Friday

7:45 am - 8:45 am
Session 1
Ethics Update
Mark DeRuiter, PhD, University of Arizona

When was the last time you read the ASHA or AAA Code of Ethics (COE)? Are you aware that the ASHA COE was updated in 2016 and the AAA COE was updated in 2018? This keynote session addresses professional codes of ethics, updates to the codes and an opportunity for discussion regarding ethics and ethical dilemmas. Be prepared for a session that takes you above-and-beyond the COE documents themselves.

At the end of this session, participants will be able to:
- Describe updates to the ASHA Code of Ethics.
- Discuss ethical dilemmas in the context of the Code of Ethics.
- Apply an ethical decision framework when making decisions regarding ethical dilemmas.

Instructional Level: Intermediate | Track: Multi-Interest

9:15 am - 10:45 am
Session 2
Digital Technologies and Humor for Children Who Stutter
Erik X. Raj, Phd, CCC-SLP, Monmouth University

In this digital age, speech-language pathologists who provide therapy to school-aged children who stutter have access to numerous technologies to educate and motivate their clients. Specifically, mobile and Internet-based technologies can be used as a valid and relevant way to provide meaningful therapy and support to those who stutter. Additionally, these digital technologies have the ability to generate laughter and smiles within the therapy experience. The purpose of this session is to discuss and
demonstrate digital technologies to help grow not only the digital competencies of practicing clinicians, but also increase their overall understanding of the assessment and treatment of stuttering.

At the end of this session, participants will be able to:

- Identify mobile and Internet-based technologies that are appropriate to use with school-aged children who stutter.
- Implement mobile and Internet-based technologies to assist school-aged children who stutter with practicing numerous speech and language goals.
- Summarize unique digital motivational strategies to help school-aged children who stutter become more effective communicators.
- Demonstrate different ways to appropriately introduce digital therapy materials into the therapy of school-aged children who stutter.

**Instructional Level:** Intermediate  |  **Track:** Pediatric/SLPA

9:15 am - 10:45 am

**Session 30**

*Ethical Considerations in Serving as a Clinical Mentor for Students, Externs and Clinical*

Mark DeRuiter, PhD, University of Arizona

Mentoring the next generation of clinicians can be both rewarding and challenging. In this session, we will discuss practical solutions to ethical quandaries when engaging with budding clinicians at any level.

At the end of this session, participants will be able to:

- List three of ASHA's supervision and clinical education requirements for students in communication disorders.
- Identify and discuss potential barriers to successful clinical instruction and mentorship for new clinicians in communication disorders.
- Identify and discuss solutions and practices that foster successful clinical instruction and mentorship in communication disorders.

**Instructional Level:** Intermediate  |  **Track:** Multi-Interest

9:15 am - 10:45 am

**Session 3**

*Getting the Most out of Your MBSS*

Meg Stresen-Reuter, MS, CCC-SLP, Diamond Diagnostics Mobile Dysphagia Consultation Specialists, Bracco Diagnostics, Inc.

Missing the information necessary to accurately assess and interpret swallowing impairments costs time, money and radiation exposure. Patient and environmental factors, and our own lack of experience can result in a missed opportunity to obtain a thorough and readable image during a modified barium
swallow study (MBSS). In mobile dysphagia practice, collaborating with speech-language pathologists about patient and environmental factors, and our own responsibilities, has provided a broad range of experience in getting the most out of a MBSS. This presentation aims to teach tips and tricks of the trade to avoid pitfalls during imaging and capture essential elements during the MBSS.

At the end of this session, participants will be able to:

- List three patient or environmental factors that limit imaging.
- List three tools every fluoroscopy suite should have handy.
- Identify three conditions when special imaging is essential.
- List three ways to recruit radiology staff to improve imaging.

This presentation will discuss Bracco Diagnostics, Inc. barium sulfate and diatrizoate contrasts, as well as GE Iohexol contrast and Diamond Diagnostics Mobile Dysphagia Consultation Specialists.

**Instructional Level:** Intermediate  |  **Track:** Medical

9:15 am - 10:45 am  
Session 4  
*Knowing What Works in Pediatric Speech–Language Pathology, Part 1*

Meredith Poore Harold, PhD, CCC-SLP, The Informed SLP

Knowing our field's research can be time-consuming, particularly if you don't know tricks for getting your hands on the best possible information, as quickly as possible. This session will review several options for keeping up-to-date with our field's research, with pros and cons and potential pitfalls of all. This session will also highlight some of the newest clinically-applicable research from the past year in pediatric speech–language pathology.

At the end of this session, participants will be able to:

- Summarize why knowing our field's evidence is useful for efficient and effective clinical practice.
- List four options for places to find research applicable to speech–language pathology practice, that's not journals and journal databases.
- List three directions our science is currently heading, and how it applies to clinical practice, in the treatment of pediatric speech and language disorders.

This presentation will discuss the Informed SLP Membership.

**Instructional Level:** Intermediate  |  **Track:** Pediatric/SPLA
11:00 am - 12:30 am

Session 5

An Early Intervention Team Shares How to Address Functional Practice

Cynthia Fangman Farrell, MNS, CCC-SLP, Northern Arizona University

Early Intervention (EI) in speech-language pathology requires evidence-based, comprehensive assessment and intervention services in a team setting that supports family engagement within their natural environment (ASHA, 2008). Arizona’s Early Intervention’s (AzEIP) key principles include “infant and toddlers learn best through everyday experiences and interactions within familiar people in familiar contexts” (AzEIP, 2019). What do these learning activities and opportunities look like in functional, natural settings? Let a “real-life” Early Intervention Interprofessional Team share how they meet this practice goal. This session will discuss team roles/responsibilities, practice procedures, and functional strategies that meet this early intervention principle. There will also be time for the AzEIP Interprofessional team panel to answer questions regarding early intervention service provision.

At the end of this session, participants will be able to:

- Identify roles and responsibilities of speech-language pathologists in early intervention.
- List two teaming procedures that would support early intervention service provision principles.
- Describe two best practice strategies to provide learning activities and opportunities in the family’s natural environment.

Instructional Level: Introductory  |  Track: Multi-Interest

11:00 am - 12:30 am

Session 6

Knowing What Works in Pediatric Speech–Language Pathology, Part 2

Meredith Poore Harold, PhD, CCC-SLP, The Informed SLP

Knowing our field's research can be time-consuming, particularly if you don't know tricks for getting your hands on the best possible information, as quickly as possible. This session will review several options for keeping up-to-date with our field’s research, with pros and cons and potential pitfalls of all. This session will also highlight some of the newest clinically-applicable research from the past year in pediatric speech–language pathology.

At the end of this session, participants will be able to:

- Summarize why knowing our field’s evidence is useful for efficient and effective clinical practice.
- List four options for places to find research applicable to speech–language pathology practice, that’s not journals and journal databases.
- List three directions our science is currently heading, and how it applies to clinical practice, in the treatment of pediatric speech and language disorders.

This presentation will discuss the Informed SLP Membership.
Instructional Level: Intermediate | Track: Pediatric/SPLA

11:00 am - 12:30 am

Session 7
The Medical Speech-Language Pathologist’s Role in Delirium
Jessica Lasky, MS, CCC-SLP

Delirium is an increasingly common medical complication that medical speech-language pathologist’s are being expected to identify and also expected to assess if treatment is indicated. Delirium is a complex neurological process with many long-term outcomes. In this session, the medical SLP will learn about screening and assessment tools used to identify delirium. They will also learn our role in assisting physicians and the medical team in management of delirium as well as effective education techniques for patients and family.

At the end of this session, participants will be able to:
- Identify three types of delirium.
- Identify three different screening tools for delirium.
- Describe patient/family education on delirium.
- Describe the SLPs role in identification and treatment of delirium.

Instructional Level: Intermediate | Track: Medical

11:00 am - 12:30 am

Session 8
Video Games as Valid Therapeutic Tools for People Who Stutter
Erik X. Raj, PhD, CCC-SLP, Monmouth University

In this modern age, a substantial amount of children and adults happily play video games and consider themselves to be “gamers.” Speech-language pathologists who provide therapy to people who stutter can benefit from the appropriate utilization of mobile and Internet-based video games within the therapy experience. The purpose of this session is to discuss and demonstrate video games as a means for helping people who stutter to learn more about their particular communication difficulty, and to grow as effective communicators.

At the end of this session, participants will be able to:
- Identify mobile and Internet-based video games that are appropriate to use with people who stutter.
- Implement mobile and Internet-based video games to assist people who stutter with practicing numerous speech and language goals.
- Summarize unique digital motivational strategies to help people who stutter become more effective communicators.
Demonstrate different ways to appropriately introduce digital therapy materials into the therapy of people who stutter.

**Instructional Level:** Intermediate  |  **Track:** Pediatric/SLPA

12:30 pm - 1:30 pm

**Poster Sessions**

2:15 am - 3:45 am

**Session 9**

*Calm, Cool & Connected: A Brain-Based Approach to Regulated Clients*

Hanna Bogen Novak, MS, CCC-SLP, Private Practice

A client’s ability to learn, plan and problem solve relies upon their brain feeling safe and comfortable. When the survival and feeling parts of the brain are calm, cool and connected, the thinking brain is available to activate executive function thinking skills in order to be flexible, adaptive and successful. Whether targeting goals related to articulation, social communication, early literacy or grammatical development, regulation is the key to engagement and learning. As clinicians, we can use our understanding of neural connectivity and plasticity to support our clients’ regulation, our own regulation and to empower caregivers to cultivate safe and connected relationships with children so that they have the greatest opportunities for success. Attendees in this session will first use the lens of interpersonal neurobiology to build their understanding of how connectivity across different areas of the brain leads to regulation and learning. We will then explore strategies that can be used with a variety of clients to develop self- and emotional-regulation skills for successful communication.

At the end of this session, participants will be able to:

- Describe the process of connectivity and integration in the brain that leads to regulation.
- Assess a student’s a student’s state of regulation/dysregulation and cognitive availability for learning.
- Design and implement at least three appropriate strategies to support a student’s ability to regulate their thoughts/attention, emotional responses, actions, and/or motivation.

**Instructional Level:** Intermediate  |  **Track:** Pediatric/SLPA

2:15 pm - 3:45 pm

**Session 10**

*Educating Future Medical SLPs: Bridging the Gap Between University and Clinical Practice*

Kathleen Cazzato, MA, CCC-SLP, University of Arizona; Aubrey Dunlap, MS,CCC-SLP, Banner Health, Arizona State University; Laura Wolford, PhD,CCC-SLP, Midwestern University; Joshua Breger, MS, CCC-SLP, Arizona State University, Honor Health; Victoria Contento, MS, CCC-SLP, Banner Health
In the ever changing medical landscape, preparation of speech-language pathologists to work in hospital and other medical settings has become a complex and multi-faceted process. Preparation of our future medically based SLPs requires a combination of robust and meaningful course-work, critical thinking through case study presentation, knowledge of integration with an interdisciplinary team and clinical preparation with a high level of mentorship and individualized training. The purpose of this session is to have a dynamic discussion including what education in medical speech-language pathology currently involves, how it can improve and how universities, hospitals/medical facilities and practicing SLPs can work together to prepare our next generation of medical SLPs.

At the end of this session, participants will be able to:

- Describe what is covered in graduate level coursework in the area of medical speech-language pathology.
- Describe methods in which universities have adapted programs to include an increased emphasis and training in medical speech-language pathology.
- List the limitations with graduate preparation in medical speech-language pathology.
- Describe ways in which universities and practicum settings across healthcare environments can integrate efforts to promote improved training and educational opportunities in medical speech-language pathology.

**Instructional Level:** Intermediate  |  **Track:** Medical

2:15 pm - 3:45 pm

**Session 11**

*Engaging and Exciting Apps for School-Aged Speech-Language Therapy*

Erik X. Raj, PhD, CCC-SLP, Monmouth University

In this digital age, speech-language pathologists who provide therapy to school-aged children with various communication difficulties have access to numerous technologies to educate and motivate young learners. Specifically, mobile apps can be utilized as a valid and relevant way to provide meaningful and memorable therapy to today’s youth. The purpose of this session is to discuss and demonstrate a variety of iPad apps that can be used to grow the speech-language abilities of school-aged children.

At the end of this session, participants will be able to:

- Identify iPad apps that are appropriate to use with school-aged children with various communication disorders.
- Use iPad apps to assist school-aged children with practicing numerous speech and language goals.
- Summarize unique digital motivational strategies to help school-aged children with various communication disorders become more effective communicators.
• Demonstrate different ways to appropriately introduce digital therapy materials into the therapy of school-aged children with various communication disorders.

**Instructional Level:** Intermediate | **Track:** Pediatric/SLPA

2:15 am - 3:45 am

**Session 12**

**Teaming Up: Creating Successful Early Childhood Special Education Procedures**
Alicia Arellano, MS, CCC-SLP, Chandler Unified School District

Teamwork! Teamwork is important. Teamwork is essential to success in early childhood special education. In this session, we will explore the process that school districts are required to follow for screening, identifying and servicing students with special needs in early childhood environments. We will specifically address the role of the speech-language pathologist in this process, as well as how a team of professionals must work together and maintain a focus on the whole child as they make decisions about eligibility and placement. We will touch on the variety of environments in which students can receive services. Participants will also be provided some helpful planning resources that can be edited to meet individual and team needs.

At the end of this session, participants will be able to:
• Describe the early childhood special education process from screening to placement.
• Identify required components of the Comprehensive Developmental Assessment (CDA)/evaluation.
• Describe best practices with regard to the team work/collaboration in completion of the Comprehensive Developmental Assessment and development of the Individualized Education Plan (IEP).

**Instructional Level:** Introductory | **Track:** School-Based

4:00 pm - 5:30 pm

**Session 13**

**Everything You Always Wanted to Know About Speech in IEPs**
Jeffrey Meeks, EdD, CCC-SLP, Northern Arizona University; Amy Hill, MA, CCC-SLP, Light Street Special Education Solutions; Mary Keeney, MA,CCC-SLP, Arizona Department of Education; Jeff Studer, MEd, Arizona Department of Education;

"But were afraid to ask." This interactive session will include an overview of the IEP from a legal/compliance perspective and from a clinical perspective. Learn how the Arizona Department of Education provides general oversight of special education and how SLPs and SLTs specifically can write IEPs that accurately reflect the present level, goals and services being delivered as SDI or related
services. Emerging trends in clinical approaches and service delivery models and how to address them clearly and compliantly in the IEP will also be discussed.

At the end of this session, participants will be able to:

- Implement ADE/ESS's "Monitoring Guide Steps" document to analyze IEPs for alignment with IDEA and state regulations, in addition to district/charter policies.
- Implement ADE/ESS's AZTAS documents for understanding and complying with special education laws, processes, procedures, and best practices.
- Write IEP present levels and goals that are compliant, understandable, efficient, measurable, and reflective of cutting-edge school-based clinical practices.

Instructional Level: Intermediate | Track: Pediatric/SLPA

4:00 pm - 5:30 pm

Session 14

Got CCCs? Now What? Specialty Certifications and Programs for the Medical SLP

Alisa Wang, MS, CCC-SLP, CLC, NTMTC, Cardon's Children's Medical Center, Banner Desert Medical Center, Pediatric Rehabilitation Services; Sarah Glenn, MS, MBA, CCC-SLP, BCS-S, CBIS, Banner Gateway Medical Center

This interactive session will provide an overview of specialty certifications and ASHA programs that allow medical speech-language pathologists to further advance their careers. Certifications discussed will include BCSS, CBIS, ASHA's Leadership Development program, IBCLC and NTMTC.

At the end of this session, participants will be able to:

- Identify steps involved in pursuing different specialty certifications and programs.
- Identify benefits of different specializations for the medical speech-language pathologist.

Instructional Level: Introductory | Track: Multi-Interest

4:00 pm - 5:30 pm

Session 15

Language Experience Through Literature; We are in a Book!

Amy Anson, MS, CCC-SLP, Mesa Public Schools

Everyone loves a good story, right? Every story is an opportunity to help students connect with an author, a reader and with each other. This session will present a literature-based language approach in which the focus is intentionally presenting language through stories. Literature sharing provides an opportunity to promote rich language comprehension in an efficient and highly engaging way. The target for this approach is young learners with developmental language abilities from pre-k to second grade. The methods described can be applied to various books, accommodating different interests and
abilities. Participants will learn to combine a variety of strategies including animated reading, Tier II vocabulary instruction, sequencing and story retell. These strategies expose young learners to early print concepts, character development, story grammar, literature awareness, main ideas and beginning inferences/predictions. Group communication is fostered as children learn appropriate ways of sharing their thoughts about stories in meaningful ways, having conversations about books and engaging with them together. Opportunities for social emotional concepts are frequent. This approach takes reading stories from a teacher-driven presentation to a student-centered, purpose-driven language experience approach. Students learn early that authors connect others with great ideas through what they write, and experience early success with books!

At the end of this session, participants will be able to:

- Describe three strategies for choosing appropriate books for literature-based therapy activities
- List three ways to implement supports for student success in sequencing story events
- Describe two ways to use story-based activities to improve students' abilities in answering questions

**Instructional Level:** Intermediate  |  **Track:** Multi-Interest

4:00 pm - 5:30 pm

**Session 16**

** Relevant and Wonderful Websites for School-Aged Speech-Language Therapy**

Erik X. Raj, PhD, CCC-SLP, Monmouth University

In this digital age, a majority of speech-language pathologists who provide therapy to school-aged children with various communication difficulties have access to the Internet. A substantial number of websites exist online that are valid for today’s youth and these websites can be utilized as digital talking points to trigger meaningful therapy-centered conversations. The purpose of this session is to discuss and explore a variety of age-appropriate websites that can be used to grow the speech-language abilities of school-aged children.

At the end of this session, participants will be able to:

- Identify websites that are appropriate to use with school-aged children with various communication disorders.
- Implement the use of websites to assist school-aged children with practicing numerous speech and language goals.
- Summarize unique digital motivational strategies to help school-aged children with various communication disorders become more effective communicators.
- Demonstrate different ways to appropriately introduce digital therapy materials into the therapy of school-aged children with various communication disorders.

**Instructional Level:** Intermediate  |  **Track:** Pediatric/SLPA
Saturday

7:30 am - 9:30 am
Session 17
*The Deglutition Project: Physiology, Diagnosis and Treatment, Part 1*
Ianessa Humbert, PhD, CCC-SLP, University of Iowa

There have been increasing calls for a shift in the practice patterns of speech-language pathologists who treat dysphagia. This includes demands for greater understanding and clinical application of the fundamentals of normal and disordered swallowing physiology. However, both new and seasoned clinicians report receiving very little training on swallowing physiology and its immediate clinical application. This session will “jump-start” clinician knowledge of swallowing physiology and its application to dysphagia diagnosis and treatment. Attendees will leave with the ability to create swallowing impairment-based treatment plans that can be objectively tracked and clearly documented.

At the end of this session, participants will be able to:

- Identify inconsistencies in clinical decision making for traditional and emerging treatment techniques.
- Diagnose normal versus abnormal swallowing physiological events.
- Develop physiologically based treatments to address several of the most common challenging swallowing pathophysiologies.
- Create and use a physiologically guided therapy plans to incorporate into your everyday practice with clear documentation.

**Instructional Level:** Intermediate | **Track:** Medical

8:30 am - 10:00 am
Session 18
*AAC Implementation Playground*
LaConda Walker-Ross, MA, SLT, CTRS, Prentke Romich Company; Jane Lindley, BS, Saltillo; Jane Odom, MEd, Prentke Romich Company; Sheri Predebon, MS, CCC-SLP, Saltillo; Jeremy Legaspi, MS, CCC-SLP, Prentke Romich Company

Given the advancements in and increased access to technology, a wide variety of AAC solutions are available. Although hardware and software are ever changing, the need for quality therapeutic support remains constant. Speaking is the major mode of expression in a typical classroom. Students use speech to answer questions, to ask questions, to share information and to socially interact with peers. Many literacy skills are learned and evaluated through verbal modalities. However, not being able to speak (or speak clearly) does not necessarily equate with “unable to learn” in the classroom setting. In fact, the language learning activities within a classroom, as well as the routine opportunities to interact, are the most natural conditions for a student who uses an AAC system/device to learn. The challenge for the
educational team is how to integrate classroom activities so the student is able to learn academic skills, participate in conversational routines and learn to use their AAC system/device. Strategies will be provided on how an entire educational team can work on specific goals based on the developmental stages of language development.

At the end of this session, participants will be able to:

- Implement the use of Chat Editor to create a variety of visual supports for Word Power.
- Implement the use PASS software to create manual communication boards.
- Modify three games from the new AAC Language Lab to use with students on different language levels and language systems.

This presentation will discuss Prentke Romich Company-Saltillio devices and websites.

**Instructional Level:** Introductory | **Track:** Multi-Interest

8:30 am - 10:00 am

**Session 19**

**Patient Centered Care for Persons With Hearing Loss**

Brian Taylor, AuD, WS Audiology

Patient-centered care is a term frequently associated with quality health care. Until recently, despite extensive literature from a range of health-care professions that provide description and measurement of patient-centered care, the implementation of patient-centeredness in audiological rehabilitation has been lacking. This session will provide a series of actionable steps, based on current peer-reviewed literature that will enable hearing care professionals to practice true patient centered care, designed to improve patient-related outcomes.

At the end of this session, participants will be able to:

- Review the peer-reviewed literature that link untreated hearing loss to several other serious health conditions
- Implement the use this literature to create key messages that educate the local community about its deleterious effects
- Describe the key drivers of patient-centered communication and adapt them to a hearing care professional’s clinical protocol.

**Instructional Level:** Intermediate | **Track:** Audiology

10:00 am - 12:00 pm

**Session 20**

**The Deglutition Project: Physiology, Diagnosis and Treatment, Part 2**

Ianessa Humbert, PhD, CCC-SLP, University of Iowa
There have been increasing calls for a shift in the practice patterns of speech-language pathologists who treat dysphagia. This includes demands for greater understanding and clinical application of the fundamentals of normal and disordered swallowing physiology. However, both new and seasoned clinicians report receiving very little training on swallowing physiology and its immediate clinical application. This course will “jump-start” clinician knowledge of swallowing physiology and its application to dysphagia diagnosis and treatment. Attendees will leave with the ability to create swallowing impairment-based treatment plans that can be objectively tracked and clearly documented.

At the end of this session, participants will be able to:
- Identify inconsistencies in clinical decision making for traditional and emerging treatment techniques.
- Diagnose normal versus abnormal swallowing physiological events.
- Develop physiologically based treatments to address several of the most common challenging swallowing pathophysiologies.
- Create and use a physiologically guided therapy plans to incorporate into your everyday practice with clear documentation.

**Instructional Level:** Intermediate  |  **Track:** Medical

10:30 am - 12:00 pm  
**Session 21**  
*Power Up Your Pragmatic Language Assessment Accuracy and Therapy Results*

Adriana Lavi, PhD, Lavi Institute for Research and Professional Development; Laura Stevenson, CCC-SLP, Western Psychological Services

This session will discuss modern assessment methods of pragmatics and paralinguistic aspects of social language and explore how using these results lead to more accurate diagnosis and treatment planning, followed by a presentation of an evidence-based treatment approach for pragmatics. A real-life video-based peer modeling method that targets visual and auditory bombardment techniques, facial expressions/vocal inflections exercises, comprehension of social context cues, facial expressions, vocal inflections and tone of voice will be explained. Researchers and practitioners have long argued of the scarce availability of comprehensive measures of social-pragmatic communication skills as well as of the need to develop pragmatic language assessments that target specific social language skills such as ability to recognize meanings of various facial expressions, understanding the mind of others, processing of and responding to subtle social cues and facial expressions, etc. (Volden et al., 2010; Ryder et al., 2008).

At the end of this session, participants will be able to:
- Define communicative intent and explain instrumental versus affective intent and Pragmatic Judgment versus Performance in context of social communication, and their implications in social skills treatment.
• Explain how teaching paralinguistics such as paralinguistic decoding and use of paralinguistic cues is critical in improving social communication, specifically the ability to understand communicative intent and social context.
• Design and create a protocol for the informal assessment of paralinguistic judgment and performance based on interactive self-made video-based assessment tasks.

This presentation will discuss the Clinical Assessment of Pragmatics (CAPs) test.

Instructional Level: Intermediate | Track: Multi-Interest

10:30 am – 12:00pm
Session 22
Three Essential Elements of a Limited Duration Hearing Aid Evaluation
Brian Taylor, AuD, WS Audiology

Many clinicians have several demands placed on their time. Given these demands, clinicians often believe they must rush through a hearing aid consultation appointment, which tends to compromise the quality of patient care. Using patient-centered principles that are grounded in the chronic care model of disease, this course will review a three-step process, which can be successfully conducted with each patient in 45 minutes or less, that leads to a deeper level of patient engagement and is more likely to result a greater level of patient acceptance of amplification.

At the end of this session, participants will be able to:
• Identify the dual role of audiology as both a co-manager of medical conditions and a facilitator of evidence-based treatment options, including hearing aids.
• Identify and discuss patient centered principles within the chronic care model of disease and how these principles relate to the delivery of hearing care services
• Implement a three-step process that results in better patient engagement and higher levels of patient treatment acceptance. This three-step process includes specific tools and tactics focused on a. trust & rapport building, b. information gathering and c. goal setting & treatment planning.

Instructional Level: Intermediate | Track: Audiology

1:30 pm - 2:30 pm
Session 23
The Deglutition Project: Physiology, Diagnosis and Treatment, Part 3
Ianessa Humbert, PhD, CCC-SLP, Univeristy of Iowa

There have been increasing calls for a shift in the practice patterns of speech-language pathologists who treat dysphagia. This includes demands for greater understanding and clinical application of the fundamentals of normal and disordered swallowing physiology. However, both new and seasoned
clinicians report receiving very little training on swallowing physiology and its immediate clinical application. This course will “jump-start” clinician knowledge of swallowing physiology and its application to dysphagia diagnosis and treatment. Attendees will leave with the ability to create swallowing impairment-based treatment plans that can be objectively tracked and clearly documented.

At the end of this session, participants will be able to:

- Identify inconsistencies in clinical decision making for traditional and emerging treatment techniques.
- Diagnose normal versus abnormal swallowing physiological events.
- Develop physiologically based treatments to address several of the most common challenging swallowing pathophysiologies.
- Create and use a physiologically guided therapy plans to incorporate into your everyday practice with clear documentation.

**Instructional Level:** Intermediate  |  **Track:** Medical

1:30 pm - 3:00 pm  
**Session 24**  
**Compelling Case Studies: PROMPT in Action**  
Amy Clark, MS, CCC-SLP, Children's Minnesota

PROMPT is an acronym for Prompts for Restructuring Oral Muscular Phonetic Targets. PROMPT trained speech-language pathologists assess and treat individuals holistically by approaching communication as an interaction of the physical-sensory, cognitive-linguistic and social-emotional domains within the conceptual framework. This session will describe and demonstrate how PROMPT is implemented in clinical practice. Interactive case studies will highlight key aspects of PROMPT assessment and treatment. In addition, case studies will demonstrate how evidence-based PROMPT research is linked to clinical practice, meets individual client’s needs and facilitates for optimal functional communication outcomes.

At the end of this session, participants will be able to:

- Identify movement patterns as they apply to the System Analysis Observation (SAO) and Motor Speech Hierarchy (MSH).
- Identify treatment priorities as they apply to the Motor Speech Hierarchy (MSH).
- List and explain key aspects of PROMPT assessment and treatment.

This presentation will discuss the PROMPT approach.

**Instructional Level:** Intermediate  |  **Track:** Multi-Interest
1:30 pm - 3:00 pm  
Session 25  
Memory, Sensory and Play: Feeding Groups That Enhance Interactions With Food  
Cindy Herdé, MA, CCC-SLP, Talk Eat Play, PLLC and Nicklaus Children's Hospital, Miami FL

The purpose of this session is to illustrate how sensory and memory are related and its effects on feeding in the pediatric population. We will identify ways to create food-related opportunities to alter sensory experiences positively as well as outline the curriculum and feasibility of a group-based program for children with sensory-based pediatric feeding disorders.

At the end of this session, participants will be able to:

- Explain how sensory is related to memory formation, retention, and retrieval.
- List four strategies to create positive memories between food and sensory play.
- Implement two effective and engaging activities for implementation within a pediatric feeding group setting.

This presentation will discuss Talk Eat Play Feeding Group.

Instructional Level: Introductory | Track: Multi-Interest

1:30 pm - 3:00 pm  
Session 26  
Preparing for Waves of Disruptions: MarkeTrak 10 Findings & the Future of Hearing Aid Technology  
Brian Taylor, AuD, WS Audiology

The MarkeTrak (MT) 10 survey is the latest in a long line of research compiled by the Hearing Instruments Associates, designed to provide insights the customer’s journey toward accepting and wearing hearing aids. The most current MT 10 survey, published in 2019, is the first to examine the impact that unregulated personal sound amplification devices (PSAPs) has on the customer’s journey. This session will review several disruptors that underpin these MT 10 findings as well as implications for the clinical audiologist and the future of hearing aid design

At the end of this session, participants will be able to:

- Identify MT 10 survey data and how it applies to audiology practice.
- Develop strategies on how to implement MT 10 findings into a VA clinician’s care regimen
- Identify future hearing aid feature designs and its impact on clinical practice

Instructional Level: Intermediate | Track: Audiology
Session 27
The Deglutition Project: Physiology, Diagnosis and Treatment, Part 4
Ianessa Humbert, PhD, CCC-SLP, University of Iowa

There have been increasing calls for a shift in the practice patterns of speech-language pathologists who treat dysphagia. This includes demands for greater understanding and clinical application of the fundamentals of normal and disordered swallowing physiology. However, both new and seasoned clinicians report receiving very little training on swallowing physiology and its immediate clinical application. This session will “jump-start” clinician knowledge of swallowing physiology and its application to dysphagia diagnosis and treatment. Attendees will leave with the ability to create swallowing impairment-based treatment plans that can be objectively tracked and clearly documented.

At the end of this session, participants will be able to:
- Identify inconsistencies in clinical decision making for traditional and emerging treatment techniques.
- Diagnose normal versus abnormal swallowing physiological events.
- Develop physiologically based treatments to address several of the most common challenging swallowing pathophysiologies.
- Create and use a physiologically guided therapy plans to incorporate into your everyday practice with clear documentation.

Instructional Level: Intermediate | Track: Medical

Session 28
Arizona Resources You Need to Know
Heidi Lervik, MA, CRC, ATP, Northern Arizona University

Audiologists and speech-language pathologists often struggle to determine which assistive technology would best meet their patients’ needs. They spend valuable time researching equipment options which, in turn, limits important clinical time with the patient. Additionally, many patients purchase expensive equipment which is often unused or abandoned. Arizona Technology Access Program (AzTAP) aims to address these issues by providing resources, demonstrations, complimentary loaner equipment and a possible financial loan resource for hearing aids, assistive listening devices and speech communication devices.

At the end of this session, participants will be able to:
- Identify the nine categories of technology AzTAP provides.
- Identify seven services and programs that AzTAP provides.
- Identify financial loan program resource AzTAP provides for assistive technology
Standardized testing alone is not enough to determine if a student has a developmental language disorder (DLD), or to make appropriate therapy recommendations. Language sample analysis provides significant information about all aspects of language, and allows speech-language pathologists to make informed clinical decisions. This session will address the drawbacks of using only standardized tests to determine eligibility and therapy targets. Participants will also discuss language sample collection, typical error patterns, considerations for bilingual clients and software available for language sampling analysis. Finally, participants will identify potential therapy targets based on previously transcribed language samples.

At the end of this session, participants will be able to:

- Explain why standardized testing alone is not enough for clinical decision-making regarding therapy recommendations.
- Implement a language sample procedure appropriate for a student’s age.
- Analyze a student’s language abilities in semantics, syntax, morphology, and pragmatics.
- Describe techniques to analyze bilingual language samples.