

OSHA Virtual Conference

Community in Action



***October
13th & 14th
2023***



OREGON
**SPEECH-LANGUAGE
& HEARING**
ASSOCIATION

OSHA FALL CONFERENCE

Schedule At A Glance
Friday, October 13, 2023

8:00 am - 8:15 am

Welcome

8:15 am - 9:15 am

Plenary Session

9:15 am - 9:30 am

Break

9:30 am - 12:30 pm

Morning Sessions

12:30 pm - 12:40 pm

Break

12:40 pm - 1:50 pm

Lunch Meeting & Awards!

1:50 pm - 2:00 pm

Break

2:00 pm - 5:00 pm

Afternoon Sessions

All items listed are Pacific Time Zone

● OSHA FALL CONFERENCE

Schedule At A Glance

Saturday, October 14, 2023

8:00 am - 8:30 am

Welcome To Day Two

8:30 am - 9:30 am

Morning Sessions

9:30 am - 9:40 am

Break

9:40 am - 10:40 am

Morning Sessions

10:40 am - 10:50 am

Break

10:50 am - 11:50 am

Morning Sessions

11:55 am - 12:55 pm

Lunch Break / Poster Sessions

1:00 pm - 2:00 pm

Afternoon Sessions

2:00 pm - 2:10 pm

Break

2:10 pm - 3:10 pm

Afternoon Sessions

3:10 pm - 3:20 pm

Break

3:20 pm - 4:20 pm

Afternoon Sessions

4:20 pm - 4:30 pm

Closing Statements

GENERAL INFORMATION

Registration Fees

	On or by October 8	Between October 9-11
SLP / Audiologist		
Member Full Conference	\$195.00	\$200.00
Member One-Day	\$110.00	\$180.00
Non Member Full Conference	\$325.00	\$390.00
Non Member One Day	\$225.00	\$290.00
SLPA		
Member Full Conference	\$105.00	\$170.00
Member One-Day	\$75.00	\$140.00
Non Member Full Conference	\$165.00	\$230.00
Non Member One Day	\$135.00	\$200.00
Student		
Member Full Conference	\$49.00	\$49.00
Member One-Day	\$29.00	\$29.00
Non Member Full Conference	\$59.00	\$59.00
Non Member One Day	\$39.00	\$39.00

ASHA CEU PROCESSING FEE \$5.00

Registration closes on October 11, 2023, at 5pm, PST

Cancellation Policy

Completed online registration confirms your attendance at the 2023 OSHA Conference. If you need to cancel after you have completed your registration, please submit your cancellation request in writing to oshaoregon@gmail.com. Full refunds available for cancellations made by September 30th, 2023. A 50% refund is available between October 1-6.

***No refunds available after
October 7, 2023.***

ASHA CEUs

There is a \$5.00 processing fee for the Oregon Speech-Language and Hearing Association to report your CEUs to ASHA. This fee is charged by OSHA, not by ASHA. You must indicate that you wish to have OSHA report your ASHA CEUs at the time of registration and provide your ASHA number; a \$5.00 processing fee will be added to your registration cost.

Requests for ASHA CEUs cannot be accepted after submitting your registration.

Total available CEU pending final review.

Disclosures: Speaker bios, speaker financial disclosures, and course content will be available on the OSHA website - *final info pending*.

State Licensure Hours: Certificates of attendance will be available electronically following the completion of the overall survey and review by OSHA. Certificates should be available by the end of October. Maintain this form in your personal files. You will need this when renewing your license.

FRIDAY MORNING PLENARY SESSION (8:15 - 9:15)

Advocacy, Leadership, and Volunteerism: Strategies for Member Success

Offered for 0.1 ASHA CEUs/ 1 Contact Hour

Session will focus on skill development in advocacy, leadership, and volunteerism related to the professions of speech-language pathology and audiology. A member of the ASHA Board of Directors will discuss strategies for successful advocacy, opportunities to lead, and ways to get involved. Issues described in ASHA's Public Policy Agenda (PPA) will be highlighted as well as strategies for how speech-language pathologists and audiologists can get involved in advocacy efforts to ensure favorable outcomes for members and consumers in their state related to:

- Advocating for maintaining current IDEA funding levels and the use of terminology that is consistent in both IDEA and ESEA regulatory language
- Promoting comprehensive coverage of audiology services and ensuring that private and public insurance includes coverage of habilitation services.
- Increasing recruitment and retention of the full continuum of speech-language pathology and audiology personnel available to meet the needs of individuals with communication disorders

Learning Objectives:

- Identify 3 legislative and/or regulatory advocacy issues important to members. Describe the method that members can use to take action on federal and state issues using the ASHA website.
- Identify one education priority and one health priority in the Public Policy Agenda
- Identify a tool that ASHA developed to describe speech-language pathology services to help members educate the medical community about the services they provide. Describe advocacy techniques to ensure that habilitation and rehabilitation services are included as an Essential health Benefit (EHB) under the Affordable Care Act (ACA) and how members can advocate to ensure that these services are covered in state health plans.
- What is new?
- Identify at least 3 benefits of joining the ASHA online community

Dr. Deborah Swain

Dr. Deborah Ross-Swain, EdD, CCC-SLP, has over 35 years of clinical, professional and advocacy experience. She is the Vice President of ASHA's Government Affairs and Public Policy and former chair of ASHA's Government Affairs and Public Policy Board. Dr. Swain is an ASHA, CSHA and NAP Fellow. She is the author of numerous texts, treatment manuals and standardized test batteries. Dr. Swain is a national and international speaker.



FRIDAY MORNING SESSION (9:30 - 12:30)

Writing Scripts to Address Sexual Health and Consent:

Choose your own adventure!

Offered for 0.3 ASHA CEUs/3 Contact Hours

Deciding to address sexual health and consent in your sessions can be nerve-wracking. Though these topics are important to clients with communication disorders, it's also new ground for many of us. In this interactive workshop, we'll prepare to bring up these topics, answer common questions across age groups, and fulfill our scope of practice.

Learning Objectives:

- Describe where sexual health and consent intersect with your area of practice.
- Describe your role in addressing sexual health and consent.
- Write scripts to bring up topics related to sexual health and consent with your clients.

Dr. Laura Wolford

Dr. Laura Wolford PhD, MS, CCC-SLP, CSE, is a speech-language pathologist, researcher, and AASECT-certified sex educator. As founder of the SPICE Institute, she works from a disability justice framework to teach SLPs to address sex, intimacy, and consent with their clients across the lifespan.



Early Language and Literacy

Offered for 0.3 ASHA CEUs/ 3 Contact Hours

In this didactic session, we will explore the elemental building blocks required for young children to develop emergent literacy skills that will lay the path forward for successful literacy mastery in their later academic years. Learners will review their understanding of how language skills, social-emotional development, and emergent literacy are intertwined.

Participants will also learn how to incorporate science, technology, engineering, art and math into shared interactive book reading for preschool children; particularly those with developmental disabilities.

We will explore evidence-based strategies for shared interactive book reading while focusing on STEAM embedded activities.

Participants will leave with a list of books and strategies to use immediately in their future therapy sessions for preschool children.

Learning Objectives:

- Explain the foundational developmental skills that contribute to emergent literacy development.
- Identify how language skills, social-emotional development, and emergent literacy are intertwined.
- Integrate science, technology, engineering, art, and math into shared storybook reading for preschool children.

Dr. Jacqueline Towson

Dr. Jacqueline Towson PhD, CCC-SLP, is an Associate Professor in the School of Communication Sciences and Disorders with a joint appointment in School of Teacher Education at University of Central Florida, following 14 years in public schools.

She focuses on building the capacity of individuals who work with young children experiencing language impairments and those considered at-risk.



School SLP Roles and Responsibilities, Providing Gender Affirming Voice Care for Adolescents

Offered for 0.3 ASHA CEUs/3 Contact Hours

This course, including time for Q&A, will give learners a roadmap to providing a vital service for transgender students. From legal and ASHA requirements to service initiation to session structure to sticky conversations with administrators, this course will empower school SLPs to be more effective advocates, and serve those in need of gender affirming voice care, in order for them to have equitable educational opportunities & experiences.

Learning Objectives:

- Describe roadmaps and barriers to providing gender affirming voice care in school settings
- Identify Research and policy stating these services are vital and should be able to be delivered in a school setting
- List Action steps to making these services accessible to students in their district

Agenda

5 minutes: Introduction

5 minutes: Terminology

15 minutes: Intersectional Considerations

10 minutes: Legal Protections (state and federal)

20 minutes: Process and Service Provision

15 minutes: Working with Guardians, TEAMS & Admin

10 minutes: Navigating Sensitive Conversations

10 minutes: Conclusions

(break)

30 minutes: Q&A

40 minutes: Scenarios Workshop



Dr. AC Goldberg

Dr. AC Goldberg (he/him) Ph.D., CCC-SLP, is a physically disabled intersex/transgender DEI consultant and SLP whose mission is to cultivate affirming spaces for all people. AC's work centers around empathy, humanity and intersectional cultural responsiveness. His continuing education nonprofit, The CREDIT Institute, is dedicated to advancing equity in educational and healthcare settings. AC is the 2022 recipient of the American Speech Language Hearing Association's (ASHA) Outstanding Service Award. If you'd like to get to know him, he's @transplaining and @CREDITsInstitute on Instagram.

Decolonising Dysphagia

Offered for 0.3 ASHA CEUs/3 Contact Hours

In the last few years “decolonisation” has featured in conferences, professional articles, and social media - emerging as a topic of intrigue, and enigma. If the swallow is, well, just the swallow, then what is there to decolonise? Pillay & Kathard’s(2015) decoloniality framework, which is a tried and tested framework based on 30 years of SLP-focused work, will be shared to respond to this question. This framework may be used to reimagine swallowing, food, and mealtimes away from colonial territories of practice towards a decolonised practice.

Learning Objectives:

- Describe three ways in which typical SLPs clinical relationship with people experiencing dysphagia mimic coloniality
- Consider why food security and/or food sovereignty is necessary as a context for people experiencing dysphagia
- Critically position SLPs scopes of practice in relation to the swallow food and mealtimes and the Sustainable Development Goals 2030.
- Describe at least one method to address each of the following areas: (i) food production, (ii) food preparation, (iii) textural measurement/classification, and (iv) choking risk or swallowing safety management
- Decide what aspects of SLP work will best lend itself to decolonising deliciousness with especially marginalized, vulnerable populations

Introduction

15 minutes: Workshop Overview

20 minutes: Frameworks & Concepts: Dysphagia and Decolonising Deliciousness

40 minutes: Food Production & Dysphagia-Friendly Foods

40 minutes: Food Preparation: Dysphagia Gastronomic

10 minutes: Break

20 minutes: Textural Measurement & Classification

20 minutes: Risk Management: community based rehabilitation

15 minutes: Summary & Closure

Dr. Mershen Pillay

Dr. Mershen Pillay, NZSTA, (audiologist speech therapist) has 30 years’ experience in South Africa, with colleagues in Africa/Asia (e.g., Uganda, Sri Lanka, Ghana); has practiced in the UK, and developed services in the Middle East (United Arab Emirates). He is Massey University programme leader and honorary associate professor, University of KwaZulu-Natal (South Africa).



Multilingual Assessment for Monolingual SLPs

Offered for 0.3 ASHA CEUs/3 Contact Hours

Due to speech-language pathologist shortages and more diverse caseloads, monolingual SLPs are increasingly being asked to serve multilingual pediatric populations. Practical resources for conducting a comprehensive evaluation and use of the resulting information to differentiate communication differences and disorders and to plan therapy are described in this interactive course.

Learning Objectives:

- Describe how to conduct a comprehensive, culturally and linguistically appropriate assessment for a multilingual child that utilizes information from multiple sources of information.
- Describe how to analyze the information gathered from a multilingual assessment to differentiate communication differences and disorders in pediatric populations.
- Identify common challenges and possible solutions to adapting multilingual assessment to various practice settings (e.g., schools, private practice).

Agenda

10 minutes: Introduction to learning format and basic terminology

110 minutes: Framework for conducting a multilingual assessment

10 minutes: Break

30 minutes: Applying assessment framework to case examples

20 minutes: Considerations for working with interpreters

10 minutes: Break

10 minutes: Adaptations to various practice settings

10 minutes: Problem solving common questions

10 minutes: Wrap-up and audience questions

Meg Morgan

Meg Morgan, MS, CCC-SLP, BCS-CL has worked as a Spanish-English bilingual speech-language pathologist in Arizona, Texas, New Hampshire, Massachusetts, and Maine. She earned her master's degree in the multilingual program at Arizona State University. She is currently a clinical assistant professor at the University of New Hampshire.



The New Tests of Dyslexia: An Essential for Your Assessment Toolkit

Offered for 0.2 ASHA CEUs/2 Contact Hours

The new Tests of Dyslexia (TOD) is the first comprehensive assessment of dyslexia for people ages 5 - 89. The TOD effectively eliminates the need to use different assessments. Instead, it delivers a simple, streamlined solution to help identify individuals with dyslexia quickly and effectively and produce interventions and recommendations. This session includes information on what dyslexia is (and isn't), the rationale for TOD development, an overview all TOD batteries (Screener, Early and Comprehensive), standardization, reliability and validity and other TOD resources including co-normed Rating Scales and the Dyslexia Interventions and Recommendations Companion Guide.

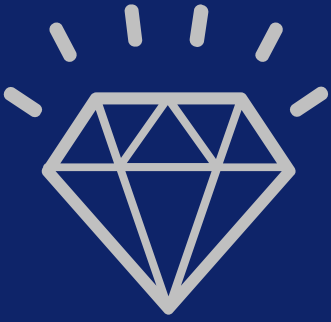
Learning Objectives:

- Describe the characteristics of dyslexia and proper assessment
- Identify the features of the Tests of Dyslexia (TOD) including it's principles of use, psychometric properties, administration procedures, scoring and interpretation guidelines for the TOD
- State the relevance of the TOD for use in assessment

Stephanie Kneedler

Stephanie Kneedler SSP, NCSP, is an Assessment Consultant with Western Psychological Services (WPS). Stephanie has nearly 10 years of public-school experience as a school psychologist for people pre-k through graduation in urban and rural settings both in Texas and Washington. Stephanie currently serves on the Washington State Association of School Psychologists Assessment Committee and is the former Government and Professional Relations chair for the Texas Association of School Psychologists. She serves on the IDEA Reauthorization Committee for the National Association of School Psychologists. Stephanie is actively engaged in research on traumatic brain injury prevention and intervention as well as advocacy for culturally sustaining practices in schools.

THANK YOU TO OUR FALL CONFERENCE SPONSORS



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Sponsorship opportunities are still available for the OSHA Fall Conference. Please contact oshaoregon@gmail.com for information or with any questions.

SATURDAY MORNING SESSION (8:30 -11:50)

Bilingual Assessment and Treatment in Aphasia

Offered for 0.3 ASHA CEUs/ 3 Contact Hours

This presentation will focus on best practice in the assessment and treatment of bilingual aphasia by speech language pathologists. Recommended practices will focus on both working with patients who speak a language not spoken by the clinician and patients who are bilingual. Implementation of best practices will be modeled through the use of case studies.

Learning Objectives:

- Define bilingual aphasia.
- Explain characteristics of best practice in the assessment of patients with bilingual aphasia.
- Develop treatment plans for patients with aphasia implementing characteristics of best practice.

Dr. Maria L. Muñoz

Dr. Maria L. Muñoz, Ph.D., CCC-SLP, is a Professor at the University of Redlands.

She received her doctorate from the University of Texas in Austin as a participant in the Multicultural Leadership Training Program. She conducts research, teaches, and publishes in the areas of aphasia in Spanish/English bilinguals and multicultural issues in communication sciences and disorders.



Supporting the Success of Autistic Students Through a Co-Teaching Model

Offered for 0.1 ASHA CEUs/1 Contact Hour

Autistic high schoolers often report feeling isolated and marginalized. At the same time, educator burnout is reaching critical levels and compromising effective service delivery. Applying an interdisciplinary SLP/educator team-teaching model to support autistic students can increase positive student gains, decrease educator burnout, and increase learning for all.

Learning Objectives:

- Describe how research supports the development of neurodiversity-affirming spaces and teaching practices as a way to improve outcomes for autistic students.
- Identify the qualitative and quantitative benefits of a co-teaching model, both for teachers and neurodivergent students.
- Assess how these co-teaching strategies can be implemented within an attendee's school community to decrease teacher burnout and establish neurodiversity-affirming spaces.

Agenda

5 minutes: Introductions

15 minutes: Presentation of relevant research to support the importance of neurodiversity-affirming approaches and co-teaching as beneficial for teachers and students.

10 minutes: Overview of co-teaching model application in a comprehensive high school learning center, including specific outline of how our system has developed, and the model within our school district.

15 minutes: Overview of lessons and structure for the year.

5 minutes: Reports/feedback from co-taught students.

10 minutes: Questions

Greta West

Greta West MS, CCC-SLP, is an AuDHD speech-language pathologist who has the immense pleasure of serving neurodivergent and disabled high school students in Portland, Oregon. Her areas of interest are neurodiversity, autism, executive function, inclusion, and the social model of disability. She has a never ending list of books to recommend.

Virginia Keil

Virginia Keil MS, is a special education teacher at Grant High School in Portland, OR co-teaching with Greta to serve neurodiverse students. She has a bachelor's and master's degrees in special education. She has taught at all levels K-12 in her 8 years of experience. In her free time she enjoys hiking and skiing.

Assessment in Early Intervention: Developing the Linguistic Diversity Protocol

Offered for 0.1 ASHA CEUs/1 Contact Hour

Responding to the linguistic variability of children during the assessment process is essential to avoid misdiagnosis of language delays and disorders. This presentation introduces a collection of the best-practices for linguistically responsive assessments in Early Intervention: The Linguistic Diversity Protocol (LDP). We will describe the development of the LDP which combines input from practitioners and subject matter experts. The resulting best evidence-based practices from the LDP will be presented.

Learning Objectives:

- Identify consequences of poor linguistic responsiveness in assessment practices.
- List strategies for increasing linguistic responsiveness in assessment
- Recognize methods to increase language access, including use of language interpreters.
- Name barriers to linguistic responsiveness and how to overcome them

Agenda

3 minutes: Introductions and disclosures

10 minutes: Overview of literature and challenges in linguistic responsiveness

5 minutes Overview of LDP

10 minutes: Constructs of LDP / strategies for linguistic responsiveness during assessment

10 minutes: Language access during assessments

10 minutes: Future directions and clinical recommendations

12 minutes: Question and answer

Sabreen NoorAli

Sabreen NoorAli MS, CF-SLP, is a doctoral student at Communication Sciences & Disorders with a research focus on implementation science and assessment of bilingual speaking children. Sabreen earned her masters degree from Pakistan in speech language pathology and has worked at variety of settings. Sabreen has been an active social advocate of inclusive education for children with special needs.

Dr. Stephanie De Anda

Dr. Stephania De Anda PhD, CCC-SLP, earned her PhD from San Diego State University and UC San Diego in Language and Communicative Disorders. She is the co-director of the EDLD lab and broadly interested in early language acquisition in dual language contexts.

PROMPT: A Whole-Child Approach

Offered for 0.2 ASHA CEUs/2 Contact Hours

Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) is a whole-child approach that provides an evidenced-based framework and skills to carefully assess and treat your clients' Physical-Sensory, Cognitive-Linguistic and Social Emotional Domains. In this presentation videos will show clinical examples of PROMPT assessment and treatment to improve functional communication.

Learning Objectives:

- Explain the Physical-Sensory, Cognitive-Linguistic, and Social Emotional Domains.
- Describe key components of PROMPT assessment and treatment.
- Summarize what makes PROMPT a whole-child approach.

Marcus Neal

Marcus Neal is the owner of two private practice clinics in Austin, TX. He and his colleagues provide services to children with a wide variety of communication disorders. He has a track record of engaging and insightful public speaking events that help professionals and parents learn about PROMPT Therapy.

SATURDAY MORNING SESSION (10:50-11:50)

Integrating Music and Speech-Language Therapy: A Collaborative Interprofessional Training Model

Offered for 0.1 ASHA CEUs/1 Contact Hour

This session will describe an innovative interprofessional model of collaborative clinical education at Cleveland State University. Graduate student clinicians from accredited speech-language pathology and music therapy programs learn collaborative skills. Students gain knowledge regarding scope of practice, develop interprofessional rapport-building skills, and apply clinical service delivery concepts.

Learning Objectives:

- Define interprofessional education.
- Identify benefits of interprofessional collaboration between speech-language pathology and music therapy in context of graduate education and clinical training.
- Describe 7 key features of a model of interprofessional collaboration.

Emily Jennings

Emily Jennings MS, CCC-SLP, is a clinical assistant professor in Communication Sciences and Disorders at Cleveland State University and a speech-language pathologist at Cleveland Clinic. Prof. Jennings supervises individual and group speech therapy services for adult clients with neurogenic disorders. Areas of interest: evidence-based practice, person-centered care, and interprofessional collaboration.

Lori Lundeen-Smith

Lori Lundeen-Smith MS, CCC-SLP, MT-BC, is an associate professor of practice, supervisor, and serves as clinical manager in the Music Therapy Department at Cleveland State University. She teaches undergraduate and graduate courses, with an emphasis on supporting students in fieldwork experiences. Areas of interest: interprofessional collaboration and clinical education.

Building Relationships and Strengthening Assessments through Ethnographic Interviewing

Offered for 0.1 ASHA CEUs/ 1 Contact Hour

Ethnographic interviewing is an approach that can build clinician-client relationships, enhance assessment of communication disorders, and support the development of culturally and linguistically responsive intervention plans. This presentation will share the “why” and “how” of ethnographic interviewing and engage attendees in reflecting on recorded interviews with families from diverse backgrounds.

Learning Objectives:

- Explain what an ethnographic interview is and how to use this process to gather information about familial beliefs, values, and routines
- Analyze the information gathered through the ethnographic interview to identify salient information about the beliefs, values, and routines of the family
- Develop a culturally and contextually appropriate intervention plan based on the information gathered through the ethnographic interview process

Agenda:

10 minutes: Background information on ethnographic interviewing

10 minutes: Overview of how to conduct an ethnographic interview

30 minutes: Watch and reflect on videos clips of ethnographic interviews

10 minutes: Opportunities for questions

Meg Morgan

Meg Morgan, MS, CCC-SLP, BCS-CL, is a bilingual clinical assistant professor and coordinator of the Multilingual/Multicultural Speech-Language Pathology Program at the University of New Hampshire. She obtained her master's degree and multicultural certificate at Arizona State University. Meg is a board-certified specialist in child language.

Dr. Lauren M. Cycyk

Lauren M. Cycyk, Ph.D., CCC-SLP, is a speech-language pathologist and an Associate Professor in Communication Disorders and Sciences at the University of Oregon. Her research interests include culturally and linguistically responsive care for young children from multilingual backgrounds with communication disorders with an emphasis on Spanish-English exposed toddlers.

SATURDAY POSTER SESSIONS 11:55 AM - 12:25 PM

Must attend a minimum of two poster/technical sessions for 15 minutes each. For every two completed sessions, you can earn 0.05 ASHA CEUs, up to maximum 0.20 ASHA CEUs for eight completed poster/technical sessions.

Learning objective for all Poster sessions: Discuss and examine outcomes and implications.

Telepractice Group Therapy for Stuttering with Adolescents

Megann McGill Ph.D., CCC-SLP

Professional Learning Communities in Action: Dynamic Assessment

Tenli Petty B.A., Mary Mitchell Ph.D., CCC-SLP

Speech-Language Pathologists' Approaches to Augmentative and Alternative Communication (AAC) Assessments

Emily Tan MS, BA, Brandon Eddy MA, CCC-SLP, Betts Peters Ph.D., CCC-SLP

Using Simulation Practices to Refine Clinical Skills for Hearing Screenings

A.J. DiMicco BS, Jordan Tinsley MS, CCC-SLP, Mary Mitchell Ph.D., CCC-SLP

SATURDAY POSTER SESSIONS 11:55 AM - 12:25 PM

Must attend a minimum of two poster/technical sessions for 15 minutes each. For every two completed sessions, you can earn 0.05 ASHA CEUs, up to maximum 0.20 ASHA CEUs for eight completed poster/technical sessions.

Learning Objective for all Poster sessions: Discuss and examine outcomes and implications.

Learning Through High Fidelity Simulation: Assessing Acquired Brain Injury

Alex Middleton BS, Melissa Fryer MA, CCC-SLP, Amanda Stead Ph.D., CCC-SLP, CHSE, Jordan Tinsley MS, CCC-SLP

Hearing Assistive Technology as Taught in a Simulated Interprofessional Environment

Rebecca Rice BS, Amanda Stead Ph.D., CCC-SLP, CHSE, Jordan Tinsley MS, CCC-SLP, Trent Westrick AuD, AUD, Elizabeth Olson BS, Alexandra Alfier BS

Caregiver Preferences for Early AAC Intervention: Preliminary Themes and Reflections

Haley Hager MS, CF-SLP, Emily Quinn, PhD, CCC-SLP

SATURDAY POSTER SESSIONS 12:25 PM - 12:55 PM

Must attend a minimum of two poster/technical sessions for 15 minutes each. For every two completed sessions, you can earn 0.05 ASHA CEUs, up to maximum 0.20 ASHA CEUs for eight completed poster/technical sessions.

Learning Objective for all Poster sessions: Discuss and examine outcomes and implications.

Stuttering Simulation: Cultivating Clinical Communication Skills in Graduate Students

August Gannett BA, Margaret Combs BA, Kerry Mandulak Ph.D., CCC-SLP, Amanda Stead Ph.D., CCC-SLP, CHSE

Decolonizing Perspectives on Indigenous Healthcare

Amber Yarbor MS, CF-SLP, Teresa Roberts EdD, CCC-SLP

Pediatric Modified Barium Swallow Study: Monolingual Spanish-speaking Family Perspectives

Jessica C. Mena MS, BS, Brandon Eddy MA, BS, CCC-SLP, Kristin Haines Mangan MA, CCC-SLP, Megann McGill Ph.D., CCC-SLP

Effects of SuperPACT on Readiness to Work with AAC Users

Samantha Golfo MS, CF-SLP, Brandon Eddy MA, BS, CCC-SLP, Andryce Andres CCC-SLP

SATURDAY POSTER SESSIONS 12:25 PM - 12:55 PM

Must attend a minimum of two poster/technical sessions for 15 minutes each. For every two completed sessions, you can earn 0.05 ASHA CEUs, up to maximum 0.20 ASHA CEUs for eight completed poster/technical sessions.

Learning Objective for all Poster sessions: Discuss and examine outcomes and implications.

Friendship in Acquired Brain Injury: Efficacy of Virtual Friending Program

Jessica Sheets BS, Nicolette Allers BA, Amanda Corr BS, Manaswita Dutta Ph.D., CCC-SLP

Barriers and Facilitators to Externship Supervising

Jayme Sloan MS, CCC-SLP

Neurodiverse Representation: How Higher Education Programs Can Support Diverse Students

Jill Dolata Ph.D., CCC-SLP, Lex Cirillo, Jenna Bell BA, Alex Middleton BA

SATURDAY AFTERNOON SESSION (1:00 - 2:00)

Empowering the Survivor of Traumatic Brain Injury: Collaborative Treatment Model

Offered for 0.1 ASHA CEUs/ 1 Contact Hour

Empowering the survivor of head injury presentation is a model for collaborative treatment including a resource coordinator, occupational and physical therapy working primarily with adults. Motivational interviewing is program foundation. The treatment is individualized to build on the client's strengths with all clinicians educating in core skills of recovery.

Learning Objectives:

- Identify a collaborative model for treatment of survivors of head injury
- Generate and list 3 key foundational elements for the treatment for survivors of head injury
- Apply 1 internal and 1 external memory strategy to their own learning of this presentation which can then be implemented with clients

Rebecca Burke

Rebecca Burke CCC-SLP, is an outpatient speech language pathologist at Salem Health. Her 28 years of experience includes skilled nursing and university teaching. She obtained her PhD from UNL (Lincoln, NE) with areas of expertise in AAC and head injury. Her goal is helping survivors of head injury realize their full potential.

SATURDAY AFTERNOON SESSION (1:00 - 2:00)

Developing a Treatment Fidelity Tool for Integrated Stuttering Intervention

Offered for 0.1 ASHA CEUs/ 1 Contact Hour

An accessible set of therapeutic components was generated for clinicians that use Integrated treatment approaches with individuals experiencing stuttering. The resulting treatment taxonomy is a guiding framework that will simplify (a)the tracking of treatment fidelity; (b)the scope of treatment options for clinicians; and (c)the clinician's quantitative and qualitative session data.

Learning Objectives:

- Describe at least 3 components of treatment fidelity
- List potential benefits to clinicians when treatment fidelity is monitored
- Describe how an instructional taxonomy can be effectively used by clinicians to support clinical decision-making and track treatment fidelity

Jessica Fanning

Dr. Jessica Fanning PhD, CCC-SLP, is a Clinical Associate Professor at University of Oregon Communication Disorders and Sciences program. Areas of clinical specialization include fluency, caregiver training, and behavior management. Current research interests include cross-age models of intervention support groups and tracking treatment fidelity to facilitate clinical decision-making with integrated fluency interventions.

Brooke Litteral

Brooke Litteral BS, is master's student in the University of Oregon Communication Disorders and Sciences program. Her primary clinical interests include stuttering, AAC, and ASD. She is looking forward to focusing on communication effectiveness with children who stutter in her upcoming externships.

Yana Ulitsky

Yana Ulitsky BS, is master's student in the University of Oregon Communication Disorders and Sciences program. Her primary clinical interests include stuttering, adult language disorders, and cognitive rehabilitation. She is looking forward to focusing on fluency in her upcoming externships.

Tools for navigating microaggressions: Promoting inclusive professional interactions

Offered for 0.1 ASHA CEUs/ 1 Contact Hour

Microaggressions may affect interactions in clinical and professional settings and create barriers to authentic communication. Using concepts and practices grounded in applied linguistics and speech-language pathology, workshop facilitators present tools to navigate microaggressions: (1) protocol for avoiding, interrupting, and learning from microaggressions (linguistics) (2) scaffolded response scripts (language intervention).

Learning Objectives:

- Analyze and describe how microaggressions are created linguistically and socially, including their connection to historical and political issues
- Identify potential strategies to prevent and respond to microaggressions within professional contexts
- Implement tools and methods to avoid microaggressions, respond to microaggressions, and promote active and authentic discussions about the significance of microaggressions

Agenda

5 minutes: introduction and disclosures

5 minutes: characteristics of microaggressions

10 minutes: linguistic analysis of microaggressions

10 minutes: professional and clinical effects of microaggressions

5 minutes: overview of tools to respond to microaggressions

10 minutes: implementation of tools to address microaggressions

10 minutes: practice with scenarios

5 minutes: conclusion and resources

Teresa Roberts

Teresa Roberts (she, her), EdD, CCC-SLP, works as an Associate Clinical Professor in Speech and Hearing Sciences at Portland State University. Her areas of interest include language development and disorders, multiculturalism, and postsecondary pedagogy. She teaches and has served as Faculty in Residence for Inclusive Pedagogy in the Office of Academic Innovation.

Janet Tom Cowal

Janet Tom Cowal, M.A., TESOL, Teaching Associate Professor in the Department of Applied Linguistics at Portland State University, engages in Activist Applied Linguistics, working together with communities in amplifying marginalized voices to increase social equity. She partners with communities to co-research language and water justice, houselessness, and access to legal information.

SATURDAY AFTERNOON SESSION (1:00-3:10)

What's Spelling Got to Do With It?

Offered for 0.2 ASHA CEUs/ 2 Contact Hours

Presenters will explore phonology, orthography, morphology, and Dyslexia. The simple view of reading and reading disorders will be reviewed. The language blocks of spelling will be used for spelling analysis with discussion and case studies. The presenters will share a variety of resources related to literacy disorders, assessments and interventions.

Learning Objectives:

- Describe characteristics of different types of reading disorders.
- Use the language blocks of spelling to analyze linguistic tools used by students from spelling samples.
- Access resources to support evidence-based literacy instruction.

Mary Mitchell

Mary Mitchell CCC-SLP, is a Clinical Assistant Professor in the School of CSD at Pacific University. Mary's clinical and research interests include language/literacy disorders, professional learning, and supervision.

Jenny Larson

Jenny Larson CCC-SLP, is an adjunct faculty member in the School of CSD at Pacific University. Her clinical interests include language and literacy development and disorders, dyslexia and professional learning.

SATURDAY AFTERNOON SESSION (2:10 - 3:10)

Eating Together After Cancer

Offered for 0.1 ASHA CEUs/ 1 Contact Hour

Changes in physical function due to dysphagia have been well established, however information regarding how commonly dysphagia may impact social function is lacking. This presentation will describe key psychosocial issues impacting social eating for 53 people with dysphagia due to HNC as a part of a dissertation research study.

Learning Objectives:

- Identify two of the most commonly reported psychosocial issues negatively impacting enjoyment of social eating described by people with dysphagia due to HNC.
- Compare psychosocial impact of dysphagia at home versus in public reported by participants in this study.
- List two strategies that could be implemented to mitigate the psychosocial impact of dysphagia related to eating with others.

Dr. Jan C Pryor

Dr. Jan Pryor Ph.D., MA, BA, CCC-SLP, BCS-S, is employed at the University of Washington Medical Center, Seattle. She received her BA and MA from University of Northern Colorado, and her PhD in Rehabilitation Sciences from University of Washington. Jan has worked in medical settings from the ICU to skilled nursing facilities over the past 30 years.

SATURDAY AFTERNOON SESSION (2:10 - 3:10)

A User Friendly Framework for Providing Holistic Therapy for Stuttering

Offered for 0.1 ASHA CEUs/ 1 Contact Hour

This presentation describes a new way of organizing approaches to treating stuttering. It is a therapy planning tool, not an intervention itself. Most existing therapy approaches fall within the 3Es. This model ensures treatment will be holistic. The 3Es create an entry point for non-specialists unsure where to begin.

Learning Objectives:

- Name the 3Es and give examples of how they can be used to organize the myriad number of approaches to treating stuttering.
- Describe what is meant by the term holistic therapy for stuttering.
- Gain hands-on experience with the 3Es model by collectively generating therapy approaches and then categorizing them using the 3Es model.

Glenn Weybright

Glenn Weybright, MS,CCC-SLP, BCS-F, is a speech-language pathologist in Portland Oregon. He is a former adjunct instructor at Portland State University where he taught the graduate stuttering class. He is a founding member of the Portland chapter of the National Stuttering Association and a Camp More senior staff member

SATURDAY AFTERNOON SESSION (2:10 - 3:10)

Innovations in Telepractice-How do we integrate it into Telepedagogy

Offered for 0.1 ASHA CEUs/ 1 Contact Hour

Telepractice as a telepedagogy has potential to facilitate application student learning. Innovations abound in the practice of teletherapy, however, little has changed in terms of telepedagogy or its use in preparing graduate students for clinical practice. This interactive session introduces attendees to the benefits of telepractice in telepedagogy.

Learning Objectives:

- Identify the emergence of the use of telepractice as a pedagogical tool in the classroom setting.
- Evaluate current changes in teletherapy and their application to the classroom.
- Apply telepedagogy in the academic setting as a tool to improve student learning outcomes.

Dr. Laura Lenkey

Dr. Laura E. Lenkey, Ph.D. CCC-SLP, associate professor, Delaware Valley University. Private practice for over 40 years providing services face to face and virtually to persons with acquired disorders, across the lifespan. Utilizes innovative telepractice / telepedagogy to bridge theoretical constructs with clinical application in real time with real patient participants.

Food Security Considerations in Dysphagia Care

Offered for 0.1 ASHA CEUs/ 1 Contact Hour

Older adults with dysphagia face increased risk of food insecurity due to functional, cognitive and biophysiological age and condition-related changes. However, evidence-based considerations of food security in dysphagia care are limited. We explore this relationship and propose use of the Hunger Vital Sign to improve social responsiveness in dysphagia intervention.

Learning Objectives:

- Define food insecurity
- Identify risk factors for food insecurity among older adults with dysphagia
- Describe methods for screening for food insecurity that can be integrated into clinical practice.

Agenda

20 minutes: Introduction to food insecurity and current socio-environmental landscape

20 minutes: Overview of the intersection between age, disability, and food security that increased risk among individuals with dysphagia

10 minutes: Discussion of current implementation pilot of food insecurity screener into dysphagia clinical practices

10 minutes: Wrap-up and audience question/answer session and discussion

Jessica Beltrán Robinson

Jessica Beltrán Robinson MA, CCC-SLP is an assistant clinical professor at the University of Oregon. As a bilingual, bicultural clinician her interests include expanding access to socially and culturally responsive therapy services for vulnerable populations and dismantling systemic racism in the field of medical speech pathology.

Dr. Samantha Shune

Dr. Samantha Shune Ph.D., CCC-SLP is an Associate Professor at the University of Oregon. Her interests include the more holistic effects of aging on the biopsychosocial aspects of swallowing and mealtimes and how shared food-related activities can be therapeutically targeted to improve quality of life for older adults and their families.

SATURDAY AFTERNOON SESSION (3:20 - 4:20)

Get Involved With Professional Advocacy

Offered for 0.1 ASHA CEUs/ 1 Contact Hour

Professional advocacy is part of the speech-language pathologist's scope of practice. It can however be intimidating to get started. In this talk we will explore the legislative process, list resources and ideas at both the state and national level, explore OSHA's efforts, and encourage everyone to participate by presenting concrete ways to get involved.

Learning Objectives:

- Describe the legislative process as it pertains to professional advocacy
- List 1 example of professional advocacy resources at the state and national level
- List at least 2 concrete steps to get involved in the advocacy process

Carrie Osborn

Carrie Osborn, B.A., is a Graduate Student Clinician at University of Oregon in the Communication and Sciences Department within the College of Education. She is expecting to graduate this Spring and looks forward to starting her Clinical Fellowship soon. She is passionate about working with the adult population within the medical setting.

Hannah Simpson

Hannah Simpson, B.A., is a Graduate Student Clinician at University of Oregon in the Communication and Sciences Department within the College of Education. She is expecting to graduate this Fall and looks forward to starting her Clinical Fellowship and passionate about working with the adult population within the medical settings.

Amanda Brown

Amanda Brown, B.A., CCC-SLP, is a Speech-Language Pathologist at the InterMountain Education Service District serving the Early Childhood Special Education population. She has professional interests in implementing AAC with preschool populations and with Gestalt Language Processing. She enjoys exploring Eastern Oregon and all that small town life has to offer in Pendleton, Oregon.

Elise Peltier

Elise Peltier M.S, CCC-SLP is a Clinical Associate Professor at University of Oregon in the Communication and Sciences Department within the College of Education. She is the lead clinical supervisor for the Center for Acquired Adult Language and Motor Speech Disorders (CAALMS) and values mentoring graduate clinicians and community involvement.

SATURDAY AFTERNOON SESSION (3:20 - 4:20)

Increasing Capacity for Infant-toddler AAC with Interdisciplinary Collaboration

Offered for 0.1 ASHA CEUs/ 1 Contact Hour

In early childhood, mobility and communication milestones follow similar developmental trajectories; however, clinical practice tends to prioritize motor skills for children with significant neurodevelopmental disabilities. This session will discuss current barriers to introducing AAC in early intervention as well as interdisciplinary (PT/SLP) capacity-building initiatives (including community partnerships) intended to address these barriers.

Learning Objectives:

- Describe the connection between mobility and communication development
- Identify 3 barriers to providing timely AAC support for infants and toddlers in an early intervention setting
- List 3 strategies for interdisciplinary collaboration that could increase access to AAC within early intervention programming

Stephanie Crawford

Stephanie Crawford, M.S. CCC-SLP, is a speech language pathologist who specializes in providing AAC evaluations and treatment to children with complex access needs. She is the director of the Assistive Technology Clinic at the Child Development and Rehabilitation Center at Oregon Health & Science University.

Bethany Sloane

Bethany Sloane, PT, DPT, PhD(c), PCS, is a pediatric physical therapist who specializes in mobility for young children with complex needs. She is co-director of Go Baby Go Oregon, and provides research and clinical practice regarding power mobility at OHSU.

Deirdre Galvin-McLaughlin

Deirdre Galvin-McLaughlin, M.S., CCC-SLP, is a speech language pathologist with clinical expertise in AAC. She currently works in the Jay S Fishman ALS Augmentative Communication Program at Boston Children's Hospital and is an adjunct clinical supervisor/instructor at Boston University where she has launched an infant-toddler AAC program.