REACHING OUT: Connecting with your Caseload

October 13-15
Embassy Suites Little Rock
## Schedule At-A-Glance

### Wednesday, October 13

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>3:00-4:00</td>
<td>ArkSHA Annual Business Meeting</td>
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<tr>
<td>4:00-5:30</td>
<td>Registration</td>
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<tr>
<td>5:30-8:45</td>
<td>Brenda Gorman, PhD, CCC-SLP · Language and Literacy Development in Dual-Language Learners: Implications for Ethical Intervention Planning</td>
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### Thursday, October 14

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<tr>
<td>7:30</td>
<td>Registration Opens</td>
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<tr>
<td>7:30-6:00</td>
<td>Exhibit Hours</td>
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<tr>
<td>8:00-9:30</td>
<td>Awards Ceremony &amp; Opening Session · Valarie Fleming, PhD, CCC-SLP · Diversity, Equity, Inclusion, &amp; Access: Ethical Obligations and Professional Duties</td>
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<tr>
<td>9:30-10:00</td>
<td>Break</td>
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<tr>
<td>10:00-12:00</td>
<td>Concurrent Presentations · Brenda Gorman, PhD, CCC-SLP · Dynamic Assessment of Language: “How To” for Preschool- and School-Age Children</td>
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<td>12:00-1:00</td>
<td>Lunch</td>
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<td>1:00-3:00</td>
<td>Concurrent Presentations · Valarie Fleming, PhD, CCC-SLP · Go to the Source: Toward Creating More Inclusive Professions</td>
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<td>Lynsey Lobdell, MS, CCC-SLP &amp; Brie Norton, MS, CCC-SLP · Teletherapy Intervention: Tips, Tricks &amp; Resources to Engage all Learners</td>
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Schedule At-A-Glance

Friday, October 15

7:30-12:00 Exhibits Hours

8:00-10:00 Professional Presentations
Elissa Dougherty, PhD & Lindsey Roberts, PhD
Speaking About Trauma: Special Considerations for Working with Children with Communication Difficulties

Natalie Benafield, AuD, CCC-A & Charia Hall, AuD, CCC-A
CAPD: The New Frontier

Gretchen Hicks, MS, CCC-SLP, Aleecia Starkey, MS, CCC-SLP, & Joni Day, MCD, CCC-SLP
Support Personnel: Past, Present, Future

University of Arkansas Student Presentations
Hanna Kate Hartshorn, Colby Fowler, Brooke Pridgen, Samadhi Pusuba Devayalage, Andrea Scott, Abigail Hagner

10:00-10:15 Break

10:15-11:15 Professional Presentations
Portia Carr, PhD, CCC-SLP & Elizabeth Cleveland, PhD, CCC-SLP
Bridging the Gap Between Research and Clinical Practice: Enhancing Collaboration and Creativity

Jacqueline Davis, MS, CCC-SLP, CNT & Carol Anne Camp, MS, CCC-SLP, CNT
Fiberoptic Endoscopic Evaluation of Swallowing (FEES) in the NICU Population

Camber Moulton, MS, CCC-SLP, ATP
Putting Aided Language Input into Practice

Kim Scott, MSHS, CHES, Mandy Jay, & Tammy Vanover, AuD
Understanding Early Hearing Detection and Intervention

Sunjung Thao, PhD, CCC-SLP, Amy Thompson, PhD, & Amber Gleghorn
Exploring Digital Literacy for Students with Reading Disabilities

University of Arkansas & Arkansas State University Student Presentations
Clare Keillough, Abby Antici, Kayleigh Hennemann, Olivia Metzgar

11:15-11:30 Break

11:30-12:30 Professional Presentations
Portia Carr, PhD, CCC-SLP
Improving Functional Communication Outcomes in Post-Stroke Aphasia via Telespeech: An Alternative Service Delivery Model for Underserved Populations

Kimberly Frazier, PhD, CCC-SLP
Transition Planning: Facilitating Interprofessional Collaboration

Gretchen Hicks, MS, CCC-SLP & Linda Petersen, MS, CCC-SLP
AAC Foundations: Small Steps toward Functional Communication

Missy Schraeder, PhD, CCC-SLP, CALT-QI, C-SLDS & Alison Webster, MS, CCC-SLP, CALT, C-SLDS
Help for Struggling Readers through the DuBard Association Method®

University of Central Arkansas Student Presentations
Mackenzie Jordan, Abigail Moss, Mackenlea Gipson, Alise Holloway, Mary Dean Johnston, Hannah Waid

Materials Swap
PROFESSIONALS: Bring your used materials to share with students as they begin their journey into the profession.

STUDENTS: You will be assigned a time to ‘shop’ and pick an item of your choice.

50/50 Scholarship Drawing
$20/15 tickets
$10/6 tickets
Drawing to be held Friday morning after the 10am sessions. Winner gets 50% of all money raised!

Program and Speakers subject to change.
**Session Details**

**Wednesday, October 13**

**5:30 PM - 8:45 PM**

**Brenda Gorman, PhD, CCC-SLP**  
*Language and Literacy Development in Dual-Language Learners: Implications for Ethical Intervention Planning*

Ethical intervention planning for dual-language learners (DLLs) is supported by a foundational understanding of bilingualism, including how bilingualism affects language, literacy, and cognitive development. This session will provide information pertaining to ethical and culturally responsive intervention planning and strategies to empower families to access supportive resources and services.

**Learning Objectives**
1. Describe research findings related to bilingual children’s language, literacy, and cognitive development that inform intervention planning.
2. Discuss ethical issues and recommendations for service delivery.
3. Analyze a clinical scenario of a bilingual student to discuss the selection of appropriate intervention targets.
4. Identify various materials and considerations for culturally responsive intervention.

**Thursday, October 14**

**8:00 AM - 9:30 AM**

**Valarie B. Fleming, PhD, CCC-SLP**  
*Diversity, Equity, Inclusion, & Access: Ethical Obligations and Professional Duties*

The recent year had brought three simultaneous crises: a global pandemic, an economic downturn, and a national reckoning of racial inequality. During these times, one might feel overwhelmed or not know quite what to do. As speech-language-hearing professionals, we have tools hidden in plain sight to help navigate these times.

**Learning Objectives**
1. List ways in which speech-language-hearing professionals can leverage the ASHA Code of Ethics to help disrupt systems of oppression within our profession and workplaces.
2. Describe how an ethical decision-making model can be applied to promoting diversity, equity, inclusion, and access in speech-language-hearing professions.

**10:00 AM - 12:00 PM**

**Brenda Gorman, PhD, CCC-SLP**  
*Dynamic Assessment of Language: “How To” for Preschool- and School-Age Children*

Many clinicians are aware of the general test-teach-retest format and research base supporting the implementation of dynamic assessment (DA) but may need support in knowing what and how to teach within this paradigm. Therefore, we will explore DA practices of language that have shown to be effective with a particular focus on specific detail on the tasks, procedures, and age-groups to foster confidence in their use of DA with dual-language learners.

**Learning Objectives**
1. Explore dynamic language assessment protocols for preschool-age and school-age children.
2. Discuss mediation learning strategies.
3. Develop a dynamic assessment plan for implementation.

**Lynsey Lobdell, MS, CCC-SLP, Brie Norton, MS, CCC-SLP**  
*Hands-on AAC: Supporting Learners with Complex Needs*

So, you’ve learned the terms and have the equipment, but still need help with incorporating AAC into your lesson plan? You’ve come to the right session! This session will provide real-life examples with a variety of learners using different AAC systems and access methods, complete with videos and opportunities to try it out yourself. You will learn how to set up individualized activities specific to your AAC learner’s needs and abilities in order to support language growth and improve AAC competency.

**Learning Objectives**
1. Describe AAC learner’s strengths and needs using the ALP and Light’s Communicative Competence
2. Design a lesson plan for an AAC learner in each stage of the learning process.
3. Name at least 5 strategies to utilize to support AAC users.
4. Name at least 5 resources that can be used to support AAC users.
Erin M. Picou, AuD, PhD, CCC-A
Listening Effort and Unilateral Hearing Loss: A Play in Two Acts

Factors like background noise and hearing loss can increase listening effort and sustained increases in effort over time can have serious consequences for adults and children. Background about listening effort models and measurement methodologies will be provided. These models, such as the Framework for Understanding Effortful Listening (FUEL), provide context for understanding how clinical interventions might reduce listening effort. Strategies audiologists, speech-language pathologists, patients, and families can implement to reduce listening effort will be discussed. The presentation will focus on non-surgical interventions, such as hearing aids and environmental modifications for patients with unilateral hearing loss. The presentation will highlight some of the consequences of unilateral hearing loss for adults and school-aged children, which include increased risk of academic difficulty for students and listening-related fatigue for adults. The evidence supporting contralateral routing of signals (CROS) systems will be reviewed, including recent work that suggests CROS systems might be more helpful in real classrooms than would be suggested current practice guidelines.

Learning Objectives:
1. Describe 3 factors that affect listening effort
2. Describe 2 ways to reduce listening effort
3. Describe 2 potential consequences of unilateral hearing loss
4. Define listening situations where CROS systems are likely to be the most beneficial

Tiffany Turner, MS, CCC-SLP, BCS-S
Dysarthria and Dysphonia Assessment and Treatment and Special Considerations for Progressive Diseases

This introductory course is designed to provide an overview of classification and basic treatment principles for dysarthria and dysphonia in the adult population. Participants will learn about differential diagnosis of dysarthria and treatment considerations for each subtype of dysarthria, with special considerations for progressive diseases. Clinical voice evaluations and videostroboscopy will be covered along with basic treatment principles for dysphonia.

Learning Objectives:
1. Distinguish between dysarthria, apraxia, and dysphonia
2. Compare and contrast the various subtypes of dysarthria
3. Explain the general treatment approaches for each type of dysarthria
4. Describe the general components of a clinical voice evaluation and videostroboscopy exam
5. List some treatment approaches for laryngeal hypo- and hyper-function

Blayne Stemple, MS, CCC-SLP & Hannah Stemple, MS, CCC-SLP
Applied Behavior Analysis: Overview and Application, including Assessment and Treatment of Pediatric Feeding Disorders

Collaboration across disciplines can be challenging when there is not a clear understanding of the reasoning behind methods. The purpose of this presentation is to provide an overview of the principles of Applied Behavior Analysis. Participants will learn about the history of ABA, how ABA is utilized, and common interventions used in ABA. An additional focus of the presentation will be to present examples of care coordination that occurs when children receive ABA treatment services. One significant barrier to providing coordinated care is a lack of knowledge about other disciplines scope of practice. The purpose of the 2nd part of this presentation is to provide an overview of a biobehavioral approach to the assessment and treatment of pediatric feeding difficulties. Topics covered during the presentation include a BCBA’s role in the assessment and treatment of pediatric feeding difficulties, the importance of interdisciplinary assessment and treatment when working with children with complex medical and behavioral needs, common behavior interventions used to treat feeding difficulties, and a review of clinical case studies.

Learning Objectives:
1. Summarize behavioral framework applied to systematic learning
2. Explain a biobehavioral approach to assessment & treatment of feeding difficulties
3. Identify commonly used behavior interventions to treat feeding difficulties
4. Describe the role of a BCBA/behavior psychology provider on a feeding team

Please consider making a donation to the Silent Auction that will begin Thursday morning, October 14, and end Friday, October 15, at 10am.

The proceeds raised from the auction will be used to fund graduate student scholarships. Auction items can be dropped off at the Convention registration desk before 10am on Thursday, October 14.
**Session Details**

**Thursday, October 14**

1:00 PM - 3:00 PM

**Valarie B. Fleming, PhD, CCC-SLP**

*Go to the Source: Toward Creating More Inclusive Professions*

Ask any programmer, and they will tell you that all programming work has one thing in common, a good source code. In creating a diverse, equitable, inclusive, and accessible profession, we will need to go to our source as a profession...educational programs. In this session, the presenter will discuss ways to reduce barriers to inclusive programs as well as discuss innovative ways to incorporate more culturally responsive and inclusive teaching and clinical education practices.

**Learning Objectives**

1. Discuss ways to recruit and retain talented faculty.
2. Identify ways to diversify the applicant pool for graduate programs.
3. Identify barriers to infusing diversity, equity, inclusion, and access issues into CSD curriculum.
4. List innovative learning strategies to effectively incorporate diversity, equity, inclusion, and accessibility issues into course content as well as classroom/clinical education interactions.

**Amy Goddard, CBIS**

*Return to Learn Following TBI: The Role of the School-based Speech-Language Pathologist*

Traumatic brain injury (TBI) is a high incidence medical event in children and youth. TBI often causes an interruption in development, particularly in the areas of cognition, language, and social-emotional regulation. Many children and youth return directly to school post-TBI. The transition back to school or return to learn, requires coordination and collaboration between the medical and educational systems of care. The speech-language pathologist plays an essential role in this transition.

**Learning Objectives**

1. Definition and understand the types of Acquired Brain Injury
2. Summarize the etiology, prevalence, and implications of TBI in children and youth
3. Identify 3 ways an SLP can support the management of a student in school post TBI

**Lindy Powell, MEd, LSLS Cert. AVEd**

*Early Intervention and Literacy in Children with Hearing Loss*

Literacy development begins the first day of a child's life. Exposure to books and high-quality shared reading time with a caregiver improves literacy language outcomes for children who are Deaf and Hard of Hearing. This session will review the five components of literacy development, linking each component to early listening milestones. Participants will learn strategies to implement literacy and listening intervention simultaneously in a routine-based and family-centered model.

**Learning Objectives**

1. Name and describe the five components of literacy development
2. Identify two new routines to incorporate literacy intervention
3. List three ways literacy and listening intervention can be implemented simultaneously

**Tiffany Turner, MS, CCC-SLP, BCS-S**

*Adult Dysphagia Assessment, Treatment, and Case Studies*

This course dives into practical dysphagia assessment and treatment techniques. The instructor discusses the dysphagia evaluation process, including cranial nerve exams and dysphagia imaging, and selection of current evidence-based treatment approaches. Participants will then navigate several actual patient dysphagia case studies from the presenter’s swallowing center.

**Learning Objectives**

1. Discuss the components of an SLP cranial nerve exam
2. Summarize current evidence-based assessment and treatment techniques for dysphagia
3. Identify appropriate treatment options and necessary referrals to other disciplines based on findings from assessment and imaging

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**Hotel Details**

**Embassy Suites Hotel**

*Complete inside remodel the end of 2019!*

Book your room at the **Embassy Suites Hotel** by Wednesday, September 22, 2021.

Call 800-HILTONS and identify yourself as with ArkSHA or go to the ArkSHA website for a direct link to reserve your room online.
Session Details

Thursday, October 14

3:15 PM - 4:15 PM

Brenda Gorman, PhD, CCC-SLP
Raising Our Game in Assessment and Reporting for Dual-Language Learners

This presentation is designed to enrich both monolingual and bilingual clinician’s knowledge and skills in addressing several common challenges with assessing and reporting the performance of dual-language learners (DLLs). Several resources and solutions based on current evidence will be presented.

Learning Objectives
1. Describe recent research findings to guide assessment practices with DLLs.
2. Discuss several current resources and technologies to address the assessment process for a clinical scenario.
3. Explain how to present results and write reports using information that is critical for defending clinical interpretations and conclusions.

Lynsey Lobdell, MS, CCC-SLP, Brie Norton, MS, CCC-SLP
Teletherapy Intervention: Tips, Tricks & Resources to Engage all Learners

Join us for this fast paced and fun filled session jam-packed with teletherapy tips, tricks, and resources. During this session you will learn how to use a variety of tools to meaningfully engage virtual learners of any age. Getting set-up, planning an engaging and interactive session, and implementing intervention strategies to support learners with a variety of needs will be discussed. Lesson examples, resources, and tips for success will be shared.

Learning Objectives
1. Explain technology requirements and setup for maximizing engagement
2. Name at least 10 tools to engage your virtual learners
3. Name at least 3 resources for premade activities/materials
4. Describe how to modify and scaffold an activity based on a child’s goals and needs

Lindy Powell, MEd, LSLS Cert. AVEd
Literacy with Children with Significant Delays

Every child is capable of developing literacy skills. With the right tools and mindset, teachers and therapists can dive deep into literacy skills to determine the individual strengths and needs of each child. This session will review the five components of literacy development using a task-analyzed approach with accessibility in mind. Participants will learn multi-sensory strategies to implement literacy intervention for children ages 3 to 8 with significant delays.

Learning Objectives
1. Describe the process of task-analyzing literacy skills
2. Identify a multi-sensory approach to support early literacy development
3. List three accommodations to improve access to literacy instruction

Gregory C. Robinson, PhD CCC-SLP
The Rainbow is All Around Us: LGBTQ+ Affirming Practice for Speech-Language Pathologists and Audiologists

Due to oppressive paradigms interwoven throughout the fabric of our health professions and society at large, health and social disparities for individuals who are Lesbian, Gay, Bisexual, Transgender/Non-binary, Queer, and other underrepresented genders and sexual orientations (LGBTQ+) continue to exist. Transgender and non-binary individuals are commonly denied routine medical care. LGBTQ+ individuals have been assaulted and discriminated against during the times when they are most vulnerable—when they are seeking medical assistance. Minority stress can cause additional health problems, such as high blood pressure and cancer, as well as depression and anxiety which can account for the increased rates of suicide observed among LGBTQ+ individuals. This presentation will begin by defining and discussing key terms related to LGBTQ+ individuals. Then we will move into highlighting some of the social and health statistics related to the LGBTQ+ community. Participants will then be guided through case studies of interactions between healthcare workers and LGBTQ+ individuals to brainstorm choices that can be made to support LGBTQ+ people and gradually dismantle the systems that oppress us all. Finally, one particular intervention, gender affirming voice and communication therapy, will be discussed as a key intervention for transgender and non-binary individuals.

Learning Objectives
1. Define and discuss the differences between sexual orientation, gender, gender expression, and sex assigned at birth.
2. Identify ways to express LGBTQ+ affirmation and inclusivity in our clinical practice.
3. Offer revisions to example scenarios in which a patient/client was treated in a way that was not affirming.

Tiffany Turner, MS, CCC-SLP, BCS-S
Ethics and Supervision of Graduate Students and Clinical Fellows in Adult Medical Settings

This course provides an overview of the ASHA Code of Ethics and student and CF supervision requirements. The instructor will provide specific examples for policy application using scenarios relevant to medical SLPs. Common questions will be discussed along with resources for seeking answers to questions that may come up in daily practice.

Learning Objectives:
1. Discuss and apply the basic principles of the ASHA Code of Ethics
2. Discuss the basic requirements for student and CF supervision in adult medical settings
3. Locate resources to troubleshoot ethical issues or answer supervision questions
Elissa Dougherty, PhD and Lindsey Roberts, PhD  
*Speaking About Trauma: Special Considerations for Working with Children with Communication Difficulties*

Child development occurs within relationships, and trauma can disrupt caregiver-child relationships and make it difficult for children to trust others. Experiencing trauma (such as abuse, neglect, or a natural disaster) during childhood is far too common, impacting over two-thirds of children before their 16th birthday. Children may have a wide range of responses to trauma, including depressive symptoms, anxiety, physical/bodily complaints, difficulty obtaining developmental milestones, emotional problems, academic difficulties, attention problems, sleep disruptions, negative thoughts about themselves, and increased risk-taking behavior. Roughly one out of four (26%) of children under the age of six in the child welfare system have significant delays in overall language development that are two or more standard deviations below the norm. Language delays seriously impact academic success and interpersonal functioning. These delays may stem from a number of sources, including parents who are less verbally interactive with their children, use simplistic language, ask fewer questions, and are less empathetic. Additionally, in neglectful or abusive environments, caregivers may be less sensitive and stimulating, and there may be less access to developmentally appropriate learning materials and activities. Speech, language, and hearing professionals can develop and utilize use a trauma-lens to enhance their effectiveness with children who have experienced trauma. They can provide environments that are predictable, repetitive, and relational in order to help children feel safe, as well as support children through necessary changes. They can also understand how trauma can affect children’s behavior so that they can anticipate trauma triggers and be able to recognize “red-flags” to know when to refer for a trauma assessment with a provider trained in evidence-based treatment.

**Learning Objectives**
1. Recognize the scope and human impact of childhood trauma on children, their families, and communities
2. Understand how language and communication can be impacted by traumatic events
3. Learn strategies to support children and families after they have experienced trauma
4. Identify red flags that suggest a referral for a trauma mental health assessment may be warranted

Natalie Benafield, AuD, CCC-A & Charia Hall, AuD, CCC-A  
*CAPD: The New Frontier*

The “gold standard” for screening, assessment, and treatment of (Central) Auditory Processing Disorder in children remains elusive, leading some to question the existence of CAPD as a diagnostic entity. Clinicians continue to see children who present with listening difficulties that affect reading skills, attention, and academic performance. This presentation will highlight recent research into screening tools, co-morbid conditions, and differential diagnosis. Therapeutic techniques recently used in a university clinic will be highlighted.

**Learning Objectives**
1. Describe the current practice guidelines from ASHA and AAA in regard to screening, assessment, and treatment of CAPD in children.
2. Identify appropriate screening and assessment tools for children suspected of having CAPD.
3. Examine how symptoms of co-morbid conditions can affect performance on tests of central auditory function.
4. Design intervention techniques to improve higher-level auditory skills in school-aged children.

Gretchen Hicks, MS, CCC-SLP, Joni Day, MCD, CCC-SLP, and Aleecia Starkey, MSP, CCC-SLP, CBIS  
*Support Personnel: Past, Present, Future*

As speech pathologists in Arkansas continue to extend their reach and practice at the “top of their license”, there are still children and adults not being served due to a shortage in certain geographic areas. For over 20 years, support personnel have been utilized in the state of Arkansas. In 2020 ASHA launched the Speech Language Pathology Assistants Certification. This session will review the state of support personnel in AR as well as changes being recommended to the existing program in order to support ASHA’s initiative. It will also highlight new opportunities for persons interested in the profession.

**Learning Objectives**
1. Understand the ASHA and ABESPA ethics related to support personnel.
2. Understand the difference in DESE and ABESPA programs.
3. Locate at least 2 resources that address SLP roles/responsibilities relating to support personnel.
4. Identify at least 4 tasks to be completed by an SLP/SLP-Assistant (Aide) team when registering with ABESPA and/or DESE.
5. Compare and contrast the similarities and differences in student supervision & support personnel supervision.
6. Learn about new opportunities for persons interested in the speech pathology profession.
Bridging the Gap Between Research and Clinical Practice: Enhancing Collaboration and Creativity

There is an ongoing gap between the translation of research and clinical practice. We have all been bombarded with the term evidence-based practice (EBP) within the past few years but the gap continues to persist. Clinicians and researchers understand the importance of EBP but both parties tend to have different perspectives and roles in the translation process. Clinicians typically focus on intervention and treatment to address the immediate needs of the client, while researchers typically focus on identifying the underlying reason there is an impairment in combination with developing strategies to be used as intervention techniques. There are barriers to bridging the gap on both sides of the bridge. Clinicians are faced with time and financial constraints. They juggle evaluations and treatment of large caseloads, documentation, and productivity standards among a wide variety of populations and disorders. It can take hours or days to locate, read, and analyze the literature. Furthermore, it costs money to access most peer reviewed articles. Researchers are faced with pressures to receive grant funding, conduct research studies, and publish manuscripts. They are rarely rewarded for disseminating research. The vast majority of researchers work in an academic setting where their responsibilities also include teaching, service, and academic advising. This presentation will introduce methods to bridge the gap between clinical practice and research to increase evidence-based practices while maintaining best clinical practices.

Learning Objectives
1. Understand the barriers to the collaboration between clinical practice and research
2. Describe current practices and UAMS and UCA that involve both clinical opportunities and research
3. Design innovative ideas for carryover of research in clinical practice

Putting Aided Language Input into Practice

Communication is a two-way process. As such, the successful implementation of an AAC device depends as much on the skills of the person using AAC as it does on those of the communication partners. This session will provide an overview of the characteristics, roles, and responsibilities of communication partners working with people who use AAC, with a focus on aided language input. Aided language input is a strategy in which the communication partner uses AAC to teach AAC. Shared reading will be discussed as a vehicle for learning to use aided language input to support device implementation and facilitate language learning. Participants will have the opportunity to put it to practice through a hands-on activity.

Learning Objectives
1. Define aided language input.
2. Describe characteristics, roles, and responsibilities of communication partners.
3. Identify how to implement AAC in the context of shared reading.

Understanding Early Hearing Detection and Intervention

In 2019, a total of 62 infants were diagnosed with permanent hearing loss in Arkansas. Children who are deaf or hard of hearing (D/HH) have the potential for positive outcomes. Delays in identification and intervention present a neurodevelopmental emergency, as it can be associated with delays in speech, language, and communication that hinder the child’s ability to reach their full potential. With early detection/diagnosis and appropriate intervention occurring in accordance with national 1-3-6 guidelines, as outlined by the Joint Committee for Infant Hearing, D/HH children can often achieve similar levels as their hearing peers. In 2019, Arkansas only reported diagnosis for 20% of infants who failed the newborn hearing screening. This session will cover recommended practices for the detection and intervention for D/HH young children in addition to resources that are available for families/providers in Arkansas. Information on how to access and collaborate with the various agencies/programs in Arkansas that support and address the needs of D/HH children and their families will be shared along with information on how to work with these programs to achieve optimal outcomes for the children.

Learning Objectives:
1. Increase awareness of 1-3-6 goals.
2. Increase knowledge and access to resources to support successful navigation of the Arkansas early hearing detection and intervention system.
3. Increase awareness of training opportunities.

Thursday Lunch

Be sure to select your lunch option when you register.

1. Turkey Club – Shaved turkey breast, bacon, baby arugula, cheddar cheese, tomato and chipotle maple aioli
2. Winter Mix Salad – Winter mix greens, candied pecans, cucumber, tomato, pumpkin seeds, roasted sweet potato (vegetarian & gluten free)
3. Chicken Salad Croissant – Waldorf chicken salad on a flaky croissant topped with lettuce and tomato

ArkSHA will not be able to order lunches for attendees who register onsite or after September 29.

No alterations except for dietary restrictions/allergies.
Exploring Digital Literacy for Students with Reading Disabilities

Technological advancement, such as e-learning, require that virtually all students engage in learning on the internet. However, it is currently unknown how students with reading deficits compare with their peers with typical reading skills in these digital instructional environments. The purpose of this study was to investigate students with reading deficits would perform on online research tasks compared to their peers with typical reading skills? 32 college students with reading deficits (RD) and 33 college students with typical reading skills (TR) were presented with four types of questions regarding the Keto diet and searched for information on the internet to answer the questions. The four questions were definitional, procedural, analytical, and argumentative questions. Students with RD performed similar to their peers when they were asked to simply define a term or list facts, however, students with RD performed lower than their peers on tasks requiring deeper learning (i.e., analytic and procedural tasks). For students with weak reading abilities, technology may not be as helpful as we expected. Considering that digital learning technology is omnipresent in students’ academic and personal lives, educators should provide specific and explicit guidance on online research and learning as well as work to strengthen these students’ literacy skills. The implementation of instructional strategies for improving online research and learning for students with RD will be addressed.

Learning Objectives
1. Describe what skills are required for students in the digital environments.
2. Explain how students with reading deficits perform differently compared to their peers with typical reading skills on the online research tasks.
3. List and describe evidence-based learning strategies and techniques that are proven to improve students’ online research.

Fiberoptic Endoscopic Evaluation of Swallowing (FEES) in the NICU Population

Feeding in the NICU is complex and often a multifactorial clinical picture. Frequently, there is a disconnect between the clinical bedside evaluation and the true safety of the swallow due to the high prevalence of silent aspiration. Now emerging into the NICU, the FEES procedure has been shown to be an effective and reliable tool to identify penetration and aspiration at the bedside in the premature population. In June 2017, the University of Arkansas for Medical Sciences Medical Center implemented a FEES program in their level III NICU unit. Initiated by the NICU Speech Language Pathologists with the support of the neonatologists and nursing leadership, our FEES program has been a powerful and useful tool to assist with the often-complex multifactorial feeding picture in the premature population. While not a replacement of VFSS (video fluoroscopic swallow study, historically the gold standard), it is an additional alternative instrumental assessment available in the infant’s most natural environment.

Learning Objectives:
1. Demonstrate an understanding of the benefits of FEES in the NICU population
2. Describe common indications for FEES procedure in the NICU population
3. Discuss efficacy and usage of FEES in the NICU setting

Transition Planning: Facilitating Interprofessional Collaboration

Adolescent-to-adulthood transition services have the potential to help position students with high-needs disabilities to obtain the best possible outcomes, thereby helping them lead full and included adult lives. Although positive effects of interdisciplinary transition services are well-documented, collaborative work among professionals is often lacking in secondary school settings. This is unfortunate because schools with coordinated efforts to promote self-determination and self-advocacy have seen an increase in these critical skills, leading to better transitions and improved life outcomes. It is vital that school and community-based support professionals act in concert with students with high-needs disabilities and their families to develop and implement successful transition services. This presentation will discuss practices to advance partnerships among the professionals who are critical in supporting students with high-needs disabilities as they transition from secondary school settings to adult roles.

Learning Objectives
1. Participants will discuss the importance of transition services.
2. Participants will list the importance professionals involved in transition services.
3. Participants will outline ways to foster interprofessional collaboration among service providers.
Learning Objectives

3. Describe multisensory activities that can be used with students who struggle to read and write.

2. Explain the features and language levels of the DuBard Association Method®.

1. Identify populations of students who benefit from the DuBard Association Method®.

Learning Objectives

3. Explain the features and language levels of the DuBard Association Method®.

2. Describe multisensory activities that can be used with students who struggle to read and write.

1. Identify populations of students who benefit from the DuBard Association Method®.

Learning Objectives

3. Discuss evidenced based treatments that correspond with the Life Participation Approach to Aphasia (LPAA) including Oral Reading for Language in Aphasia (ORLA) and Conversational Script Training (CST).

2. Examine the feasibility of telespeech for persons with aphasia.

1. Examine the outcomes of telespeech intervention for persons with Aphasia.

Learning Objectives

3. Explain the difference between the expert model and the dynamic assessment model.

2. Locate at least 5 resources to support assessing pre-symbolic communication as part of the AAC dynamic assessment model.

1. Locate at least 5 resources that address SLP roles/responsibilities in schools.

Learning Objectives

3. Locate at least 5 resources to support assessing pre-symbolic communication as part of the AAC dynamic assessment model.

2. Locate at least 2 resources that address SLP roles/responsibilities in schools.

1. Demonstrate understanding of legal mandates and ethical consideration of AAC.

Learning Objectives

3. Identify at least 3 strategies to implement that facilitate moving students to more symbolic, functional language systems.

2. Locate at least 2 resources that address SLP roles/responsibilities in schools.

1. Identify populations of students who benefit from the DuBard Association Method®.

Learning Objectives

3. Explain the features and language levels of the DuBard Association Method®.

2. Describe multisensory activities that can be used with students who struggle to read and write.

1. Identify populations of students who benefit from the DuBard Association Method®.
Impact of Phonology Coursework For Future Speech-Language Pathologists

In children, phonological awareness has been proven to be necessary for them to succeed in learning all aspects of language. Therefore, speech-language pathologists need to be experts on phonological awareness skills because they are the foundation for literacy. Considering speech-language pathologists provide treatment and intervention for students with speech, language, and communication disorders, measuring phonological awareness in future speech-language pathologists is of high importance. The focus of this study was to examine how an undergraduate course, Phonology and Articulation, would affect phonological awareness in future speech-language pathologists. This study completed pre- and post-testing of students enrolled in the undergraduate program for Communication Disorders. Thirty-seven undergraduate students were recruited to participate in this study. Participants completed two subtests of the Comprehensive Test of Phonological Processing (CTOPP-2) remotely. Pre-testing was completed during the first week of the course and post-testing was completed during the final week of the sixteen-week course. This study compared the results to a parallel study (Maestri, 2020) that completed testing face to face. All participants were female between the age range of 20-21 years. Data analysis is ongoing and is anticipated to be completed in Fall 2021. Data will be described and parametric statistics completed as are appropriate.

Learning Objectives
1. Participants will be able to describe the relationship between phonology coursework and phonological awareness in future speech-language pathologists.
2. Participants will be able to define dyslexia.
3. Participants will be able to define the relationship between dyslexia and phonological processing.

Brooke Pridgen (30 minutes)
Evaluation of a Mentor Program for Children with Communication Disorders

This presentation will review feedback provided by caregivers of children who have completed the mentor program for children with communication disorders to identify strengths and weaknesses of the program to influence the development of future programming and curriculum development. Current research on mentor programs for neurotypical children suggests there are common criteria among effective mentor programs, like duration of mentor relationship or gender of mentor. The mentor program in Northwest Arkansas was created with these criteria in mind; however, this program was designed specifically for children with communication disorders and no evaluation of the overall program has been completed to date. To determine the strengths (if any) and the weaknesses (if any) of the mentor program, the qualitative data from the exit interviews will be hand coded and a grounded theory approach for data analysis will be utilized. A preliminary review of the data indicates that the caregivers feel that the program had an overall positive effect on their child. Data analysis is ongoing; however, data currently suggests the following strengths of the program: emotional support and social development, including better attitudes toward school and an easier time opening up to others. The data currently suggests the following weaknesses of the program: inconsistency of the mentors and difficulty trying to find time throughout the week to meet with the mentor.

Learning Objectives
1. Identify the recommended components of a mentoring program
2. Discuss the benefits of the mentoring program for children with communication disorders
3. Discuss the history of mentor programs for children with communication disorders

Hanna Kate Hartshorn (30 minutes)
The Perception of Speech-Language Therapy and Auditory-Verbal Therapy Among Caregivers of Children with Hearing Loss

Hearing loss affects about three infants in every 1000 born with sensorineural hearing loss making it the most common condition affecting newborns (Fulcher et al., 2012). Early diagnosis and intervention for children experiencing hearing loss often facilitates age-appropriate communication by the child’s first year of primary school (Houston & Bradham, 2011). Speech language therapy (SLT) and auditory-verbal therapy (AVT) are common methods of intervention. The purpose of this research is to make an initial comparison of traditional speech-language therapy versus auditory-verbal therapy through perceived experiences of caregivers who have children with hearing loss who have received intervention via both therapy approaches. The methodology will include a standard electronic questionnaire administered to caregivers of children with hearing loss to gauge their perception on both methods of therapy. Evidence suggests that identification of hearing loss and intervention before the age of six months correlates to higher rates of language development (Prendergast et al., 2002). It is for this reason that therapy approaches, such as SLT and AVT, are encouraged among children with hearing loss. Research also suggests that the caregiver’s role in their child’s rehabilitation process is important regardless of the intervention method employed. Caregivers often serve as the child’s primary language model and their support can facilitate language comprehension (Houston & Bradham, 2011). The earlier a child is able to receive intervention, the greater opportunity they have to develop normal linguistic abilities. There is significant evidence advocating the need for early intervention; however, there is a gap linking this information to the intervention method that is most effective. This study hopes to share the perceptions of SLT and AVT from caregivers of children with hearing loss.

Learning Objectives
1. Define auditory-verbal therapy.
2. Discuss perceived benefits of speech-language therapy and auditory-verbal therapy for children with hearing loss.
3. Explain the importance of early intervention.
Introduction: According to the World Health Organization (2018), hearing loss is the 4th highest diagnosed disability in the world. Due to limited auditory access to spoken language, a child with a hearing loss may not be able to experience adequate spoken linguistic input which results in speech, language and communication difficulty. However, it has been identified that visual modalities can be used as successful teaching methods to develop language and communication skills of children with hearing loss (Gibson, 1973). The colourful semantics approach (Bryan, 1997) is a speech and language therapy treatment protocol that has been strongly supported by visual stimuli. Since the approach aims to develop sentence structure (syntax) using the semantics route that incorporate with visual stimuli, children with hearing loss get more opportunities to expand their language capacities. Methodology: A case study design will be conducted including ten children from kindergarten through fifth grade, following the ABAB model. Participant must be in the pre-determined age range, use spoken language, and should be diagnosed with a hearing loss. During the pre-intervention phase, Cottage Acquisition scales for Listening, Language and Speech (CASLLS-4) will be administered to the primary caregiver of participants. A ten-minute language sample will be obtained apart from the CASLLS-4 from the participant for further analysis to establish baseline measurements. During the intervention phase, recruited participants will continue to complete sessions using the colorful semantic approach via tele-practice two times per week for 12 weeks. Results: Participant recruitment has been initiated and data collection will be continued throughout the fall. Language samples will be analyzed throughout the data collection process. The goal is for intervention to start toward the end of May 2021. A descriptive report of data will be provided during this presentation should it be accepted.

Learning Objectives
1. Describe the Colourful Semantics intervention approach.
2. Compare the key differences between traditional virtual service delivery model for the Colourful Semantics intervention approach.
3. Identify the applicability of the approach to improve syntax in children who are deaf or hard of hearing.

For the project I attend a two hour “book club” for individuals with aphasia. I have attended a reading club for adults with aphasia for a minimum of 22 weeks in the spring and fall of 2021. The sessions are organized by graduate students at the University and the patients receive both individual and group therapy. In my presentation I will discuss what I have learned about aphasia and the effects on individuals through completing my literature review. Then I will present what I have learned from completing my internship and how that information compares to the information collected from research.

Learning Objectives
1. Learn about the social effects on individuals with aphasia.
2. Recognize the benefits of group therapy.
3. Learn about the effects of aphasia on cognition of an individual.

A study was conducted to examine the effect of occupational voice demand on the perception of vocal qualities and voice changes in Division I collegiate athletic coaches in the state of Arkansas. A survey consisting of demographic questions and the Voice Capabilities Questionnaire (Buckley et al., 2018) was sent to the coaches. Preliminary results suggest that coaches often experience a variety of vocal changes that include vocal fatigue, hoarse vocal quality, voice breaks, difficulty increasing vocal volume, difficulty projecting voice, and an increased need to throat clear or cough. Participants did not report preexisting voice conditions, which suggests the vocal changes can be attributed to factors related to occupational voice demand experienced during the current season of coaching.

Learning Objectives
1. Identify perceptual vocal changes of Division I athletic coaches attributed to occupational voice demand
2. Compare vocal perceptions between athletic coaches of various Division I sports
3. Relate the perceptual effect of occupational voice demand in Division I athletic coaches to occupations identified as having high risk for vocal impairment due to occupational voice demand

The purpose of this investigation is to determine a possible relationship between concussions and neurogenic stuttering. A brief, 10-question survey regarding prior concussions and the presence of neurogenic stuttering symptoms following the concussions was developed for data collection. Participants include Arkansas State University student-athletes who participate in basketball, football, rugby, and soccer. These sports were chosen due to the high contact that is experienced. Data collection will be completed by August 2021.

Learning Objectives
1. Recognize the characteristics of neurogenic stuttering.
2. Identify the current symptoms of concussions.
3. Determine the relationship between neurogenic stuttering and concussions.

Student Presentation Details

Friday, October 15

8:00 AM - 10:00 AM  UNIVERSITY OF ARKANSAS STUDENT PRESENTATIONS

Samadhi Pushuba Devayalage, Andrea Scott, Abigail Hagner (30 minutes)

Colourful Semantics for Children with Hearing Loss

Friday, October 15

10:15 AM - 11:15 AM  UNIVERSITY OF ARKANSAS & ARKANSAS STATE UNIVERSITY STUDENT PRESENTATIONS

Clare Kellough (15 minutes) - University of Arkansas

Honors Internship: Aphasia Reading Club

Kayleigh Hennemann (15 minutes) - Arkansas State

Neurogenic Stuttering as a Symptom of Concussion in Collegiate Athletes

Olivia Metzgar (15 minutes) - Arkansas State

The Effect of Voice Demand on the Perception of Voice in Collegiate Athletic Coaches

13
Abby Antici (15 minutes) - Arkansas State

Spelling and Song: Utilizing Music Mnemonics Within the Barton System

Music can have a positive impact on learning. A pre-test/post-test study design was utilized to determine whether utilizing music as a mnemonic device improved the spelling skills of students using the Barton Reading and Spelling System (BRSS). Six participants enrolled in the Literacy Intervention Program at the A-State Speech and Hearing Center participated. The participants were divided and matched based upon their grade levels and levels of completion in the BRSS. For eight weeks, the experimental group was shown videos containing songs covering the rules in the BRSS while the control group was shown videos containing spoken explanations of the rules. A pre-test/post-test spelling assessment was utilized to determine the participants’ whole word accuracy, the percentage of letters in error, and the number of specific errors present (e.g., insertions, deletions, and substitutions). The pre-test results suggested that the control and experimental groups were statistically different prior to the introduction of treatment despite being matched based on grade and BRSS book level. This difference persisted in the post-test results. Overall, both groups showed improvement in spelling accuracy. The use of song did not hinder learning, but it could not be determined to be the only factor related to spelling improvement.

Learning Objectives
1. Discover the potential for utilizing music as a supplemental tool alongside the Barton Reading and Spelling System.
2. Learn about the ties between music and retention.
3. Discover new avenues for future research.

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CALL FOR 2021 BETTY BASS STUDENT SCHOLARSHIP APPLICATIONS

As the 2021-2022 academic year approaches, one of the greatest stressors for many students enrolled in Communication Sciences and Disorders graduate programs is figuring out how to pay for their education. For one ArkSHA graduate student member, some of the rising costs will be offset by receiving the 2021 Betty Bass Student Scholarship. To be considered for this award, the applicant must be enrolled in a Communication Sciences and Disorders graduate program in Arkansas, and be an Arkansas resident. Additional and more specific guidelines can be obtained from the ArkSHA website: www.arksha.org

The deadline for the receipt of application materials is October 1, 2021.

For more information, please contact ArkSHA at (501) 244-0621 or arksha@arksha.org

Student Presentation Details

Friday, October 15

11:30 AM - 12:30 PM  UNIVERSITY OF CENTRAL ARKANSAS STUDENT PRESENTATIONS

Mackenlea Gipson, Alise Holloway, Mary Dean Johnston, Hannah Waid (15 minutes)
Foster Care and Children with Autism Spectrum Disorders

In the United States, the number of children reared in foster care is growing including children with disabilities such as Autism Spectrum Disorder (ASD). Approximately 7-10% of children in foster care are diagnosed with ASD and children with ASD are about 2.4 times more likely to be placed in foster care as compared to their neurotypical peers. One of the prominent contributing factors for children with ASD being placed in foster care is the socioeconomic status (SES) of the family. Children who have autism are more susceptible to being in foster care for a prolonged amount of time due to the financial costs of treatment and the extra care needed to provide for children with ASD. Some children are placed in foster care at a young age and oftentimes they are placed with multiple foster families throughout their life. Additionally, there are racial and ethnic disparities in prevalence and diagnosis among low SES children. Research supports a strong correlation between environmental factors and performance in many types of disorders, including ASD. The development of children with ASD is affected by parenting styles, socioeconomic status, culture, and parent involvement. Regarding intervention for children with ASD in foster care, an emphasis should be on family-centered treatment in order to engage an individual’s immediate community in their care and facilitating their goals. The field of communication sciences and disorders is just beginning to explore the area of foster care and its effects on children with ASD. This study identifies some of the barriers facing this clinical population so that health care providers, caregivers, and parents can begin to help children with ASD overcome them and improve their quality of life.

Learning Objectives
1. Identify the prevalence, length of stay, and placement patterns of children with Autism Spectrum Disorders who are placed in foster care.
2. Discuss the effects of cultural and linguistic diversity (CLD) on children with Autism Spectrum Disorders who are placed in foster care.
3. Delineate the effects of living in foster care vs. living at home may have on children with Autism Spectrum Disorders.
4. Analyze how outcomes for children in foster care who are diagnosed with Autism Spectrum Disorders may be improved.

Mackenzie Jordan, Abigail Moss (30 minutes)
Identifying Barriers to Diversity, Equity, and Inclusion in CSD Undergraduate and Graduate Programs

With the increase in student stress over the past year, a group of students from the University of Central Arkansas partnered with the CSD Diversity, Equity, and Inclusion Committee to create a survey for undergraduate and graduate students. The survey consisted of several questions focused on perceptions of college, gender and racial diversity, and barriers to accessing resources. Results from this study indicated that most students value diversity, equity, and inclusion. However, Students of Color had a disproportionately higher number of roadblocks related to monetary needs (i.e. lack of transportation, job needed during school, etc.) than White students. This, among other factors identified in this survey, may create more stress for Students of Color and should be evaluated in each CSD department.

Learning Objectives
1. Investigate the barriers of learning unique to students of color.
2. Understand common responsibilities not related to learning for undergraduate and graduate students.
3. Explore options for increasing inclusion and equity in CSD departments.

GENERAL DETAILS

Handouts will be available online at www.arksha.org two weeks prior to and two weeks after the convention.

Dress in layers! Rooms may be cool. Business casual is appropriate throughout the convention.

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