehabilitation: LSVT LOUD From Parkinson's Disease to Pediatrics</i> (Fox) 1:00 pm - 2:30 pm									
	Session 41 – Fiesta I <i>Moving Beyond 1:1 Therapy: Group Therapy for Aphasia</i> (Hirsch Kruse) 1:00 pm - 2:30 pm									
 MULTI- INTEREST	Session 32 – Tempe <i>Culturally With Tongue Cancer: SLP's Guide from Rehabilitation to Lymphedema</i> (Abraham) 10:00 am - 11:30 am									
	Session 31 – Redrock <i>Motivation Interviewing: How to Turn "Small Talk" Into "Change Talk"</i> (King, Murray) 10:00 am - 11:30 am									
 PEDIATRICS	Session 25 – Redrock <i>Culturally Relevant Issues and Treatment Implications for Latino/ Hispanic Clients</i> (Murray) 8:00 am - 9:30 am									
	Session 26 – Tempe <i>L.E.N.D. Yourself to Interdisciplinary Collaboration: An Introduction to Leadership Education in Neurodevelopmental Disabilities</i> (Mahosky, Juarez, Wash) 8:00 am - 9:30 am									
	Session 27 – Coronado <i>Successful Strategies by SLPs in Schools</i> (Bacon, Borrego, Chambers, Nelson, Prince, Trout) 8:00 am - 9:30 am									
	Session 28 – Fiesta II <i>Rationale for a Functional Approach to Language Intervention</i> (Owens) 8:00 am - 9:30 am									
	Session 29 – Fiesta I <i>Feeding the Young Child: Setting the Stage for Mealtime Success - Part 1</i> (Morgan, Areinoff) 8:00 am - 9:30 am									
	Session 30 – Fiesta III <i>Put the Tools Away! Avoidance Reduction Therapy for Stuttering - Part 1</i> (Sisskin) 8:00 am - 9:30 am									
	Session 33 – Coronado <i>A Functional Approach to Pragmatic Language Assessment</i> (Andrews, Salmon) 10:00 am - 11:30 am									
	Session 34 – Fiesta II <i>What Do We Know About Language Assessment?</i> (Owens) 10:00 am - 11:30 am									
	Session 35 – Fiesta I <i>Feeding the Young Child: Setting the Stage for Mealtime Success - Part 2</i> (Morgan, Areinoff) 10:00 am - 11:30 am									
	Session 36 – Fiesta III <i>Put the Tools Away! Avoidance Reduction Therapy for Stuttering - Part 2</i> (Sisskin) 10:00 am - 11:30 am									
	Session 38 – Tempe <i>Let's Get Telepractical: Nuts and Bolts of Speech Telepractice - Part 1</i> (Towey) 1:00 pm - 2:30 pm									
	Session 44 – Tempe <i>Let's Get Telepractical: Nuts and Bolts of Speech Telepractice - Part 2</i> (Towey) 2:45 pm - 4:15 pm									
	Session 47 – Fiesta I <i>Auditory Neuropathy Spectrum Disorder: Diagnosis and Intervention Strategies</i> (Cone, Faux, Norrix, Velenovsky) 2:45 pm - 4:15 pm									
	Session 43 – Redrock <i>Speechie Freebies</i> (Keeney, Gortarez) 2:45 pm - 4:15 pm									
	Session 46 – Fiesta II <i>Functional Language Intervention</i> (Owens) 2:45 pm - 4:15 pm									
	Session 48 – Fiesta III <i>Is This Stuttering? Diagnosis of Typical and Atypical Fluency Disorders. - Part 2</i> (Sisskin) 2:45 pm - 4:15 pm									

Technical Sessions
Sessions 39 & 45
Coronado
1:00 pm - 2:30 pm
2:45 pm - 4:00 pm

ArSHA Praxis Bowl

Friday, April 10

5:15 pm (.1 CEU)

ArSHA is excited to announce the 6th Annual Praxis Bowl competition for Arizona's university programs. Top students from graduate programs throughout the state have been invited to test their knowledge and mental speed as they answer Praxis test questions in a fun, competition style setting. All students, faculty, interested alumni and curious Convention attendees are encouraged to attend to test your own knowledge and cheer on your favorite team! Come early for **Happy Hour** starting at 5:15 pm.



University teams comprised of top-notch students compete in a "quiz bowl" format to see which team can answer the most PRAXIS practice questions correctly! This session is designed for students preparing to take the PRAXIS examination, as well as professionals who want to refresh their basic knowledge skills while learning in a fun, interactive and competitive environment.

Learner Outcomes: After attending this session, participants will be able to identify the nature of speech, language, hearing, swallowing, and communication disorders; including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates, identify evaluation procedures for speech, language, hearing, swallowing, and communication disorders, identify interventions for speech, language, hearing, swallowing, and communication disorders.

Level of Instruction: Intermediate

Kimberly A. Farinella, PhD, CCC-SLP, is a clinical associate professor and clinic director at Northern Arizona University, and has a research appointment at the University of Arizona. Her research interests and clinical expertise include speech motor control and speech disorders of neurogenic origin in children and adults. She completed her post-doctoral fellowship in the Division of Speech Pathology, Department of Neurology at the Mayo Clinic and her doctoral training at the University of Arizona.

THANK YOU to our Praxis Bowl Sponsors:

- EBS Healthcare
- Hearing Solutions
- University of Arizona

ArSHA Workshop

**ASHA Healthcare & Business Institute and Schools Conference
in Phoenix at the Phoenix Convention Center**

July 9, 2015

If you are planning on attending ASHA Healthcare & Business Institute and Schools Conference on July 10-12, 2015, come a day early on Thursday July 9, 2015 and attend an ArSHA Workshop. We are offering three different sessions covering medical, school-based and business topics of your choice.

When you register for ASHA Healthcare & Business Institute and Schools Conference, you will be given the opportunity to register for these presentations. The cost is only \$40 and it is a great way to earn extra CEUs.

Help ArSHA kick off ASHA's Summer Conference!! See you there!!

Don't forget to stop by the registration desk to enter to win a free registration to the ASHA Healthcare & Business Institute and Schools Conference.



Thank you for donating to this year's Silent Auction! Proceeds from the Auction will support speech, language and hearing therapy services at Arizona State University, AT Still, Northern Arizona University and The University of Arizona.

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Thank you to the 2015 Convention Team! We could not have done this without you!

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Matt Olsen

Karen LaBrozzi

Laurie Flitner and the Honors Committee

U of A NSSLHA Group

All of our wonderful student volunteers



Exhibits

Convention Center Lobby

Join us in the Exhibit Hall to see what's new this year!

Exhibit Hours:

Friday, April 10 – 7:30 am – 3:30 pm
Saturday, April 11 – 7:30 am – 3:00 pm

Thank You to Our Valued Sponsors



EBS Healthcare



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University of Arizona

Thank You to Our Valued Exhibitors

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Save the Date

ArSHA Convention 2016

April 29–30, 2016 (tentative)
Returning to the Hilton El Conquistador
Tucson, Arizona

Join ArSHA at the Hilton El Conquistador in Tucson, Arizona, as we once again bring forth an excellent Convention program. You can count on ArSHA offering a variety of high-quality, local and national speakers to fulfill your continuing education needs. Convention also provides a wonderful forum for networking opportunities! We look forward to seeing you there!



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ATSU - Vacant

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Conference Center Map

