



57th Annual ArSHA Convention

2017
**ArSHA
Convention**

April 28-29, 2017

Hilton Tucson El Conquistador
Golf & Tennis Resort



REMEMBER!

Report your CEUs online!
See Pages 4 for details.

On-Site Program





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President's Welcome



Welcome to the 2017 ArSHA Annual State Convention! Our wonderful Convention Committee has once again put together an outstanding program with a wide variety of topics and speakers from which attendees can choose. Convention is a great time to not only earn quality professional development hours but to reconnect with our professional friends and to build new friendships as well. Make sure to visit exhibitors, check out the silent auction and congratulate ArSHA's Child of the Year at Saturday's business luncheon.

I want to take this opportunity to thank all our tireless volunteers who work to make this an exciting and rewarding Convention. Their

professionalism and dedication to providing Arizona's speech-language pathologists and audiologists with fantastic learning opportunities is greatly appreciated. If you are interested in volunteering and would like more information, please be sure to visit the ArSHA table in the exhibit hall or stop a board member and have a chat. We can never have too many people and it is a great way to give back to your profession. Please enjoy this year's Convention and we look forward to seeing you at many more!

Lorri Andrews

Lorri Andrews, MA, CCC-SLP
ArSHA President

Program Co-Chairs Welcome

LEARNING AND LEADING TOGETHER

WELCOME to the 57th Annual ArSHA Convention!

The Convention Planning Team and the ArSHA Executive Board have worked very hard to develop an exemplary program for us. All of our presentations adhere to the principles of scientific thinking and evidence-based practices - foundations for clinical decision making and implementing effective interventions across the lifespan. A special thank you to the Arizona Department of Education/Exceptional Student Services for sponsoring our pediatric school-based strand. This is the very first time the Department of Education has been a sponsor of our Convention.

Striving to have something for everyone, we have four robust strands this year: audiology, medical, multi-interest and pediatrics. And for the first time ever, we have an additional strand for speech-language pathology assistants. We also have many outstanding technical sessions by our wonderful students from Arizona's university programs. Please attend their sessions as we want to encourage them and recognize their efforts - they are the future of our professions.

There are lots of events planned for you beyond the "classroom". Please plan to support our annual silent auction. We're sure you will find at least one thing you can't live without. Checks, cash and credit cards are accepted! As always, all proceeds from the auction will be donated to non-profit agencies. This year's beneficiaries are the Literacy Center in Flagstaff and the "Sounds Good" program at the University of Arizona.

Please make it a point to visit our exhibitors so they know how much we appreciate their support of our Convention, and pick up some swag while you're at it. Feeling lucky? Buy some tickets for the 50/50 raffle to benefit the James Case Scholarship fund. And of course, one of the highlights of the Convention every year is our Happy Hour and Praxis Bowl Friday at 5:30 pm. Thank you to our Praxis Bowl sponsors: the Arizona Department of Education, EBS Healthcare, Hearing Solutions and Lightstreet Special Education Solutions. Come and cheer on graduate student teams from ASU, Midwestern, Northern Arizona University and the University of Arizona as they showcase their speech, language and hearing knowledge in this fast paced game. And experienced professionals - find out how much you remember (or don't remember) from graduate school way back in the day.

The ArSHA business meeting will be held Saturday during our annual business luncheon. All are welcome. This will be an informative time to meet your ArSHA board members and hear what ArSHA's been up to on your behalf over the past year. During the luncheon, the 2017

Child of the Year will be introduced, and the Honors Committee will spotlight this year's award recipients. The silent auction and exhibits will continue through most of the day. Silent auction winners will be able to pick up their items during the afternoon break.

And now, a few more "thank you's" are in order. There are so many people who worked behind the scenes to put this Convention together for all of us. Thank you to Jeff Meeks and Amy Hill for overseeing the exhibits. Thank you to our valued students who took time out of their busy schedules to volunteer here. We couldn't do it without them. A special thank you to Alyssa Sachs, our University of Arizona graduate student who coordinated the tech sessions and organized the volunteer schedule. Thank you to the strand sub-groups who solicited and reviewed submitted sessions. Thank you to Christine DeHart from Craven Management Associates for all her assistance.

Thank you to our board members who give selflessly of their time and talent on all of our behalf. Without their commitment, the Convention simply would not happen. For many of us, the Convention is the most visible thing they do - but they do much more to support and advocate for all of us. If you'd like to get involved in all that ArSHA is and does, please see any of our board members and they will be happy to help you get connected. Really, really happy.

Lastly, our biggest thanks to all of YOU for being here. We know you have many options for continuing education and we are grateful that you made the choice to support our own professional community right here in Arizona.

We genuinely hope you will find this year's ArSHA Convention the most enlightening, fun and interactive Convention yet!



Cass Faux

Cass Faux
Convention Chair



Lori Taniguchi

Lori Taniguchi
Convention Co-Chair



Mary Keeney

Mary Keeney
Convention Co-Chair

REMEMBER!

A Record-Keeping Process for Everyone to Follow!

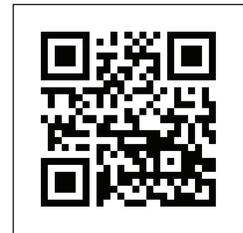


Report Your Continuing Education Hours for ASHA or Just for ArSHA Record Keeping Using the Online CE Reporting System. It's Fast, Easy and Electronic, Saving You Time!

No more standing in line to turn in your CE Records! You will be able to enter your session attendance information into the 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
May 13, 2017.**



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.
- Update your information as needed.
- Select ASHA, enter your account number or select the "other" option and ArSHA will just keep your session attendance information on file.
- Mark the sessions you attended.
- You will have two choices:

Click

Save Data
For Now

if you are **not done** and plan to return to enter additional information.

OR

Click

I'm Done -
Submit

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 May 13, 2017.

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



2017 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 Online CE Reporting System to calculate your CEUs.

See Page 4 for additional information and instructions.

Deadline to enter your session information using the Online CE Reporting System is May 13, 2017.

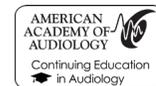
Visit www.arsha.org to access the Online CE Reporting System.

Day	Time	Session	ASHA Hours	AAA Hours	Attended ✓	Presenter
Friday	8:30 am - 10:00 am	S 1 <i>Creative Ideas for using iPad Apps in Speech-Language Therapy - Part 1</i>	1.5			Raj
		S 2 <i>Training and Implementation of Interpreters in Speech-Language Pathology and Audiology - Part 1</i>	1.5	1.5		Fabiano-Smith; Motoyoshi
		S 3 <i>Clinical Phenotypes of Primary Progressive Apraxia of Speech</i>	1.5			Utianski
		S 4 <i>Thinking of Grad School? Application Tips for Future SLPs</i>	1.5			Bacon; Ingram
	10:30 am - 12:00 pm	S 5 <i>Creative Ideas for Using iPad Apps in Speech-Language Therapy - Part 2</i>	1.5			Raj
		S 6 <i>Training and Implementation of Interpreters in Speech-Language Pathology and Audiology - Part 2</i>	1.5	1.5		Fabiano-Smith; Motoyoshi
		S 7 <i>Integrating Theory Into the Clinical Management of Intelligibility Disorders</i>	1.5			Utianski
		S 8 <i>Keeping Therapy Engaging: Fast, Fun and Motivating Reinforcers</i>	1.5			Hill; Keeney
	12:00 pm - 1:00 pm	S 9 <i>Technical Sessions 1</i> Enter # of Technical Sessions attended _____ (4 sessions = .1 CEU)	1			Various
	1:30 pm - 3:00 pm	S 10 <i>Creative Ideas for using iPad Apps in Speech-Language Therapy - Part 3</i>	1.5			Raj
		S 11 <i>Embodied Strategies for Improving Reading Comprehension in Dual Language Learners</i>	1.5			Adams; Restrepo; Glenberg
		S 12 <i>Assessment and Treatment Strategies in Head and Neck Cancer: State of the Art and the Mayo Clinic Model - Part 1</i>	1.5			Crujido
		S 13 <i>Use of "Quick Artic" in Arizona Schools</i>	1.5			Flax; Archer; Manion; Embree
	3:30 pm - 5:00 pm	S 14 <i>Implementing the 3:1 Model in Grades Pre-K to 12</i>	1.5			Dachtly; Dachtly; Bird; Ross
		S 15 <i>Culture and Language Consideration for Navajo Children on Assessments</i>	1.5			Henderson; Restrepo
		S 16 <i>Assessment and Treatment Strategies in Head and Neck Cancer: State of the Art and the Mayo Clinic Model - Part 2</i>	1.5			Crujido
		S 17 <i>Technical Sessions 1</i> Enter # of Technical Sessions attended _____ (6 sessions = .1 CEU)	1.5			Various
5:30 pm - 7:00 pm	Praxis Bowl	1.5			Various	

Continuing Education



The Arizona 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.



The Arizona Speech-Language-Hearing Association is approved by the American Academy of Audiology to offer Academy CEUs for this activity. The program is worth a maximum of 0.9 CEUs. Academy approval of this continuing education activity is based on course content only and does not imply endorsement of course content, specific products, or clinical procedure, or adherence of the event to the Academy's Code of Ethics. Any views that are presented are those of the presenter/CE Provider and not necessarily of the American Academy of Audiology.

This course is offered for up to 1.45 ASHA CEUs (various levels, professional area). Presentation disclosures can be found on the ArSHA website at <https://www.arsha.org/arsha-convention/2017-annual-convention>.

Pending: Pre-approval for up to 14.5 continuing education hours by the Arizona Department of Health Services. Attendees are expected to be present for the entire program. Individuals who are not present for the full program will not receive ASHA CEUs. No partial credit will be provided.

2017 Session Tracker *(continued)*

Day	Time	Session	ASHA Hours	AAA Hours	Attended ✓	Presenter	
Saturday	8:30 am - 10:00 am	S 18	<i>School Age Stuttering Therapy: Cognitive/Affective Needs and Resources</i>	1.5			Reeves
		S 19	<i>Infant Feeding Difficulty: A Look at High Risk Populations - WITHDRAWN</i>	1.5			Valentine; Scott
		S 20	<i>A Treatment Continuum for Aphasia, Alexia and Agraphia</i>	1.5			Beeson; Rising
		S 21	<i>Preparing Audiologists for the Changing World of Hearing Health Care</i>	1.5	1.5		DiSarno
	10:30 am - 12:00 pm	S 22	<i>Stuttering Therapy for All Ages: Working With Parents and Teachers</i>	1.5			Reeves
		S 23	<i>Sleep and Daily Functioning in Children With Disabilities</i>	1.5			Russell
		S 24	<i>Treating Naming Impairments in Primary Progressive Aphasia</i>	1.5			Beeson; Rising
		S 25	<i>Analysis of Tinnitus in a College-Aged Population</i>	1.5	1.5		Bhatt; Rhodes; Wood
	1:30 pm - 3:00 pm	S 26	<i>Supporting the Development of Executive Functioning Skills</i>	1.5			Bogen
		S 27	<i>Barium 101: Properties of Contrast Materials and Effect on MBSS</i>	1.5			Peterson
		S 28	<i>Core Assessment and Treatment Principles for Cleft Palate Speech Disorders - Part 1</i>	1.5			Cordero; Williams
		S 29	<i>Is Good Speech Perception Sufficient for Learning New Words?</i>	1.5	1.5		Pittman
	3:30 pm - 5:00 pm	S 30	<i>Strategies to Build Self-Regulation Skills</i>	1.5			Bogen
S 31		<i>Tales of Language Loss and Language Acquisition: Difference or Disorder?</i>	1.5			Murray	
S 32		<i>Core Assessment and Treatment Principles for Cleft Palate Speech Disorders - Part 2</i>	1.5			Cordero	
S 33		<i>The Clinical Challenge of Diagnosing and Managing Central Auditory Processing Disorder</i>	1.5	1.5		Mehta	
ENTER TOTAL							

Deadline to report your hours earned using the Online Reporting System is May 13, 2017.

Visit www.arsha.org

See Page 4 for instructions.

Highlighted Convention Speakers



Erik Raj, PhD, CCC-SLP, holds a Certificate of Clinical Competence from the American Speech-Language-Hearing Association and is a practicing speech-language pathologist who works daily with school-age children. He is an assistant professor and clinical supervisor in the Department of Speech-Language Pathology at Monmouth University in West Long Branch, New Jersey. In addition to developing numerous iPad apps for children with communication difficulties, he has directed the instructional video components to the speech-language pathology book titled *Your Voice is Your Business* by Plural Publishing. Dr. Raj has a Bachelor of Science degree in speech-language pathology and audiology from Stockton University and a Master of Science degree in speech-language pathology from Misericordia University in Pennsylvania. He earned his Doctor of Philosophy degree in communication sciences and disorders at Wayne State University.

Dr. Raj will present ***Creative Ideas for Using iPad Apps in Speech-Language Therapy*** on Friday from 8:30 am – 10:00 am, 10:30 am – 12:00 pm and 1:30 pm – 3:00 pm.



Leah Fabiano-Smith, PhD, CCC-SLP, is an assistant professor in the Department of Speech, Language and Hearing Sciences at the University of Arizona. She received her doctorate at Temple University and completed a postdoctoral fellowship at the Center for Research in Language at the University of California San Diego. Her research interests include phonological development and disorders in bilingual Spanish-English speaking children. As an ASHA-certified speech-language pathologist, Dr. Fabiano-Smith has worked in the early intervention, preschool, public school and nursing home settings with bilingual clients in the United States and Mexico. She is the director of the Bilingual Certificate Program at the University of Arizona.

Dr. Fabiano-Smith will present ***Training and Implementation of Interpreters in Speech-Language Pathology and Audiology*** on Friday from 8:30 am – 10:00 am and 10:30 am – 12:00 pm.



Lisa Crujido, MS, CCC-SLP, is a speech-language pathologist in the Department of Otorhinolaryngology at Mayo Clinic Arizona. Ms. Crujido completed her graduate study at Illinois State University. She is a co-author on a number of publications that include treatment outcomes using radiotherapy for head and neck cancer, the effects of e-stim and exercise in chronic pharyngeal dysphagia and treatment programs for total laryngectomees. She is a contributor to *Laryngeal Cancer: An Interdisciplinary Resource for Practitioners*, authoring a chapter on airway and respiratory challenges in larynx cancer.

Ms. Crujido will present ***Assessment and Treatment Strategies in Head and Neck Cancer: State of the Art and the Mayo Clinic Model*** on Friday from 1:30 pm – 3:00 pm and 3:30 pm – 5:00 pm.



Nina Reardon Reeves, MS, CCC-SLP, BCS-F, is a licensed, certified speech-language pathologist and board-certified specialist in fluency disorders. She is a staff fluency specialist for Frisco Independent School District, and fluency specialist consultant for San Diego Unified School District. She is a nationally recognized workshop presenter in the area of fluency disorders and is an author who most recently co-authored *School Age Stuttering Therapy: A Practical Guide for Stuttering Therapy Resources, Inc.* She is also a recipient of the ASHF Van Hattum Award for outstanding contributions to public schools.

Ms. Reeves will present ***School Age Stuttering Therapy: Cognitive/Affective Needs and Resources*** on Saturday from 8:30 am – 10:00 am and 10:30 am – 12:00 pm.



Catherine Bacon, MA, CCC-SLP, is a clinical professor in the Department of Speech and Hearing Science at Arizona State University (ASU). She teaches graduate and undergraduate courses and coordinates ASU's speech-language pathology assistant certificate program and the part-time employment program (PEP) track in the master's of speech-language pathology program. Ms. Bacon has provided clinical training and supervision to speech-language pathology students for more than 25 years.

Ms. Bacon will present ***Thinking of Grad School? Application Tips for Future SLPs*** on Friday from 8:30 am – 10:00 am.



Amy Hill, MA, CCC-SLP, is a speech-language pathologist who earned a Bachelor of Arts degree in psychology and a Master of Arts degree in communication sciences and disorders from the University of Northern Colorado. Prior to joining Lightstreet Special Education Solutions/Learn It Systems, she owned a private company, TEAM Ed, and prior to that was a speech-language pathologist. She is program director and faculty at Estrella Mountain Community College.

Ms. Hill will present ***Keeping Therapy Engaging: Fast, Fun and Motivating Reinforcers*** on Friday from 10:30 am – 12:00 pm.



Pélagie (Pagie) Beeson, PhD, CCC-SLP, is professor and head of the Department of Speech, Language and Hearing Sciences at the University of Arizona. Her research focuses on the nature and treatment of acquired impairments of adults. Dr. Beeson and her research team work to develop and test behavioral interventions to maximize recovery from aphasia, alexia and agraphia. Dr. Beeson is a Fellow of the American Speech-Language-Hearing Association (ASHA) and served as coordinator of ASHA Special Interest Group 2: Neurologic Communication Disorders and Sciences.



Kindle Rising, MS, CCC-SLP, is a research speech-language pathologist at the University of Arizona. After receiving her Bachelor of Science degree and Master of Science degree from the University, she worked in medical speech-language pathology before returning to the university in a research capacity. Ms. Rising is an expert in behavioral interventions for aphasia, alexia and agraphia. She has been the lead speech-language pathologist working with Dr. Beeson in the Aphasia Research Project for more than 10 years.

Dr. Beeson and Ms. Rising will present ***A Treatment Continuum for Aphasia, Alexia and Agraphia*** on Saturday from 8:30 am – 10:00 am and ***Treating Naming Impairments in Primary Progressive Aphasia*** on Saturday from 10:30 am – 12:00 pm.



Neil DiSarno, PhD, CCC-A, has been chief staff officer for audiology at the American Speech-Language-Hearing Association since 2012. He has extensive experience as a clinical audiologist, audiology professor and ASHA volunteer leader. Prior to his position as department head and audiology program director at Missouri State University, he served in diverse clinical practices that included a school district in rural Alaska, National Acoustics Center in New Zealand and health-care settings in Florida, New York and Canada.

Dr. DiSarno will present ***Preparing Audiologists for the Changing World of Hearing Health Care*** on Saturday from 8:30 am – 10:00 am.



Zarin Mehta, AuD, CCC-A, FAAA, is an associate professor of audiology at A.T. Still University. Her areas of teaching responsibilities and research interests include auditory disorders including central auditory processing disorder ((C)APD), genetics and pediatric audiology. She performs (C)APD evaluations and clinical research on (C)APD and supervises audiology students in clinic.

Dr. Mehta will present ***The Clinical Challenge of Diagnosing and Managing Central Auditory Processing Disorder*** on Saturday from 3:30 pm – 5:00 pm.

Child of the Year



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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 28

7:00 am–5:00 pm	Registration
7:30 am–8:30 am	Breakfast
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 – On Your Own
12:00 pm–1:15 pm	Technical Sessions 1
1:30 pm–3:00 pm	Presentations
3:00 pm–3:30 pm	Break, Exhibits, Silent Auction
3:30 pm–5:00 pm	Technical Sessions 2
3:30 pm–5:00 pm	Presentations
5:00 pm–5:30 pm	Happy Hour – Last Territory
5:30 pm–7:00 pm	Praxis Bowl – Last Territory

Friday's Sessions

8:30 am–10:00 am



Session 1 Turquoise II

Creative Ideas for Using iPad Apps in Speech-Language Therapy - Part 1

Erik Raj, PhD, CCC-SLP, Monmouth University

(Instructional Level – Intermediate)

This session is designed to meet the needs of speech-language pathologists serving school-age children with various communication difficulties by providing them with original and exciting ways to motivate and teach students. Creative ideas will be shared on how to put new spins on traditional speech-language therapy by introducing various iPad apps and web-based technologies that revolve around the iPad. Participants will be involved in discussions related to skills and foundational knowledge. There will also be numerous prize giveaways throughout this course.

Learner Outcomes: At the completion of this presentation, participants will be able to identify iPad apps that are appropriate to use with children in speech-language therapy, use iPad apps to assist children with practicing numerous speech and language goals, summarize unique digital motivational strategies to help children become more effective communicators and demonstrate different ways to appropriately introduce digital audio-visual materials into speech-language therapy.

Part 2 of this session will take place 10:30 am-12:00 pm (Session 5)

8:30 am–10:00 am (continued)



Session 2 Turquoise I

Training and Implementation of Interpreters in Speech-Language Pathology and Audiology - Part 1

Leah Fabiano-Smith, PhD, CCC-SLP; Rui Motoyoshi, MA, CCC-SLP, from University of Arizona

(Instructional Level – Intermediate)

Twenty-five percent of school-age children speak a language other than English (U.S. Census Bureau, 2015), while only a fraction of speech-language pathologists (SLPs) and audiologists are bilingual (American Speech-Language-Hearing Association, 2014). Further, the population of English language learners is projected to continue growing (National Center for Education Statistics, 2009; U.S. Census Bureau, 2008). This session will focus on the roles and responsibilities of the bilingual and monolingual SLPs and strategies for integrating the use of interpreters into your clinical practice. Video examples of using interpreters and the discussion of roles and responsibilities for both clinicians and support personnel will be discussed. A question and answer session will be provided to troubleshoot barriers to the recruitment and retention of interpreters in the assessment and treatment settings.

Learner Outcomes: At the completion of this presentation, participants will be able to list three considerations for monolingual clinicians working with bilingual clients, demonstrate knowledge of individuals appropriate for interpretation versus those not appropriate for this role and demonstrate knowledge of interpreter training, implementation and debriefing.

Part 2 of this session will take place 10:30 am-12:00 pm (Session 6)



Session 3 Agave I, II & III

Clinical Phenotypes of Primary Progressive Apraxia of Speech

Rene Utianski, PhD, CCC-SLP, Mayo Clinic

(Instructional Level – Introductory)

Apraxia of speech (AOS) is a motor speech disorder characterized by combinations of a slowed speaking rate, abnormal prosody, distorted sound substitutions and additions, and trial-and-error articulatory movements. AOS is due to the abnormal planning and/or programming of speech production. It has been demonstrated that AOS can be the earliest manifestation of an underlying neurodegenerative disease; in this case, it is referred to as primary progressive apraxia of speech (PPAOS). Recent reports suggest that AOS characteristics can differ among affected patients. In some, the speech pattern is dominated by distorted sound substitutions and additions, and other features attributable to articulatory difficulty; in others, the pattern is dominated by slow, prosodically segmented speech. We have designated the first profile as Phonetic PAOS (Ph-PPAOS) and the second as Prosodic PAOS (Pr-PPAOS). It appears that the AOS pattern type may have prognostic implications. In a recent small longitudinal study, we observed that in some PAOS patients, the AOS remained the most salient feature over an average of seven years of the neurodegenerative disease. This trajectory was associated with the presentation of Ph-PPAOS. Other patients developed a severe extrapyramidal syndrome, resembling progressive supranuclear palsy within five years, causing significant morbidity, including the inability to ambulate and a shortened life span; this more aggressive course was associated with the Pr-PPAOS type. Acoustic measurements validate the perceptually distinct presentations of PPAOS types. Reliable differential diagnosis has implications for disease identification as well as providing appropriate therapy.

Learner Outcomes: At the completion of this presentation, participants will be able to understand the inclusion and exclusion criteria for a diagnosis of primary progressive apraxia of speech (PPAOS), describe the perceptual features associated with the subtypes of PPAOS and outline the tasks that are useful in the differential diagnosis of PPAOS.

ArSHA Convention Program

8:30 am–10:00 am (continued)

M **Session 4** *Thinking of Grad School? Application Tips for*
Joshua Tree I & II *Future SLPs*
SLPA Catherine Bacon, MA, CCC-SLP; Kelly Ingram,
MS, CCC-SLP, from Arizona State University

(Instructional Level – Introductory)

Speech-language pathology assistants acquire clinical experience that often ignites an interest in pursuing a master's degree in order to become a licensed, certified speech-language pathologist. This session will present information on where to start and what to do when applying for a graduate program in speech-language pathology. Information about the American Speech-Language-Hearing Association (ASHA) accredited graduate programs in the state of Arizona will be presented. The application process will be outlined and resources, strategies and tips for preparing the application; requesting letters of recommendation; taking the GRE and selecting a graduate program will be included.

Learner Outcomes: At the completion of this presentation, participants will be able to identify resources for obtaining information on ASHA accredited graduate programs in speech-language pathology, list background requirements for pursuing a master's degree in speech language pathology, implement strategies for writing a personal statement of intent required by many graduate programs and identify considerations for selecting a graduate program in speech-language pathology.

10:30 am–12:00 pm

P **Session 5** *Creative Ideas for Using iPad Apps in Speech-*
Turquoise II *Language Therapy - Part 2*
Erik Raj, PhD, CCC-SLP, Monmouth University

(Instructional Level – Intermediate)

See Session 1 for abstract and learner outcomes.

Part 3 of this session will take place 1:30 pm-2:00 pm (Session 10)

MI **Session 6** *Training and Implementation of Interpreters in*
Turquoise I *Speech-Language Pathology and Audiology -*
Part 2
Leah Fabiano-Smith, PhD, CCC-SLP; Rui
Motoyoshi, MA, CCC-SLP, University of Arizona

(Instructional Level – Intermediate)

See Session 2 for abstract and learner outcomes.

M **Session 7** *Integrating Theory Into the Clinical*
Agave I, II & III *Management of Intelligibility Disorders*
Rene Utianski, PhD, CCC-SLP, Mayo Clinic

(Instructional Level – Introductory)

In the literature, there is a lack of gold-standard guidelines to identify clinical targets in the treatment of intelligibility disorders, including those secondary to motor speech disorders. Fortunately, there is growing literature about how we perceive speech, which we may capitalize upon to guide our clinical practice. This session will focus on the cognitive processes involved in understanding speech, how degradations of speech can interfere with these cognitive processes and the ways in which these theoretical models can be incorporated into the treatment of intelligibility disorders. Particular focus will be paid to individuals with neurodegenerative diseases, for whom traditional speech therapy exercises may not be appropriate or effective. Therapeutic approaches that address modifications for the speaker, communication partners and environment will be discussed. Finally, when considering modifications made by a speaker with a motor speech disorder, there are limited means for quantifying improvement or degradation of speech. This justification may support the need for ongoing skilled speech therapy. Approaches for acoustic characterization of changes in rate, loudness and prosody will be discussed.

Learner Outcomes: At the completion of this presentation, participants will be able to understand the cognitive processes associated with understanding speech, explain how speech degradation interferes with cognitive-perceptual processes associated with speech understanding and understand ways to quantify changes in speech, associated with modifications in rate, loudness and prosody.

10:30 am–12:00 pm (continued)

MI **Session 8** *Keeping Therapy Engaging: Fast, Fun and*
Joshua Tree I & II *Motivating Reinforcers*
SLPA Amy Hill, MA, CCC-SLP, Light Street Special
Education Solutions; Mary Keeney, MA, CCC-SLP,
Midwestern University

(Instructional Level – Introductory)

We need to keep our students motivated and engaged in therapy. We want our therapy to be fun, but it has to be fun with a purpose. It has to be FUN-ctional. Come to this session and learn to use dozens of fast and fun reinforcers to keep students engaged, curb behavior disruptions and help you get maximum repetitions of virtually any therapy target. In this hands on session, you'll learn how to use inexpensive and readily available materials in creative ways to keep your therapy goal-focused, engaging and fun! Most suitable for those working with elementary students.

Learner Outcomes: At the completion of this presentation, participants will be able to identify the relationship between frequent opportunities to practice a target skill in a therapy session and improved outcomes, identify ways in which reinforcers such as toys, stickers and games can be used to increase the number of productions for speech goals or language goals, identify ineffective and effective reinforcement schedules and learn how to create a positive learning environment to keep students engaged.

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offering
Webinars
to members and
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ArSHA Convention Program

TECHNICAL SESSIONS – SESSION 9

Turquoise II

12:00 pm–12:15 pm

MI *Ease of Access to Speech-Language Therapy Services: Insights From University Transgender Students*

Jessica Feczko, BA; Miranda Clements, BA; Rachael Carlisle, BA; Hannah Galloway, BA; Ariana Randall, BA; Judith King, PhD, CCC-SLP, from Northern Arizona University

(Instructional Level – Introductory)

Information regarding the availability and accessibility of transgender voice/communication therapy services is not well advertised across the United States by university speech-language-hearing clinics. Sixteen Northern Arizona University (NAU) students, who identify as transgender, volunteered to participate in individual interviews that solicited their opinions regarding their awareness and the accessibility of transgender voice/communication therapy services on the NAU campus. The outcomes of this poster identify current barriers that prevent potential candidates for voice/communication therapy from accessing those services and offer suggestions to strengthen how speech-language-hearing clinics across the country could advertise their services to prospective transgender clients.

Learner Outcomes: At the completion of this presentation, participants will be able to determine key words used by transgender students seeking voice and communication services, determine what suggestions transgender students have to raise awareness of voice and communication services and provide information to university clinics on “best practices” for advertising voice and communication services to the transgender community.

12:15 pm–12:30 pm

MI *Perspectives on Stuttering Self-Disclosure by Adult Persons Who Stutter*

Dana Niiro, BS; Chloe Acquavella, BA; Molly Shearer, BA; Nikki White, BA, from Northern Arizona University

(Instructional Level – Introductory)

The purpose of this session is to examine and discuss the decision-making criteria persons who stutter (PWS) use in choosing whether or not to self-disclose to their communication partners and their feelings and attitudes about self-disclosure. This research directly responds to the American Speech-Language-Hearing Association’s (ASHA) mission to improve the quality of life for people with fluency disorders through advocacy and public education and to provide speech-language pathologists with resources and education that facilitate understanding of fluency disorders and promote effective treatment of people with fluency disorders. To identify the criteria PWS use in choosing whether or not to self-disclose and their feelings and attitudes toward self-disclosure, two distinct focus groups of adult PWS and individual interviews were conducted.

Learner Outcomes: At the completion of this presentation, participants will be able to identify and describe stuttering self-disclosure, list the benefits and drawbacks to both listener and speaker when stuttering self-disclosure is used or not and identify criteria that PWS may use when deciding to self-disclose or not.

12:30 pm–12:45 pm

M *Speech Powered by Mouthpiece Positive-Pressure Inspirations in Neuromuscular Disease*

Isabella Bareiss; Jeannette D.Hoit, PhD, CCC-SLP, from University of Arizona; Joshua O. Benditt, MD, University of Washington Medical Center; Deanna Britton, PhD, CCC-SLP, Portland State University and Northwest Clinic for Voice and Swallowing

(Instructional Level – Intermediate)

People with neuromuscular disease often have impaired respiratory muscle function, which, if severe enough, may require mechanical ventilation to sustain life. One form of mechanical ventilation is called mouthpiece noninvasive positive-pressure ventilation (M-NPPV) in which

inspirations are delivered through a free-standing mouthpiece; however, little is known about how M-NPPV is used to power speech production (Britton, Benditt, & Hoit, 2016). The present study, the first to examine the nature of inspiratory behavior during speaking in people who use M-NPPV, included eight adults with neuromuscular disease (muscular dystrophy and post polio). This study reveals that, although the use of M-NPPV may bolster respiratory function for speech production, participants varied widely in its use with some participants never using it at all for speaking. Perhaps offering direct instruction in the use of M-NPPV for improving speech may be an effective treatment strategy for those who use this form of ventilation.

Learner Outcomes: At the completion of this presentation, participants will be able to describe mouthpiece noninvasive positive-pressure ventilation (M-NPPV), describe how speech is produced with M-NPPV and identify assisted and unassisted inspirations.

12:45 pm–1:00 pm

MI *Effect of Instruction on Clear Speech in Normal Hearing Adults*

Natasha Swink, BA; Meghan Darling-White, PhD, CCC-SLP;

Kate Bunton, PhD, CCC-SLP, from University of Arizona

(Instructional Level – Intermediate)

Research focused on clear speech has been completed using a wide range of participants and age groups. This includes those with hearing loss and without, and even participants with dysarthria secondary to neurodegenerative diseases or acquired brain injury. Many studies have shown that there are significant acoustic differences between habitual and clear speech for typical adult speakers (Ferguson, 2004 Krause & Braida, 2004) and that instructions used to cue clear speech have an effect on the changes made (Lam & Tjaden, 2013; Tjaden, Sussman & Wilding, 2014). The purpose of this session is to establish the effects of instruction on clear and conversational speech for typical older adults. We will collect oral reading and spontaneous speech samples. In addition to the “clear” condition, other conditions will include slowed speech, over-articulation and increased loudness.

Learner Outcomes: At the completion of this presentation, participants will be able to describe different instructions for cueing clear speech, describe the acoustic changes that accompany production of clear speech and discuss potential benefits of these findings for communication partners.

1:00 pm–1:15 pm

M *Patterns of Connected Speech Features in Aphasia*

Marianne Casilio, BA; Kindle Rising, MS, CCC-SLP; Pelagie Beeson, PhD, CCC-SLP; Kate Bunton, PhD, CCC-SLP; Stephen Wilson, PhD, from Vanderbilt University

(Instructional Level – Intermediate)

Connected speech in individuals with aphasia reflects underlying impairments in any of a number of speech-language domains. This sensitivity to many different types of disturbances makes connected speech analysis a valuable tool for assessment, diagnosis and evaluation of treatment outcomes. Because observable connected speech features derive from underlying impairments, certain features tend to pattern together. The goal of this study was to identify patterns of connected speech features in aphasia, so that patients’ speech can be characterized in terms of empirically motivated and explanatory underlying factors.

Learner Outcomes: At the completion of this presentation, participants will be able to describe challenges related to connected speech assessment in aphasia, describe the method and purpose of the proposed multi-dimensional auditory-perceptual rating scheme and describe common connected speech features in aphasia and explain the underlying dimensions of impairment that determine patterns among the features.

ArSHA Convention Program

1:30 pm–3:00 pm



Session 10 Turquoise II

Creative Ideas for Using iPad Apps in Speech-Language Therapy - Part 3
Erik Raj, PhD, CCC-SLP, Monmouth University

(Instructional Level – Intermediate)

See Session 1 for abstract and learner outcomes.



Session 11 Turquoise I

Embodied Strategies for Improving Reading Comprehension in Dual Language Learners
Ashley Adams, MS; Maria Adelaida Restrepo, PhD, CCC-SLP; Arthur Glenberg, PhD, from Arizona State University

(Instructional Level – Intermediate)

Reading comprehension is one of the most important skills for elementary school-aged children to acquire, and one of the most prominent areas of difficulty for dual language learners (DLLs). This session will summarize predictors of reading comprehension in DLLs in elementary school and provide an overview of previous literacy interventions to improve reading comprehension targeted at this population. Next, we will present our findings using a technology-based reading comprehension intervention called EMBRACE (Enhanced Moved by Reading to Accelerate Comprehension in English). This intervention is based on principles of embodied cognition and simulation, which emphasize the importance of connecting what we read to real-world experiences and expressing this knowledge through movement (in this case movement of images on the iPad screen). Implications of the use of technology and embodied strategies for language and literacy intervention will be discussed.

Learner Outcomes: At the completion of this presentation, participants will be able to describe predictors of reading comprehension outcomes in elementary grade DLLs, discuss efficacy of different intervention techniques to improve reading comprehension and describe how embodied principles can improve language and literacy.



Session 12 Agave I, II & III

Assessment and Treatment Strategies in Head and Neck Cancer: State of the Art and the Mayo Clinic Model - Part 1
Lisa Crujido, MS, CCC-SLP, Mayo Clinic - Arizona

(Instructional Level – Intermediate)

Cancers of the head and neck require accurate diagnosis, staging and treatment planning to ensure the best oncological and functional outcomes. This requires the expertise of a multi-disciplinary team that examines all aspects of the disease. The patient must be provided with imaging results, pathology reports that include staging of the disease, treatment options, success rates and the risks and benefits of the treatments. The speech-language pathologist (SLP) is an integral part of the cancer care team and should be prepared to assist the team in treatment planning. It is the role of the SLP to educate the patient on the full impact of surgical and non-surgical treatments on speech, swallowing and voice. This session aims to educate and empower SLPs in the treatment of this patient population from the time of the initial diagnosis, through treatment and beyond.

Learner Outcomes: At the completion of this presentation, participants will be able to develop a protocol for the assessment and treatment of dysphagia associated with treatment for head and neck cancer, develop a protocol for the assessment and treatment of trismus, dysarthria and dysphonia associated with treatment for head and neck cancer, identify changes in oral, pharyngeal and laryngeal structures resulting from radiation therapy and develop a protocol for establishing a multi-disciplinary team for evaluation, treatment planning and rehabilitation of patients with head and neck cancer.

Part 2 of this session will take place 3:30 pm-5:00 pm (Session 16)



Session 13 Joshua Tree I & II

Use of "Quick Artic" in Arizona Schools
Jessica Flax, MS, CCC-SLP; Rebecca Archer, MS, CCC-SLP; Vanessa Manion, MEd, CCC-SLP, from Tucson Unified School District; Rebecca Embree, MS, CCC-SLP, Peoria Unified School District

(Instructional Level – Intermediate)

School-based speech-language pathologists (SLPs) often face scheduling challenges related to remediation of speech sound errors. Due to high caseloads, many SLPs have traditionally treated articulation and phonological disorders in a group setting. However, some school systems

have begun to implement distributed models of intervention for children with speech sound disorders. Known as "Quick Artic," "Speedy Speech," or "5-Minute Speech," these models emphasize drill-based learning of motor speech patterns that is distributed over multiple days. This session will provide information about how Arizona schools use Quick Artic models to treat speech sound disorders. It will consist of two components: a presentation and a question and answer session.

Learner Outcomes: At the completion of this presentation, participants will be able to describe how Quick Artic fits into an evidence-based practice framework, list advantages and disadvantages to using the Quick Artic method in their clinical practice and identify potential candidates for whom the Quick Artic method would be appropriate.

3:30 pm–5:00 pm



Session 14 Turquoise II

Implementing the 3:1 Model in Grades Pre-K to 12
Sarah Dachtyl, PhD, CCC-SLP; Louis Dachtyl, MA, CCC-SLP; Meghan Bird, MaEd, MS, CCC-SLP; Brenda Ross, MA, CCC-SLP, from Sahuarita Unified School District

(Instructional Level – Intermediate)

The 3:1 service delivery model is designed such that speech-language pathologists (SLP) in the schools provide three weeks of direct services to one week of indirect services. The indirect service week is meant for observation, consultation, meetings and paperwork. It can also be used for work-related activities such as screenings, evaluations, data collection and make-up sessions. This session's panel discussion will address benefits and challenges related to using the 3:1 model in a variety of settings, programs and environments based on the panel's professional experience. Attendees will gain knowledge about the practical application of the 3:1 model throughout the school-age years, as well as information needed to advocate for use of 3:1 in their districts.

Learner Outcomes: At the completion of this presentation, participants will be able to describe how 3:1 can be implemented at preschool, elementary, middle school and high school levels, discuss how the 3:1 model must be used flexibly to meet the needs of all students, discuss how using a 3:1 model allows for better adherence to early intervention models and describe how using the 3:1 model is beneficial to the IEP and evaluation process.



Session 15 Turquoise I

Culture and Language Consideration for Navajo Children on Assessments
Davis Henderson, BS; Maria Adelaida Restrepo, PhD, CCC-SLP, from Arizona State University

(Instructional Level – Intermediate)

Speech-language pathologists (SLPs) use a variety of language assessments to evaluate Navajo children; yet, standardized assessments are commonly used with Navajo children, which over-identifies them with language impairment that are not normed for the population. The purpose of this session is to discuss the influence of culture and language on assessments of Navajo students. Cultural and language characteristics of assessments and principles of assessment will be discussed using the results of the two studies to encourage SLPs to use more appropriate measures for Navajo children.

Learner Outcomes: At the completion of this presentation, participants will be able to use appropriate assessment practices for Navajo children, describe how Navajo children perform on standardized and dynamic assessment measures and describe cultural and language characteristic in Navajos that impact assessments.



Session 16 Agave I, II & III

Assessment and Treatment Strategies in Head and Neck Cancer: State of the Art and the Mayo Clinic Model - Part 2
Lisa Crujido, MS, CCC-SLP, Mayo Clinic - Arizona

(Instructional Level – Intermediate)

See Session 12 for abstract and learner outcomes.

ArSHA Convention Program

TECHNICAL SESSIONS – SESSION 17

Joshua Tree I & II

3:30 pm–3:45 pm

P *Pre-Surgical and Feeding Management of Infants With Cleft Lip/Palate*
Jessica Williams, MS, CCC-SLP; Kelly Cordero, PhD, CCC-SLP,
from St. Joseph's Hospital and Medical Center
(Instructional Level – Intermediate)

Infants with a cleft palate are at risk for feeding difficulties, failure to thrive and poor weight gain. One center found 31 percent of infants born with cleft lip and/or palate fell in the failure to thrive category (5th percentile or lower). When infants were followed by a team for feeding, the failure to thrive rate decreased to five percent after six months (Baylis et al., 2016). This session will describe the care provided by the Infant Program at this institution.

Learner Outcomes: At the completion of this presentation, participants will be able to identify the medical team members needed for optimal management of infants with cleft lip/palate, list three types of cleft-adapted bottles that may be successful feeding options for infants with cleft lip/palate and outline the basic services provided through team care in a program designed for infants with cleft lip/palate.

3:45 pm–4:00 pm

P *22q & You: SLP Role in 22q11.2 Deletion Syndrome*
Jessica Williams, MS, CCC-SLP; Kelly Cordero, from St. Joseph's
Hospital and Medical Center
(Instructional Level – Intermediate)

22q11.2 deletion syndrome (22q) is estimated to be almost as common as Down syndrome and is caused by a microdeletion of chromosome 22. Approximately 75-85 percent of individuals with 22q can have palate and/or pharyngeal anomalies which can lead to concerns with velopharyngeal function, hypernasal speech and related articulation concerns. Greater than 90 percent of individuals with 22q are diagnosed with developmental delay, learning disabilities, cognitive disabilities and/or speech-language disorders. Those with mild or no cardiac anomalies are eventually diagnosed due to concerns with articulation, resonance, language and/or learning that were identified by speech-language pathologists (SLPs), who therefore have an important role with this population. This session will outline the most common symptoms of 22q and the role of the SLP in identification, treatment and referral.

Learner Outcomes: At the completion of this presentation, participants will be able to list three other names that have been used for 22q11.2 deletion syndrome, outline resonance, speech and language characteristics typical with a diagnosis of 22q and identify the importance of SLP knowledge in this area to assist with appropriate referral and subsequent identification of individuals with 22q.

4:00 pm–4:15 pm

M *Executive Function and Quality of Life in Marfan Syndrome*
Ileana Ratiu, PhD, CCC-SLP; Mitra Esfandiarei, PhD, from Midwestern
University; Hope Baylow, DA, Hofstra University; Ruchi Bhargava, PhD;
Thomas Virden, PhD; Melissa Flint, PsyD, from Midwestern University
(Instructional Level – Intermediate)

Marfan syndrome is a connective tissue disorder that affects skeletal, ocular, pulmonary, cardiovascular and central nervous systems. There is little evidence regarding the impact of Marfan syndrome on executive function and overall quality of life. This study examined perceptions of executive function and quality of life along with Marfan syndrome. The results suggest that individuals with Marfan syndrome experience some executive function difficulties which are related to overall quality of life.

Learner Outcomes: At the completion of this presentation, participants will be able to demonstrate a general understanding of Marfan syndrome, identify common executive function difficulties that individuals with Marfan syndrome may experience and identify how executive function difficulties are related to overall quality of life in individuals with Marfan syndrome.

4:15 pm–4:30 pm

P *Clear Speech Production in Elementary-Age Children*
Griffin Taylor, BS; Kate Bunton, PhD, CCC-SLP, from University of Arizona
(Instructional Level – Intermediate)

Research focused on clear speech has included adult participants with and without hearing loss as well as participants with dysarthria secondary to neurodegenerative diseases or acquired brain injury. Targeting adult populations has been motivated by efforts to improve speech production for the benefit of the communication partners. Many adults also have communication partners who are children. However, there is limited literature on whether or not children are capable of changing their speech production when cued to speak clearly. It is the purpose of the present study to determine what, if any, modifications children aged 6-10 years made to their speech when cued to produce clear speech in conditions where there was competing background noise and when they were told to speak as though they were talking to someone with hearing loss.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the acoustic changes that accompany production of clear speech for children, describe how performance between children and adults differs during clear speech tasks and discuss potential benefits of these findings for communication partners.

4:30 pm–4:45 pm

MI *Effective Supervision: Perspectives of Supervisees in the Trenches*
Hallie Clason, BS; Danielle Wray, BS, SLP-A Graduate Clinician; Sandra
Stewart, EdD, CCC-SLP; Dr. D. Elise Lindstedt, MS, CCC-SLP; Dr. Judith
B. King, MS, CCC-SLP, from Northern Arizona University
(Instructional Level – Introductory)

The purpose of this session is to identify the factors that speech-language pathology assistant (SLPA) graduate students believe are most important factors in the supervisory experience. This qualitative study used a focus group model to investigate the perspectives on supervision of 30 SLPA part-time graduate students. Nine questions were posed to encourage participants to discuss their supervisory experiences, the style of their supervisor and factors they believe are most important to the effectiveness of the supervisory experience. The information gleaned from this qualitative study will take an important step toward advancing the profession's understanding of the supervisory process from the perspective of SLPA graduate students.

Learner Outcomes: At the completion of this presentation, participants will be able to identify SLPA graduate students' perspectives on the most important factors in the supervisory experience, list qualities of effective supervision versus barriers to effective supervision of SLPAs and compare and contrast the roles and responsibilities of the SLPA supervisor to those of the SLPA.

4:45 pm–5:00 pm

P *Development of Velopharyngeal Closure in Infants and Toddlers*
Kristin Rumery, BA; Brancheau Madison; Valerie Brown; Kate Bunton, PhD,
CCC-SLP; Jeannette Hoyt, PhD, CCC-SLP, from University of Arizona
(Instructional Level – Introductory)

When very young infants produce sound, the velopharynx is usually open. This session was designed to determine the age at which the velopharynx closes consistently for oral sound production. Measures reflecting the child's phonetic repertoire, expressive and receptive language skills and motor development were also obtained during each session. Non-distress utterances that were judged to have communicative intent were coded for velopharyngeal status based on the nasal ram pressure signal as being open throughout, closed throughout or closed during part of the utterance. Results showed that at four months of age, infants closed their velopharynx about 50 percent of the time and that this percentage gradually increased as the infants grew older.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the nasal ram pressure method of assessing velopharyngeal status, describe at what age the velopharynx consistently closes for oral sound production and discuss implications for assessment of velopharyngeal function in infants/toddlers.

ArSHA Convention Program

Saturday, April 29

7:00 am–5:00 pm	Registration
7:30 am–8:30 am	Breakfast
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 – Turquoise III
12:00 pm–1:30 pm	Annual Business Meeting
1:30 pm–3:00 pm	Presentations
3:00 pm–3:30 pm	Break, Silent Auction Pick-Up – Palo Verde
3:30 pm–5:00 pm	Presentations

Saturday Sessions

8:30 am–10:00 am

MI	Session 18 Turquoise II	<i>School Age Stuttering Therapy: Cognitive/Affective Needs and Resources</i> Nina Reardon Reeves, MS, CCC-SLP, Frisco ISD/ San Diego USD
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(Instructional Level – Intermediate)

How do we help children who stutter make communication change beyond the “speech tools?” What is our role in counseling children who stutter and how can we discover their needs in order to create an effective therapy plan for moving them toward their goals?

Learner Outcomes: At the completion of this presentation, participants will be able to identify the most common cognitive/affective needs of children who stutter, outline the use of at least four counseling strategies appropriate for stuttering therapy and list five resources for further study in counseling for speech-language pathologists.

MI	Session 19 Turquoise I	<i>Infant Feeding Difficulty: A Look at High Risk Populations</i> Amber Valentine, MS, CCC-SLP, BCS-S, CLC; Lillian Scott, MS, CCC-SLP, from Baptist Health Lexington
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(Instructional Level – Intermediate)

Feeding is the most complex task of infancy, even for babies with no complications. There are many diagnoses, conditions, syndromes and comorbidities that can impact feeding in newborn infants. This session will briefly highlight many of those conditions. We will focus on three specific populations of interest: neonatal abstinence syndrome, infants of diabetic mothers and Down syndrome. We will discuss the specific implications these conditions can have on feeding. We will also discuss why these infants may have difficulty and the classic symptoms you should expect to see. The differences between delayed and disorganized feeding will also be addressed. Strategies and adaptations for breast and bottle feeding will be discussed. Positioning, nipple flow and external strategies will be explained. Case studies will be shared at the end of the presentation.

Learner Outcomes: At the completion of this presentation, participants will be able to identify at least three populations at risk for feeding difficulty, explain at least two commonly seen characteristics in each of these populations that may adversely impact feeding, and list at least two strategies for each of the populations to enhance feeding success either at bottle or breast.

8:30 am–10:00 am (continued)

MI	Session 20 Agave I, II & III	<i>A Treatment Continuum for Aphasia, Alexia and Agraphia</i> Pelagie Beeson, PhD, CCC-SLP; Kindle Rising, MS, CCC-SLP, from University of Arizona
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(Instructional Level – Intermediate)

How can recovery from acquired language impairment be maximized? This question is a central concern for every clinician and clinical researcher working with adults with acquired aphasia, alexia or agraphia. This session will focus on a treatment sequence that addresses the core lexical and phonological deficits that are typical of individuals with left perisylvian damage, the most common cause of aphasia. Case examples and group data will be presented to illustrate the nature of the impairment, the treatment approaches and treatment outcomes across a range of aphasia types and severity levels.

Learner Outcomes: At the completion of this presentation, participants will be able to understand the nature of the lexical and phonological deficits commonly associated with left perisylvian damage, appreciate the key role of phonology in written language skills and implement a treatment sequence to maximize recovery of lexical and phonological skills.

A	Session 21 Joshua Tree I & II	<i>Preparing Audiologists for the Changing World of Hearing Health Care</i> Neil DiSarno, PhD, CCC-A, American Speech-Language-Hearing Association
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(Instructional Level – Intermediate)

Topics regarding service delivery and reimbursement have always been of interest to audiologists. However, now more than ever, government mandates, entrepreneurial impacts and consumer driven initiatives are significantly altering the manner in which audiology services are provided. This session will address those issues posing challenges to the status quo and their impact on the profession. A portion of the session will be interactive to discuss issues, share experiences and explore methods to continue to offer quality patient care while meeting the challenges imposed by the changing health care landscape.

Learner Outcomes: At the completion of this presentation, participants will be able to identify at least three challenges imposed by changes in hearing health care delivery, identify a Qualified Clinical Data Registry and have knowledge of its use and benefits, list two things that can be implemented to increase productivity and understand efforts to limit increases in scope of practice by other hearing care providers.

10:30 am–12:00 pm

MI	Session 22 Turquoise II	<i>Stuttering Therapy for All Ages: Working With Parents and Teachers</i> Nina Reardon Reeves, MS, CCC-SLP, Frisco ISD and San Diego USD
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(Instructional Level – Intermediate)

In the environment of a child who stutters, parents and teachers have a great deal of impact on communication atmospheres and perspectives. They also have a great deal to learn about stuttering, stuttering therapy and what children who stutter experience on a daily basis. This session is designed to create interactive discussions related to what parents and teachers need to know, and how to language that information over time, while providing ongoing resources for families and educators.

Learner Outcomes: At the completion of this presentation, participants will be able to identify three areas of information important for understanding the disorder of stuttering, list at least five appropriate resources for parents and teachers of children who stutter and outline a plan of action to include parents and teachers in the process of stuttering therapy.

ArSHA Convention Program

10:30 am–12:00 pm (continued)



Session 23 Turquoise I

Sleep and Daily Functioning in Children With Disabilities
Maureen Russell, PhD, Northern Arizona University

(Instructional Level – Introductory)

Sleep is critical for the growth and development of all children. Children who were born prematurely or have conditions such as cleft palate, autism spectrum disorders, attention deficit hyperactivity disorder and cerebral palsy have an increased risk of sleep problems. Poor sleep quantity or quality may exacerbate negative behaviors, feeding difficulties and poor self-regulation. This session will describe the multi-factorial contributors to poor sleep in children with disabilities and relationships between sleep and daily functioning. Evidence-based interventions as well as available tools to educate and assist parents and teachers in changing children's sleep habits will be discussed.

Learner Outcomes: At the completion of this presentation, participants will be able to describe sleep issues that occur with specific disabilities, recognize the relationships between poor sleep and daily functioning in children with special needs and list three strategies that can assist parents in improving their child's sleep quality.



Session 24 Agave I, II & III

Treating Naming Impairments in Primary Progressive Aphasia
Pelagie Beeson, PhD, CCC-SLP, BC-ANCDS,
Kindle Rising, MS, CCC-SLP, from University of Arizona

(Instructional Level – Introductory)

Considerable progress has been made in recent years toward understanding the behavioral characteristics and the underlying neurobiology of primary progressive aphasia (PPA) syndromes, but treatment research is still relatively limited. It is clear that lexical retrieval difficulties are often the earliest and most prominent feature of the logopenic and semantic variants of PPA, prompting consideration of lexical retrieval treatment. In this session, we provide an overview of recognized PPA variants and provide evidence of positive treatment outcomes. Specifically, we will describe a treatment protocol designed to train self-cueing to improve naming and to maximize the use of residual semantic, phonological and orthographic knowledge. Using a case series format, we will provide specific case examples to demonstrate the response to treatment, as well as group data to examine the treatment effects.

Learner Outcomes: At the completion of this presentation, participants will be able to discuss the behavioral characteristics and typical patterns of neural atrophy in the three variants of primary progressive aphasia, describe a treatment approach that has been used to successfully improve naming in PPA and explain how treatment can be modified for semantic versus logopenic variants of PPA.



Session 25 Joshua Tree I & II

Analysis of Tinnitus in a College-Aged Population
Ishan Bhatt, PhD, CCC-A; Naomi Rhodes; Kayla Wood, BA, from Northern Arizona University

(Instructional Level – Advanced)

The prevalence of tinnitus ranges from 10-15 percent in the US population, and increases to 30 percent in the population aged 55 and older. Tinnitus is prevalent in children and young adults exposed to loud music/noise. Recreational acoustic exposure has been identified as a major risk factor for chronic tinnitus in young adults (Mahboubi et al, 2013). Current research suggests that college-aged individuals are exposed to damaging levels of recreational acoustic exposure. Tinnitus, its associated factors and tinnitus-related psychological distress are not studied well in the population of college-aged individuals. The aim of the present investigation is to study the relationship between prevalence of tinnitus, audiological factors and psychological distress in a college-aged population.

Learner Outcomes: At the completion of this presentation, participants will be able to list audiological risk factors of tinnitus, describe psychological distress associated with tinnitus in young adults and describe challenges associated with risk-profiling tinnitus in a college-aged population.

1:30 pm–3:30 pm



Session 26 Turquoise II

Supporting the Development of Executive Functioning Skills
Kayla Wood, BA, Northern Arizona University
Hanna Bogen, MS, CCC-SLP, Hanna Bogen Consulting; Center for Developing Kids

(Instructional Level – Intermediate)

Strong executive functioning skills are at the intersection of self-regulation and strategic thinking. Deficits in either of these areas can impact a child's ability to be successful, both academically and socially. This session will provide a foundation for understanding executive functioning as it relates to learning, therapy and common disorders impacting students. Participants will describe strategies and tools to support executive functioning and metacognitive skills in the areas of impulse inhibition, planning, execution and reflection/review.

Learner Outcomes: At the completion of this presentation, participants will be able to define and describe executive functioning as it relates to academic, social and therapeutic success, choose and implement developmentally appropriate tools and strategies to support students' improved impulse inhibition, choose and implement developmentally appropriate tools and strategies to support students' improved strategic thinking skills and choose and implement developmentally appropriate tools and strategies to support students' improved abilities to follow a strategic plan.



Session 27 Turquoise I

Barium 101: Properties of Contrast Materials & Effect on MBSS
Julie Peterson, MS, CCC-SLP, Bracco Diagnostics, Inc.

(Instructional Level – Intermediate)

There continues to be variation in how Modified Barium Swallow (MBS) studies are conducted today, including the materials and contrast items used. This session will assist clinicians in making an informed decision when selecting barium contrast materials for their study. It will include an overview of the fluoroscopic barium contrast materials available today, including the traditional gastrointestinal (GI) bariums and the standardized bariums that were specifically designed for the MBS. The overview of GI barium products will include their unique properties and a description of the exam for which they were developed. The instructor will discuss the differences between GI barium and the standardized bariums that were specifically designed for the MBS study. It will include the history of development of the standardized bariums, including the specific requirements that were identified by leaders in the field of dysphagia. The session will conclude with discussion and questions from audience.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the intended use of traditional bariums used in GI radiology and how they impact the MBS, state the difference between viscosity and density, and how each is measured, identify the key information on a barium label and name at least two differentiating components of the bariums that were specifically designed for the MBS.

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



ArSHA Convention Program

1:30 pm–3:30 pm (continued)

- M** **Session 28** *Core Assessment and Treatment Principles for Cleft Palate Speech Disorders - Part 1*
Agave I, II & III Kelly Cordero, PhD, CCC-SLP; Jessica Williams, MS, CCC-SLP, from St. Joseph's Hospital and Medical Center

(Instructional Level – Intermediate)

Clefting is the most common birth defect, with an incidence of one in 600 for cleft lip/palate. While a cleft palate is typically repaired between 8-12 months of age, a percentage of patients may still have velopharyngeal insufficiency. There also may be related articulation disorders which require speech therapy. In addition to an overt cleft palate, other conditions may cause concerns with velopharyngeal closure for speech. To make appropriate referrals, it is key for speech-language pathologists to have a core set of skills for perceptual assessment and successful therapeutic treatment of speech skills for individuals with cleft palate or velopharyngeal dysfunction (VPD). This session will provide practical, low-tech methods for assessment and identification of concerns with resonance, nasal emission and articulation disorders related to VPD. Therapy techniques to address compensatory articulation errors, including glottal stops and nasal fricatives (phoneme specific nasal emission), will be demonstrated.

Learner Outcomes: At the completion of this presentation, participants will be able to describe perceptual assessment techniques used to identify and diagnose resonance disorders, inappropriate nasal emission and related articulation disorders, outline appropriate therapy goals and techniques for patients with VPD and related articulation disorders and identify the reasons for interdisciplinary team management of patients with cleft lip/palate.

Part 2 of this session will take place 3:30 pm-5:00 pm (Session 32)

- A** **Session 29** *Is Good Speech Perception Sufficient for Learning New Words?*
Joshua Tree I & II Andrea Pittman, AuD, CCC-A, Arizona State University

(Instructional Level – Intermediate)

Hearing loss and hearing aids are traditionally evaluated using speech perception measures. While these measures are useful for confirming a listener's ability to interact with familiar words and sentences, they may be insufficient for determining the challenges that an adult or child will experience when exposed to new words or concepts. In this session, the process involved in new word adoption will be described as well as data regarding adults' knowledge of new and old words and the effects of hearing loss on word learning in both children and adults.

Learner Outcomes: At the completion of this presentation, participants will be able to describe models of perception for familiar and unfamiliar speech, explain the process by which new words are formed and formally adopted into society and describe the relation between the perception of familiar speech and the learning of new information in the presence of hearing loss.

3:30 pm–5:00 pm

- P** **Session 30** *Strategies to Build Self-Regulation Skills*
Turquoise II Hanna Bogen, MS, CCC-SLP, Hanna Bogen Consulting; Center for Developing Kids

(Instructional Level – Intermediate)

The success of new learning opportunities depends on a child's cognitive availability to be "ready to learn." In order for the brain's cortical centers to be available for learning, one's subcortical needs must be met, and he or she must be adequately self-regulated. As such, self-regulation underlies one's ability to succeed, both socially and academically. This interactive, strategy-based session will provide an overview of the pillars of successful self-regulation and how strong self-regulation skills allow for improved learning.

Learner Outcomes: At the completion of this presentation, participants will be able to assess a child's triggers for dysregulation and determine the impact of challenges with attention, emotion, action and motivation on his/her lack of decreased self-regulation, choose developmentally appropriate intervention strategies to support regulation of attention, emotion, action and/or motivation, and implement developmentally appropriate intervention strategies to support regulation of attention, emotion, action and/or motivation.

3:30 pm–5:00 pm (continued)

- MI** **Session 31** *Tales of Language Loss and Language Acquisition: Difference or Disorder?*
Turquoise I Fe Murray, EDD, CCC-SLP, Northern Arizona University

(Instructional Level – Intermediate)

One of the most difficult diagnostic decisions a school-based speech-language pathologist (SLP) can make with confidence is determining if a child is exhibiting a language disorder or a language difference due to second language learning. Many SLPs are given the daunting responsibility of determining if testing is warranted, often based on very little information from general education teams and parents. With increasing frequency, children who are referred for testing do not have strong language dominance, have shifting dominance or use a non-standard dialect of English as a primary means of communication. Through the use of real case studies, this session will provide practical information for encouraging appropriate referrals, choosing formal and informal testing procedures and examining data gathered for accurate diagnosis of dual language learners (DLLs) and uses of non-standard dialects. Easily accessible resources will be shared and discussed.

Learner Outcomes: At the completion of this presentation, participants will be able to list at least three important pieces of information needed from families and educators for appropriate diagnosis, identify strengths and weaknesses of formal and informal tools and procedures available for assessment of DLLs and identify strengths and weaknesses of formal and informal tools and procedures available for assessment of DLLs.

- M** **Session 32** *Core Assessment and Treatment Principles for Cleft Palate Speech Disorders - Part 1*
Agave I, II & III Kelly Cordero, PhD, CCC-SLP; Jessica Williams, MS, CCC-SLP, from St. Joseph's Hospital and Medical Center

(Instructional Level – Intermediate)

See Session 28 for abstract and learner outcomes.

- A** **Session 33** *The Clinical Challenge of Diagnosing and Managing Central Auditory Processing Disorder*
Joshua Tree I & II Zarin Mehta, AuD, CCC-A, A.T. Still University

(Instructional Level – Intermediate)

A central auditory processing disorder ((C)APD) is generally considered a bottom-up auditory perceptual disorder characterized by difficulty processing auditory information. It is suspected in children who may not be performing well academically despite normal hearing. Although (C)APD can be comorbid with other developmental disorders, especially attention, learning and language, its cause remains unknown. This session will provide a brief overview of (C)APD in school-aged children, a discussion of current assessment procedures including test battery selection and selection criteria for children being tested. Management strategies and their effectiveness will be discussed. Current research will be analyzed to understand the ongoing challenge of diagnosing and managing (C)APD. Strategies will be presented to facilitate the diagnosis and management of (C)APD for children seen in audiology clinics.

Learner Outcomes: At the completion of this presentation, participants will be able to identify the characteristics of (C)APD, analyze the challenges associated with establishing a definitive diagnosis of (C)APD and apply strategies to facilitate management of children with (C)APD.

CONVENTION AT-A-GLANCE – Friday

		AM	9:00	10:00	11:00	PM	12:00	1:00	2:00	3:00	4:00	5:00
Friday, April 28, 2017 	Session 3 – Agave I, II & III <i>Clinical Phenotypes of Primary Progressive Apraxia of Speech</i> (Utianski) 8:30 am - 10:00 am	Session 7 – Agave I, II & III <i>Integrating Theory Into the Clinical Management of Intelligibility Disorders</i> (Utianski) 10:30 am - 12:00 pm	Session 9 <i>Technical Sessions</i> Turquoise II 12:00 pm - 1:15 pm	Session 12 – Agave I, II & III <i>Assessment and Treatment Strategies in Head and Neck Cancer: State of the Art and the Mayo Clinic Model – Part 1</i> (Crujido) 1:30 pm - 3:00 pm	Session 16 – Agave I, II & III <i>Assessment and Treatment Strategies in Head and Neck Cancer: State of the Art and the Mayo Clinic Model – Part 2</i> (Crujido) 3:30 pm - 5:00 pm							
	Session 2 – Turquoise I <i>Training and Implementation of Interpreters in Speech-Language Pathology and Audiology - Part 1</i> (Fabiano-Smith, Motoyoshi) 8:30 am - 10:00 am	Session 6 – Turquoise I <i>Training and Implementation of Interpreters in Speech-Language Pathology and Audiology - Part 2</i> (Fabiano-Smith, Motoyoshi) 10:30 am - 12:00 pm	Session 17 <i>Technical Sessions</i> Joshua Tree I & II 3:30 pm - 5:00 pm	Session 11 – Turquoise I <i>Embodied Strategies for Improving Reading Comprehension in Dual Language Learners</i> (Adams, Restrepo, Glenberg) 1:30 pm - 3:00 pm	Session 15 – Turquoise I <i>Culture and Language Consideration for Navajo Children on Assessments</i> (Henderson, Restrepo) 3:30 pm - 5:00 pm							
	Session 4 – Joshua Tree I & II <i>Thinking of Grad School? Application Tips for Future SLPs</i> (Bacon, Ingram) 8:30 am - 10:00 am	Session 8 – Joshua Tree I & II <i>Keeping Therapy Engaging: Fast, Fun and Motivating Reinforcers</i> (Hill, Keeney) 10:30 am - 12:00 pm	Session 14 – Turquoise II <i>Implementing the 3:1 Model in Grades Pre-K to 12</i> (Dachtyl, Dachtyl, Bird, Ross) 3:30 pm - 5:00 pm	Session 10 – Turquoise II <i>Creative Ideas for Using iPad Apps in Speech-Language Therapy - Part 3</i> (Raj) 1:30 pm - 3:00 pm	Session 13 – Joshua Tree I & II <i>Use of "Quick Artic" in Arizona Schools</i> (Flax, Archer, Manion, Embree) 1:30 pm - 3:00 pm							
	Session 1 – Turquoise II <i>Creative Ideas for Using iPad Apps in Speech-Language Therapy - Part 1</i> (Raj) 8:30 am - 10:00 am	Session 5 – Turquoise II <i>Creative Ideas for Using iPad Apps in Speech-Language Therapy - Part 2</i> (Raj) 10:30 am - 12:00 pm	Session 1 <i>Happy Hour</i> Last Territory 5:00 pm - 5:30 pm	Session 10 <i>Happy Hour</i> Last Territory 5:00 pm - 5:30 pm	Session 10 <i>Praxis Bowl</i> Last Territory 5:30 pm - 7:00 pm							

CONVENTION At-A-Glance – Saturday

		AM	9:00	10:00	11:00	PM	12:00	1:00	2:00	3:00	4:00	5:00
Saturday, April 29, 2017		8:00										
 A AUDIOLOGY	<p>Session 21 – Joshua Tree I & II <i>Preparing Audiologists for the Changing World of Hearing Health Care</i> (DiSamo) 8:30 am - 10:00 am</p> <p>Session 25 – Joshua Tree I & II <i>Analysis of Tinnitus in a College-Aged Population</i> (Bhatt, Rhodes, Wood) 10:30 am - 12:00 pm</p> <p>Session 29 – Joshua Tree I & II <i>Is Good Speech Perception Sufficient for Learning New Words?</i> (Pittman) 1:30 pm - 3:00 pm</p> <p>Session 33 – Joshua Tree I & II <i>The Clinical Challenge of Diagnosing and Managing Central Auditory Processing Disorder</i> (Mehta) 3:30 pm - 5:00 pm</p>											
 M MEDICAL	<p>Session 27 – Turquoise I <i>Barium 101: Properties of Contrast Materials & Effect on MBSS</i> (Peterson, Peterson) 1:30 pm - 3:00 pm</p> <p>Session 28 – Agave I, II & III <i>Core Assessment and Treatment Principles for Cleft Palate Speech Disorders - Part 1</i> (Cordero, Williams) 1:30 pm - 3:00 pm</p> <p>Session 32 – Agave I, II & III <i>Core Assessment and Treatment Principles for Cleft Palate Speech Disorders - Part 2</i> (Cordero, Williams) 3:30 pm - 5:00 pm</p>											
 MI MULTI- INTEREST	<p>Session 18 – Turquoise II <i>School Age Stuttering Therapy: Cognitive/Affective Needs and Resources</i> (Reardon Reeves) 8:30 am - 10:00 am</p> <p>Session 19 – Turquoise I <i>Infant Feeding Due to:</i> ALLERGENS WITHDRAWN (Valentine, Scott) 8:30 am - 10:00 am</p> <p>Session 20 – Agave I, II & III <i>A Treatment Continuum for Aphasia, Alexia and Agraphia</i> (Beeson, Rising) 8:30 am - 10:00 am</p> <p>Session 22 – Turquoise II <i>Stuttering Therapy for All Ages: Working With Parents and Teachers</i> (Reardon Reeves) 10:30 am - 12:00 pm</p> <p>Session 24 – Agave I, II & III <i>Treating Naming Impairments in Primary Progressive Aphasia</i> (Beeson, Rising) 10:30 am - 12:00 pm</p> <p>Session 23 – Turquoise I <i>Sleep and Daily Functioning in Children With Disabilities</i> (Russell) 10:30 am - 12:00 pm</p> <p>Session 26 – Turquoise II <i>Supporting the Development of Executive Functioning Skills</i> (Bogen) 1:30 pm - 3:30 pm</p> <p>Session 30 – Turquoise II <i>Strategies to Build Self-Regulation Skills</i> (Bogen) 3:30 pm - 5:00 pm</p>											
 P PEDIATRICS	<p>Session 31 – Turquoise I <i>Tales of Language Loss and Language Acquisition: Difference or Disorder?</i> (Murray) 3:30 pm - 5:00 pm</p>											

**Business Meeting/
Awards Lunch**
Turquoise III
12:00 pm - 1:30 pm

ArSHA Praxis Bowl

Friday, April 28

5:30 pm (.15 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 5:00 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.

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

- Excellent
- Very good
- Good
- Average
- Poor



Support The Literacy Center in Flagstaff and Sounds Good Program at the University of Arizona by bidding on an item in our Silent Auction located in Palo Verde.

Items can be picked up Saturday, April 29 from
3:00 pm – 3:30 pm.

We appreciate your support for this wonderful organization!

Thank you to the following people and organizations for donating to this year's Silent Auction!

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Tonoho Chul Park - Tucson	STARS Student Therapy
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Mary Keeney	Century Theaters at the Oro
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Midwestern University Chapter of NSSLHA	STARS
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Lightstreet Special Education Solutions	Cheryl Leeper
	Amanda Dionne

Thank you to the 2017 Convention Team! We could not have done this without you!

Jeff Meeks
Mary Keeney
Amy Hill
Kim Farinella
Cass Faux
Amy Caye
Christine DeHart
Lori Taniguchi
Katherine Mahosky and the Honors Committee
All of our wonderful student volunteers



*Thank
You*



**A special “thank you” to the
Arizona Department of Education
for sponsoring our
pediatric school-based strand
at this year’s Convention**

Exhibits

Convention Center Lobby

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

Exhibit Hours:

Friday, April 28 – 7:30 am – 5:00 pm
Saturday, April 29 – 7:30 am – 3:30 pm

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Navajo County Education Services Special Services Consortium	

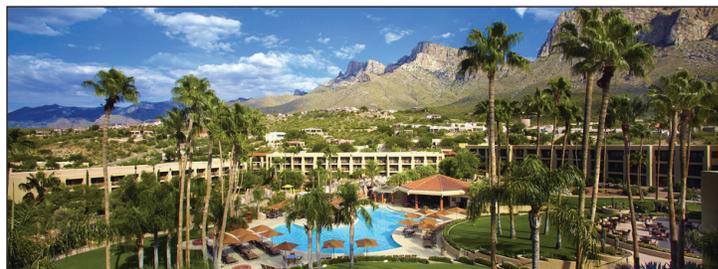
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