



ArSHA Convention Session Abstracts

April 3-4, 2020

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

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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 pathologists 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 – see page 21.

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 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/SPLA

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-Salttillo devices and websites.

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

8:30 am - 10:00 am

Session 31

Coaching Caregivers to Build Confidence and Competence Embedding Intervention, Part 1

Julianne Woods, CCC-SLP, Emeritus FSU

Coaching caregivers in early intervention for has an emerging evidence base as a service delivery option that addresses meaningful and functional outcome development for young children with communication delays and disorders and their families in everyday routines and activities. Coaching in EI uses both a relationship and participation based approach that necessitates the EI SLP carefully examines how they conduct a their home visit with the caregiver and child to identify and increase the use of practices that supports the caregiver's knowledge and skills to embed intervention during interactions with their child throughout the day. Capacity building occurs when early intervention providers foster caregivers’ confidence and competence to embed intervention throughout their day to enhance their child’s learning and accomplish family-identified outcomes in everyday routines. This session will explore how SLPs can coach the caregiver to use intervention strategies that strengthen the

caregiver–child relationship during the home visit and produce positive outcomes for both the child and caregiver.

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

- Identify practices you already use that enhance caregiver capacity and how you can increase their use to support caregiver child interaction
- Identify three additional strategies to integrate into your current work to enhance family-guided and capacity-building practices
- Apply a home-visiting checklist to support integration of practices that are family-guided and capacity-building

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

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.

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

10:30 am - 12:00 pm

Session 32

Coaching Caregivers to Build Confidence and Competence Embedding Intervention, Part 2

Julianne Woods, CCC-SLP, Emeritus FSU

Coaching caregivers in early intervention for has an emerging evidence base as a service delivery option that addresses meaningful and functional outcome development for young children with communication delays and disorders and their families in everyday routines and activities. Coaching in EI uses both a relationship and participation based approach that necessitates the EI SLP carefully examines how they conduct a their home visit with the caregiver and child to identify and increase the use of practices that supports the caregiver's knowledge and skills to embed intervention during interactions with their child throughout the day. Capacity building occurs when early intervention providers foster caregivers’ confidence and competence to embed intervention throughout their day to enhance their child’s learning and accomplish family-identified outcomes in everyday routines. This session will explore how SLPs can coach the caregiver to use intervention strategies that strengthen the caregiver–child relationship during the home visit and produce positive outcomes for both the child and caregiver.

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

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.

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- Develop physiologically based treatments to address several of the most common challenging swallowing pathophysologies.

- 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 Herd , 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

3:00 pm - 4:00 pm

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

3:30 pm - 5:00 pm

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

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

3:30 pm - 5:00 pm

Session 29

Beyond Standardized Testing: A Practical Guide to Effective Language Sampling

Valorie Andrews, MA, CCC-SLP, Sahuarita Unified School District; Rebecca Archer-Anwar, MS, CCC-SLP, Tucson Unified School District

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.

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

Session 33

Resolving Ethical Dilemmas Related to High Caseloads in Public Schools

Kim Farinella, CCC-SLP; Jeff Meeks, CCC-SLP, from Northern Arizona University

A recent ArSHA School SLP committee survey determined caseload/workload to be the number one concern for school-based speech-language pathologists in Arizona. While the negative impact of high caseloads on recruitment and retention of qualified SLPs in schools is well-documented, ethical dilemmas related to high caseloads are less evident. The purpose of this presentation is to discuss caseload/workload challenges in the context of the principles and rules of ASHA's Code of Ethics, and provide evidence-based solutions for these challenges that promote ethical implementation of school-based services while maintaining compliance with legal entities. Case studies will highlight common ethical dilemmas related to high caseloads (e.g., lack of measurable progress, over-use of traditional service models, inadequate training and supervision of support personnel), and perceived barriers to proposed resolutions will be addressed. Legal and ethical jurisdictions will be differentiated, and overlap between entities will be explained. Finally, participants will have an opportunity to share real-world ethical dilemmas related to their caseload or workload, followed by guided small group discussion and ethical problem-solving reflection. This session will meet the one hour of professional development requirement in the area of ethics for ASHA certified speech-language pathologists.

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

- List the principles and rules of ASHA's Code of Ethics that present ethical dilemmas for school-based SLPs with high caseloads.
- Differentiate between legal and ethical jurisdictions and provide examples of each; explain when overlap can occur between the two jurisdictions.
- List and describe the evidence-based solutions for SLPs with high caseloads in the public schools, and specify how these solutions might be implemented at your school.

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

Poster Presentations

1:00 pm – 2:00 pm

P1

A School-Based Effective and Efficient Feeding and Swallowing Tool

Cynthia Farrell CCC-SLP; Hayley Hill, BS; Shelby Roy, BS; Lindsey Vollmert ,BS, from Northern Arizona University

Current protocols used to assess pediatric dysphagia are often challenging to administer in schools due to several factors. Primarily, it has been found that some protocols have substantial administration and scoring time. Additionally, they may offer limited insight into children’s feeding and swallowing needs. Previous research has examined existing protocols, including the Oral-Motor and Feeding Evaluation (Arvedson, 1993), the Interdisciplinary Observation Form (Homer, 2014), and the Pre-Feeding Developmental Checklist (Evans Morris & Dunn-Klein, 1987) (Aldrige et al., 2019). Furthermore, Aldridge et al. (2019) outlined a series of recommendations for a comprehensive pediatric dysphagia protocol, including case history, and observations of physical systems, pre-feeding readiness, and feeding-skills. The current researchers utilized these recommendations to develop an assessment tool that includes all necessary components. The developed assessment tool was then administered to five preschool-aged children by multiple, trained evaluators to establish inter-rater reliability. This will provide school-based speech-language pathologists (SLPs) with a safe, efficient, and comprehensive protocol that yields accurate diagnoses of feeding and swallowing disorders and identifies primary management areas. The authors propose that the developed tool will benefit school-based SLPs in the diagnosis and management of pediatric feeding and swallowing challenges.

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

- Describe the need for comprehensive, efficient assessment and management protocols in the schools from an ethical and legal standpoint.
- Identify important components involved in the implementation of a public school dysphagia assessment.
- Identify important team members involved in the implementation of public school dysphagia assessment.

Instructional Level: Intermediate | **Track:** Pediatric SLP

1:00 pm – 2:00 pm

P2

Building Capacity for Increased Diversity in SLHS Through Leadership Training

Aileen Wong, AuD, CCC-A, University of Arizona

A leadership development experience was created as a capacity-building effort for increasing diversity in the field of speech, language and hearing sciences. This independent study course encouraged students

to explore topics at the nexus of leadership and diversity within the professions. Research reveals that the nation is becoming increasingly diverse and predicts that by the year 2065 no particular racial or ethnic group will be a majority (Pew Research Center, 2015; Vespa, Armstrong, & Medina, 2018). Demographic changes facing our nation will create opportunities that challenge our field to adapt and innovate in ways that will ensure the best service to all people – supporting equity in terms of the quality of service delivery and in access to care. Demographic profile data from the American-Speech-Language-Hearing Association (2018) report that only 8.2 percent of members and affiliates are of a racial minority, a lower proportion when compared to our national demographic data at 27.6 percent (2010 US Census). Training of diverse professionals committed to equity and inclusion is needed so that our future leaders may consider the importance of diversity and its multi-faceted impact on our profession. This poster describes a new independent study experience at the University of Arizona that seeks to build leadership skills in emerging student leaders, create networking and mentoring opportunities, and build career readiness and professional skills. This course was characterized by three distinctive features: intensive mentoring, collaboration with broad stakeholders and project-based/service learning components. Course goals and objectives will be described along with pragmatic details about course design.

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

- Describe demographic data for audiologists and speech-language pathologists and the relationship with state and national data.
- Summarize important considerations related to developing a leadership training experience.
- List activities that students can participate in to build leadership skills.
- List stakeholders and relevant target audiences for this type of programming.

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

1:00 pm – 2:00 pm

P3

Choking Prevention for Children in Schools

Hayley Hill, BS; Shelby Roy, BS, from North Arizona University

The purpose of this poster is to increase the general public’s awareness of choking risks in schools, as well as to provide recommendations for prevention strategies. It has been reported that one child dies every five days from choking on food while attending school in the United States (Archambault and Paskay, 2019). Some schools may lack protocols and procedures to address student difficulties with eating and drinking activities at school that could contribute to this danger. Under the Individuals with Disabilities Education Act (IDEA), schools have a responsibility to provide feeding and swallowing services. School-based speech-language pathologists (SLPs) play a central role in the identification, evaluation, and management of students with feeding and swallowing disorders (ASHA, n.d.). In addition, Homer (2004) stated, “the keys to minimizing liability exposure are planning, procedures, training and proper execution” of trained procedures for any service provider involved in feeding and

swallowing services in school settings. This includes interprofessional team responsibilities and roles of increasing school awareness and the identification of choking-related issues utilizing consistent, standardized feeding and swallowing assessment protocols. In this poster, the authors will also provide functional team-based choking prevention strategies. It is proposed that with increased awareness and preparation, school professionals and staff will be better prepared and protected against the life-threatening danger of choking-related fatalities.

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

- List the SLP role with feeding and swallowing issues at school.
- List some way that schools can be proactive in addressing feeding and swallowing difficulties at school.
- Identify functional team-based choking prevention strategies that can be used at schools.

Instructional Level: Introductory | **Track:** Pediatric SLP

1:00 pm – 2:00 pm

P4

Clinical Guidelines for College Students With Mild-Severe Traumatic Brain Injury

Kristen Ackley MS; Jessica Brown PhD, from University of Arizona

Traumatic Brain Injury (TBI) accounts for a large percentage of death and disability in the United States. Survivors of TBI and their families often face impaired attention, memory, executive function, motor control, sensation (e.g., vision or hearing) or emotional functioning (e.g., personality changes, depression). These issues not only affect individuals but also can have lasting effects on families and communities. Currently, evidence supports the use of individualized speech therapy for individuals who experience TBI. However, little evidence exists to provide clinicians with guidance regarding specific assessment and treatment practices the college student population post-injury. We conducted a scoping literature review of speech-language pathologists' practices relative to college students with TBI. We began by conducting a search using three platforms (i.e., Google Scholar, PubMed, and the American Speech-Language-Hearing Association Wire). Nine hundred and sixty three articles were reviewed by title. From this, 178 articles were selected to be reviewed by abstract. Thirty-two articles were ultimately read in full. Of these, eight articles were included in the review. Articles were selected for inclusion or exclusion based on specific criteria related to population and diagnosis. In this poster, we will discuss the findings of this review as they relate to four major categories of evidence (1) general practices and prevention efforts; (2) assessment; and (3) treatment. Results of the literature search indicate that evidence is lacking to support specific practices for use by speech-language pathologists with this population; however, results also highlight future research needs to inform clinical care efforts.

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

- Describe the current practices used by speech-language pathologists in the prevention, assessment, and treatment of traumatic brain injury.

- Discuss the currently available evidence related to the prevention, assessment, and treatment of traumatic brain injury.
- Integrate an understanding of the relationship between clinical parameters and evidence-based practice for this population.

Instructional Level: Introductory | **Track:** Adult SLP

1:00 pm – 2:00 pm

P5

Clinical Implications of the Agreement Between EAT-10 and Aspiration Risk

Mary K. Kenz, BA; Heidi A. Wayment, PhD; Rebecca S. Bartlett, , PhD, CCC-SLP from Northern Arizona University

Oropharyngeal dysphagia can increase morbidity and mortality in individuals with Parkinson disease, stroke and head and neck cancer (HNC). Thus, the relationship between patient-perceived dysphagic symptoms and clinician-observed aspiration risk in specific dysphagic subpopulations is critically important for clinical decision-making. The Eating Assessment Tool-10 (EAT-10) is a functional health status questionnaire used clinically to identify patients who are experiencing dysphagic symptoms. EAT-10 is intended to measure the severity of dysphagia symptoms from the patient's perspective, but the practical implications of interpreting summary scores in specific populations is not well understood. The purpose of this study was to identify the clinical factors associated with a mismatch between self-reported dysphagic symptoms (EAT-10) and aspiration risk (Penetration - Aspiration Scale scores) observed during videofluoroscopic swallowing evaluation. Patient data were obtained from University of Wisconsin Voice and Swallow Clinic Outcomes Database. The sample included outpatients with oropharyngeal dysphagia and a diagnosis of Parkinson disease, stroke or HNC, and who completed a videofluoroscopic swallow study (VFSS) and EAT-10 (n = 287). Statistical analyses will be used to examine the demographic (e.g., age, sex, marital status, insurance) and clinical factors (e.g., smoking history, depression history, Charlson Comorbidity Index, specialty of referring physician, dysphagia severity, presence of alternative means of nutrition) associated with mismatches in patients between their perceived dysphagic symptoms and clinician-observed aspiration risk.

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

- Identify demographic/clinical factors that were associated with a mismatch between EAT-10 scores and aspiration risk.
- Consider the implications of dysphagia etiology (Parkinson disease, stroke, HNC) on the interpretation of EAT-10 scores.
- Brainstorm two treatment implications of the EAT-10 and Penetration-Aspiration Scale (PAS) score agreement findings.

Instructional Level: Intermediate | **Track:** Adult SLP

1:00 pm – 2:00 pm

P6

Communication of Individuals With Chronic Aphasia and Related Caregiver Burden

Chloe Lazarus BA; Kim Johnson, BS; Ryan Dougherty, BS; Emi Isaki, CCC-SLP, from Northern Arizona University

The purpose of this qualitative study is to gain a better understanding of the communication needs of family member and/or caregivers of six clients with chronic aphasia (having aphasia for greater than one year) and their general knowledge about aphasia. The information gained will allow speech-language pathology clinicians to identify and ask more relevant questions about functional communication and needs when providing future services related to aphasia.

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

- Identify caregiver communication needs.
- Discuss when caregivers learn about aphasia.
- Identify strengths and needs of caregivers in communication with family members with aphasia.

Instructional Level: Intermediate | **Track:** Adult SLP

1:00 pm – 2:00 pm

P7

Dissemination of the IDDSI in Northern Arizona Medical Related Settings

Savannah Ritchey, BA; Ryan Wurzell, MS; Emi Isaki, PhD, from Northern Arizona University

Annually, roughly one in 25 adults experience dysphagia in the United States (Bhattacharyya, 2014). Dysphagia occurs in populations of varying age groups and diseases, thus the true prevalence may be underestimated. In response to managing care of individuals with dysphagia, several countries worldwide have implemented their own dysphagia diets. These diets vary, consisting of three-five levels of modified liquids and foods for those with dysphagia. In order to establish common agreement, the International Dysphagia Diet Initiative Standardisation (IDDSI) was created in an attempt to provide uniformity of modified liquids and foods for all participating countries. Currently, facilities in Northern Arizona (NAZ) are in the process of educating professionals in nutrition, food service, and nursing for implementation of IDDSI. Training of these professionals and fellow therapists is integral in the implementation of IDDSI. The developers of IDDSI informed SLPs that they expect full diet implementation worldwide by summer 2020 (ASHA, 2019). This poster presentation will describe how Northern Arizona University graduate students are collaborating with SLPs at Flagstaff Medical Center (FMC) to establish an IDDSI training module for professionals involved with diet preparation and delivery in NAZ hospitals. In addition to training FMC professionals, students will prepare a recorded training module for other SLPs in the region. Training includes the history of dysphagia diets and the reasoning

for implementing IDDSI on a global scale. It also provides a detailed protocol for testing liquids and foods at all eight levels with a visual demonstration incorporated within the education presentation.

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

- Describe new diet standardization of IDDSI.
- Describe details of 8 levels of IDDSI of liquids and foods.
- Explain the importance of world wide diet use.

Instructional Level: Intermediate | **Track:** Adult SLP

1:00 pm – 2:00 pm

P8

Feature Analysis of Children's Books Written in English and Spanish

Schea Fissel Brannick, PhD; Jennifer Buckler, CCC-SLP; Abigail Garcia,BS; Schea Fissel Brannick,PhD, from Midwestern University

The home literacy environment impacts young children's language and literacy development prior to formal schooling. Research exploring characteristics of the home literacy environment have evaluated frequencies of parent word-use and conversational turns, parent beliefs about literacy, frequency of shared reading, and the number of books/literacy materials in the home. Surprisingly few studies have explored features of language and print in the children's books that parents read. Even fewer studies have explored how language and print features might vary across languages and cultures. We hypothesized that children's books written originally in English would differ from those written originally in Spanish along dimensions of text features that promote emergent literacy, literate language features, vocabulary, story grammar, cohesion and complex sentence structure. To test this hypothesis, this study evaluated similarities and differences along language and literacy features in the text of children's books written originally in English (n=30) and Spanish (n=30). The purpose of this study was to use results of this systematic analysis to develop an SLP Guide for selecting and recommending English and Spanish children's books. Results showed differences between English and Spanish books in the use of repetitive verses, vocabulary, and use of morphosyntactic language. Similarities included the use of basic concepts, sentence length, and narrative structure. Results supported development of English and Spanish reading lists with details about the literacy and language features promoted within each book. This list will be distributed at the poster presentation, to support SLP selection and recommendations for children's books in English and Spanish.

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

- Describe how children's books were analyzed across language and literacy features.
- Identify and recommend children's books written in English that provide opportunities for teaching specific language and literacy features.
- Identify and recommend children's books written in Spanish that provide opportunities for teaching specific language and literacy features.

Instructional Level: Introductory | **Track:** Pediatric SLP

1:00 pm – 2:00 pm

P9

Impact of Bilingual Language Experience on Episodic Memory

Fatima Syed,BA; Ileana Ratiu, PhD, from Midwestern University

Bilingual language experience can affect a number of factors, including memory. A bilingual may easily identify a word as being English or Spanish, but it is not known if they can accurately identify the original language of presentation at later testing. This study examined the impact of bilingual language proficiency on episodic memory. A total of 237 Spanish-English bilinguals completed a comprehensive language experience questionnaire. Participants made simple decisions to words in a study phase (e.g., Is this word a verb?). After a distractor task, they received a surprise recognition test, which involved the identification of the original language of presentation. Interestingly, better proficiency across both languages correlated significantly with memory errors, indicating that bilinguals have difficulty identifying the original language of presentation. The findings suggest that bilingual memory is affected by language proficiency.

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

- Demonstrate an understanding of how complex bilingual cases could lead to misdiagnoses including under- identification of a language disorder.
- Identify bilingual language differences and how they may impact assessment.
- Identify characteristics of bilingual language experience/proficiency and their impact on memory.

Instructional Level: Intermediate | **Track:** Adult SLP

1:00 pm – 2:00 pm

P10

Juntos Somos Mejores: Building Research Capacity Through Collaborative Community Engagement

Nicole Marrone, PhD, CCC-A, University of Arizona; David Lee, PhD, University of Miami; Aileen Wong, AuD, CCC-A, University of Arizona; Brendaly Rodriguez, MA, University of Miami

In the United States, hearing health care disparities exist for Hispanic/Latino adults age 50 or older are experiencing age-related hearing loss. In addition to the need for increased access to hearing intervention services for this population, there is a need for increased comparative effectiveness research to provide evidence for interventions that are relevant to the needs of this population. Traditional research processes have been siloed within disciplines and academia. New ways of doing patient-centered outcomes research emphasize patient partnership in the research process. Through engagement, patient partners have a seat at the table in prioritizing research questions. A Hispanic

Hearing Health Care Access Coalition is being formed across two states (Arizona and Florida) to engage stakeholders from diverse backgrounds on the topic of hearing loss interventions for Hispanic/Latino adults age 50 or older and health care decision-making. Key stakeholders include those with lived experience, family members and representatives of organizations with interest in hearing intervention research. Formation of this type of group is timely given new options for hearing health care services following passage of the Over-the-Counter Hearing Aid Act. This poster presentation will describe efforts related to engagement and mobilization of key stakeholders who can provide insight on how comparative effectiveness research on hearing interventions can be maximally beneficial and relevant to community needs - most importantly including the perspectives of patients and families. Engagement activities and objectives will be described along with underlying strategies and principles utilized when collaborating with community members across two states and in multiple languages.

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

- Describe statistics on hearing loss and hearing health care access related to Hispanic/Latinx communities experiencing age-related hearing loss.
- List challenges around health care decision making encountered by patients and families.
- Describe engagement strategies and principles when working in collaboration with medically underserved communities.

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

1:00 pm – 2:00 pm

P11

Learning the Larynx: A Comparison of two Student-Made Models on Learning and Retention

Sarah Renee Boyle, BS; Mary E. Huston, CCC-SLP; Warren Gamas, PhD from Minot State University

Twenty-five students, divided into two groups, assembled and labeled one of two model larynges. Participants completed pre, post and retention quizzes and a survey. No significant differences between the groups were noted in learning or retention, or in the students' perceptions of the usefulness of assembly. Significant differences were noted in the assembly and use of the models.

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

- Explain the use and benefits of using physical models as learning tools in higher education instruction.
- Describe the characteristics of two different models used in higher education instruction.
- Discuss the reasoning behind choosing between 3D learning tools for use in higher education.

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

1:00 pm – 2:00 pm

P12

Northern Arizona University Aural Rehabilitation Support Group

Serena Chee, BS; Megan Booth, MS; Michael Skelton, AuD; PhD, from Northern Arizona University

Hearing loss reduces the audibility of speech, disrupts the ability to communicate with others and reduces the overall quality of life. In addition to the negative impact of the individual who experiences hearing loss, evidence shows that hearing loss affects the psychosocial status of the spouse. Clients benefit from peer-based support groups by learning different perspectives of others' emotional, physical, financial and social impact related to the diagnosis and treatment of their medical health condition. Some support groups even focus on providing support and education to family members, caregivers and friends of the client. The literature suggests that aural rehabilitation (AR) classes are effective in reducing negative affect (pertaining to mood) across all participant groups. Clients at a NAU AR support group participated in a two-hour group session one time a week for five weeks. Clients demonstrated critical thinking skills in difficult, everyday situations with their spouses while struggling with hearing loss. The members of the group interacted with other participants, provided words of encouragement to each other, and shared strategies they used prior to the group. This poster discusses the NAU AR support group and how it compares to the literature related to support groups. Strengths and limitations are discussed for improvement in education, training, and counseling.

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

- Describe the importance of support groups for aural rehabilitation.
- Describe key features of successful support groups.
- Discuss type and amount of feedback provided by clients and caregivers.

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

1:00 pm – 2:00 pm

P13

Pilot Testing of Methods to Identify Psychosocial Impact of Dysphagia

Leah Carroll, BS; Rebecca Bartlett, PhD, from Northern Arizona University

Oropharyngeal dysphagia can cause morbidity, mortality and reduced quality of life. Recent evidence suggests that patients rank the psychological consequences of dysphagia as more important than biomedical issues, yet current clinical practice guidelines from the American Speech-language-Hearing Association do not include recommendations related to these concerns. The purpose of this qualitative study is to identify psychosocial burdens and coping strategies of individuals with dysphagia using semi-structured interviews. Emerging themes from the data will be identified using a stress and coping theoretical framework. This framework emphasizes the following categories: (1) anxiety/previous stressors/previous mental health issues (2) social & temporal perceptions, self-related processes (3) coping strategies/avoidance coping (4) treatment (5) positive emotions/growth. Findings from this preliminary project will be used to revise the interview questions for a larger study. The overarching goal

of this research is to develop clinical guidelines that incorporate the psychosocial aspect of dysphagia into the treatment process.

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

- Identify three psychosocial burdens reported by individuals with dysphagia
- Identify three coping strategies reported by individuals with dysphagia
- Identify two ways that the psychosocial impact of dysphagia could be incorporated into your clinical practice

Instructional Level: Introductory | **Track:** Adult SLP

1:00 pm – 2:00 pm

P14

Supporting and Advocating for Underrepresented Communities: Developing Student Clubs

Michelle Esquivias, BS; Monique Frisby; Brandon Garivaldo; Summer Griffin, from University of Arizona

There is a lack of representation in professionals in the field of speech- language and hearing sciences (SLHS). Underrepresentation of minority groups in our SLHS service providers is significant as it can broadly impact the effectiveness of clinical care and affect marginalized communities. The University of Arizona is a land-grant institution and holds designations as an American Indian and Alaska Native-Serving Institution and Hispanic Serving Institution. Though the University of Arizona has a diverse SLHS undergraduate population, there are observed challenges in recruiting and retaining those students past the undergraduate experience and into graduate school. While this challenge is not unique to the University of Arizona, we have the opportunity to increase diversity given the demographics of our student population. A crucial step in retaining and advancing diverse students to professional careers in SLHS hinges on building a supportive community to enhance the student experience. The purpose of this project is to describe the creation of two new student clubs, one at the undergraduate level and one at the graduate level, that were developed to support underrepresented students in SLHS at the University of Arizona. Practical steps and recommendations in formulating the new student groups will be discussed with thoughts on leadership styles and governance structures as well as special considerations to reduce obstacles and increase access for student participation. In addition, reflections on unique challenges and opportunities faced by newly forming student groups will be summarized.

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

- Describe the value of diversity in speech- language and hearing Sciences (SLHS), and describe the discrepancy in demographics between clinicians (speech-language pathologists and audiologists) and clients.
- Identify the opportunities that minority-serving institutions provide with the potential for increasing diversity in the SLHS major.
- List strategies used for creating community within student clubs supporting underrepresented populations.

- Describe club initiatives, summarize lessons learned from establishing new clubs, and reflect on leadership development.

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

1:00 pm – 2:00 pm

P15

The Effect of Screen Time on Behavior of Toddlers

Sarah Askew, BS; Sandra Stewart, LSLS Cert AVT, from Northern Arizona University

Increased screen time consumption of those under 24 months of age have been found to correlate with negative impact on language development and executive functioning skills. The relationship between increased screen time and pre-linguistic measures of pragmatic language has yet to be explored. This study aims to show the relationship between increased non-directive screen time defined as any screen time that (1) the adult does not co-view and discuss with the child; and/or (2) is not child-oriented in nature--to decreased initiation of joint attention behaviors, specifically turn-taking in play and pre-linguistic gestures such as pointing. The participants are projected to be 20 children who are ages 16-24 months of both genders and various economic and ethnic backgrounds. Researchers will administer an 11-question survey developed by the researchers of the study, as well as the Rossetti Infant-Toddler Language Scale, in order to collect data on joint attention behaviors. This study is projected to conclude in April 2020, and the poster will reflect preliminary data.

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

- Summaize a media diet and how it relates to the literature on language development.
- Describe the relationship between screen time and pre-linguistic behaviors.
- Identify media consumption with parents and other health professionals.

Instructional Level: Introductory | **Track:** Pediatric SLP

1:00 pm – 2:00 pm

P16

The Impact of Noise on Memory and Reading Comprehension in Adults With Mild Traumatic Brain Injury

Miyka Whiting, BA; Ileana Ratiu, PhD, from Midwestern University

Traumatic brain injury (TBI) impacts millions of individuals each year. Following a TBI, individuals may experience deficits in memory, attention and higher order cognitive abilities. There is limited research on the impact of noise on reading performance and comprehension following a TBI. This study examined effect of noise on memory and reading performance in adults with and without mild traumatic brain injury (mTBI). Twentysix healthy controls and 23 adults with a history of mTBI completed a short-term memory task, a working memory task, and an academic reading comprehension task, either with and

without noise. Participants' eye movements were tracked during the academic reading comprehension task. Compared with healthy controls, individuals with mTBI recalled fewer items on a short-term memory task in the presence of noise, but not the working memory task. On the academic reading comprehension task, individuals with mTBI performed worse than healthy controls in noise, but only on specific types of content. Eye movement patterns corroborated the behavioral data and revealed that individuals with mTBI experienced greater difficulty than healthy controls in the presence of noise on specific types of content. These findings indicate that experiencing even one mTBI may have lasting effects on cognitive abilities, particularly abilities that are recruited for functional tasks, such as academic reading.

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

- Describe how background noise impacts memory for individuals with mild traumatic brain injury.
- Describe how background noise impacts reading comprehension for individuals with mild traumatic brain injury.
- Describe how physiologic data (i.e. eye-movements) can be used to identify reading comprehension deficits in individuals with mild traumatic brain injury.

Instructional Level: Intermediate | **Track:** Adult SLP

1:00 pm – 2:00 pm

P17

The Influence of Socioeconomic Status on Literacy in the Autism Spectrum Disorder Population

Sarah Strother, BS; Schea Fissel, PhD; George Wolford, PhD, from Midwestern University

Lower socioeconomic status negatively correlates with parent beliefs/knowledge literacy learning for typically developing children. It is currently unclear how socioeconomic status interacts with literacy learning for children with autism spectrum disorder. Literacy learning requires skill development in decoding and language comprehension. Children with autism spectrum disorder, present with high comorbidity of language comprehension deficits (i.e., 83 percent of cases; Levy, et.al., 2010; Center for Disease Control, 2019), that would negatively impact literacy learning. Additionally, socioeconomic status is related to age of diagnosis and access to intervention services, including language and literacy instruction; it is hypothesized that socioeconomic status interacts with literacy learning in this population. This project collected information about parent beliefs/knowledge of literacy for children with ASD, and their performance on literacy and language assessments.

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

- Identify the lack of research in the ASD population in regards to literacy.
- State key concepts about the state of literacy research in the ASD population.
- Identify whether or not socioeconomic status affects literacy for children with ASD.
- Identify other factors besides socioeconomic status that affect literacy learning skills in children with ASD.

Instructional Level: Introductory | **Track:** Pediatric SLP

1:00 pm – 2:00 pm

P18

Training Graduate Students in Clinical Swallow Evaluation Using High-Fidelity Simulation

Savannah Bruecker, BS; Bobby Eccleston, MSN, RN, CHSE; Rebecca Bartlett, PhD, CCC-SLP, from Northern Arizona University;

Clinical swallow evaluation (CSE) is an important skill that speech-language pathologists who manage swallowing impairment must learn; however, there are currently few published guidelines of the most effective approaches for teaching this skill set. In speech-language pathology graduate programs, the use of human patient simulators (HPSs) has been shown to be beneficial for teaching a variety of skills. High-fidelity HPSs are life-sized, anatomically relevant mannequins that are controlled by software, and have the ability to mimic various health conditions. During a clinical simulation, HPSs can respond in real-time to students via an instructor who is observing from behind one-way glass. The instructor's voice is transmitted through a speaker in the HPS's head, and the students' responses are transmitted to the control room PC that runs the simulator software, allowing two-way communication with students. The purpose of this mixed methods study was to determine if the use of HPSs in training speech-language pathology graduate students 1) improved knowledge of CSE, and 2) improved student ratings of preparedness and anxiety in performing CSE, as compared to traditional learning methods alone (e.g., lecture, reading). Research participants included two cohorts of students who took a swallowing course at Northern Arizona University in 2019 and 2020 (n = 57). Outcomes (i.e. CSE knowledge, student ratings of anxiety and preparedness for performing CSE) will be measured and compared between the two student cohorts. The long-term goal of this research is to identify efficacious methods of teaching CSE to graduate students.

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

- Identify whether using human patient simulators improved student outcomes in learning clinical swallow evaluation.
- Describe two potential benefits for graduate students who are trained using human patient simulators.
- Describe two potential benefits for supervisors who incorporate human patient simulators into graduate student training.

Instructional Level: Introductory | **Track:** Adult SLP

1:00 pm – 2:00 pm

P19

Using Fractional Replicates to Optimize Thickened Soda

Heather Jackson; John Holahan, from SimplyThick LLC

Mixing xanthan gel thickener with soda pop to get the proper consistency with the minimum amount of foam.

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

- Mix thickener with soda pop with minimal amount of foam
- Use fractional factorial designs to create experiments with multiple factors being tested
- Confidence in designating consistency level with thickened soda

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

