ArSHA Convention Session Abstracts
August 7-8, 2020

Friday

9:00 am - 10:30 am
Session 1
Knowing What Works in Pediatric Speech–Language Pathology
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

9:00 am - 10:30 am
Session 2
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

11:00 am - 12:30 pm
Session 3
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/SPLA

11:00 am - 12:30 pm
Session 4
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

1:00 pm - 2:30 pm
Session 5
Beyond Standardized Testing: A Practical Guide to Effective Language Sampling
Rebecca Archer-Anwar, CCC-SLP, Tuson Unified School; Valorie Andrews, CCC-SLP, Sahuarita Unified School

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 course 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 .
- Choose a language sample procedure appropriate for a student's age .
- Analyze a student's language abilities in semantics, syntax, morphology, and pragmatics .

1:00 pm - 2:30 pm
Session 6 - THIS SESSION HAS BEEN CANCELLED
Everything You Always Wanted to Know About Speech in IEPs

3:00 pm - 4:30 pm
Session 7
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

3:00 pm - 4:30 pm
Session 8
Resolving Ethical Dilemmas Related to High Caseloads in Public Schools
Kim Farinella, CCC-SLP; Jeff Meeks, CCC-SLP, from Northern Arizona University; Sarah Dachtyl, PhD, CCC-SLP, CBIS, Sahuarita Unified School District

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

Saturday

9:00 am - 10:30 am
Session 9
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

9:00 am - 11:00 am
Session 10
The Deglutition Project: Physiology, Diagnosis and Treatment, Part 1
Elucidating Inconsistencies in Dysphagia Management
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 pathophysiology's.
- Create and use a physiologically guided therapy plans to incorporate into your everyday practice with clear documentation.

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

11:00 am - 12:30 pm
Session 11
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

11:30 am - 1:30 pm
Session 12
The Deglutition Project: Physiology, Diagnosis and Treatment, Part 2
The Missing A&P Course: Normal, Functional and Dysfunctional Swallowing
Ianessa Humbert, PhD, CCC-SLP, University of Iowa

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

1:30 pm - 3:00 pm
Session 13
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

2:00 pm - 3:00 pm
Session 14
The Deglutition Project: Physiology, Diagnosis and Treatment, Part 3
Suporting Your Clinical Decisions With Physiologically Guided Outcomes
Ianessa Humbert, PhD, CCC-SLP, University of Iowa

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

3:30 pm - 4:30 pm
Session 15
The Deglutition Project: Physiology, Diagnosis and Treatment, Part 4
What a Swallowologist Needs: Advocating and Education
Ianessa Humbert, PhD, CCC-SLP, University of Iowa

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

3:00 pm - 4:30 pm
Session 16
Cognition, Audition and Amplification: 2020
Douglas L Beck, AuD, Oticon

Audiology is progressing rapidly in 2020. Admittedly, hearing is perceiving sound, whereas listening is attributing meaning to sound. The distinction between hearing and listening is paramount to our understanding and management of "speech in noise" problems. Although threshold measures are extremely important for diagnostic purposes, they are less useful with regard to reflecting the pragmatic listening difficulty the patient experiences. The real-world reflection is better ascertained via communication and listening assessments, and Speech-in-Noise (SIN) tests. In this session we will briefly review five listening assessments, five SIN tests, and why they are of maximal importance. Further, we'll examine the latest developments with regard to the association between hearing loss and cognition.

At the end of this session, participants will be able to:
- Name three listening/communication assessments.
- Name three SIN tests.
- Recite how many people in the USA have listening problems without any hearing loss on an audiogram.

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