“Capitalizing on Communication”

Mississippi Speech-Language-Hearing Association

2021 Annual Continuing Education Conference
September 1-3, 2021

Hilton Hotel
Jackson, Mississippi
MESSAGE FROM THE PRESIDENT

Hello MSHA members, and welcome to the 2021 Annual Conference.

We are excited to have you join us as we spend time together Capitalizing on Communication! Your conference committee has worked tirelessly to ensure that you have an amazing experience. From preconference sessions that focus on educational and medical issues, to a main conference featuring almost sixty speakers presenting on a wide range of topics, to an outstanding exhibit hall, this conference has something for everyone. I hope you will take advantage of every opportunity to expand your knowledge and reinvigorate your career by attending a variety of sessions, networking with the field’s leading professionals, and learning about new products and services. Please join us for several additional events during the conference. On Thursday during lunch, our keynote speaker will be Justin Osmond (of “that” Osmond family) who will share his inspiring story of overcoming the challenges of living with a severe to profound hearing loss. Thursday afternoon, we will be honoring excellence at our Honors event, and then the evening will end with the opportunity to connect with old friends and make new ones at the MSHA Party. Friday’s luncheon will give everyone the opportunity to catch up with the business of MSHA. Your officers and committee chairs have worked hard this year and will share updates with you.

Again, thank you for joining us for what promises to be one of the best conferences ever!

Missy Schraeder, Ph.D., CCC-SLP
2021 MSHA President

2020-2021 MSHA Executive Board Members

Jeffalyn Trammell, Past President
Kelly Spence, Vice-President of School Issues
Haley Messersmith, Vice-President of Audiology

Jenna Nassar, Vice-President of Continuing Education
Josie Alston, Vice-President of Healthcare
Linda Piazza, Vice-President of Finance
Courtney Turner, Vice-President of Marketing and Public Relations
MESSAGE FROM THE 2021 CONFERENCE CHAIRS

We are so thankful for your continued support of the annual MSHA conference! It has been a privilege and honor to serve as the 2021 MSHA Conference Chairs. We have been planning this conference for over a year and a half and have strived to make this conference one to remember! We hope that you will find this year’s conference both educational and memorable!

Over the past year and a half, our world has significantly changed. We have seen the vital communication, in which we all professionally strive to create and enhance every day in our clients, undergo significant challenges and limitations. While it is always a special time to reconnect with old colleagues and meet new ones at conferences, we are especially excited to be here with you all today as we move forward with reconnecting and “Capitalizing on Communication”.

We are honored to have three ASHA Board of Directors’ members with us at conference this year. Thank you to Theresa Rodgers (ASHA Past President), Judy Rich (ASHA President-Elect), and Charles Bishop (Chair of the ASHA Audiology Advisory Council) for joining us in Jackson for a conference to remember! And who can forget about our keynote speaker, Justin Osmond? We cannot wait for you to hear his empowering message, which showcases the life-changing work each of you do in your everyday practice. MSHA is extremely lucky to have Justin join us and please remember to stick around for a special book signing after his presentation!

Of course, the 2021 MSHA Conference would not be complete without a night of networking with your colleagues. Please join us as we celebrate our outstanding colleagues during the Honors Ceremony on Thursday night, followed by the Networking Party! Get ready to enjoy music, food, door prizes, and our special gift to you-free professional headshots from our professional photographer, and more! Also, don’t forget to join us for a boxed lunch and the annual MSHA Business Meeting on Friday.

We would like to offer a huge thank you to the Conference Committee, all Committee Chairs, Executive Board and our Executive Director for the countless hours spent planning and organizing this annual conference. Also, thank you to our members, presenters, exhibitors and volunteers who are the foundation of every conference.

A multitude of safety measures have been implemented this year to ensure your safety. We appreciate your adherence to these measures during the conference.

Network, Laugh, Learn!

Amy Rosonet LeBert, 2021 Conference Chair       Kim Ward, 2021 Conference Chair
Education Pre-Conference
Wednesday, August 31st
Salon A, 8:30am – 4:30pm (lunch 11:45-1:15)

A Crash Course in Speech Sound Disorders  PC01
Presenter: Amy Graham
Speech sound disorders often comprise a majority of SLPs' caseloads, but many aspects of assessment and intervention are often neglected or misunderstood. This full-day presentation will cover key components of a thorough assessment for the differential diagnosis of SSDs and important factors to consider when deciding among particular intervention approaches. Specific interventions, including phonological, motor-based, and phonetic approaches will be covered, as well as strategies for elicitation and generalization.

Healthcare Pre-Conference
Wednesday, August 31st
Penthouse, 8:30am – 4:30pm (lunch 11:45-1:15)

The SLP Role in the Management of Swallowing Disorders: A Half-Century of Learning  PC02
Presenter: Ed Bice
SLPs have been treating swallowing for almost fifty years. Although the profession has progressed since 1972 when Larson published Rehabilitation for Dysphagia Paralytica, there is still much to be learned. The SLP Role in the Management of Swallowing Disorders: A Half-Century of Learning will examine the current trends in the evaluation and treatment of dysphagia and provide participants with practical tools to navigate the enormous amount of available information.
Main Conference
Thursday, September 2\textsuperscript{nd}, 2021, 8:00am – 5:00pm

Capitalizing on Communication for Ethical Decision-Making
\textbf{SN01}

**Presenter:** Judy Rich

This ethics presentation provides timely information about ethical issues that may arise across work settings and professions, along with sanctions that may be imposed by the American Speech-Language-Hearing Association (ASHA). The 4 principles from the ASHA Code of Ethics will be cross-referenced with the Mississippi Rules for Professional Conduct for Licensure of Speech-Language Pathologists and Audiologists. A variety of scenarios will be provided in each area. Join us for a fast-paced presentation on when to slow down and think about ethical decision-making, and how to communicate effectively when things get bumpy.

Oral Language and the Links to Reading
\textbf{SN02}

**Presenters:** Chelsea Colip & Lauren Robinson

The Simple View of Reading explains reading as the product of decoding skills and language skills. Students with speech and language disorders are at much greater risk for reading difficulties than their typical peers. Students may have problems with any of the skills included in these areas. What do students with difficulties in decoding and/or language look like? The reading quadrant helps us classify our students and base our intervention according to their strengths and weaknesses. Because oral language influences the development of written language and written language supports oral language, using phonetic, multisensory structured language intervention that has strong orthographic support during speech-language therapy facilitates the development of skills in speech, language, and literacy.

Supervision: Through the Lens of Ethics and Student Perspectives
\textbf{SN03}

**Presenter:** Aurora Weaver

A short course on ethics and professional dilemmas related to supervision of students in Audiology programs and externships. The hands-on course will incorporate both lecture and case-based small group activities. Approaches to solving workplace dilemmas will be presented including both ASHA and AAA guidance from their code of ethics. Participants will complete self-assessments related to 1) approaches to solving workplace dilemmas, 2) supervisor management styles, and 3) strategies to resolve conflicts/dilemmas during supervision. Additionally, guidance focusing on the perceptions of supervisors and supervisees across several case-based supervision scenarios will be discussed.

Communication & Swallowing in Adult Patients with a Tracheostomy: A brief overview
\textbf{SN04}

**Presenters:** Leisa McCullough & Angie Brunson

This presentation will provide a brief overview of common communication and swallowing difficulties often experienced by patients with a tracheostomy. By the end of this presentation, participants will be able to identify the SLP’s role in the assessment and treatment of adult patients with a tracheostomy. We will discuss what common medical conditions might warrant
a tracheostomy and how communication and swallowing can be affected post trach placement. Participants will be able to identify the parts of a trach tube, distinguish between a cuffed and uncuffed trach, and describe the clinical benefits of speaking valve. Additionally, participants will learn to consider the "whole picture" when reviewing past medical history to determine additional factors that may increase aspiration risk in the tracheostomized patient.

Optimizing Vocal Health and Hygiene in the Era of COVID-19

Presenters: Rink Varindani Desai & Caroline Murray

The sudden onset of daily mask use and virtual meetings as a result of the global COVID-19 pandemic has brought forth many new challenges. Though it has affected many, mask requirements and changes such as telepractice, remote learning, and virtual meetings have had a profound impact on professional voice users, including speech-language pathologists in healthcare and educating settings. Reports of increased vocal strain and fatigue, difficulty communicating, and shortness of breath have been common complaints. This session will review current research supporting changes in voice characteristics in professional voice users during COVID-19. Presenters will also review strategies to help SLPs decrease phono-traumatic behaviors, improve vocal hygiene and implement exercises to resolve dysphonia and optimize their vocal quality. Improving vocal comfort and performance during this pandemic will help SLPs not just provide better services, but will also help improve their overall quality of life.

Get a Grit: Scaffolding Grit to Strengthen Growth Mindset & Executive Function Learning

Presenter: Sucheta Kamath

Research psychologist Angela Duckworth describes grit as "perseverance and passion for long-term goals" and the studies show that children who exhibit grit are more engaged and motivated and take greater responsibility for their own learning. We also know that the value of teaching children about mindsets changes how they think about their own abilities and responsibility for learning. As educators, practitioners and/or parents we need tools to provide the right environment to unleash children’s curiosity, engagement and time spent on task. In this presentation, Sucheta Kamath will discuss why the development of skills such as grit, optimism and emotional regulation has never been more essential than NOW! Participants will leave with practical tips and strategies to not only increase the rigor of their own practice, but also help children overcome academic challenges and increase intrinsic motivation.

Family Follow-Up

Presenter: Susanna McDonald

In the listening and spoken language community, parent involvement is one of the highest predictors of success for a child with hearing loss. However, educating and motivating parents to carry-over goals on a daily basis is challenging and changes with the culture of each family. Learn some basic strategies to help with parent communication and support as families learn to navigate this "new normal" for their child.
Growing Beyond Professional Silos: Professional Partnerships That Expand Support for Students and Staff  

**Presenters: Whitney Gilbert & Lauren Clay**

Collaboration has been discussed since the early nineties as a best practice, yet few speech language pathologists in the school setting engage in the practice especially at the secondary level (Cook and Friend, 1991; Pfeiffer, Pavelko, Hahs-Vaughn & Dudding, 2019). When related service providers collaborate and incorporate their specific skill sets using evidence-based practices, the student outcomes increase. The school based therapeutic interventionist and speech language pathologist have individual, shared and complimentary skills to address students with individualized education plans. One shared role is the encouragement and development of communication skills (ABAI, n.d.). One school district discusses increasing the benefits of interprofessional collaborative practice (IPE) for improving student identification, goal development and social skills grouping/services.

Chasing the Swallow: Finding and Treating the Cause(s) for Pediatric Feeding Disorder: Part 1  

**Presenter: Michelle Dawson**

This short course is designed to educate attendees on the intricate interplay of the Brain-Mouth-Gut connection that is needed for an infant, toddler, or child to be a successful eater. Attendees will learn how breakdowns in this system, (such as intrauterine CVA, diminished mastication reflexes, and delayed GI motility), can result in oropharyngeal dysphagia and/or a pediatric feeding disorder. Specific attention is given to the unique needs of the medically fragile and complex pediatric patients from birth to early childhood.

Caseload Management: Eligibility to Dismissal  

**Presenter: Teresa Laney**

School-based SLPs often face seemingly unmanageable numbers of students who are prescribed speech therapy by the IEP committee as a primary or related service. This course will aid SLPs in practicing at the top of their license by improving eligibility and dismissal decisions. The benefits of a workload calculator will also be demonstrated.

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Please join us as we celebrate colleagues who have made an impact on our professions, clients, and association!

**MSHA HONORS CEREMONY**

Cabana, 5:15-6:15p.m.

Cash bar will be available during the event.

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Pediatric Single-Sided Deafness: Management with Cochlear Implantation SN10

Presenters: Ashley Grillis and Ashley Anne McDonald

Research indicates individuals with single-sided deafness can benefit from cochlear implantation as a management strategy. With expanded FDA approval to include cochlear implantation for patients 5 years and older with single sided deafness (SSD) and asymmetric hearing loss (AHL), strategies to implement the most appropriate assessment and subsequent management for this population are ever evolving. This presentation will review clinical cases to discuss the benefits and challenges for evaluating and treating this population with cochlear implants.

Demonstrating Value: The SLP’s Role in Reading and School-Based Service Delivery SN11

Presenter: Theresa Rodgers

School-based SLPs fulfill many important roles including as language and literacy experts. This session focuses on two critical roles: the integration of language and academics including inclusive service delivery models and key features of SLP/Teacher collaboration, and the SLP’s role in supporting students with dyslexia.

Not your Grandmother’s Hearing Loss - A Look at Pediatric Hearing Loss and Its Implications for (Re)Habilitation SN12

Presenter: Tiffany Hodge

A resource guide for professionals, paraprofessionals, and parents to support children with hearing loss.

An Audiologist’s Survival Guide for Episodic and Chronic Dizziness SN13

Presenter: Devin McCaslin

Failures of care coordination and ineffective treatments waste more than US$175 billion in the USA alone. One of the most challenging problems is matching the right clinician to the right patient at the right time. Dizziness and vertigo exemplify this problem. Symptoms may be caused by illnesses that cross multiple medical specialties, requiring evaluations by well-coordinated teams of experts to achieve the best clinical outcomes. This presentation will review a novel system for classifying patient forms of dizziness as well as the first steps of a large project to automate and optimize scheduling of multi-disciplinary consultations for patients with dizziness at our center using machine learning techniques.

Dyslexia: Multisensory Strategies for Effective Written Language SN14

Presenter: Missy Schraeder

Many students on the SLP caseload have difficulty with written language including reading, spelling and written expression. How do we, as speech-language pathologists, support students with these written language difficulties? This presentation will focus on strategies that SLPs can use to provide multisensory intervention for students with written language difficulties.
Private Practice 101: Owning a Private Practice

Presenters: Ruth Ann King, Machelle Aultman, L. Amanda Mathews & Ashton Hotard

This session would consist of a panel of private practice owners from across different areas of the state in a panel type format. Ruth Ann King would serve as the introductory speaker and provide the educational information surrounding private practice within the state of MS. Ruth Ann would then open the floor to allow each private practice owner the opportunity to share personal experiences and background as well as participate in a question/answer session at the close of the session.

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Please join us for the

MSHA NETWORKING PARTY

In Salons B and C, 6:30-8:30p.m.

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Professional headshot opportunities, door prizes, food, music, and fun!

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Poster Sessions
Session A

COVID quarantine impact on residents with dementia in long-term care  PS01
Presenters: M. Hunter Manasco, Hannah Harrison, & Alayna Turner
Long-term care facilities have introduced strict and necessary quarantine measures to control the spread of the COVID-19. However, with an increase in social isolation and social distancing imposed by COVID-19 quarantine measures individuals with dementia in long-term care facilities are uniquely positioned to suffer increased levels of depression, stress, and anxiety due to these measures. Early reports from speech-language pathologists working in long-term care suggest that social isolation was especially difficult for those suffering from dementia with associated reductions in cognition, nutrition, hydration, motor ability, and with greater instances of attention seeking behaviors.

COVID quarantine impact on SLPs in long-term care  PS02
Presenter: M. Hunter Manasco, Alayna Turner, & Hannah Harrison
Increased instances of stress and depression among healthcare workers during the COVID-19 pandemic have been well documented. This survey and interview study specifically documents the impact on speech-language pathologists of the quarantine measures adopted in long-term care facilities to combat the spread of COVID-19. Early results indicate speech-language pathologists in long-term care facilities experienced increases in anxiety and depression and decreases in enjoyment of life, social life, and emotional state during the COVID-19 pandemic.

Potential & projected utility of a simple hypothetical setup to monitor tongue to palate contact  PS03
Presenters: Amitava Biswas, Steve Cloud, & Mary Schaub
Many utterances in Standard American English require contacting the hard palate or the alveolar ridge with the tip of the tongue. Whereas many other utterances should not. Some children and adults have issues with these distinctive articulatory controls due to various etiologies. Nevertheless, tongue to palate contact or no contact of the client are not visible to the clinician, nor to the client. A recent study by Biswas and Cloud, demonstrated an unconventional utility of electroglottographic setup to monitor tongue to palate contact. That procedure was named UEGG (Unconventional Electroglottography). The electroglottographic equipment is primarily optimized for rapid changes in contact between the vocal folds. We noticed that commercial electroglottographic equipment are very sensitive to fast vocal fold vibrations and relatively less sensitive to slow tongue to palate contacts. We will propose a simple setup that may be more appropriate for monitoring tongue to palate contact. Due to restrictions due to Covid-19 pandemic, we are not conducting any human experiment yet with the proposed setup. Therefore, this presentation will discuss potential and projected utility of our concept in a variety of hypothetical clinical situations.
Some potential problems in audiometric instrumentation with usual 24-bit sound cards in laptop or notebook computers and cellphones  

**Presenters: Amitava Biswas, Steve Cloud, & Jennifer Goshorn**

Most laptops, notebooks, and cellphones are commonly built with sound cards that are rated for 24-bit resolution. Ideally speaking, 24-bit resolution could provide up to 144 dB of dynamic range, whereas 16-bit resolution cannot provide better than 96 dB of dynamic range. It is not very difficult to develop custom applications using such sound cards to play ordinary music at normal intensity levels. It appears reasonable to use such hardware for simple audiometric instrumentation. This presentation will discuss some potential problems that may render such hardware unsuitable. Due to restrictions due to Covid-19 pandemic, we are not conducting any human experiment with such hardware. Therefore, this presentation will discuss potential and projected problems in a variety of hypothetical clinical situations.

Assistive Technology and Augmentative Alternative Communication Considerations for Pediatric Cortical Visual Impairment and Multiple Disabilities  

**Presenters: Tyler Standland, Gina Keene, & Carolyn Higdon**

There is currently a limited pool of literature and resources available regarding the use of augmentative and alternative communication for children with cortical visual impairments (CVI) and multiple disabilities; consequently, many children with CVI and multiple disabilities may not be provided with the tools and services necessary to promote communication and language development. This presentation will discuss results and considerations from a case study conducted at the University of Mississippi. The participant of this case was a 5-year-old male with cortical visual impairment and Spastic Quadriplegia. The child had been introduced to several AAC systems including partial object symbols, tactile symbols, and speech generating devices (SGD) that utilize eye gaze and auditory scanning. There was little success and limited stakeholder buy-in. For this study, modifications were made to adapt a learning tool that the child was familiar with to create a speech generating device. The device was uploaded with seven highly motivating core words that could be used in daily routines and activities. Stakeholders were trained on implementation techniques via weekly Zoom sessions; additionally, the client attended weekly in-person therapy sessions. The stakeholders were given a pre- and post-training survey (adapted from Senner & Baud 2015) to measure modeling and reinforcement practices while working with the client and the device. The stakeholder training focused on practicing appropriate modeling and reinforcement techniques to be used during daily routines. Additionally, the training involved practicing activities in the child's natural environment that encouraged use of the device. The stakeholders included individuals with whom the client regularly interacted, e.g. parents, caretakers, physical therapist, occupational therapist, music therapist, and feeding and swallowing therapists, to encourage consistent device usage. Initial results indicated improved use of modeling and reinforcement across various stakeholders in daily routines resulting in increased demonstration of spontaneous and intentional one- to two-word utterances by the client on the SGD.
2021 MSHA Conference
Keynote Speaker
Thursday, Salons B & C, 12:00-2:00p.m.    KN01

Justin Osmond

Justin was born with a severe/profound hearing loss. Diagnosed at the age of 2 with a 90% hearing loss and after 12 years of intense speech and listening therapy, he can now speak with passion and through modern-day technology, hear with conviction. Considering the fact that he was a couple years behind his peers, he has shown through intense dedication, mental toughness and physical exertion, that nothing can stop him from going after his dreams.

Despite living with a profound hearing loss, Justin pressed forward with a perfect brightness of hope and a love for all humanity. Even after being told by doctors, teachers and professionals that he would never play a musical instrument, he went on to play the violin, viola, piano, and drums. He has received numerous awards such as the prestigious sterling scholarship in music, academic scholarships, honorary achievements, and many athletic titles in soccer, football, basketball, and track. He is also proud to represent the Boy Scouts of America as an Eagle Scout, and he currently has his Master’s in Business Administration.

Justin is a family man who resides with his sweetheart Kristi, his two little angels & fluffy dogs in southern Utah. Justin loves 4-wheeling, boating, camping, anything outdoors, and spending time with family and friends. Justin knows first-hand what it is like to live in a world without sound. In his recently published book “Hearing with my Heart”, he shares his story with the world in order to help everyone understand the struggles of living with a hearing loss and how to overcome it. He lives every day by his personal motto: “I may have a hearing loss, but that hearing loss does not have me.

*Lunch will be provided    **Reserved Seating for all Past Presidents
Main Conference
Thursday, September 2nd, 2021, 8:00a.m. – 5:00pm

Lizard-Brain, Wizard-Brain: Evidence-Based Strategies to Manage EF & Emotional Dysregulation in Children
Presenter: Sucheta Kamath
A healthy prefrontal system acts more like a cool wizard rather than the brain that is high-jacked by the limbic system which acts more like a crazy reactive lizard brain. This wizard brain enables the individuals to readjust behaviors, reassess the social context, reappraise the emotional and affective states, and redirect responses to produce favorable outcomes for self and for others. In this 2-Hour presentation, Sucheta Kamath will discuss self-regulation, social-emotional competence and effective M-E-T-A® (Mindful Examination of Thinking and Awareness) intervention approach designed to enhances Executive Function including goal-directed planning, strategic thinking and future-forward thinking. Finally, this presentation will help participants dive deep into the interplay between one’s own EF skills and of those that we coach, teach, or manage.

Comparing Findings on Fiberoptic Endoscopic Evaluation of Swallow (FEES) vs. Modified Barium Swallow Study (MBSS): A Review of Case Studies from the acute care setting
Presenters: Jessica May & Caroline Jones
Wouldn’t it be great if speech-language pathologists had X-ray vision allowing us to directly visualize swallow function in it’s entirety at bedside? While technology is not likely to advance to that level, SLPs do have two very reliable instrumental assessments for evaluating swallow function: The Fiberoptic Endoscopic Evaluation of Swallow and the Modified Barium Swallow Study. But which assessment is more appropriate? Which assessment gives us better information? How do I know which one to choose for a specific patient? Join us as we compare and contrast instrumental assessments and review case studies from the acute care setting where patients have undergone both FEES and MBSS.

Chase that Base – Latin Style!
Presenter: Cindy Wiltcher
Join me for Latin “based” games and activities. Come alone or bring a friend but be ready to get out of your seat and participate in activities designed to promote your knowledge and understanding of Latin words that have come into English. Learn how to spot prefixes and suffixes on words commonly seen in advertisements, labels, signs, and much more. Expand your spoken and written vocabulary by learning how to relate these words to other words in the “family”. Review the meaning of commonly seen prefixes and have a refresher course on adding vowel and consonant suffixes.
Watch Your Mouth! - Evolution of the orofacial complex and implications for therapy
Presenter: Jenna Nassar
The appropriate development of the orofacial musculature is imperative for the continued development of feeding and speech skills from infancy to adolescents and beyond. This course will delve into normal development, congenital anomalies and disorders that can negatively impact growth and development, and implications for oromyofunctional treatment.

Benefits and Limitations of Cochlear Implantation for Single-Sided Deafness
Presenter: Douglas Sladen
Cochlear implants are a proven method of treatment for bilateral severe-to-profound sensorineural hearing loss. More recently, CIs have been approved for use among adults and children with asymmetric hearing loss and single-sided deafness (SSD). The current presentation will explore outcomes related to speech in noise, localization and overall quality of life.

RTI for Speech-Language: How our District is Making it Work
Presenter: Stacey Mathis
Presentation regarding how we are using RTI in DCS to reduce the number of initial evaluations and get students the support they need to be successful.

Multidisciplinary Management of Dysphagia Across The Care Continuum
Presenter: Rinki Varindani Desai
Swallowing disorders (dysphagia) are often multifactorial in nature and significantly impact patients with a wide variety of diagnoses across the healthcare continuum. Consequences include malnutrition, dehydration, aspiration pneumonia and increased mortality. Dysphagia is also associated with significant economic and psychosocial burdens, experienced by patients and caregivers alike. There is a cost-effective role of early identification and timely intervention in dysphagia management, particularly in vulnerable populations, which can be achieved via a multidisciplinary team approach. The aim of this session is to highlight the benefits of multidisciplinary teams in dysphagia assessment and treatment across the care continuum. Case studies will be presented, reviewing the speech-language pathologist’s role and the importance of teams in improving swallow function and maximizing the quality of life in adults with dysphagia.

Pediatric Feeding Disorders and Treatment
Presenters: Jenna Nassar & Rachel Tyrone
Feeding disorders are commonly observed in children with prematurity, FTT, Autism, and genetic syndromes. In children with disabilities, 40 to 80% of this population have some form of feeding difficulties. This presentation will enhance the understanding of factors that may influence the feeding development in children to better differentiate between developmentally appropriate to the medically complex considerations. We will discuss a myriad of diagnostics as well as evidence based treatment strategies for progression of oral feeding skills and behavioral management.
Effective Evaluation Strategies for Pediatric and Teen Clients who Stutter

Presenter: Greg Snyder

An effective evaluation is the foundation for effective treatment. In this session, we will define the challenges of stuttering and common barriers to quality of life. Using this as a foundation, we will discuss how to quantify specific aspects of the stuttering experience, which are then used as treatment objectives. In addition, we will discuss the successful integration of the Process of Change model in the assessment of teens who stutter.

Capitalizing on Communication for Ethical Decision-Making

Presenter: Judy Rich

This ethics presentation provides timely information about ethical issues that may arise across work settings and professions, along with sanctions that may be imposed by the American Speech-Language-Hearing Association (ASHA). The 4 principles from the ASHA Code of Ethics will be cross-referenced with the Mississippi Rules for Professional Conduct for Licensure of Speech-Language Pathologists and Audiologists. A variety of scenarios will be provided in each area. Join us for a fast-paced presentation on when to slow down and think about ethical decision-making, and how to communicate effectively when things get bumpy.

Dysphagia: Roles Recommendations Play

Presenter: K.K. Harrington

Eating is more than just consuming food. It is our culture. Eating is social. When a Speech-Language Pathologist (SLP) makes a recommendation for Nothing Per Oral (NPO), we are not only taking away substance but also a livelihood. A way of life is changed for the patient and the family as well. SLPs will need to take in consideraction quality of life when making recommendations. In order to determine quality of life, we must first identify which patients are more at risk for subsequent complications from aspiration. Patients with recurrent Pneumonia, COPD or respiratory compromise may tolerate less aspiration than a person with certain types of cancer or cardiovascular disease. Once aspiration risk has been determined, it is imperative to look at quality of life. What role does food play in this person’s life? What is their prognosis as it pertains to primary diagnosis? How uncomfortable is patient when he/she aspirates? Our job as a SLP is to ask questions to the patient and to their families to collect the most accurate information possible. Patient’s families must also be well-informed on aspiration and end of life care. A SLP can communicate with patient’s family by defining aspiration and the risk it poses on the patient’s well-being and education on end-of-life care. Lastly, the most important information we can obtain is actual swallow function. The most accurate way to determine how the patient is eating/drinking is by instrumental assessment. (FEES or MBSS) Our recommendations need to be based on objective evidence. A SLP’s recommendations are important in the plan of care. Recommendations need to be appropriate by identifying aspiration risk in a patient, cognizant by obtaining information as it pertains to quality of life and clear by objectively identifying accurate swallow function through instrumental assessment.
Stress Less, Test More: Behavioral Audiometry Strategies for Children With Complex Developmental Abilities

Presenters: Courtney Turner & Hannah Sanders

What if we told you we had a magical wand that would make ALL children condition and comply for behavioral audiometry? Unfortunately, we don’t. But we do have some tips and tricks that we’ve borrowed from our friends in behavioral psychology, as well as some we have learned together along the way that might make your hearing evaluations a little less stressful, and a little more productive. We’ll discuss the basic concepts of operant conditioning, explore special considerations for potentially challenging populations such as AAC users and children on the autism spectrum, and leave you with a toolbox of ideas to implement in your practice.

MSHA 2021 Business Meeting Agenda

Friday, September 3, 2021
11:30-1:00

I. Call to order and welcome
II. Approval of 2020 business meeting minutes
III. ASHA Speaker: Dr. Charles Bishop, Chair, Audiology Advisory Council, ASHA
IV. Reports of Executive Board
   A. School issues
   B. Audiology
   C. Finance
      1. Approval of 2020 financial report
      2. Fundraising
   D. Healthcare
   E. Continuing education
   F. Public relations and marketing
V. Reports of Committee Chairs
   A. Conference
   B. Ethics
   C. Fundraising
   D. Honors
   E. Legislative and Universal Licensure
   F. Membership
      1. University
      2. Student Leadership
   G. Policies and Procedures
   H. STAR, STAMP, and SEAL
   I. Others as needed
   J. Nominations
      1. Nominations from the floor
VI. Unfinished Business
VII. New Business
VIII. Adjournment
MAIN CONFERENCE
Friday, September 3, 2021, 8:00am – 5:00pm

What's in Your Therapy Toolbox? Fill it Up, Maximize Success
Presenter: Lyndsey Zurawski
Ever struggle to manage all the therapy materials you have? Ever feel like you don't have enough materials to meet the needs of your caseload? This session will target how to fill up your therapy toolbox, by utilizing strategies and materials to maximize student success.

Helping Families Act as Speech and Language Coaches
Presenter: Susannah Silvia
Coaching can happen anywhere, with any age child, no matter the communication disorder. This session will explore the power of coaching caregivers. The speaker will discuss how to train family members and other facilitators to use speech-language intervention strategies with their children to produce better long-term outcomes.

D E I: Diversity, Equity & Inclusion- Societal Issues in our Changing World
Presenters: Delisha Speech, Brandi Newkirk-Turner, Rosamond Posey, & Donyea Hargrove
As in all healthcare professions, Diversity, Equity, & Inclusion, or DEI, plays a critical role in not only client outcomes, but also development and progression of our professions. This session will discuss key terminology surrounding DEI, laws and policies that support DEI, as well as how we can apply DEI knowledge and practices to become better clinicians, colleagues, and professionals.

Pediatric Feeding and Swallowing: Initiating and Advancing Oral Feeds in the Acute Care Setting
Presenters: Meagan Allen & Mallory Upchurch
This course will focus on pediatric feeding and swallowing in the acute care settings including the NICU, PICU, and other special populations such as syndromes, CHD, cleft-palate and other craniofacial anomalies. Indications and considerations for when to refer for a modified barium swallow study will also be discussed.

Biofeedback Assisted Dysphagia (BAD) Therapy: Is BAD Therapy GOOD?
Presenter: Brigitta Walker
Oropharyngeal dysphagia affects one in 25 individuals in the United States each year as a result of multiple medical diagnoses including stroke, head and neck cancer, neurodegenerative disorders, and gastroesophageal reflux disease (Bhattacharyya, 2014). Traditional treatment methods for the remediation of dysphagia include practice of swallow strengthening exercises, swallow maneuvers, pharyngeal stimulation techniques, diet consistency changes, and postural adjustments (Kiger, Brown, & Watkins, 2006). Non-traditional adjunctive treatments, such as surface electromyographic (sEMG) biofeedback, have been more sporadically applied and underutilized due to lack of clinician training in swallowing application and decreased
availability of equipment (Crary & Groher, 2000). Although principles of biofeedback have been used in physical therapy for over half a century to treat limb impairments and movement disorders (Giggins, Persson, & Caulfield, 2013), biofeedback’s emergence as a viable treatment option within the speech pathology discipline has been slower, spanning just a little more than the past two decades. Beginning with a case report by Bryant (1991) describing the positive outcome of biofeedback assisted dysphagia treatment in a patient exhibiting profound dysphagia, other researchers initiated a quest to formulate treatment protocols suitable for ameliorating swallowing dysfunction. The purpose of this seminar is to illuminate the benefits and limitations of surface electromyographic biofeedback in the treatment of oropharyngeal dysphagia.

Clinically Recorded Aided Cortical Responses

Presenters: C.G. Marx & Sangam Veeranna

The clinical evaluation of hearing aid fitting is a challenging task for audiologists, and it is more difficult if it is infants and children. Studies have shown that cortical evoked responses can be used to assess aided benefits in infants and children. The main purpose of aided cortical evoked responses is to verify whether the hearing aid amplified signal is processed by the higher auditory centers. Aided cortical responses are reported to have good test-retest reliability within and between sessions. Aided cortical responses can also be used to monitor any changes that occur in the brain because of neural plasticity, especially in infants and children. There are several advantages of recording cortical evoked responses. Cortical evoked responses can be recorded even if the patient is awake. The stimulus can be longer in duration and can be presented in a free-field setting. Cortical evoked responses can be obtained with fewer stimuli thereby reducing recording time. Aided cortical evoked responses are mostly recorded in research laboratories and rarely recorded in a clinical environment. In this presentation, we will be sharing our experience in recording aided cortical responses in a clinical environment. Some case studies will be used to illustrate how aided cortical evoked responses can be recorded in a clinical environment.

Preceptorship, Supervision, and Mentorship: Oh My!

Presenter: Theresa Rodgers

Clinical education is a distinct area of practice requiring knowledge and skills, which are unique. There are numerous facets to preceptorship, supervision and mentorship, and achieving expertise beyond basic competencies can be tricky. Assessing the performance of students and Clinical Fellows can be challenging as can communication in general. The provision of feedback may require highly developed skills in active listening as well as difficult conversations. Cultural and generational differences, and personality factors add to the intricacies involved in the supervisory process. This session will explore these complex parameters focusing on strategies to improve supervisory skills.
Ototoxicity of Medications: A Review of Pharmacology and Clinical Implications  
**Presenter: Cassie Clark**
This presentation will review the different types of ototoxicity causes by medications and the mechanisms by which they occur. Clinical considerations across the continuum of care will also be outlined. The different medication classes and specific agents which have the potential to cause ototoxicity will also be discussed.

Telepractice in the School Setting  
**Presenters: Jeffalyn Trammell & Kelly Spence**
Where are we with service delivery by telepractice? This session will feature basics for doing a session and include best practices across our state. Kelly and Jeffalyn will discuss MSHA guidelines as well as Department of Education checklists. The goal is to prepare professionals to do telepractice sessions and to present current requisites according to MSHA and to the Department of Education.

Chasing the Swallow: Finding and Treating the Cause(s) for Pediatric Feeding Disorder: Part 2  
**Presenter: Michelle Dawson**
This short course is designed to educate attendees on the intricate interplay of the Brain-Mouth-Gut connection that is needed for an infant, toddler, or child to be a successful eater. Attendees will learn how breakdowns in this system, (such as intrauterine CVA, diminished mastication reflexes, and delayed GI motility), can result in oropharyngeal dysphagia and/or a pediatric feeding disorder. Specific attention is given to the unique needs of the medically fragile and complex pediatric patients from birth to early childhood.

Measurable and Achievable IEP Goals and Objectives Aligned to the Curriculum  
**Presenter: Rachel Powell**
With the increased rigor and expectations for student academic performance, it is essential that SLPs target language and speech skills that are relevant to the curriculum. This presentation will give practical strategies for gathering baseline data, developing SMART IEP goals and objectives, and aligning goals to the Mississippi College and Career Ready Standards. Specific, evidence-based strategies will be provided for language and speech sound disorder interventions. Alternative options for service delivery beyond traditional therapy will be presented.

Auditory Processing Disorder, Dyslexia, or ADHD- Similar Symptoms, Different Treatment  
**Presenter: Alicia Swann**
Auditory Processing Disorder (APD) is an abnormality in the auditory neurological system that affects the brain’s ability to turn sound into usable information. Children with APD will pass a basic hearing test, but they are unable to process speech accurately or efficiently due to faulty neural pathways between the ears and brain. This can make it hard to distinguish small sound differences within words, remember what was heard, and keep up with ongoing speech, especially when there is background noise or when more than one person is talking. Since a child may not recognize subtle differences between sounds, it often leads to problems with reading, spelling, and understanding what was heard. It can also be mistaken for an attention problem if a child is distracted due to difficulty filtering out background noise or frequently asks...
for repetition. Auditory processing disorder affects around 43% of children struggling with learning difficulties, but it is often overlooked or mistaken for a condition with similar symptoms. It may also coexist with other conditions, but the treatment for APD is very different and depends on the type of auditory processing disorder a child has. This presentation will explain the auditory skills that must be assessed to rule out an auditory processing disorder. Different types of APD will be discussed along with treatment for APD and symptoms that can help distinguish an auditory processing disorder from dyslexia or ADHD

Science Communication on Adverse Childhood Experiences (ACEs) and Their Effects on Infant, Child, and Adolescent Development

Presenter: Rachel Tyrone

Speech Language Pathologists provide therapeutic services in a variety of settings to populations of all ages, backgrounds, and lived experiences. One such lived experience, that is unique to all individuals we treat, are experiences that occurred during childhood. Adverse Childhood Experiences (ACEs) are potentially traumatic events that occur during the first 18 years of life. These experiences have the potential to lead to a toxic stress response within the body, which can lead to health differences in adulthood. This presentation will provide attendees with an appreciation for the effects of ACEs that may lead to differences in their pediatric client’s brain development.

From Screenings to Success: Applying EBP in CAPD Assessment

Presenter: Aurora Weaver

This session will review several published research studies on the topics of CAPD. Current guidance for CAPD screening, diagnostics, and management, as well as discussion of preliminary/ongoing work related to screening using app-based protocols vs. standalone test approaches, and perspectives from current practitioners and students on the diagnosis of CAPD. Case-based examples and hands-on opportunities will be provided to increase comfort and awareness with tools currently being investigated in the screening, diagnosis, and management of CAPD.

Please join us for the MSHA Annual Business Meeting and Luncheon!

Salons B&C, 11:30a.m.-1:00p.m.

Lunch will be provided.

*Reserved seating for Past Presidents

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Effective Treatment Strategies for Pediatric and Teen Clients who Stutter  
Presenter: Greg Snyder  
Utilizing Long and Short Term Treatment Objectives derived from a proper, this seminar will discuss the implementation of effective treatment strategies and exercises for pediatric and teen clients who stutter.

A Panel Discussion on Pediatric Feeding and Swallowing Disorders  
Presenters: Krissy Beattie, Rachel Tyrone, & Jenna Nassar  
The field of pediatric feeding disorders is ever evolving and requires therapists to work together in order to best serve their patients. Together, the panel of feeding experts have a combined 29 years of experience working within the realm of feeding and swallowing disorders. During this panel session, the experts will provide a general overview of pediatric feeding disorders with an emphasis on a question/answer segment from the audience. This session is intended to spark conversation among community providers in order to generate new ideas/techniques that can be carried over into the treatment room.

After the Instrumental Assessment: Targeting Dysphagia Treatment to MBS & FEES Findings  
Presenter: M. Andrea Lowrie  
There is no “one size fits all” approach for dysphagia therapy. Modified barium swallow (MBS) and fiberoptic endoscopic evaluation of swallowing (FEES) studies provide information that can be used to plan treatments that may be compensatory and/or rehabilitative in nature. This presentation will explore the difference between compensation & rehabilitation and focus on matching the appropriate evidence-based treatments to findings of MBS and FEES studies.

Let's Talk MS Medicaid with MSHA  
Presenters: Cindy Brown & Jennifer Grant  
Medicaid 101 for SLP providers within the state of Mississippi.

MDE Updates: News You Can Use  
Presenter: Teresa Laney  
The MDE is responsible for providing policy and guidance to school-based SLPs. Resources and updates to procedures will be shared to keep SLPs informed and in compliance with State and Federal policies.

Dysphagia and Vocal Fold Pathologies Associated with Endotracheal Intubation in the ICU  
Presenter: Angie Brunson  
There are multiple factors to consider when evaluating and initiating an oral diet in a medically fragile patient following endotracheal intubation. The failure to recognize the aspiration risks that laryngeal trauma poses on safe swallow function may result in the exacerbation of respiratory illness, re-intubation and prolonged ICU/hospital stay. The speech pathologist plays a vital role in the prompt identification and early intervention once the patient is extubated and stable. There is a need for a multidisciplinary team approach when managing this patient population. Laryngeal trauma and the resulting effects often extend into the patient's recovery.
beyond the ICU. The early identification and management of this patient group may lead to better patient outcomes as they pertain to swallowing and communication; two vitality important functions for patients and their quality of life.

**Best Practices for Oral Motor Exercises: Are you in the know?**

**Presenter: Paige Sanford**

Oral motor exercises can be powerful tools to be utilized by Speech-Language Pathologists in a variety of settings; however, the effectiveness and evidence supporting the use of oral motor exercises is not widely understood. In this presentation we will review best practices surrounding the use of oral motor exercises and discuss the rationale behind utilizing each of these in therapy. We will also identify and discuss the functionality of oral motor exercises for the patient in regards to speech and swallowing disorders. We will also explore the lack of research providing evidence of the effectiveness of these exercises and consider specific regimens of practice to create during therapy. In conclusion, we will examine case studies and determine if oral motor exercises are indicated for this patient, what appropriate oral motor exercises could be utilized for the patient, and how they will improve speech/swallowing.

**MSHA for #SLPsToBe: Say YES to Joining!**

**Presenters: Emma Grace Olson, Kari Lynn Stephens, Breanne Dalton, & Tyler Standland**

(No CEUs available for this session)

Did you know you can join MSHA while you are a student? Student membership and involvement in state speech-language-hearing associations, such as MSHA, provides many opportunities for continuing education, networking, and other benefits. Come join hundreds of speech-language pathologists and audiologists from across our state as we strive to "provide quality care for individuals with communication, hearing, balance, and swallowing disorders." This presentation will explore the advantages and benefits you can gain as a student member in MSHA. Whether you are an undergraduate student or a graduate student, whether you are interested in the pediatric or geriatric population, whether you want to work in a school or in a hospital, there is a place for you in MSHA!

**Audiology Refresher for SLPs**

**Presenter: Haley Messersmith**

This one hour seminar is designed as a refresher course in Audiology for the school based or pediatric speech-language pathologist. Audiogram interpretation will be reviewed and the discussion will focus on how to use the information given in audiologic reports to determine how the hearing sensitivity is impacting students. The goal of the course is to build confidence working with children with hearing disorder and provide the tools needed to determine the best ways to support them.

**The Role of a Speech-Language Pathologist in the Neonatal Intensive Care Unit (NICU)**

**Presenters: Alyssa Nuzzo & Mary Campbell**
What does a speech pathologist do in the NICU? This course is for those, who like many, don't know what an SLP does in the NICU and to better understand the role we play in the development of oral feeding skills in this fragile, pre-term population and educate attendees on the importance of developmental feeding/swallowing.

**Development of a simple AAC device to transmit Morse Coded messages with the tongue**

*Presenters: Amitava Biswas, Steve Cloud, & Mary Schaub*  
SN51

A recent work by Biswas and Cloud, demonstrated an unconventional utility of an electroglottographic setup to monitor tongue to palate contact. That procedure was named UEGG (Unconventional Electroglottography). This technology, UEGG, appears to have some potential to create an AAC device. Some individuals with preserved linguistic and cognitive skills may need an AAC device due to loss of voice and vision. In such a situation, the proposed device may be used to transmit Morse Coded messages with the tongue. It may also have potential for the Army for special military missions, too.

**Managing Stress on Multidisciplinary Teams**

*Presenter: Amy Livingston & Marcia Washington*  
SN52

Covid-19 brought many challenges, Stress and Anxiety and mental health issues are at an all-time high. Working with other professionals, having a difference of opinion and managing one’s own mental health while also navigating the unknown can also add extra stress and confusion. This presentation will give attendees tools to cope and ways to better manage working with others during a pandemic and other high stress situations.

**Listening Effort and Hearing Aid Satisfaction: Separate Yet Related Topics**

*Presenter: Erin Picou*  
SN53

This presentation will be divided into two approximately equal halves. The first half will focus on listening effort in adults with hearing loss. Listening effort is the attention necessary for speech recognition. Factors like background noise and hearing loss can increase listening effort and sustained increases in effort over time can have serious consequences for adults. During this presentation, background about listening effort models and measurement methodologies will be provided. These models provide context for understanding how clinical interventions might reduce listening effort. Strategies audiologists, patients, and families can implement to reduce listening effort will be discussed, with a focus on hearing aids and hearing aid features. The second half of the presentation will focus on hearing aid benefit and satisfaction from large-scale consumer surveys, including recent MarkeTrak data. Factors related to hearing aid benefit and satisfaction will be reviewed, including a discussion of which hearing aid features increase the likelihood patients are satisfied with their hearing aids. After each section of the presentation, a few minutes will be preserved for a question and answer period. The presenter will also poll the audience occasionally to allow them to be active audience members.

**POSTER SESSIONS**

*Session B*

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*Mississippi Speech-Language Hearing Association*  
2021
Deficits and Recovery Following a Late Left Childhood Hemispherectomy

Presenters: Janette Hreish, M. Hunter Manasco, & Kaylin McCree

If left hemispherectomy is performed prior to the age of hemispheric specialization (before the acquisition of language), then the remaining right hemisphere will develop normal levels of language. However, late childhood hemispherectomies often present with greater variability in outcomes according to age and according to pre-surgical status. Therefore, less is known about the deficits of children who undergo left hemispherectomy past the age of language acquisition and the left hemisphere syndrome they display. This individual case study is presented to help fill the gap in the literature concerning the specific deficits following late childhood left hemispherectomy and prognosis for remediation of these deficits.

Perspectives Relating to Multicultural Training with Speech-Language Pathologists

Presenters: Amanda Mathews, Evy Jewell Hayes, & Steve Cloud

The goal of this project was to assess whether SLPs feel adequately prepared and comfortable interacting with multicultural clients. To assess if an SLP feels prepared to interact with, to assess, to teach, or to treat a multicultural client, a 25-question survey was developed. The survey included questions pertaining to the SLPs’ experiences with other cultures, both professional and personal, if the SLP speaks more than one language, and if the SLP has received any formal training on how to interact with multicultural clients. The survey was sent out via email to 814 licensed SLPs practicing in school settings in Mississippi and Alabama. A total of 38 surveys were returned and 36 complete responses were obtained. Preliminary results indicated that many SLPs received minimal multicultural training and they felt they could benefit from additional training. This project and its outcomes contribute to the knowledge base in the Speech-Language Pathology community as it relates to the treatment of multicultural clients.

Efficacy of Tele-Therapy Training Program for Adult Caregivers of Children who Use Speech-Generating Devices

Presenter: Mallory Robertson

This presentation will discuss research conducted at the University of Mississippi during the Spring and Summer 2021. The study centered on training given to caregivers of children who use speech-generating devices. The training consisted of weekly ‘kits’ containing toys and information on how to use the toys to teach a concept (big vs little, in vs. out, etc.) and how to integrate the use of the speech-generating device while teaching the concepts. The caregivers were given a pre-survey to gain an understanding of their views of their child’s speech-generating device. Then, the caregivers participated in eight weekly training sessions focused on that week’s concept and techniques on modeled language input. The training sessions included pre-recorded instructional videos and live meetings over Zoom to answer caregiver questions and further explain concepts if needed. At the end of the eight weeks, caregivers completed a post-survey to gauge their opinions post-therapy regarding their child’s speech-generating device as well as a chance for feedback on kit materials, virtual training sessions, and any needs for future training. It is our goal that attendees will gain a better understanding
of how they can provide parent training in teletherapy and the best way to convey pertinent information to caregivers about modeled language input.

**Implicit Gender Bias in Communication Sciences and Disorders: A Review of Recommendation Letters**

*Presenters: Kim Ward, Katie Anthony, Keysha Bradley, Mary Alden Wing*

Historically, research regarding implicit bias has focused on client treatment and outcomes. Newer research is evolving showing that implicit gender bias has far-reaching effects in areas, including faculty advancement and discernable differences in letters of recommendation based on gender. This study evaluated letters of recommendation in the field of communication sciences and disorders and examined the presence of implicit bias.

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**EXHIBITORS**

Thank you to all of our exhibitors!! Please stop by and visit each booth for more information!

Discovery Toys
DuBard School for Language Disorders
Magnolia Healthcare
Prentke/Saltillo Corp
Invitae
Signia
School Health
Office of Deaf and Hard of Hearing/MDRS
Tobii Dynavox
Mississippi Dysphagia Specialist
Magnolia Speech School

*Oticon*
*E3 Med-Acoustics*
*Trinity Rehab*
*MS Division of Medicaid*
*Auditory Processing Center*
*MS Center for Advanced Medicine*
*Olympus ENT*
*Micamedical*
*Usborne Books*
*Presence Learning*

THANK YOU TO OUR EXHIBIT CHAIRS, VICTORIA KIVLAN AND ALISON WEBSTER!
CEU participant forms and session forms will be included in your registration packet. Please fill out the paper CEU participant and session form and return to MSHA staff before you leave the 2021 conference. MSHA staff will be located at the Registration area at the CE table and will be available throughout conference.

Thank you,
Jenna Nassar, M.A., CCC-SLP
MSHA V.P. Continuing Education
### Mississippi Speech-Language-Hearing Association

**CEU’s**

**Wednesday September 1, 2021 (Pre-Conference)**

| .60 | A Crash Course in Speech Sound Disorders-Graham |
| .60 | The SLP Role in the Management of Swallowing Disorders: A Half-Century of Learning |

**Thursday September 2, 2021 (Conference)**

| .10 | Capitalizing on Communication for Ethical Decision Making |
| .10 | Communication & Swallowing in Adult Pts with Trach: A Brief Overview |
| .10 | Oral Language & the Links to Reading |
| .10 | Optimizing Vocal Health & Hygiene in the Era of COVID |
| .20 | Supervision: Through the Lens of Ethics and Student Perspectives |
| .10 | Scaffolding Grit to Strengthen Growth Mindset & Executive Function Learning |
| .10 | Growing Beyond Prof Silos: Professional Partnerships That Expand Support for Students & Staff |
| .10 | Family Follow-Up |
| .30 | Chasing the Swallow: Finding & Treating the Cause(s) for Pediatric Feeding Disorder Part I |
| .20 | Caseload Management: Eligibility to Dismissal |
| .10 | Pediatric Single-Sided Deafness: Management with Cochlear Implantation |
| .10 | Demonstrating Value: The SLP’s Role in Reading & School Based Service Delivery |
| .10 | Not your Grandmother’s Hearing Loss-A look at Pediatric Hearing Loss & its implications for (re)habilitation |
| .10 | An Audiologist’s Survival Guide for Episodic & Chronic Dizziness |
| .10 | Private Practice 101: Owning a Private Practice |
| .10 | Dyslexia: Multisensory Strategies for Effective Written Language |
| .20 | Don’t Limit Your Challenges... Challenge Your Limits! |
| .20 | Lizard-Brain, Wizard-Brain: Evidence-Based Strategies to Manage Exec function & Emotional Dysregulation in Children |
| .15 | Comparing Findings on FEES vs MBSS: A Review of Case Studies from Acute Care Settings |
| .20 | Benefits and Limitations of Cochlear Implantation for Single-Sided Deafness |
| .10 | Watch Your Mouth! Evolution of the orofacial complex & implications for therapy |
| .20 | Chase That Base- Latin Style! |
| .15 | Pediatric Feeding Disorders & Treatment |
| .10 | Multidisciplinary Management of Dysphagia Across the Care Continuum |
| .10 | RTI for Speech-Language: How our District is Making it Work |
| .10 | Effective Evaluation Strategies for Pediatric and Teen Clients who Stutter |
| .10 | Stress Less, Test More: Behavioral Audiometry Strategies for Children w/Complex Dev. Abilities |
| .10 | Dysphagia: Roles Recs Play |

**POSTER SESSIONS**

<p>| .025 | COVID quarantine impact on residents with dementia in long-term care |
| .025 | COVID quarantine impact on SLPs in long-term care |
| .025 | Potential and projected utility of a simple hypothetical setup to monitor tongue to palate contact |</p>
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<td>Assistive Technology and Augmentative Alternative Communication Considerations for Pediatric Cortical Visual Impairment and Multiple Disabilities</td>
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<td>What’s in Your Tx Toolbox? Fill it Up, Maximize Success</td>
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<td>.10</td>
<td>Pediatric Feeding &amp; Swallowing: Initiating &amp; Advancing Oral Feeds in Acute Care</td>
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<td>Biofeedback Assisted Dysphagia (BAD) Tx. Is BAD tx GOOD?</td>
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<td>Helping Families Act as Speech &amp; Language Coaches</td>
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