

2019 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Wednesday, October 2, 2019 – 5:30pm to 8:30pm
Title:	Ethical Health Care Challenges for Health Professionals: Threading the Needle
Speaker(s):	Travis Threats, PhD, CCC-SLP
Abstract:	<p>Speech-language pathologists and audiologists face ethical challenges in health care settings. This session is to provide frameworks for addressing these difficult areas. There are conflicts between business demands and best clinical practice, respect for patient autonomy and beneficence, and sometimes even between personal morality/spirituality and clinical ethics.</p> <p>30 Minutes: Morality, professional ethics, and the law 30 Minutes: Four ethical principles of healthcare - Beauchamp TL, Childress J. (1979, 2009) 30 Minutes: ICF ethical principles - Siegel and Winslate Clinical Ethical Decision Box 30 Minutes: Competency and consent challenges 30 Minutes: Challenges to fighting the good fight 30 Minutes: Case studies for small group discussion for participants, with report to group</p>
Learning Objectives:	<ul style="list-style-type: none"> • Participants will be able to describe several ethical frameworks. • Participants will be able to demonstrate knowledge of the differences among the law, clinical ethics, and morality • Participants will be able to demonstrate knowledge of the ethical tenets of the ICF. • Participants will be able to demonstrate knowledge of the broad ethical concerns in health care including equitable distribution of rehabilitation resources, the ethics of evidence-based practice, and dealing with patients with reduced cognitive states. • Participants will engage in case studies regarding challenging ethical scenarios
Bio(s):	<p>Travis Threats, PhD, CCC-SLP, is Professor and Chair of the Dept. of Communication Sciences and Disorders at Saint Louis University. He teaches courses that cover aphasia, dementia, head trauma, right hemisphere disorders and professional issues. His primary scholarly work has been with the World Health Organization (WHO) on the International Classification of Functioning, Disability and Health (ICF) and the International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY). He has been ASHA's representative liaison to the WHO since 1999 and was the primary contributor to the communication, hearing, and swallowing sections of the ICF. Dr. Threats has also published and presented internationally on his three other scholarly interests: evidence-based practice, religiosity/spirituality in practice, and rehabilitation ethics. He is an ASHA Fellow and a Distinguished Scholar and Fellow of the National Academies of Practice. He is also the ASHA 2012 recipient of the Certificate of Recognition for Outstanding Contributions in International Achievement</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ArkSHA honoraria and St. Louis University salary <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

2019 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Thursday, October 3, 2019 – 8:30am to 9:30am
Title:	Mission Accomplished: Started from the Bottom but Now We're Here -Working at the Top of the License
Speaker(s):	Tommie Robinson, Jr., PhD, CCC-SLP
Abstract:	<p>This session is designed to facilitate audiologists' and speech-language pathologists' knowledge and skills regarding what it takes to work at the top of the license regardless of the work environment. This fun interactive lecture style presentation will make clinicians aware of the options associated with enhanced service delivery across the continuum of care. Information regarding clinical paradigm shift, supervision and management, and re-framing the professions will be provided.</p> <p>5 Minutes: Disclosure and Introduction 10 Minutes: Defining "Top of the license" 10 Minutes: Paradigm shift 10 Minutes: Supervision and management 10 Minutes: Reframing the professions 10 Minutes: Next Steps 5 Minutes: Closing</p>
Learning Objectives:	<ul style="list-style-type: none"> • Define what it means to work at the top of license • Lists ways to work at the top of the license • Understand the role of speech-language pathologists and audiologists in this process
Bio(s):	<p>Tommie L. Robinson, Jr., PhD, CCC-SLP is chief of Hearing and Speech and director of the Scottish Rite Center for Childhood Language Disorders at Children's National Health System in Washington, D.C. and is an associate professor of pediatrics at The George Washington, University School of Medicine and Health Sciences. He specializes in communication disorders in children, with a specific focus on children and adolescents who stutter. Dr. Robinson holds adjunct professorships with Howard University and Nova Southeastern University in Fort Lauderdale, FL. Dr. Robinson was the 2010 president of the American Speech-Language-Hearing Association (ASHA) and has served on various boards and committees. He was ASHA vice president for Quality of Service in Speech-Language-Pathology (2005-2007). Dr. Robinson received his A.A. degree from Coahoma Community College in Clarksdale, MS, B.A. and M.S., degrees from The University of Mississippi in Oxford, MS and his Ph.D. degree from Howard University in Washington, D.C.</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ArkSHA honoraria <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ASHA Past President

2019 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Thursday, October 3, 2019 – 10:00am to 1:00pm
Title:	A Continuum Approach for Assessment of Auditory and Language Processing
Speaker(s):	Gail J. Richard, Ph.D., CCC-SLP
Abstract/Agenda:	<p>This session will describe a continuum of acoustic, phonologic, linguistic, and cognitive processes needed to interpret and respond to verbal information. A deficiency in any of these processes may result in a diagnosis of an auditory processing disorder, central auditory processing disorder, language processing disorder, phonologic processing disorder, or other type of deficit. SLPs and Audiologists need to understand the nature and interaction of the skills involved to conduct assessment procedures for differential diagnosis of auditory and language processing disorders.</p> <p>30 Minutes: Introduction, Definitions, and Models of Processing 30 Minutes: Functional Units Theory for the Neurology of Processing 30 Minutes: Behavioral I Characteristics of Processing Disorders 30 Minutes: Controversies in Processing Disorders 60 Minutes: Assessment Procedures for Processing</p>
Learning Objectives:	<ul style="list-style-type: none"> • Define and differentiate auditory and language processing disorders • Explain a continuum of skills needed for successful processing of verbal information • Identify typical behavioral characteristics displayed in students with processing disorders • Utilize appropriate assessment techniques to evaluate the integrity of various auditory, language, and related skills.
Bio(s):	<p>Gail J. Richard, Ph.D., CCC-SLP, is emeritus professor at Eastern Illinois University in Charleston, IL, where she was on the faculty for 37 years specializing in childhood developmental language disorders, such as autistic spectrum disorders, auditory/language processing, executive functions, and selective mutism. She has numerous publications and is a frequent conference presenter, sharing her practical clinical perspective. Professional awards include Honors of the Illinois Speech-Language Hearing Association, Fellow of the American Speech-Language-Hearing Association and Illinois Speech-Language-Hearing Association, recipient of the Illinois Clinical Achievement Award, and multiple teaching awards at Eastern Illinois University. She has also held many leadership positions in professional organizations, including President of the American Speech-Language-Hearing Association in 2017.</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ArkSHA honoraria, Pro-Ed royalty, Dynamic Resources royalty, Med Bridge Royalty <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ASHA Past President

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Date and Time:	Thursday, October 3, 2019 – 10:00am to 1:00pm
Title:	Evaluation and Treating Adolescents Who Stutter
Speaker(s):	Tommie Robinson, Jr., PhD, CCC-SLP
Abstract:	<p>This session is designed to prepare clinicians for working adolescents who stutter. This will be an interactive learning session in which theories regarding stuttering will be addressed. In addition, the speaker will highlight clinical tips and techniques that are used when providing clinical services. Service delivery models will be presented as well as counseling techniques. Current issues in research and evidence-based practice will be addressed.</p> <p>5 Minutes: Introduction and disclosure 15 Minutes: Stuttering defined 30 Minutes: The Evaluation Process 30 Minutes: Rules for intervention 30 Minutes: Counseling 30 Minutes: Stuttering treatment techniques 30 Minutes: Case Presentations 15 Minutes: Questions and Answers</p>
Learning Objectives:	<ul style="list-style-type: none"> • Understand the theoretical constructs relative to treating adolescents who stutter • Design service delivery models for addressing speech fluency issues in adolescents • Provide speech fluency services to adolescents with confidence
Bio(s):	<p>Tommie L. Robinson, Jr., PhD, CCC-SLP is chief of Hearing and Speech and director of the Scottish Rite Center for Childhood Language Disorders at Children’s National Health System in Washington, D.C. and is an associate professor of pediatrics at The George Washington, University School of Medicine and Health Sciences. He specializes in communication disorders in children, with a specific focus on children and adolescents who stutter. Dr. Robinson holds adjunct professorships with Howard University and Nova Southeastern University in Fort Lauderdale, FL. Dr. Robinson was the 2010 president of the American Speech-Language-Hearing Association (ASHA) and has served on various boards and committees. He was ASHA vice president for Quality of Service in Speech-Language-Pathology (2005-2007). Dr. Robinson received his A.A. degree from Coahoma Community College in Clarksdale, MS, B.A. and M.S., degrees from The University of Mississippi in Oxford, MS and his Ph.D. degree from Howard University in Washington, D.C.</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ArkSHA honoraria <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ASHA Past President

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Date and Time:	Thursday, October 3, 2019 – 10:00am to 1:00pm
Title:	ICF and EBP: Thinking Beyond
Speaker(s):	Travis Threats, PhD, CCC-SLP
Abstract:	<p>There two crucial challenges for our country: healthcare and education. For both, there is a demand for better results, and preferably with less resources. Thoughtful and creative use of the World Health Organization’s International Classification of Functioning, Disability, and Health (ICF) and evidence-based practice (EBP) can help us provide the best and most efficient intervention for the persons we serve and their families. We as speech-language pathologist and audiologists should be integral members of the teams utilizing these approaches.</p> <ul style="list-style-type: none"> 25 Minutes: Challenges in healthcare settings 15 Minutes: Challenges in educational settings 20 Minutes: Description of ICF, including challenges of practical use 20 Minutes: Use of ICF for varied cases 20 Minutes: Expanding the boundaries for the field, slp’s worth on transdisciplinary teams 25 Minutes: Description of the three pillars of evidence-based practice 15 Minutes: Description of single subject designs 10 Minutes: Description of patient reported outcomes 10 Minutes: Description and strengths of survey research 20 Minutes: Use of ICF and EBP together to improve outcomes
Learning Objectives:	<ul style="list-style-type: none"> • Participants will be able to explain key concepts of the changing health care and educational system. • Participants will be able to describe the World Health Organization’s International Classification of Disability, Functioning, and Health (ICF) as it relates to focusing on the real-life needs. • Participants will be able to describe how speech-language pathologist and audiologists can enhance their role on interdisciplinary teams via use of the ICF and describe the centrality of all three pillars of evidence-based practice • Participants will demonstrate understanding of research designs that are more relevant to communication disorders including single subject design, survey research, and patient reported outcome measures. • Participants will demonstrate understanding of the possible synergistic relationship between the ICF and EBP
Bio(s):	<p>Travis Threats, PhD, CCC-SLP, is Professor and Chair of the Dept. of Communication Sciences and Disorders at Saint Louis University. He teaches courses that cover aphasia, dementia, head trauma, right hemisphere disorders and professional issues. His primary scholarly work has been with the World Health Organization (WHO) on the International Classification of Functioning, Disability and Health (ICF) and the International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY). He has been ASHA’s representative liaison to the WHO since 1999 and was the primary contributor to the communication, hearing, and swallowing sections of the ICF. Dr. Threats has also published and presented internationally on his three other scholarly interests: evidence-based practice, religiosity/spirituality in practice, and rehabilitation ethics. He is an ASHA Fellow and a Distinguished Scholar and Fellow of the National Academies of Practice. He is also the ASHA 2012 recipient of the Certificate of Recognition for Outstanding Contributions in International Achievement</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ArkSHA honoraria and St. Louis University salary <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

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Date and Time:	Thursday, October 3, 2019 – 10:00am to 1:00pm
Title:	Creating AAC Devices in Minutes – Ordinary Items Extraordinary Solutions
Speaker(s):	Therese Willkomm, PhD, ATP
Abstract:	<p>Communication using an iPad or an AAC device needs to be available 24 hours a day seven days a week and available in all environments: home, school, work, and play and in all positions: sitting walking, lying, reclining and traveling in a car, van, or on a horse. This session will discuss and demonstrate over 50 different iPad/AAC access solutions that can be created in minutes using every day tools and materials. Examples will include: creating iPad/AAC mounting solutions for wheelchairs, walkers, body worn solutions; key guards and non-conductive minutes; Eye gaze and track systems and creating switch excess recipes using custom gestures.</p> <p>60 Minutes: Overview of AAC devices created in minutes 60 Minutes: Demonstration of case studies and the creation of solutions to promote communication 60 Minutes: Exploring innovative uses of everyday items to create low cost AAC and AT devices in minutes</p>
Learning Objectives:	<ul style="list-style-type: none"> • Identify at least 20 different assistive technology solutions to accommodate for communication impairments • Explore way to make communication accessible in all environments including body worn solutions and mounting solutions to promote 24 hour a day access to communication • Identify at least 10 different everyday items that can be use to create low cost AAC devices
Bio(s):	<p>Dr. Therese Willkomm, PhD, is the Director of New Hampshire’s State Assistive Technology Program with the Institute on Disability at the University of New Hampshire (UNH) and is a clinical associate professor in the Department of Occupational Therapy where she teaches eight different Assistive Technology courses and oversees the On-Line Graduate Certificate Program in Assistive Technology. She is known nationally and internationally for her innovative strategies for creating solutions in minutes. She has designed and fabricated over two thousand solutions for individuals with disabilities. She has presented her work in 42 states, ten foreign countries and three U.S. Territories. Dr Willkomm has received numerous state and national awards for her work including appearance on CNN, NPR Science Friday; recipient of the national 2018 RESNA Fellow Award and the 2017 Governor’s Accessibility Award and in 2016 was invited by President Obama to present at the Whitehouse summit on Technology and Disability.</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ArkSHA honoraria <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

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Date and Time:	Thursday, October 3, 2019 – 10:00am to 1:00pm
Title:	Can You Hear Me Now? Part 1
Speaker(s):	ACH EARS Team: Donna Fisher Smiley, PhD, CCC-A, Shelby Bellew, AuD, CCC-A, Lana F. Eggleston, MA, CCC-SLP, Darby Jackson, AuD, CCC-A, Jessica Newman, AuD, CCC-A, Rachel Sievers, AuD, CCC-A, Erika Studer, MS, CCC-SLP, Steve Upson, AuD, MEd, Breanne Witherspoon, AuD, CCC-A
Abstract/Agenda:	<p>The team from the EARS Program @ Arkansas Children’s will offer practical ideas for working with children/students who have hearing loss. In Part 1 of this session, participants will learn about creating good listening environments for all students, as well as participate in a hands-on session in the use and troubleshooting of current, personal hearing technology (hearing aids, cochlear implants, bone conduction devices). Last, tips and tricks will be shared for the assessment of auditory skills in children with hearing loss.</p> <p>15 Minutes: Introduction 20 Minutes: Classroom Acoustics 30 Minutes: Use/Troubleshooting of Hearing Aids 40 Minutes: Use/Troubleshooting of Cochlear Implants 20 Minutes: Use/Troubleshooting of Bone Conduction Devices 40 Minutes: Assessment of Auditory Skills 15 Minutes: Wrap-Up</p>
Learning Objectives:	<ul style="list-style-type: none"> • Describe the optimal listening environment in a classroom • Demonstrate practical knowledge of hearing aids, cochlear implants and bone conduction devices including device function, use, capabilities and troubleshooting techniques • Develop an assessment plan for auditory skills for children who have hearing loss
Bio(s):	<p>Donna Fisher Smiley, Ph.D., CCC-A is the coordinator for the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s Hospital. Dr. Smiley has practiced audiology for more than 25 years. She currently serves as the chair of ASHA’s Committee on Leadership Cultivation (2019-2020).</p> <p>Shelby Bellew, Au.D., CCC-A is a seasoned Audiologist working for Arkansas Children’s Hospital as a part of the educational audiology outreach team “EARS” and proudly serving the needs of contracted schools traveling throughout the gorgeous state of Arkansas.</p> <p>McKenzie Csonka, Au.D. is an audiologist for the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s Hospital. Dr. Csonka is a recent graduate (2019) and is enjoying her third year of serving the children of Arkansas with the EARS team.</p> <p>Lana F. Eggleston, M.A., CCC-SLP is a speech-language pathologist in the EARS Program at Arkansas Children’s Hospital. Mrs. Eggleston has expertise in working with children who are deaf/hard of hearing and their families. She has provided technical assistance and professional development to school and preschool staff in Arkansas for the past 10 years.</p> <p>Charia Hall, Au.D., CCC-A is an educational audiologist with the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s Hospital. Dr. Hall has expertise in the areas of remote microphone technology and classroom accommodations for students who have hearing loss.</p> <p>Darby Jackson, Au.D., CCC-A is an educational audiologist with the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s</p>

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	<p>Hospital. Dr. Jackson has expertise in the areas of remote microphone technology and classroom accommodations for students who have hearing loss.</p> <p>Jessica Newman, Au.D., CCC-A, is an educational audiologist for the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s Hospital. Dr. Newman currently practices audiology in the areas of pediatrics and school-based audiology.</p> <p>Rachel Sievers, Au.D., CCC-A, is an audiologist with the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s Hospital. Her specialties include pediatric diagnostics, cochlear implants, educational audiology, and family support. She also serves on the board of Arkansas Hands and Voices.</p> <p>Erika Studer, M.S., CCC-SLP is a speech-language pathologist at Arkansas Children’s Hospital and is a member of the cochlear implant team, The Listening Center team as well as the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program team. Mrs. Studer is fluent in sign language and holds a rating of “advanced” on the Sign Communication Proficiency interview.</p> <p>Steve Upson, Au.D., M.Ed. is a member of the EARS team at Arkansas Children’s Hospital. He has been a part of the audiology team at ACH for 25+ years after being a teacher of students with hearing impairment in the public school setting for 6 years.</p> <p>Breanne Witherspoon, Au.D., CCC-A is a pediatric audiologist working for Arkansas Children’s Northwest and the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s Hospital. She has been with the Arkansas Children’s organization for five years.</p>
<p>Disclosure:</p>	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • All Arkansas Children’s Hospital salary <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

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Date and Time:	Thursday, October 3, 2019 – 2:00pm to 5:30pm <i>(will include a 30-minute break)</i>
Title:	Intervention Strategies for Auditory and Language Processing Disorders
Speaker(s):	Gail J. Richard, Ph.D., CCC-SLP
Abstract/Agenda:	<p>Differential assessment results for processing disorders can be used to develop functional and effective intervention plans to minimize the academic impact on students. This session will introduce specific skill and compensatory strategies for acoustic, phonologic, and linguistic aspects of auditory and language processing disorders. Case examples will be utilized to evaluate assessment results to determine appropriate intervention goals.</p> <p>30 Minutes: Introductory Comments and Intervention Challenges 30 Minutes: Intervention Strategies for Central Auditory Processing Disorders 30 Minutes: Intervention Strategies for Language Processing Disorders 45 Minutes: Strategizing intervention with Case Examples 30 Minutes: Global Intervention Techniques for Processing Disorders 15 Minutes: Summary and Questions</p>
Learning Objectives:	<ul style="list-style-type: none"> • Generate intervention strategies to address acoustic, phonologic, and linguistic aspects of processing disorders • Problem-solve using case examples to determine most appropriate intervention goal areas in processing disorders • Utilize global compensatory strategies to minimize processing disorders in an academic setting.
Bio(s):	<p>Gail J. Richard, Ph.D., CCC-SLP, is emeritus professor at Eastern Illinois University in Charleston, IL, where she was on the faculty for 37 years specializing in childhood developmental language disorders, such as autistic spectrum disorders, auditory/language processing, executive functions, and selective mutism. She has numerous publications and is a frequent conference presenter, sharing her practical clinical perspective. Professional awards include Honors of the Illinois Speech-Language Hearing Association, Fellow of the American Speech-Language-Hearing Association and Illinois Speech-Language-Hearing Association, recipient of the Illinois Clinical Achievement Award, and multiple teaching awards at Eastern Illinois University. She has also held many leadership positions in professional organizations, including President of the American Speech-Language-Hearing Association in 2017.</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ArkSHA honoraria, Pro-Ed royalty, Dynamic Resources royalty, Med Bridge Royalty <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ASHA Past President

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Date and Time:	Thursday, October 3, 2019 – 2:00pm to 5:30pm <i>(will include a 30-minute break)</i>
Title:	Patient Safety in Speech Language Pathology and Audiology: Reducing Medical Errors in Service Delivery
Speaker(s):	Tommie Robinson, Jr., PhD, CCC-SLP
Abstract:	<p>This session is designed to emphasize patient safety and how it applies to the clinical practice of speech-language pathology and audiology. Patient safety will be defined and its history will be presented. Information relative to minimizing patient safety events will be addressed. This interactive session is specifically designed for clinical practice managers and clinicians to facilitate their understanding of patient safety in everyday clinical situations.</p> <p>5 Minutes: Disclosures 5 Minutes: Introduction 15 Minutes: Defining Patient Safety 20 Minutes: History of Patient Safety 15 Minutes: Stake Holders 20 Minutes: The Diagnostic Process 20 Minutes: System Errors 20 Minutes: Human Errors 15 Minutes: Examples of Patient Safety in Speech-Language Pathology 15 Minutes: Examples of Patient Safety in Audiology 15 Minutes: Case Studies 15 Minutes: Questions and Answers</p>
Learning Objectives:	<ul style="list-style-type: none"> • Define patient safety as it relates to clinical practice • Describe the stakeholders' perspective in patient safety • Understand the role of speech-language pathologists and audiologists in patient safety
Bio(s):	<p>Tommie L. Robinson, Jr., PhD, CCC-SLP, is director of the Scottish Rite Center for Childhood Language Disorders in the Children's Hearing and Speech Center at Children Hospital in Washington, DC, and is an associate professor of pediatrics at The George Washington University School of Medicine and Health Sciences. He specializes in communication disorders in children, with a specific focus on children who stutter. Dr. Robinson's research and writings have focused on normal fluency behaviors in children and adults as well as service delivery to children from culturally and linguistically diverse backgrounds. He is an ASHA Fellow and a former ASHA president. Dr. Robinson received his AA degree from Coahoma Community College in Clarksdale, Mississippi; BA and MS degrees from The University of Mississippi in Oxford, Mississippi; and his PhD degree from Howard University in Washington, DC.</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ArkSHA honoraria <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ASHA Past President

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Date and Time:	Thursday, October 3, 2019 – 2:00pm to 5:30pm <i>(will include a 30-minute break)</i>
Title:	Religiosity and Spirituality: Influences on the Client and the Clinician
Speaker(s):	Travis Threats, PhD, CCC-SLP
Abstract:	<p>This presentation will provide a discussion of the religiosity and spirituality as possible significant aspects of the assessment and rehabilitation process. Some practitioners, even those with a specific expressed faith, may feel uncomfortable with incorporation of faith in the therapeutic interaction. However, for many clients, faith is not just a part of their culture, but a central factor in how they approach life and death. The presentation will include information on the integration of faith in assessment and therapy, including relevant cultural diversity factors. It will also discuss the personal side of the role of faith in the clinicians in how they approach their vocation.</p> <p>35 Minutes: Definitions of religiosity and spirituality, developing trends 30 Minutes: Possible difficulties in incorporation of faith in practice 30 Minutes: Research in practice of incorporating faith in health fields 30 Minutes: Models of infusion of religiosity and spirituality into practice 30 Minutes: Discussion and participation in small group activities involving faith in practice 25 Minutes: Importance of communication and swallowing in religion for clinician- examples from Christianity</p>
Learning Objectives:	<ul style="list-style-type: none"> • Participants will demonstrate understanding of the definition and differentiation of religiosity and spirituality • Participants will demonstrate understanding of the research and influences of use of faith in the therapeutic process • Participants will demonstrate understanding of the challenges of incorporating faith into the therapeutic process • Participants will demonstrate understanding of models and tools to incorporate faith into interactions with clients and their families • Participants will demonstrate understanding of the role of faith in the clinician in their approach to their vocation • Participants will demonstrate understanding of the role communication and swallowing play in religion
Bio(s):	<p>Travis Threats, PhD, CCC-SLP, is Professor and Chair of the Dept. of Communication Sciences and Disorders at Saint Louis University. He teaches courses that cover aphasia, dementia, head trauma, right hemisphere disorders and professional issues. His primary scholarly work has been with the World Health Organization (WHO) on the International Classification of Functioning, Disability and Health (ICF) and the International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY). He has been ASHA's representative liaison to the WHO since 1999 and was the primary contributor to the communication, hearing, and swallowing sections of the ICF. Dr. Threats has also published and presented internationally on his three other scholarly interests: evidence-based practice, religiosity/spirituality in practice, and rehabilitation ethics. He is an ASHA Fellow and a Distinguished Scholar and Fellow of the National Academies of Practice. He is also the ASHA 2012 recipient of the Certificate of Recognition for Outstanding Contributions in International Achievement</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ArkSHA honoraria and St. Louis University salary <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

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Date and Time:	Thursday, October 3, 2019 – 2:00pm to 5:30pm <i>(will include a 30-minute break)</i>
Title:	Methods, Materials and Tools for Creating AAC Devices in Minutes – A Make and Take Workshop
Speaker(s):	Therese Willkomm, PhD, ATP
Abstract:	<p>Discover over 30 different tools and materials for creating AAC devices and adaptations in minutes. This workshop will demonstrate methods, materials and tools for making hundreds of different devices. Participants will explore innovative ways of using specialty tapes, plastics, wire, and foam for making devices on the fly without power tools, glue, nails, screws or hammers. Participants will each fabricate two different AAC devices to take home with them- A portable adjustable iPad Stand and a portable eye gaze device.</p> <p>60 Minutes: Overview of tools and materials for making solutions in minutes 60 Minutes: Overview the methods for rapid fabrication of devices 60 Minutes: Actual fabrication of at least two different devices.</p>
Learning Objectives:	<ul style="list-style-type: none"> • Identify at least 10 different specialty tapes that can be use to create various devices • Identify at least 5 different plastics that can be used to create solutions in minutes • Identify at least 5 different hand tools for rapid fabrication • Fabricate at least two different AAC solutions
Bio(s):	<p>Dr. Therese Willkomm, PhD, is the Director of New Hampshire's State Assistive Technology Program with the Institute on Disability at the University of New Hampshire (UNH) and is a clinical associate professor in the Department of Occupational Therapy where she teaches eight different Assistive Technology courses and oversees the On-Line Graduate Certificate Program in Assistive Technology. She is known nationally and internationally for her innovative strategies for creating solutions in minutes. She has designed and fabricated over two thousand solutions for individuals with disabilities. She has presented her work in 42 states, ten foreign countries and three U.S. Territories. Dr Willkomm has received numerous state and national awards for her work including appearance on CNN, NPR Science Friday; recipient of the national 2018 RESNA Fellow Award and the 2017 Governor's Accessibility Award and in 2016 was invited by President Obama to present at the Whitehouse summit on Technology and Disability.</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, ArkSHA honoraria <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

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Date and Time:	Thursday, October 3, 2019 – 2:00pm to 5:30pm (will include a 30-minute break)
Title:	Can You Hear Me Now? Part 2
Speaker(s):	ACH EARS Team: Donna Fisher Smiley, PhD, CCC-A, Shelby Bellew, AuD, CCC-A , Lana Eggleston, MA, CCC-SLP , Darby Jackson, AuD, CCC-A, Jessica Newman, AuD, CCC-A, Rachel Sievers, AuD, CCC-A, Erika Studer, MS, CCC-SLP, Steve Upson, AuD, MEd, Breanne Witherspoon, AuD, CCC-A
Abstract/Agenda:	<p>The team from the EARS Program @ Arkansas Children’s will offer practical ideas for working with children/students who have hearing loss. In Part 2 of this session, participants will learn about appropriate classroom accommodations and modifications for students with hearing loss. Classroom amplification systems (i.e. personal FM/DM as well as soundfield systems) will be demonstrated. Last, the attendees will participate in developing an intervention plan for addressing auditory skills in children who have hearing loss.</p> <p>20 Minutes: Introduction 45 Minutes: Accommodations and modifications in the classroom 45 Minutes: Use/Troubleshooting of Hearing Assistive Technology 45 Minutes: Goal writing and intervention planning for auditory skills 25 Minutes: Activity and wrap-Up</p>
Learning Objectives:	<ul style="list-style-type: none"> • Recognize specific challenges and barriers to the educational experience of individual students who have hearing loss • Understand technology options necessary for enhanced classroom acoustics • Develop a treatment plan for auditory skill development for children who have hearing loss
Bio(s):	<p>Donna Fisher Smiley, PhD, CCC-A is the coordinator for the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s Hospital. Dr. Smiley has practiced audiology for more than 25 years. She currently serves as the chair of ASHA’s Committee on Leadership Cultivation (2019-2020).</p> <p>Shelby Bellew, AuD, CCC-A is a seasoned Audiologist working for Arkansas Children’s Hospital as a part of the educational audiology outreach team “EARS” and proudly serving the needs of contracted schools traveling throughout the gorgeous state of Arkansas.</p> <p>McKenzie Csonka, Au.D. is an audiologist for the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s Hospital. Dr. Csonka is a recent graduate (2019) and is enjoying her third year of serving the children of Arkansas with the EARS team.</p> <p>Lana F. Eggleston, MA, CCC-SLP is a speech-language pathologist in the EARS Program at Arkansas Children's Hospital. Mrs. Eggleston has expertise in working with children who are deaf/hard of hearing and their families. She has provided technical assistance and professional development to school and preschool staff in Arkansas for the past 10 years.</p> <p>Charia Hall, Au.D., CCC-A is an educational audiologist with the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s Hospital. Dr. Hall has expertise in the areas of remote microphone technology and classroom accommodations for students who have hearing loss.</p> <p>Darby Jackson, AuD, CCC-A is an educational audiologist with the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s Hospital. Dr. Jackson has expertise in the areas of remote microphone technology and classroom accommodations for students who have hearing loss.</p>

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	<p>Jessica Newman, AuD, CCC-A, is an educational audiologist for the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s Hospital. Dr. Newman currently practices audiology in the areas of pediatrics and school-based audiology.</p> <p>Rachel Sievers, AuD, CCC-A, is an audiologist with the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s Hospital. Her specialties include pediatric diagnostics, cochlear implants, educational audiology, and family support. She also serves on the board of Arkansas Hands and Voices.</p> <p>Erika Studer, MS, CCC-SLP is a speech-language pathologist at Arkansas Children’s Hospital and is a member of the cochlear implant team, The Listening Center team as well as the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program team. Mrs. Studer is fluent in sign language and holds a rating of “advanced” on the Sign Communication Proficiency interview.</p> <p>Steve Upson, AuD, MEd is a member of the EARS team at Arkansas Children’s Hospital. He has been a part of the audiology team at ACH for 25+ years after being a teacher of students with hearing impairment in the public school setting for 6 years.</p> <p>Breanne Witherspoon, AuD, CCC-A is a pediatric audiologist working for Arkansas Children’s Northwest and the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s Hospital. She has been with the Arkansas Children’s organization for five years.</p>
<p>Disclosure:</p>	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • All Arkansas Children’s Hospital salary <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

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Date and Time:	Friday, October 4, 2019 – 8:00am to 10:00am
Length:	2 Hours
Title:	Embedding Functional Communication Training Into Home and School Routines
Speaker(s):	Mitchell Barker, MS, CCC-SLP; Jodie Bone, MA, BCBA
Abstract & Timed Outline	<p>This session will focus on learning how to increase student independence and change challenging behavior by teaching students to communicate appropriately. Attendees will be able to identify ways to effectively collaborate with parents, therapists, and other stakeholders to help students use improved communication skills across environments.</p> <p>10 Minutes: Introduction/Speaker Backgrounds 15 Minutes: Introduce Learning Objectives/Provide background on topic 10 Minutes: Describe Functional Communication & Communication Modes 30 Minutes: Functional Communication Training Definitions Functions of communication Opportunities to embed FCT Steps to Embedding FCT/communication skills in routines 20 Minutes: Data Collection in FCT data collection across settings collecting consistent data across providers example of data sheet 20 Minutes: Group Activity</p>
Learning Objectives	<ul style="list-style-type: none"> • Be able to describe Functional Communication Training • Be able to describe ways/techniques to incorporate functional communication into school and home routines • Understand how to collect data across settings/providers
Bio(s):	<p>Mitchell Barker, MS, CCC-SLP works as a school-based SLP for Rogers Public School District in Rogers, AR. Mitchell serves a caseload comprised entirely of students with significant disabilities. These students require support across multiple areas, especially communication. In addition to his caseload, Mitchell is a key member of the district's Assistive Technology team and provides support to AAC users throughout the district.</p> <p>Jodie Bone, MA, BCBA works as a school-based BCBA for Rogers Public School District in Rogers, AR. Jodie is a key member of the special education team at Rogers Schools, and has implemented a very successful model for designing classrooms for students with significant behavior needs. In addition, she provides support for special education and general education students district-wide. She trains and supports district personnel on a variety of topics. Jodie has presented at multiple conferences and is a certified trainer for Professional Crisis Management (PCM).</p>
Disclosures	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Mitchell Barker: None • Jodie Bone: None <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • Mitchell Barker: None • Jodie Bone: Yes, is a board member of the AR Association of Behavioral Analysts and a member of the Behavior Analysts Certification Board

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Date and Time:	Friday, October 4, 2019 – 8:00am to 10:00am
Length:	2 Hours
Title:	Flexible Service Delivery: A New Approach
Speaker(s):	Springdale School District: Michelle Donnell, MS, CCC-SLP; Megan Fraser, MS, CCC-SLP; Andrea Ingram, EdS, CCC-SLP; Hope Jones, MS, CCC-SLP; Wendy Roark, MS, CCC-SLP; Myranda Victoria, MS, CCC-SLP; Ann Vines, MA, CCC-SLP
Abstract & Timed Outline	<p>Nine speech-language pathologists in the Springdale School District piloted the evidence-based 3:1 Service Delivery Model during the 2018-2019 school year. Participants will learn about the process for getting a new program approved and implemented, and about the successes and obstacles along the way.</p> <p>5 Minutes: How it all started 5 Minutes: Workload Data 5 Minutes: Proposal and Approval 5 Minutes: Summer Meeting with pilot school SLPs: How do we get started? 10 Minutes: Creating Buy In from our schools 10 Minutes: How does this look on the IEP 15 Minutes: It's Support Week...now what? 10 Minutes: What does this look like for secondary schools? 10 Minutes: Professional Learning Community: Resources, Support from Shelly 5 Minutes: Data Collection and Results 10 Minutes: Reflection and goals for the future 30 Minutes: Q&A (30 min)</p>
Learning Objectives	<ul style="list-style-type: none"> • Participants will learn steps to prepare for implementation • Participants will learn how the 3:1 model has benefited the students, speech therapists, and district • Participants will learn options for how to utilize the support week from a panel of speech pathologists who have participated in a pilot program for the past year
Bio(s):	<p>Michelle Donnell, MS, CCC-SLP has been a Speech Language Pathologist for 19 years and has worked with preschool through high school students. She serves as a Lead Speech-Language Pathologist for Springdale School District. She received her Bachelors and Masters degree from the University of Central Arkansas. She currently serves on the ArkSHA Ad Hoc Committee for English Language Learners and is a member of the American Speech Language Hearing Association and the ASHA Special Interest Group 16 for School Based Issues. She has received the ArkSHA Paula J. Gober Public Schools Award in 2017 and the Bernice Young Elementary Teacher of the Year in 2016.</p> <p>Megan Fraser, MS, CCC-SLP is a graduate of the University of Arkansas. Her first role was to help launch the Early Childhood Program with Bentonville Public Schools, where she served preschoolers for three years. During that time, Megan became certified with the National Health Service and Royal College of Speech & Language Therapists in the UK and chased a dream to England. Upon return, Megan was hired with Springdale Public Schools, where she has been for the past 9 years. Megan has participated in the standardization of the GFTA-3 and been a clinical supervisor for graduate students. She has a passion for AAC and is in the process of organizing a group for professionals who want to experience communicating through alternate means and to bring awareness to the community. She lives in Lowell with her husband and two small children, whom she is constantly assessing.</p>

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	<p>Andrea Ingram, EdS, CCC-SLP is a Special Education Supervisor for the Springdale School District. She graduated from the University of Arkansas with her Masters in Communication Disorders and from Arkansas State University with her EdS in Educational Leadership for Director of Special Education. Prior to her current position, she worked in the district for 11 years as a school based SLP where she served students in grades K-5. Prior to that, Andrea worked at the Northwest Arkansas Educational Cooperative for 5 years, providing speech therapy to children ages 3-5. In her current position, she works to support and advocate for special education students, special education teachers, and therapist across the district.</p> <p>Hope Jones, MS, CCC-SLP received her Bachelor's of Science in Speech/Language Pathology (1988) and Master of Science in Speech/Language Pathology (1990) from the University of Central Arkansas. She has over 29 years of experience working as a speech pathologist in the public school setting. Her interests include working with students in all areas of speech and language, but especially in the areas of language and pragmatics. She has worked in southern, central and northern Arkansas. She is currently working in the Springdale School District.</p> <p>Wendy Roark, MS, CCC-SLP is a school based speech language pathologist who has worked for Springdale Public Schools for 12 years where she currently serves as a Lead Speech-Language Pathologist. In this role, she serves students, supports district Speech Pathologists, and works on new initiatives. Wendy started her career in Bentonville Public Schools. She also worked in Bethlehem, PA for 3 years in the early intervention program. Wendy received the Paula J. Gober Public Schools Award in 2018. She is a member of the ASHA SIG 16 and serves on two ArkSHA ad hoc committees. Wendy received her Bachelor's degree in communication disorders from the University of Arkansas and her Masters degree in Speech Language Pathology from the University of Central Arkansas.</p> <p>Myranda Victoria, MA, CCC-SLP is a school-based speech pathologist in the Springdale Public Schools with specialized training in behavior and crisis management. She is a graduate from the University of Memphis, where she served as NSSLHA President and hosted the 40th Annual Mid-South Conference on Communicative Disorders, the largest student-led conference in the nation. Myranda has served as a clinical supervisor for graduate students at the University of Arkansas. She has worked with students from West Memphis, Rogers, and Springdale where she has engaged with and learned from a variety of cultural, behavioral, and socioeconomic backgrounds.</p> <p>Ann Vines, MA, CCC-SLP received her bachelor's degree in Communication Disorders from the University of Arkansas and her master's degree in Speech Pathology from the University of Memphis. She has worked as a speech pathologist for 18 years in various settings including schools, private practice, home health, nursing homes, and early intervention. She worked for several years as a therapist for Great Rivers Educational Cooperative in Eastern Arkansas before relocating to Northwest Arkansas. Ann has worked for Springdale Public Schools the last 5 years as the speech pathologist at Springdale High School, one of the largest high schools in the state.</p> <p>Financial Relationships: To be Submitted Non-financial Relationships: To be Submitted</p>
<p>Disclosures</p>	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • None for Any of Presenters <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None for Any of Presenters

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Date and Time:	Friday, October 4, 2019 – 8:00am to 10:00am
Length:	2 Hours
Title:	Improving Cross-Discipline Communication and Increasing Collaboration through Shared Documents
Speaker(s):	Alyssa D. Ivy, MS, CCC-SLP; Vanessa Boomer, EdS, CCC-SLP
Abstract & Timed Outline	<p>This course will examine the use of digital documentation to increase productivity and decrease workload constraints through use of shared and collaborative documentation systems. School-based therapists are often overwhelmed with the profound amount of required paperwork and the repetition of data requests required by administration each year. Course participants will learn to streamline records of caseload, document workload, and service delivery models to create an efficient and robust system that can alleviate redundancy.</p> <ul style="list-style-type: none"> 15 Minutes: Introduction of speakers & Learner Objectives 10 Minutes: Workload versus Caseload Documentation 20 Minutes: Google Documents for Workload Management Documentation 15 Minutes: Screeners and Consultation Documentation 20 Minutes: Testing Documentation and Consistency Check 20 Minutes: PDFs and Easy Data Tracking 10 Minutes: Rolling Documents for Next School Year 10 Minutes: Wrap Up/Questions
Learning Objectives	<ul style="list-style-type: none"> • Identify specific areas where shared documents will increase collaboration between SLPs and other disciplines. • Identify steps in creating Google documents and PDFs for collaboration and workload management. • Understand data tracking for systems improvement using shared documents and real-time caseload tracking and management.
Bio(s):	<p>Vanessa Boomer, EdS, CCC-SLP is a leader focused on the trends and issues impacting special education. She brings more than 15 years of experience to her role as lead speech pathologist for Arkansas' Bentonville Schools. Vanessa is focused on coordination of district resources to support proper assessments, development and implementation of behavior intervention and speech impairment treatment plans. A graduate of the University of Arkansas and Arkansas State University, Vanessa holds an Ed.S. for Director of Special Education, a Master of Science in Speech Language Pathology, a Bachelor of Science in Communication Disorders and an endorsement for English as a Second Language.</p> <p>Alyssa Ivy, MS, CCC-SLP Lead Speech Pathologist for Bentonville Schools, has been addressing issues in communication and special education for over 19 years. A 1994 graduate of the University of Arkansas with a BS in Education, Alyssa worked as a kindergarten teacher before pursuing her MS in Communicative Disorders from the University of Arkansas for Medical Science in 2004. Since graduation, Alyssa has provided services in private therapy clinics, in-home therapy settings, and public schools. Alyssa is trained in multiple oral motor and language intervention programs, including literacy and mathematics in the classroom, IEP writing and implementation of functional living skills.</p>
Disclosures	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • None for either presenter <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None for either presenter

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Date and Time:	Friday, October 4, 2019 – 8:00am to 10:00am
Length:	2 Hour
Title:	Cracking Some of the Mysteries with Clients on the Autism Spectrum
Speaker(s):	Jill Barton, MS, CCC-SLP
Abstract & Timed Outline	<p>This presentation will provide the participant with information regarding two clinical aspects of Autism treated by a Speech Language Pathologist. First, participants will review various terms use synonymously with repetitive language behaviors and as well as provide a discussion platform for implementation of strategies to reduce/reshape the use of repetitive language behaviors. Secondly, this presentation will provide the participant with information regarding various terms use when discussing Autistic Burnout as well as provide a discussion platform for implementation of strategies to increase recovery period while continuing in a clinical therapy setting.</p> <p>15 Minutes: Introduction 20 Minutes: Background 75 Minutes: Learning Objectives 10 Minutes: Questions</p>
Learning Objectives:	<ul style="list-style-type: none"> • Identify & Review terms associated with repetitive language behaviors in autism & communication • Confer vital information regarding key elements needed for the discussed of reduction/reshaping strategies for successful implementation for functional and meaningful communicational skills. • Identify & Review terms associated with burnout and regression in autism & communication • Compare and discuss various signs and symptoms to help individual's with Autism who struggle with Autistic Burnout to reach successful implementation for functional and meaningful communicational skills.
Bio(s):	<p>After Graduating from UAMS, Jill Barton, MS, CCC-SLP has spent the last 20 years working in a variety of settings across the United States including: public schools, pediatric rehabilitation, higher education, and private practice. She has presented nationally, regionally, and locally on the topics of Autism, Speech Sound Development, and a variety of Private Practice & leadership topics. She is the Past President of the Georgia Speech Language Hearing Association and is currently serving on the ASHA SIG 11 Board for Supervision.</p>
Disclosures	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • None <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, serve as SIG 11 Coordinating Committee Member

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Date and Time:	Friday, October 4, 2019 – 8:00am to 10:00am
Length:	30 Minutes
Title:	Collegiate Rugby Players' Knowledge of Concussions
Speaker(s):	Julia Bell
Abstract & Timed Outline	<p>Thirty-one collegiate rugby players were surveyed regarding their knowledge of concussions. Of interest was if collegiate rugby players who had a history of concussions were more knowledgeable about concussions than the players who did not. The results of the survey showed that collegiate rugby players needed more education about the prevention, severity, and effects of concussions.</p> <p>20 Minutes: presentation 10 Minutes: question and answer</p>
Learning Objectives	<ul style="list-style-type: none"> • Describe symptoms of concussions. • Discuss collegiate rugby players' knowledge of concussions. • Explain possible long-term effects of concussions on rugby players.
Bio:	<p>Julia Bell graduated with a BS in Communication Disorders from Arkansas State University in May 2018 and is currently pursuing a Master of Communication Disorders at ASU. After graduation in December 2019, Julia plans to work with either the pediatric or geriatric populations in the medical setting.</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • None <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

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Date and Time:	Friday, October 4, 2019 – 8:00am to 10:00am
Length:	15 Minutes
Title:	Education of Graduate Students in Communication Disorders on Singing-based Therapy
Speaker(s):	Tassie Murphree, SSLP
Abstract & Timed Outline	<p>An effective treatment method used by speech-language pathologists (SLPs) in treating certain cases of neurological disorders is singing-based therapy. In this study, a survey was utilized to determine communication disorders graduate students' exposure to, knowledge of, and experience utilizing singing therapy with adults with neurological disorders. It was hypothesized that exposure, knowledge, and experience would be minimal.</p> <p>4 Minutes: Introduction 2 Minutes: Literature Review 4 Minutes: Methods 5 Minutes: Results</p>
Learning Objectives	<ul style="list-style-type: none"> • Individuals will understand CD student knowledge of using singing-based therapy to treat speech/language issues in adults with neurological disorders • Individuals will understand CD student exposure to using singing-based therapy to treat speech/language issues in adults with neurological disorders • Individuals will understand CD student experience with using singing-based therapy to treat speech/language issues in adults with neurological disorders
Bio:	Tassie Lee Murphree is a graduate student of Communication Disorders at Arkansas State University completing a graduate thesis regarding student education of singing-based therapy.
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • None <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

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Date and Time:	Friday, October 4, 2019 – 8:00am to 10:00am
Length:	15 Minutes
Title:	Executive Function and Hearing Loss in Young Adults
Speaker(s):	Aaryn Boudreaux
Abstract & Timed Outline	<p>This study aims to determine the relationship between varying degrees of atraumatically simulated hearing loss and executive functioning skills, in young adults. There is accessible information concerning executive function skills for both children and older adults' with hearing loss, but there is a gap in research on this same topic for the young adult population. Our study is working to bridge this gap.</p> <p style="padding-left: 40px;">2 Minutes- Introductions and Disclosure 8 Minutes- Overview and Background 5 Minutes- Conclusion and Wrap up</p>
Learning Objectives	<ul style="list-style-type: none"> • Discuss recent research in executive function in young adults • Identify implications of poor hearing health behaviors • Discuss research related to executive function in young adults with hearing loss
Bio:	<p>Aaryn Boudreaux is a junior at the University of Arkansas majoring in communication disorders in the Honors College of Education and Health Professions with a minor in history. She was elected secretary of her school's chapter of NSSLHA for the 2019-2020 year. Aaryn works in the Teacher Education Office on campus as the data manager, and holds leadership positions in her sorority, community, and across campus. Her research interests include hearing loss and cognitive processes.</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • None <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

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Date and Time:	Friday, October 4, 2019 – 8:00am- 10:00am
Length:	15 Minutes
Title:	Student Knowledge of Preterm Infant Feeding and Swallowing Therapy Protocols
Speaker(s):	Hailey Hickerson, BA, CSD
Abstract:	<p>Reason (5-min): Infant feeding and swallowing intervention is an area that receives a lack of education in graduate school when compared to other areas of an SLP’s scope of practice.</p> <p>Purpose (5-min): It was hypothesized that second year graduate school students wouldn’t feel confident or competent in their knowledge and ability to treat infants with feeding and swallowing difficulties.</p> <p>Outcome (10-min): The hypothesis was supported by survey responses of students from 55 ASHA accredited schools.</p>
Learning Objectives	<ul style="list-style-type: none"> • Participants will evaluate the status of pediatric feeding and swallowing education in graduate programs. • Participants will explain the need for more education regarding pediatric feeding and swallowing assessment and intervention. • Participants will describe treatment strategies for infants with feeding and swallowing disorders.
Bio(s):	Hailey Hickerson is a graduate student at Arkansas State University. She conducted her research on “Student Knowledge of Preterm Infant Feeding and Swallowing Therapy Protocols” under Dr. Amy Shollenbarger, the head of the department. Hailey plans to graduate with a Master’s in Speech Pathology in December of 2019.
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • None <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

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Date and Time:	Friday, October 4, 2019 – 8:00am- 10:00am
Length:	15 Minutes
Title:	Gender Differences in the Knowledge-Base of the Signs of Autism Spectrum Disorders
Speaker(s):	Kayla Williams
Abstract:	<p>This study focused on the gender differences in the knowledge of autism spectrum disorders (ASD). The participants were college students at Arkansas State University. There are 110 participants; 55 females and 55 males. The participants completed an online survey in which they answered questions regarding the developmental milestones associated with ASD. More females than males demonstrated accurate knowledge of the developmental signs of ASD.</p> <p>3 Minutes: Introduction 4 Minutes: Literature review 4 Minutes: Methods 4 Minutes: Results:</p>
Learning Objectives	<ul style="list-style-type: none"> • The participants will be able to discuss the importance of recognizing the signs of autism spectrum disorder as soon as possible. • The participants will be able to compare the differences between men and women in terms of knowledge of the signs of ASD. • The participants will be able to determine which gender population needs to be targeted in terms of early health education on the early signs of developmental disabilities including ASD.
Bio(s):	Kayla Williams is a graduate student at Arkansas State University in the Communication Disorders program.
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • None <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

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Date and Time:	Friday, October 4, 2019 – 8:00am- 10:00am
Length:	15 Minutes
Title:	Caregiver Training for Intervention with Autism
Speaker(s):	Tori Morris
Abstract:	<p>There is a multitude of research discussing caregiver training for intervention with autism, and the purpose of this literary review is to explore the current research on the effects and implications of caregiver training interventions for individuals with autism. This review will discuss autism spectrum disorder, interventions for behaviors associated with autism, caregiver training strategies, and future implications for the field and for those who work with individuals with autism spectrum disorder.</p> <p style="padding-left: 40px;">2 Minutes: Background 3 Minutes: Autism 4 Minutes: Intervention for Behavior" and subcategories 3 Minutes: Caregiver Training 3 Minutes: Implications for the field/Conclusion</p>
Learning Objectives	<ul style="list-style-type: none"> • Discuss behavioral interventions for children with Autism • Identify evidence for caregiver training when providing intervention for children with Autism • Discuss the implications of caregiver training for children with Autism
Bio(s):	Tori Morris is a senior at the University of Arkansas majoring in Communication Disorders and minoring in Human Development and Family Sciences. Tori is also the President of University of Arkansas NSSLHA.
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • None <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

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Date and Time:	Friday, October 4, 2019 – 10:15am-11:15am
Length:	1 Hour
Title:	Generation What? Applications for Classroom, Clients, and Colleagues
Speaker(s):	Samuel R. Atcherson, PhD, CCC-A and Dana R. Moser, PhD, CCC-SLP
Abstract:	<p>Whether you work in higher education, clinical practice, or industry, the people with whom you interact on a daily basis likely come from generational groups other than your own. We will review research on generational differences and clarify some of the causes of generational shifts. We will discuss the implications within the fields of in audiology and speech pathology for higher education, clinical practice, and professional teams as well as how to work together better.</p> <p>0-5 Minutes Introduction 5-25 Minutes Generational characteristics and origins 25-45 Minutes Generational shift impact on audiology and speech pathology 45-55 Minutes Summary of key points 55-60 Minutes Discussion and Q & A</p>
Learning Objectives	<ul style="list-style-type: none"> • Describe the broad characteristics associated with generational groups (e.g., Millennial, Baby Boomer, Gen X, etc) according to current research • Explain how generational characteristics can help or hinder relationships with students, clients, and colleagues • List ways in which the fields of audiology and speech pathology might adapt to accommodate for the shift in generational culture
Bio(s):	<p>Samuel R. Atcherson, PhD, CCC-A is Professor and Audiology Program Director in the Department of Audiology and Speech Pathology at UAMS. His professional interests include hearing loss, electrophysiology, rehabilitation, and health literacy. He is author of over 100 publications, including 50 peer-reviewed articles and 2 textbooks. He has over 200 presentations on various topics at local, regional, national, and international levels. Dr. Atcherson has served on the ArkSHA board in several capacities, and he is a past recipient of the ArkSHA research and audiology awards.</p> <p>Dana R. Moser, PhD, CCC-SLP is Assistant Professor in the Department of Audiology and Speech Pathology at UAMS. She is an ASHA certified speech-language pathologist who specializes in aphasia. Her research interests include adult neurogenic communication disorders and translational neuroscience with a specific focus in aphasia treatment and language recovery. Dr. Moser has published a number of peer-reviewed journal articles on such topics as the neuroscience of aphasia and acquired apraxia of speech, brain mechanisms in aphasia treatment, neuroscience of speech and language processing, and quality of life in aphasia management. She serves as NSSLHA advisor at UAMS.</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Sam Atcherson: None • Dana Moser: None <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • Sam Atcherson: Yes, ArkSHA Board Member • Dana Moser:

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Date and Time:	Friday, October 4, 2019 – 10:15am to 11:15am
Length:	1 Hour
Title:	Telepractice in Schools: Common Challenges and Solutions
Speaker(s):	Kristin R Edwards MS CCC-SLP
Abstract:	<p>This session will focus on common challenges faced by telepractitioners working in the school setting, including those related to students, system/technology, site-based issues, working with home-based students, and the clinicians themselves. Strategies to overcome these challenges will be shared, including specific examples from the presenters' own experiences.</p> <p>5 Minutes: Review of Telepractice: Definitions & Research 2 Minutes: Overview of components of a high quality sessios 30 Minutes: Discussion of challenges/solutions; Environment/technology; Client selection; School considerations; Provider considerations; 15 Minutes: Review additional components related to virtual schools vs brick and mortar 8 Minutes: Videos and remarks imbedded</p>
Learning Objectives	<ul style="list-style-type: none"> • Identify the necessary components of a high quality telepractice service delivery model. • List five challenge areas that are unique to providing services to a school via telepractice • Name potential solutions for each challenge area
Bio(s):	Kristin Edwards, MS, CCC-SLP has been a speech-language pathologist for well over a decade. She received both her Bachelor and Master's degree from Radford University in Radford, Virginia. She has provided services to all age ranges within a variety of settings including telepractice since 2010. She currently resides in the Piedmont region of NC with her husband and three children
Disclosure:	<u>Financial Relationships:</u> <ul style="list-style-type: none"> • Yes, Presencelearning Salary <u>Non-financial Relationships:</u> <ul style="list-style-type: none"> • Yes, Member of SIG 18

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Date and Time:	Friday, October 4, 2019 – 10:15am to 11:15am
Length:	1 Hour
Title:	Where'd You Get Those X-Ray Goggles? Advocating for Access to Instrumental Dysphagia Assessment
Speaker(s):	Hillary Cooper MA CCC-SLP and Danni Welch MS CCC-SLP
Abstract/Agenda:	<p>In the last 30 years, it has been well established that the gold-standard for dysphagia assessment includes instrumental viewing of the swallowing mechanism. Both MBSS and FEES have been determined to be effective at identifying the presence or absence of dysphagia. However, despite the evidence supporting the need for instrumental assessments in dysphagia and the decreased accuracy of bedside swallow evaluations, SLPs continue to face obstacles in obtaining objective instrumental assessments for dysphagia. The purpose of this lecture is to demonstrate the pros and cons of both MBSS & FEES, when each study is indicated, how to successfully convince key decision makers in your facility to allow free access to dysphagia instrumentation, and how to actively collaborate during a procedure once you get it.</p> <p>10 Minutes: Intros; MBSS and FEES compare/contrast; Indications for MBSS and FEES 15 Minutes: Bedside Swallow Evaluation Accuracy/Discussion of Current Research 15 Minutes: Presentation of Information and Communication with Administration when requesting Instrumentals. 15 Minutes: Questions during collaboration with SLP providing FEES/MBSS and implementation of FEES; MBSS recommendations. 10 Minutes: Discussion/Questions?</p>
Learning Objectives	<ul style="list-style-type: none"> • Participants will demonstrate understanding of both MBSS and FEES procedures, including identifying appropriate patients and contraindications for each procedure. • Participants will understand the value of FEES and MBSS in specific patient populations in order to advocate for instrumental dysphagia assessments. • Participants will demonstrate understanding of the collaborating SLP's role in active participation in instrumental dysphagia assessment procedures and implementing findings into treatment goals.
Bio(s):	<p>Hillary Cooper, MA CCC-SLP is the owner of North Louisiana Swallow Solutions, a mobile FEES company which services North Louisiana. Hillary is passionate about educating other SLPs and has extensive experience with pediatrics and adults in a variety of settings. She is a 2-time ACE award recipient and has previously presented at multiple universities and state Speech-Language Hearing Association conventions. Hillary provides mentorship and regularly creates educational content for the Medical SLP Collective, has been a featured guest on the Swallow Your Pride podcast, serves on the ASHA Program Planning Committee for Business and Practice Management, and is the founder of The Dysphagia Outreach Project, a nonprofit organization.</p> <p>Danni Welch, MS CCC-SLP is the Owner of Mobile FEES of NWA, a speech-pathologist in home health in Fort Smith AR and the previous owner of a private practice in SW MO called Therapists In Motion. She is passionate about helping patients with dysphagia.</p>
Disclosure	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Hilary Cooper: Yes, owner of North Louisiana Swallow Solutions, and Paid Mentor/Content Creator for The Medical SLP Collective

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	<ul style="list-style-type: none">• Danni Welch: Yes, owner of Mobile Fees of NWA, LHC Group salary <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none">• Hilary Cooper: Yes, founder of The Dysphagia Food Bank, a nonprofit organization, 2019 ASHA Convention Program Planning Committee Member - Business and Practice Management Specialty Track, and Featured Guest on the Swallow Your Pride podcast• Danni Welch: Yes, member of the Med SLP Collective
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Date and Time:	Friday, October 4, 2019 – 10:15am to 11:15am
Length:	1 Hour
Title:	Understanding Early Hearing Detection and Intervention
Speaker(s):	Kim Scott, MSHS, CHES
Abstract:	<p>The Arkansas Department of Health's Infant Hearing Program (IHP) serves as the Early Hearing Detection and Intervention (EHDI) program for Arkansas. The IHP strives to increase the number of children and families receiving early detection and intervention for hearing loss in an effort to decrease the risk for communication delays. This workshop will provide an overview of the IHP, EHDI 1-3-6 goals, and review available resources statewide while providing attendees with tools to educate families on the importance of EHDI during early childhood years.</p> <p>25 Minutes: Joint Committee on Infant Hearing and statistical data showing Arkansas' compliance with recommendation 20 Minutes: Navigating the early hearing detection and intervention process in Arkansas 10 Minutes: Discuss IHP training opportunities for providers 5 Minutes: Question & Answer</p>
Learning Objectives:	<ul style="list-style-type: none"> • Increase awareness of the EHDI 1-3-6 goals: infants receive a hearing screening by 1 month of age, infants who fail the screening receive diagnostic testing by 3 months of age, and children diagnosed with permanent hearing loss are enrolled in an early intervention program by 6 months of age. • Discuss procedures using roadmaps and educational materials detailing steps in the EHDI process according to recommended practice guidelines. • Provide attendees with tools to increase parent education on next steps following the newborn hearing screening. • Discuss IHP training opportunities for providers.
Bio(s):	Kim Scott has worked with the Arkansas Department of Health for the past eleven years serving in roles as a Public Health Educator, Infant Hearing Program Manager, and Child and Adolescent Health Section Chief.
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • None <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

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Date and Time:	Friday, October 4, 2019 – 10:15am- 11:15am
Length:	15 Minutes
Title:	High School Students' Knowledge of Autism Spectrum Disorder
Speaker(s):	Kaitlyn Wiles
Abstract:	<p>There is a major gap in the age in which children are diagnosed with autism spectrum disorder (ASD). The current study examined the overall knowledge that high school students have on the characteristics and diagnosis of ASD. The study also examined differences in students' knowledge based on their location. It was hypothesized that students will lack knowledge of ASD, with students in rural areas having less knowledge than those in more urban areas.</p> <p>3 Minutes: Introduction of presentation (3 minutes) 3 Minutes: Brief literature review (3 minutes) 3 Minutes: Review of methods (3 minutes) 3 Minutes: Explanation of results (3 minutes) 3 Minutes: Conclusion and final discussion (3 minutes)</p>
Learning Objectives	<ul style="list-style-type: none"> • Participants will identify some of the factors related to the diagnosis of autism. • Participants will be able to explain why there is such a diverse and wide age range in regards to the initial diagnosis of ASD. • Participants will be able to identify high school students' knowledge related to the characteristics and diagnosis of ASD.
Bio(s):	Kaitlyn Wiles is a second-year graduate student at Arkansas State University in Jonesboro. She received her undergraduate degree in Communication Disorders at Arkansas State. She is completing a thesis in regards to high school students' knowledge of the characteristics and diagnosis of autism spectrum disorder.
Disclosure:	<u>Financial Relationships:</u> <ul style="list-style-type: none"> • None <u>Non-financial Relationships:</u> <ul style="list-style-type: none"> • None

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Date and Time:	Friday, October 4, 2019 – 10:15am- 11:15am
Length:	15 Minutes
Title:	Hearing Loss and Working Memory in Young Adults
Speaker(s):	Ashton E. Robbins
Abstract:	<p>This presentation examines the relationship between hearing loss and working memory in young adults (ages 18-35) with normal hearing through the analysis of two NIH toolbox cognitive battery assessments. All participants completed the NIH Toolbox List Sorting Working Memory Test and NIH Toolbox Picture Sequence Memory Test under two hearing loss conditions (mild and moderate).</p> <p>5 Minutes: Overview & Background 5 Minutes: Results & Interactive Discussion 5 Minutes: Conclusion & Wrap-Up</p>
Learning Objectives	<ul style="list-style-type: none"> • Discuss recent research in working memory in young adults. • Identify implications of poor hearing health behaviors. • Discuss research related to working memory in young adults with hearing loss.
Bio(s):	<p>Ashton Robbins is a junior at the University of Arkansas studying communication disorders in the College of Education and Health Professions Honors Program. She is an Honors College Ambassador and is actively involved in National Student Speech Language Hearing Association. Ashton holds multiple leadership positions in her sorority and spends her time volunteering for speech therapy clinics and events in Northwest Arkansas for children with communication disorders. Her research interests include hearing loss and cognition in young adults.</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • None <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • None

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Date and Time:	Friday, October 4, 2019 – 10:15am- 11:15am
Length:	15 Minutes
Title:	Teens with Cochlear Implants and Bullying
Speaker(s):	Allison Sims
Abstract:	<p>Bullying is not a new phenomenon, but this presentation will focus specifically on the bullying of adolescents who have hearing loss and use at least one cochlear implant. After reviewing over 60 articles a significant gap in the literature on this topic for children with cochlear implants was established. The purpose of this presentation is to discuss current research on bullying of teens with cochlear implants and to discuss potential implications for future clinical practice.</p> <p>5 Minutes: Introduction (Define bullying, The impact bullying has) 5 Minutes: Discovery/Findings (Findings after research, Common consensus) 5 Minutes: Conclusion/what to do next</p>
Learning Objectives	<ul style="list-style-type: none"> • The definition of bullying. • To Understand the consequences of bullying. • Adolescents with cochlear implants and their experiences with bullying.
Bio(s):	Allison Sims is a post-baccalaureate student at the University of Arkansas. Her bachelors degree is in Apparel Merchandise and Product Development. She plans to work in a school setting, working with deaf or hard of hearing children.
Disclosure:	<u>Financial Relationships:</u> <ul style="list-style-type: none"> • None <u>Non-financial Relationships:</u> <ul style="list-style-type: none"> • None

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Date and Time:	Friday, October 4, 2019 – 10:15am- 11:15am
Length:	15 Minutes
Title:	Working Memory and Executive Function: Hearing, what's it good for?
Speaker(s):	Addison Lentz
Abstract:	<p>Little is understood about how hearing loss impacts cognition in young adults. This presentation discusses the results of an experimental study that examined these constructs in young adults with a simulated hearing loss. 100 participants from the University of Arkansas completed a two-part study that included a hearing screening, case history form, and testing of working memory and executive function through validated measures on the NIH Toolbox application. Presenters will elucidate results and discuss implications.</p> <p>5 Minutes: Overview & Background 5 Minutes: Results & Interactive Discussion 5 Minutes: Conclusion & Wrap-Up</p>
Learning Objectives	<ul style="list-style-type: none"> • Discuss the evidence for impact of hearing loss on working memory and executive function skills across the lifespan • Define the gap in the literature for the impact of hearing loss on executive function and working memory skills in young adults • Discuss the impact of hearing loss on executive function and working memory skills in young adults
Bio(s):	Addison Lentz is an undergraduate Communications Disorders major at the University of Arkansas. She began research for her thesis for the College of Education and Health Professions Honors Program in the fall of 2018. She is also a member of NSSLHA, peer mentor for the Accelerate Student Achievement Program, and Student Ambassador for Campaign Arkansas.
Disclosure:	<u>Financial Relationships:</u> <ul style="list-style-type: none"> • None <u>Non-financial Relationships:</u> <ul style="list-style-type: none"> • None

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Date and Time:	Friday, October 4, 2019 – 11:30am- 12:30pm
Length:	1 Hour
Title:	AAC - It's the Process, Not Just the Product
Speaker(s):	Megan Davis, MS, CCC-SLP; Gretchen Hicks, MS, CCC-SLP
Abstract:	<p>Historically, schools in Arkansas have utilized an “expert” model for AAC assessments. In response to rapid advancements, increasing availability of a range of technologies, and recognized best practice for AAC implementation the ADE-SEU is scaling up services provided by Easterseals Outreach to build capacity of school districts. Legal mandates require IEP teams to consider and provide needed assistive technologies and services for students. The role of the speech-language pathologists in this process will be reviewed.</p> <p>5 Minutes: Quick review of past services 15 Minute: Pertinent ASHA ethics & current educational mandates 20 Minutes: Current AAC process 15 Minutes: Where to start</p>
Learning Objectives	<ul style="list-style-type: none"> • Participants will be able to compare and contrast the terms assistive technology (AT) and augmentative/alternative communication (AAC). • Participants will be able to outline the current AAC assessment process available through the ES Outreach Program. • Participants will be able to locate at least 2 resources that address SLP roles/responsibilities in schools. • Participants will be able to identify at least 3 tasks to be initiated by a student's IEP team prior to making a CIRCUIT referral for AAC. • Participants will be able to identify at least 3 strategies to implement that may facilitate functional communication for a student prior to making a CIRCUIT referral for AAC.
Bio(s):	<p>Megan Davis, MS, CCC-SLP is a Speech-Language Pathology consultant with Easterseals Outreach. She has been practicing speech pathology in Arkansas for over 11 years. She received her BS from the University of Arkansas at Little Rock and her MS in Communication Disorders from UALR/UAMS. Megan is a member of ASHA and ArkSHA. Prior to working with Outreach, she worked in secondary school settings specializing in students with significant needs in the areas of autism, augmentative and alternative communication, intellectual impairment, social/behavioral issues and/or assistive technology. Megan's current focus is assistive technology and augmentative and alternative communication.</p> <p>Gretchen Hicks, MS, CCC-SLP has been a speech-language pathologist for over 25 years. She received her BS from Centenary College and MS from UALR/UAMS. Gretchen has worked with children and adults in settings including an acute care hospital, university clinic and public schools but her favorite work setting was ACamp, a summer camp for kids with autism. Gretchen was the 1997 recipient of ASHA's Louis DiCarlo Award for Clinical Achievement for her early work with telemedicine. She has presented at conferences/workshops in locations from Harrison, AR to Hamburg, Germany. She recently obtained her Special Education Director certification.</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Megan Davis and Gretchen Hicks: Yes, EasterSeals AR salary and ADE-SEU Grant <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • Megan Davis and Gretchen Hicks: None

2019 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 4, 2019 – 11:30am-12:30pm
Length:	1 Hour
Title:	Fees is so Myth-Understood: Fact vs. Fiction in Endoscopic Swallow Evaluation
Speaker(s):	Hillary Cooper, MA, CCC-SLP
Abstract:	<p>Despite being identified as a "gold-standard" in dysphagia assessment by peer-reviewed research over the past decade, Flexible Endoscopic Evaluation of Swallowing (FEES) is widely underutilized by speech-language pathologists and misunderstood by other medical professionals. This session will help to: identify the commonly held misconceptions about FEES, bring to light recent supporting evidence, and compare the benefits and limitations of both FEES and Modified Barium Swallow Studies (MBSS) in the clinical setting to ensure proper decision making for dysphagia patients.</p> <p>5 Minutes: Introduction 20 Minutes: Background 30 Minutes: Case Study Reviews 5 Minutes: Questions</p>
Learning Objectives	<ul style="list-style-type: none"> • Identify and describe three components of a FEES procedure. • Differentiate between myths and evidence-based practice in flexible endoscopic evaluation of swallowing. • Identify and describe the benefits and limitations of both FEES and MBSS.
Bio(s):	<p>Hillary Cooper, MA CCC-SLP is the owner of North Louisiana Swallow Solutions, a mobile FEES company which services North Louisiana. Hillary is passionate about educating other SLPs and has extensive experience with pediatrics and adults in a variety of settings. She is a 2-time ACE award recipient and has previously presented at multiple universities and state Speech-Language Hearing Association conventions. Hillary provides mentorship and regularly creates educational content for the Medical SLP Collective, has been a featured guest on the Swallow Your Pride podcast, serves on the ASHA Program Planning Committee for Business and Practice Management, and is the founder of The Dysphagia Outreach Project, a nonprofit organization.</p>
Disclosure:	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • Owner, North Louisiana Swallow Solutions • Paid Mentor/Content Creator, The Medical SLP Collective <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • Founder of The Dysphagia Food Bank, a nonprofit organization • 2019 ASHA Convention Program Planning Committee Member - Business and Practice Management Specialty Track • Featured Guest on the Swallow Your Pride podcast

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Date and Time:	Friday, October 4, 2019 – 11:30
Length:	1 Hour
Title:	The Importance of Assessing Vocabulary: Introducing PPVT-5 and EVT-3
Speaker(s):	Anise Flowers, PhD
Abstract:	<p>Success in school requires age-appropriate knowledge of words and concepts, and the ability to use the knowledge for listening, reading, speaking, and writing. This presentation will focus on how the new PPVT-5 and EVT-3 can assess vocabulary size and determine the need for vocabulary instruction. PPVT-5 and EVT-3 have several different administration and scoring options, including the digital application which allows for efficient administration and scoring, and immediate connection of assessment results to evidence-based interventions.</p> <p>20 Minutes: Importance of Vocabulary Skills 20 Minutes: Changes to the PPVT5 and EVT3 10 Minutes: Linking results to Vocabulary Interventions 10 Minutes: 50:00 – 60:00 Q&A</p>
Learning Objectives	<ul style="list-style-type: none"> • List three reasons for assessing vocabulary • Compare receptive and expressive vocabulary acquisition • Identify interventions based on assessment data
Bio(s):	Anise Flowers received her Ph.D. in Clinical Child Psychology from Louisiana State University. Her areas of specialization have included Assessment, Pediatric Psychology, and Early Childhood. Anise has been an Assessment Consultant with Pearson for the past 15 years, and currently provides consultation to professionals in Arkansas and South Texas. Anise has presented numerous workshops and presentations throughout Texas & Arkansas, including several presentations at the annual TSHA & ArkSHA conferences.
Disclosure	<u>Financial Relationships:</u> <ul style="list-style-type: none"> • Yes, Pearson Clinical Assessment Salary <u>Non-financial Relationships:</u> <ul style="list-style-type: none"> • None

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Date and Time:	Friday, October 4, 2019 – 11:30am to 12:30ap
Length:	1 Hour
Title:	Evaluating the Whole School Age Student: Putting the Pieces Together Through Collaboration
Speaker(s):	Jill Barton, MS, CCC-SLP
Abstract:	<p>This presentation was developed for the Georgia School Psychologist Association as a part of Interdisciplinary School Services collaboration topic. After discussing the US Department of Education's guidelines for evaluation and eligibility of Speech Services, the participants will review 3 case studies and discuss eligibility for services based on USDoE guidelines.</p> <p>5 Minutes: Introduction 20 Minutes: Background 30 Minutes: Learning Objectives 5 Minutes: Questions</p>
Learning Objectives	<ul style="list-style-type: none"> • Review and apply the USDoE's guidelines defining school-based SLP clinician Scope of Practice regarding evaluation and eligibility of Special Education services • Compare and contrast 3 case studies, first based on SI only evaluation information then with the addition of psycho-educational evaluation information • Confer vital information regarding key elements needed for a successful outcome of a collaborative Special Education team.
Bio(s):	<p>After Graduating from UAMS, Jill Barton, MS, CCC-SLP has spent the last 20 years working in a variety of settings across the United States including: public schools, pediatric rehabilitation, higher education, and private practice. She has presented nationally, regionally, and locally on the topics of Autism, Speech Sound Development, and a variety of Private Practice & leadership topics. She is the Past President of the Georgia Speech Language Hearing Association and is currently serving on the ASHA SIG 11 Board for Supervision.</p>
Disclosures	<p><u>Financial Relationships:</u></p> <ul style="list-style-type: none"> • None <p><u>Non-financial Relationships:</u></p> <ul style="list-style-type: none"> • Yes, serve as SIG 11 Coordinating Committee Member