

TAASLP CONVENTION 2023 COURSE ABSTRACTS, LEARNING OUTCOMES, AND DISCLOSURES

PRE-SCHOOL/SCHOOL-AGE SPEECH-LANGUAGE PATHOLOGY SESSIONS

Friday, September 15

10:15-11:15 (1 instructional hour)

M. Thomas Webber Jr

My Students Are Far Behind in Their Basic Learning Skills—How to Overcome the COVID Literacy Gap with Online Technology

Course Abstract

This presentation addresses how speech pathologists and parents can help children ages 4-12 catch up quickly on the basic language and literacy skills that they have fallen behind on due to COVID. It focuses on students, particularly at-risk children of color in underprivileged communities, who are having great difficulty paying attention, following directions, listening carefully, remembering information, and reading. Using the research-based HearBuilder Online Foundational Literacy Program, students, with minimal adult supervision, learn the basic skills they need for school success. The 57,000 resources in the Super Duper Digital Library offer children additional learning opportunities in numerous school-related topic areas.

Course Objectives

1. Participants will know how students can work independently to improve their basic skills in four critical areas of elementary school learning – following directions, auditory memory and comprehension, phonological awareness, and sequencing.
2. Participants will be familiar with over 57,000 online educational resources that they can use daily in their therapy sessions to help their students in topic areas including articulation, phonology, and numerous areas of language and communication.
3. Participants will be familiar with over 57,000 online educational resources that they can use daily in their therapy sessions to help their students in topic areas including articulation, phonology, and numerous areas of language and communication.

Disclosures

M. Thomas Webber Jr. has a relevant financial relationship with Super Duper Publications for salary and employment. M Thomas Webber has no relevant non-financial relationships to disclose.

Speaker Bio

M. Thomas Webber, Jr., is Chairman-CEO of Super Duper Publications. For 37 years, he and SD President Sharon Webber have published over 1,800 unique speech-language therapy materials, including the Webber Jumbo Articulation Drill Books and Cards; Chipper Chats; Fun Decks; Webber Photo Decks; HearBuilder; Handy Handouts; and more.

11:30-12:30 (1 instructional hour)

Meghan Wendelken, Ph.D, CCC-SLP

Dr. Diane Williams (Not Presenting)

Effects of an Asynchronous, Online Training Program for Parents of Children with Autism Using AAC.

Course Abstract

Training communication partners to implement AAC strategies is effective in enhancing the language and communication skills of individuals requiring AAC. Parents can be trained to provide communicative supports to significantly enhance their child's communication. However, barriers interfere with their ability to participate in traditional AAC training. Virtual, asynchronous trainings reduce barriers associated with receiving AAC training. The current study investigated effects of a virtual, asynchronous training to teach parents of children with autism an AAC strategy. Effects of the training on both parent and child behaviors during interactions will be discussed.

Course Objectives

1. Participants will describe the barriers that prevent communication partners from being able to participate in AAC trainings in addition to how asynchronous, online training acts to reduce these barriers to get important information to families
2. Participants will identify evidence-based, systematic learning principles to include in training communication partners of individuals who use AAC
3. Participants will describe the effects of a completely asynchronous, online training for parents of children with ASD using AAC

Disclosures

Meghan Wendelken has no relevant financial or non-financial relationships to disclose.

Speaker Bio

Meghan Wendelken graduated from Duquesne University with her bachelor's and master's of science degrees in speech-language pathology. Her clinical experience primarily includes children with autism who relied on AAC for communication. She completed her PhD at Pennsylvania State University, and her research focuses on AAC intervention for children with autism.

12:30:00—Lunch, Spirit Competition & Awards

2:15-3:15 (1 instructional hour)

Jamie Seek, MA, CCC-SLP

Speech-Language Evaluations in the Schools

Course Abstract

Speech-Language Pathologists in the schools regularly complete initial evaluations and triennial reevaluations. These evaluations and reevaluations typically result in an IEP Team making eligibility determinations and educational programming decisions. One of the most important components that help to inform these decisions is a high-quality, school-based speech-language evaluation. This session will provide an overview of a high-quality school-based evaluation and why it matters for students, IEP teams, and speech-language pathologists. Attendees will also discover how high-quality school-based evaluations help to inform the team on making eligibility and educational programming decisions.

Course Objectives

1. The learner will recognize components of high-quality, school-based speech-language evaluations.
2. The learner will examine ways that high-quality, school-based speech-language evaluations inform eligibility and educational programming decisions.
3. The learner will compare and contrast the use of both standardized and non-standardized evaluation tools to help inform a high-quality evaluation.

Disclosures

Jamie Seek has a relevant financial relationship with the Tennessee Department of Education in the form of salary and employment. Jamie Seek has no relevant non-financial relationships to disclose.

Speaker Bio

Jamie Seek serves as the Speech/Language and Related Services Coordinator at the Tennessee Department of Education. Before joining the department, she worked for over twenty years in public schools in Tennessee as a speech-language pathologist, serving students with disabilities from preschool through high school.

3:15-3:30—Break

3:30-4:30 (1 instructional hour)

Jennifer Bancroft, Ph.D, CCC-SLP

Using Virtual Coaching to Teach Parents to Use EBP to Help Their Young Children with Disabilities to Develop Skills to Play

Course Abstract

Pretend play provides an important context for the development and practice of language, communication, and social skills in children (Cheyne & Rubin, 1983; Fein, 1981; Ginsburg, 2007). Children with disabilities often experience delays in the development of skills for which play provides the context for learning: language, cognitive, social, and motor skills (Barton & Wolery, 2008; Barton et al., 2020; Lifter et al., 2005; Movahedazarhouli, 2018). Given the importance of play as both a skill and a context for learning, it is imperative that we use evidenced-based interventions to teach children to play. This study evaluated the effect of a parent coaching package delivered virtually to teach parents to use EBP to support the development of play in their child with disabilities.

Course Objectives

1. Participants will define three effective caregiver mediated intervention strategies taught to parents during this coaching study.
2. Participants will discuss the rigor and methodology employed by researchers during this single case research design study.
3. Participants will discuss the social validity of this SCRD study and future implications for practice.

Disclosures

Jennifer Bancroft has no relevant financial or non-financial relationships to disclose.

Speaker Bio

Jennifer Bancroft has been a speech language pathologist since 1992 and has worked in both medical and public school settings. In 2017 she went back to graduate school to pursue her PhD in early childhood special education at Vanderbilt University. Her research interests include parent coaching and the use of EBP to support the development of play and language skills in children with disabilities. She joined the APSU CSDI/MSLP faculty in fall of 2021, where she continues to love her job teaching the next generation of speech language pathologists.

6:00-7:00pm (1 instructional hour)

Phillip Erkkila, M.A. CCC-SLP

Knowledge Quest at the TAASLP convention

Sponsored by The Stepping Stones Group

Course Abstract

The Knowledge Quest, hosted by The Stepping Stones Group, is a student competition event that will take place on Friday evening. Audiology and speech language pathology students as well as students in communication sciences and disorders programs across TN are invited to participate in the competition. Students will answer questions, similar to those included on the praxis exam, using their personal electronic device. The competition consists of 5 rounds of 5 questions per round, across the following areas: foundation and professional practice, screening, assessment, evaluation and Diagnosis, and planning, implementation, and evaluation of treatment. All students that answer questions correctly will be awarded 10 points, the first to answer each question correctly will be awarded an additional 3 points. Points are doubled in the last round. Individual prizes will be awarded to the top three scoring students. Additionally, points will be awarded to the universities that the top 3 scorers attend, for the “over-all” awards.

Course Objectives

1. Student participants and attendees will review basic SLP/AUD concepts in the following 3 areas: foundation and professional practice, screening, assessment, evaluation and Diagnosis, and planning, implementation, and evaluation of treatment

2. Student participants and attendees will assess their working knowledge in the following 3 areas: foundation and professional practice, screening, assessment, evaluation and Diagnosis, and planning, implementation, and evaluation of treatment
3. After identifying areas of areas of strengths and weaknesses in basic SLP/AUD concept knowledge, students and participants may use this knowledge to better prepare for the praxis exam and therapeutic practice.

Disclosures

Phillip Erkkila has a relevant financial relationship with The Stepping Stones Group, LLC in the form of salary for employment. Phillip Erkkila has no relevant non-financial relationships to disclose.

Bio

Phillip Erkkila, M.A. CCC-SLP, is the clinical manager of The Stepping Stones Group, LLC in Boca Raton, Florida. He graduated from Western Michigan University in 2011 with a B.S. in Speech Language Pathology. He obtained a Masters of Arts degree in Speech-Language Pathology in 2013 from Wayne State University. He has spent the majority of his career working in the healthcare setting. He owned the company Jabber Jaws Therapy, L.L.C. which evaluated and treated children with speech and language impairments in their natural environments.

Saturday, September 16

9:00-10:00 (1 instructional hour)

Kristen Secora, PhD., CCC-SLP

SLP's Knowledge and Implementation of Theory of Mind Concepts in Theory

Course Abstract

Theory of Mind (ToM) involves understanding others' thoughts and feelings. It is an important component of communication and development but is known to be an area of difficulty for individuals with a variety of disabilities. SLPs were surveyed about their knowledge, training, and implementation of ToM concepts (n = 95). Results include a discussion of various themes in SLPs' understanding of ToM as well as how these concepts are targeted within therapy. We will conclude with implications for practice, including recommendations on how these topics can be incorporated into therapy from a perspective that affirms neurodivergent learners.

Course Objectives

1. Participants will define the components of Theory of Mind.
2. Participants will describe the themes that emerged from the survey data.
3. Participants will discuss common approaches to incorporate Theory of Mind concepts into therapy.

Disclosures

Kristen Secora has a relevant financial relationship with the University of Tennessee in the form of salary and employment. Kristen Secora has no relevant non-financial relationships to disclose.

Speaker Bio

Kristen Secora, PhD, CCC-SLP is an Assistant Professor at the University of Tennessee Knoxville. Her research focuses on the intersections between speech-language pathologists' preparation and practice, children's language abilities, and skills associated with perspective-taking, with a particular focus on working with Deaf and Hard of Hearing students and their families.

10:15-11:15 (1 instructional hour)

Lori Smith, M.S, CCC-SLP, CLC

SLP's Guide to ARFID

Course Abstract

Along with other eating disorders, the DSM-5 added criteria for avoidant/restrictive food intake disorder (ARFID). You may be asking, "What exactly is ARFID?" There are many ways that ARFID is similar to other eating/feeding disorders, but it is a very specified diagnosis. Speech language pathologists have an important role to play in treating this eating disorder. Those who work with pediatric populations may be especially interested in learning more about ARFID. In this presentation, attendees will learn what ARFID is, red flags for ARFID, and appropriate referrals and treatment options. Case studies will be examined.

Course Objectives

1. Participants will define diagnostic criteria for ARFID
2. Participants will identify red flags of ARFID
3. Participants will identify appropriate referrals recommended for ARFID as well as treatment options

Disclosures

Lori Smith has a relevant financial relationship with the Advanced Therapy Solutions in the form of salary and employment. Lori Smith has no relevant non-financial relationships to disclose.

Speaker Bio

Lori Smith, MS, CCC-SLP, CLC Lori received her Bachelor of Science degree from Tennessee State University in 2012. She attended graduate school at the University of Tennessee where she received a Masters Degree in Speech Language Pathology in 2014. Lori has worked in a variety of pediatric settings including hospitals, schools, home health, and private clinics. She received her certified lactation counselor certificate in 2020 to further her education with breastfeeding infants. Lori works at Advanced Therapy Solutions in Clarksville, TN and specializes in working with infants and children with feeding disorders.

11:30-12:30 (1 instructional hour)

Kerry Hankins-Grider, MS, CCC-SLP

Morgan Brannon, MS, CCC-SLP

Supporting Literacy Development for AAC Users

Course Abstract

Attendees will learn low and high-tech literacy supports for both touch and alternative access AAC users. Attendees will discover free resources and materials to implement into your therapy sessions and classrooms. We will discuss evidenced-based strategies for AAC implementation and literacy development applied to case studies. All participants will learn how to access TD Snap for free and customize features to support literacy for a wide range of communicators. All attendees will have the opportunity to participate in a "make and take" to create materials for your therapy sessions.

Course Objectives

1. Participants will learn how to access 3 free resources for AAC and literacy.
2. Participants will learn at least one new evidence-based literacy strategy for complex communicators.
3. Participants will create a communication/literacy activity in a "make and take" session.
- 4.

Disclosures

Kerry Hankins-Grider has a relevant financial relationship with TobiiDynavox in the form of salary, employment, and consulting. Kerry Hankins-Grider has a relevant non-financial relationships with Talk With Me TN as she serves on the Board of a local non-profit that donates low tech AAC.

Morgan Brannon has a relevant financial relationship with TobiiDynavox in the form of salary and employment. Morgan Brannon has no relevant non-financial relationships to disclose.

Speaker Bio

Kerry Hankins-Grider is an AAC Solutions Consultant, Speech-Language Pathologist, and Assistive Technology Professional with TobiiDynavox. She has a decade of experience working with AAC, across the lifespan, in a variety of clinical settings. In her free time, Kerry is a mom of two and works with the nonprofit organization Talk with Me Tennessee.

Morgan graduated from the University of Tennessee Health Science Center with a MS degree in Speech and Language, plus 30 accreditation in AAC. She worked in educational settings until 2019 when she became a solutions consultant for Tobii Dynavox. Morgan has a passion for AAC and literacy. She is a mom to two young kids and decorates her house with Boardmaker symbols.

MEDICAL/ ADULT SPEECH-LANGUAGE PATHOLOGY SESSIONS

Friday, September 15th

9:00-10:00 Kick-Off and Keynote Speaker

10:15-11:15 (1 instructional hour)

Emily Green, M.S., CCC-SLP

Re-Examining the Role of Thickened Liquids in the Clinical Swallow Evaluation

Course Abstract

Recent research has called into question the safety and validity of assessing thickened liquids in the clinical swallow evaluation. Despite evidence questioning the sensitivity of the clinical exam for identifying aspiration, clinical practice patterns still often employ use of texture modified fluids in the absence of instrumentation justifying their necessity. This talk will review the scope and purpose of the clinical swallow evaluation, current evidence regarding the use of thickened liquids in clinical exams, practical barriers to updating practice patterns, and an alternative paradigm for risk stratification of patients to inform clinical recommendations. Valid and reliable alternatives for clinical assessment will also be reviewed.

Course Objectives

1. Describe the current evidence supporting or questioning the ability of the clinical swallow evaluation to detect or rule out aspiration.
2. Describe at least 3 risks associated with inappropriate clinical recommendation of thickened liquids.
3. Identify risk factors for increased likelihood of subclinical dysphagia and adverse pulmonary events associated with prandial aspiration.

Disclosures

Emily Green has no relevant financial or non-financial relationships to disclose.

Speaker Bio

Emily Green is the Lead Speech-Language Pathologist at the Medical Center of Aurora. She completed her graduate training at Vanderbilt University Medical Center. Her clinical specialties include management of dysphagia in critically ill populations, tracheostomy and ventilator management, use of MBSS and FEES, and implementation of standardized dysphagia protocols.

11:30-12:30 (1 instructional hour)

Christina Everett, M.S., CCC-SLP

Medications and Dysphagia: Considerations for SLPs

Course Abstract

When you review your patient's medication list before a swallowing assessment, what are you looking for? This lecture examines the different ways in which the medications that our patients take can have an impact on their swallowing. Among other topics, we will discuss adverse drug reactions, concerns related to polypharmacy, and specific classes of drugs that may be more closely linked to dysphagia.

Course Objectives

1. Understand the basic principles of neuropharmacology.
2. Identify the possible dysphagia-related side effects of commonly prescribed medications.
3. Identify the risk factors for dysphagia-related side effects.

Disclosures

Christina Everett has a relevant financial relationship with SA Swallowing Services PLLC from whom she receives income as an independent contractor. Christina Everett has no non-financial relationships to disclose

Speaker Bio

Christina has been an SLP for 10 years since receiving her master's degree at Vanderbilt University. She currently is part of SA Swallowing Services, performing mobile FEES in Middle Tennessee and providing FEES education and competency training both in Tennessee and nationwide.

12:30-2:00 Lunch, Spirit Competition & Awards

2:15-3:15 (1 instructional hour)

Karen Davis, Ph.D., CCC-SLP

Examining DEI Through the Lens of BIPOC Students within a CSD Undergraduate Program

Course Abstract

The concept of microaggression has been revived in academic discourse (Lui & Quezda, 2019). Sue et al. (2021) define microinterventions as everyday antibias actions implemented to challenge, diminish, counteract, and dismantle microaggressions. The session will present preliminary findings of a phenomenological study that describes and interprets the experience of BIPOC undergraduate students in communication sciences disorders with microaggressions and their understanding of microinterventions. Based on participant interviews, several themes were identified indicating that students experienced microaggressions and executed microinterventions. The study implications include the identification of microinterventions and strategies to incorporate them into the culture of academic programs.

Course Objectives

1. Define the term microinterventions and understand their role in dismantling microaggressions.
2. Discuss BIPOC students' experiences with microaggressions and microinterventions.
3. Discuss how microinterventions can be implemented within a CSD Program.

Disclosures

Karen Davis has a relevant financial relationship with Middle Tennessee State University in the form of salary and employment. Karen Davis has relevant non-financial relationships in that she professionally teaches a multicultural course at her place of employment in which the topic of microaggressions is addressed. She also volunteers Volunteer membership on diversity committee for CAPCSD. Karen Davis also discloses, “As an African American woman, professor and clinician in this field, I have personal experience with microaggressions. I also work with students from culturally and linguistically diverse backgrounds that have shared experiences.”

Speaker Bio

Karen Davis, Ph.D., CCC-SLP is an associate professor at Middle Tennessee State University. Her research interests are centered in the domain of language and literacy for struggling learners. Dr. Davis’s research interests include language and literacy disorders in culturally and linguistically diverse populations, interprofessional education/practice (IPE/IPP), and cultural responsiveness in CSD education.

3:15-3:30 Snack and Break

3:30-4:30 (1 instructional hour)

Matt Ward, Director of Clinical Education, Certified Endoscopist and Endoscopy Trainer, CCC-SLP, Doctoral Candidate

Pneumonia: What Do We Really Know?

Course Abstract

Pneumonia is a serious disease process that increases, among myriad health outcomes, rates of mortality. Speech-language pathologists (SLPs) routinely are consulted to determine the risk of developing pneumonia related to dysphagia. Until the last decade, the pathogenesis of all forms of pneumonia—including pneumonia thought to be secondary to aspiration—has not been well-understood. This complicates the clinical picture for the field of speech-language pathology, because SLP training programs are not required to include pulmonary homeostasis or pulmonary disease processes. The pathogenesis of pneumonia and the risks of non-treatment and treatment of dysphagia by SLPs will be discussed.

Course Objectives

1. Understand the pathogenesis of pneumonia.
2. Identify the known risks associated with altered diet textures and thickened liquids.
3. Evaluate the risk of pneumonia based on treatment vs non-treatment of dysphagia.

Disclosures

Matt Ward has no relevant financial or non-financial relationships to disclose.

Speaker Bio

Matt Ward is a certified endoscopist and endoscopy trainer and is the Director of Clinical Education for SA Swallowing Services. He has been a medical speech-language pathologist for 11 years, and he currently serves on the Board of Communication Disorders and Sciences for the state of Tennessee. Mr. Ward is a doctoral candidate in the Department of Health & Human Performance at Middle Tennessee State University, and his research focuses on the health outcomes associated with dysphagia and the health outcomes associated with treatment of dysphagia by speech-language pathologists.

6:00-7:00 (1 Instructional hour)

Phillip Erkkila, M.A. CCC-SLP

Knowledge Quest at the TAASLP Convention

Sponsored by The Stepping Stones Group

Course Abstract

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2. Student participants and attendees will assess their working knowledge in the following 3 areas: foundation and professional practice, screening, assessment, evaluation and Diagnosis, and planning, implementation, and evaluation of treatment
3. After identifying areas of areas of strengths and weaknesses in basic SLP/AUD concept knowledge, students and participants may use this knowledge to better prepare for the praxis exam and therapeutic practice.

Disclosures

Phillip Erkkila has a relevant financial relationship with The Stepping Stones Group, LLC in the form of salary for employment. Phillip Erkkila has no relevant non-financial relationships to disclose.

Speaker Bio

Phillip Erkkila, M.A. CCC-SLP, is the clinical manager of The Stepping Stones Group, LLC in Boca Raton, Florida. He graduated from Western Michigan University in 2011 with a B.S. in Speech Language Pathology. He obtained a Masters of Arts degree in Speech-Language Pathology in 2013 from Wayne State University. He has spent the majority of his career working in the healthcare setting. He owned the company Jabber Jaws Therapy, L.L.C. which evaluated and treated children with speech and language impairments in their natural environments.

Saturday, September 16th

7:45-8:45 Breakfast & Student Poster Presentations

8:00 Exhibit Hall Opens

9:00-10:00 (1 instructional hour)

Courtney Richards, MS, CCC-SLP, CLC & Alison Desomma OTR/L, CLC

Connecting the Dots; an interdisciplinary approach to remediating infant feeding difficulties at the breast & bottle

Course Abstract

Feeding difficulties with breastfeeding and bottle feeding are often multifactorial and include challenges that cross specialized areas of practice. Our approach uses an interdisciplinary model to promote whole body assessment through the lens of occupational therapy and feeding therapy. The focus of this presentation is to discuss the benefits of using an interdisciplinary approach when assessing feeding difficulties in infants, including: identifying barriers to feeding, prioritizing the plan of care, and determining the need for additional medical referrals. This presentation will further cover the roles of each team member in the evaluation and treatment process and how they interconnect to optimize therapy outcomes, across 3 case studies.

Course Objectives

1. Identify the benefits of using an interdisciplinary approach to treatment of feeding difficulties in infants.
2. Recognize the association between feeding difficulties, postural asymmetries and/or oral dysfunction.
3. Determine indications for and prioritize appropriate referral(s) for comprehensive care.

Disclosures

Both Courtney Richards and Alison Desomma have a relevant financial relationship with Advanced Therapy Solutions in the form of salary and employment in management positions. Courtney Richards also has a relevant financial relationship with Austin Peay University in the form of salary for teaching and speaking. Neither Courtney Richards nor Alison Desomma has non-financial relationships to disclose.

Speaker Bios

Courtney Richards MS CCC-SLP, CLC is a Pediatric Feeding Therapist and Certified Lactation Counselor. She has completed training in infant oral motor development, impacts of tongue-ties

on early feeding (breastfeeding & bottle), and reflux/food intolerances in breastfed babies. She has taken foundational courses in babyled weaning, which she used when starting solids with her own children, and has been able to adapt these strategies for use in her clinical practice. She has completed training in orofacial myology, bottle feeding strategies, the Beckmann oral motor protocol, Marsha Dunn Klein's get permission approach, and Feed the Peds - she believes in using a child-led approach to feeding - no matter the age. She was recently awarded 2 ASHA ACE certificates for completing over 140 hours of feeding focused training. Courtney is the lead feeding therapist at Advanced Therapy Solutions in Clarksville, TN where she has spent the past 4 years growing the feeding program. She oversees training and mentorship for feeding therapists across ATS's 3 locations. She co-founded the infant feeding program - bringing the oral motor and feeding portion to the team. She is working with Austin Peay to develop their pediatric feeding course, which is set to launch this Fall.

Alison DeSomma is a Pediatric Occupational Therapist, and Certified Lactation Counselor. She specializes in early intervention, treating ages 0-5. She is also a certified TummyTime! Method (C) Professional. Alison's passion is rooted in fostering connection through co-regulation. Her approach to providing lactation support and individualized therapeutic intervention to infants, and children in general, is rooted in providing a variety of multi-sensory and somatic techniques while providing compassion to support the infant/caregiver dyad specifically, for improved success with feeding outcomes. Alison works at Advanced Therapy Solutions in Clarksville, TN. She co-founded the infant feeding program at ATS- bringing the bodywork component to the team. For the past 10 years, she has worked in pediatrics, specializing in providing developmental, sensory-based and feeding support for littles from birth to five. She is a military spouse and proud mother of three school-aged children who keep her busy.

10:15-11:15 (1 instructional hour)

Megan Battles Parsons, Ph.D., CCC-SLP

"I Just Want to Get Better": A Clinician's Guide to Shaping Patient Goals in the Face of Ambiguity

Course Abstract

We are taught as speech-language pathologists to create functional, meaningful, and patient-centered goals for treatment. However, what happens when our patients aren't sure what they want out of speech therapy? This all-too-familiar situation can be incredibly frustrating for clinicians. During this presentation, clinicians will learn how to shape, "I just want to get better," into meaningful and measurable goals. Topics covered will include patient-reported outcome measures (PROMs), SMART goals, and motivational interviewing with specific examples of HOW to use these tools effectively.

Course Objectives

1. Identify patient-centered treatment goals that are both functional and meaningful for patients with unclear goals.
2. Apply patient-reported outcome measures (PROMs) and SMART goals to shape ambiguous patient goals into specific and measurable objectives.

3. Utilize motivational interviewing techniques to elicit patient preferences and improve engagement in speech therapy.

Disclosures

Megan Battles Parsons has a relevant financial relationship with Methodist LeBonheur Healthcare in the form of salary and employment . Megan Battles Parsons has no relevant non-financial relationships to disclose.

Speaker Bio

Megan Battles Parsons, Ph.D., CCC-SLP, is a medical SLP and visiting assistant professor at The University of Memphis, School of Communication Sciences and Disorders. With expertise in the complex interplay of swallowing and cognitive-communication disorders, she focuses on educating patients, family members, and healthcare workers to improve patients' quality of life.

11:30-12:30 (1 instructional hour)

Sarah Fox, M.S., CCC-SLP

The Three Ounce Water Screen in Trach and Vent Patients: A Prospective, Double-Blind Validation Study

Course Abstract

The Three Ounce Water Swallow Screen is the most sensitive bedside aspiration detection measure that dysphagia clinicians have available. However, it has never been studied in the trach/vent population. In fact, there is a paucity of validated bedside swallow screeners available for use with this population, often leaving our clinical evaluations lacking in accurate information. The presenter introduces the sensitivity and specificity of the three ounce in 254 tracheostomized and mechanically ventilated patients using a prospective, double-blind, multi-rater design. The complexities of critical illness and the history dysphagia/trach research will be reviewed as well.

Course Objectives

1. Participants will learn the sensitivity, specificity, positive predictive value, and negative predictive value of the three-ounce water swallow screen in the trach/vent population.
2. Participants will comprehend what has been accomplished thus far in researching swallowing and swallowing disorders in the trach/vent population and where the field should go next.
3. Participants will gain understanding of the complexities of chronic critical illness necessitating thorough clinical swallow evaluations to support best-practice dysphagia care.

Disclosures

Sarah Fox has no relevant financial or non-financial relationships to disclose.

Speaker Bio

Sarah Fox is a FEES-certified speech pathologist with an interest in swallowing and swallowing disorders. She has worked in the school setting, skilled-nursing facilities, and is currently practicing in a critical illness recovery hospital working with the tracheostomy and ventilator dependent population. She enjoys conducting her own research studies and educating other medical professionals on dysphagia in the chronically critically ill population.

12:30 Exhibit Hall Closes- exhibitors break down

12:30-1:30 Lunch- grab & go

12:30-1:30 CE Checkout

AUDIOLOGY TRACK

Friday, September 15th

10:15-11:45am (1.5 instructional hours)

Hilary Davis, Au.D. & Benjamin Hornsby, Ph.D.

Exploring Fatigue - How Tiring is it to Listen and Understand?

Course Abstract

Ongoing work with individuals with hearing loss support that they can experience fatigue as a result of their listening and understanding challenges—a term coined listening-related fatigue (LRF). Fatigue is ubiquitous; however, sustained or repeated experiences of fatigue can result in significant, negative consequences. This presentation shares the rationale for, and development process of, the Vanderbilt Fatigue Scales, a suite of questionnaires developed to identify those struggling with LRF. In addition, subjective listening-related fatigue data from both pediatric and adult participants will be shared, as well as recommended management strategies to avoid or ameliorate LRF.

Course Objectives

1. The learner will be able to identify red flags associated with listening-related fatigue in adult and pediatric patients.
2. The learner will be able to describe where to access and how to administer the Vanderbilt Fatigue Scales in their clinical practice.
3. The learner will be able to name recommendations for managing listening-related fatigue.

Disclosures

Hilary Davis has a relevant financial relationship with Vanderbilt University Medical Center in the form of salary for employment. Hilary Davis has no relevant non-financial relationships to disclose.

Ben Hornsby has a relevant financial relationship with Vanderbilt University Medical Center in the form of salary for employment. Ben Hornsby has no relevant non-financial relationships to disclose.

Speaker Bio(s)

Hilary Davis is a pediatric research and educational audiologist at the Vanderbilt Bill Wilkerson Center. She provides educational audiology services to several school districts in the Middle Tennessee area. In addition, she worked on the development of the Vanderbilt Fatigue Scales in the Listening and Learning Lab and now uses it in her daily clinical practice in schools.

Ben Hornsby is an Associate Professor at the Vanderbilt University School of Medicine. His research focuses on hearing loss-related communication difficulties and their impact on quality of life in of adults and children with hearing loss. His current research examines relationships between hearing loss, mental effort, and fatigue.

12:00-12:30pm (0.5 instructional hour)

Haley Butler, Au.D. & Andrea Green, Au.D.

Incorporating Teleaudiology into Your Practice

Course Abstract

Teleaudiology services offer numerous benefits for patients, families, and clinicians alike, making it a valuable addition to audiological care. Numerous studies have demonstrated that patients report similar levels of satisfaction and hearing aid outcomes when comparing remote services and in-person appointments. Utilizing teleaudiology services allows hearing care providers to provide flexible options to their patients, improve continuity of care, and empower patients to be actively involved in their hearing healthcare. This presentation will focus on teleaudiology services for hearing aid follow-up appointments, and how it can be easily incorporated into your practice.

Course Objectives

1. Participants will be able to describe the advantages of providing teleaudiology services for patients, families, and clinicians.
2. Participants will be able to identify good candidates for teleaudiology services.
3. Participants will be able to identify important considerations for implementing teleaudiology into practice.

Disclosures

Haley Butler has a relevant financial relationship with Phonak in the form of salary for employment. Haley Butler has no relevant non-financial relationships to disclose. Andrea Green has a relevant financial relationship with Phonak in the form of salary for employment. Andrea Green has no relevant non-financial relationships to disclose.

Speaker Bio(s)

Haley Butler, Au.D., is a Clinical Trainer at Phonak. She received her Doctor of Audiology degree from the Northeast Ohio AuD Consortium (University of Akron) in 2013, and then she worked as a clinical audiologist at Vanderbilt University Medical Center for 9 years. Her previous clinical experiences included adult diagnostics, tinnitus evaluation/treatment, vestibular evaluations, and amplification/assistive device fittings.

Andrea Green, Au.D., is an Account Manager at Phonak. She received her Doctor of Audiology (Au.D.) from the Vanderbilt University School of Medicine. Dr. Green has clinical experience in diagnostics, amplification, and vestibular evaluation for both pediatric and adult populations. She has been active on many committees for the American Academy of Audiology (AAA). Dr. Green currently serves as a Board Member for HEAR Nashville and the Vice President of Membership for the Tennessee Association of Audiologists and Speech Language Pathologists.

2:15-4:30pm (2.0 instructional hours)

Holli Allen, B.A., Brittany Day, Au.D., Charles Lechner, Amanda Ingram, Ashlie Seibers, & Merritt Holmberg

Early Hearing Detection and Intervention (EHDI) in Tennessee - Connecting the Systems of Care to Improve

Course Abstract

Attendees will learn about the various aspects of the EHDI program in TN including: •Overview of the EHDI system and current partnerships with hearing professionals •Best practices for early diagnosis and long term follow up •Where TN stands on 1-3-6 goals •The Remote Diagnostic (RDx) online electronic reporting system •Strategies to reduce barriers and improve services for families •Review of previous and current quality improvement initiatives

Course Objectives

1. Identify EHDI 1-3-6 goals and the provider's role in timely reporting and follow up for children birth to three years old in Tennessee
2. Use the information discussed to implement projects or processes in their own practices to improve screening, identification, and intervention of hearing loss
3. Explore further ideas for multidisciplinary EHDI partnerships within Tennessee

Disclosures

Holli Allen has no relevant financial or non-financial relationships to disclose.

Brittany Day has a relevant financial relationship with Vanderbilt University Medical Center in the form of salary for employment. Brittany Day has relevant non-financial relationships to the Tennessee Department of Health (grants for consultation and membership on advisory committee or review panel), TAASLP (member and past board member), American Academy of Audiology (member and volunteer), and ASHA (member, CCC-A maintenance).

Charles Lechner has no relevant financial or non-financial relationships to disclose.

Amanda Ingram has no relevant financial or non-financial relationships to disclose.

Ashley Seibers has no relevant financial or non-financial relationships to disclose.

Merritt Holmberg has no relevant financial or non-financial relationships to disclose.

Speaker Bio(s)

Holli Allen, B.A. is the Program Director for the Tennessee Early Hearing Detection and Intervention Program. Her professional experience includes care coordination for families with special health care needs and federal grant management. Holli holds a Bachelor of Arts in Political Science from the University of Tennessee at Martin and a graduate certification in Health Care Management from East Tennessee State University.

Brittany Day, AuD, CCC-A is a pediatric audiologist at Vanderbilt University Medical Center and is the Audiology Consultant to the Tennessee EHDI program. Her clinical experience includes early hearing detection and intervention, electrophysiologic evaluation and management of medically complex infants and children, pediatric diagnostics and rehabilitation, and educational audiology. She previously directed the Inpatient Pediatric Audiology and Newborn Hearing Screening clinical programs at VUMC. Currently, she conducts research in the area of newborn hearing and is pursuing a Master of Public Health in Healthcare Management. Brittany volunteers as the Tennessee Professional Mentor for the Student Academy of Audiology State Ambassador Program and as Clinical Director of the Tennessee Special Olympics Healthy Hearing and Young Athlete Pediatric Screening programs.

Charles Lechner joined the Newborn Hearing Follow Up Program within the TN Department of Health in February 2023 as an epidemiologist. Prior to this position, he was an Association of Public Health Laboratories Data Analytics Fellow stationed within the TN Newborn Screening Program for a year and a half. His background is in bioinformatics and he is passionate about using technology and data to better the lives of others, especially within the fields of neonatology and pediatrics.

Amanda Ingram, RN is the Director of the Pediatric Case Management and Follow-up Program for the Tennessee Department of Health. She has been a Registered Nurse for 23 years with 13 years of Neonatal Intensive Care experience and has been with the State of TN Department of Health for 7 years. She has served as Director for Newborn Screening Follow-up for the past 5 years. She oversees all follow-up and case management activities for Newborn Screening, Newborn Hearing Screening, Newborn CCHD Screening, and the Childhood Lead Poisoning Prevention Program.

Ashlie Seibers is the Director of Family Voices of Tennessee at the Tennessee Disability Coalition. She identifies as an individual having multiple disabilities including congenital blindness, autoimmune disorder, mental illness, and being a cancer survivor. She attained considerable knowledge serving as a Developmental Program Coordinator with the Tennessee Department of Intellectual and Developmental Disabilities, and has served in various positions for the Tennessee Department of Children's Services. Seibers holds a Master of Social Work in Organizational Leadership and a graduate certificate in Trauma Treatment from the University of Tennessee. Seibers also holds a Bachelor of Social Work from the University of Tennessee and an Associate of Science in Sociology from Roane State Community College.

Merritt Holmberg lives in Nashville and currently serves as a Parent Guide with Family Voices PEARS. She is a registered nurse who has worked in community care settings both in Tennessee and New York City, where she lived for 20 years. Merritt is passionate about connecting people to resources, advocating for the marginalized, and encouraging children to be confident in their unique stories.

6:00-7:00pm (1 instructional hour)

Phillip Erkkila

Knowledge Quest at the TAASLP convention

Sponsored by The Stepping Stones Group

Course Abstract

The Knowledge Quest, hosted by The Stepping Stones Group, is a student competition event that will take place on Friday evening. Audiology and speech language pathology students as well as students in communication sciences and disorders programs across TN are invited to participate in the competition. Students will answer questions, similar to those included on the praxis exam, using their personal electronic device. The competition consists of 5 rounds of 5 questions per round, across the following areas: foundation and professional practice, screening, assessment, evaluation and Diagnosis, and planning, implementation, and evaluation of treatment. All

students that answer questions correctly will be awarded 10 points, the first to answer each question correctly will be awarded an additional 3 points. Points are doubled in the last round. Individual prizes will be awarded to the top three scoring students. Additionally, points will be awarded to the universities that the top 3 scorers attend, for the “over-all” awards.

Course Objectives

1. Student participants and attendees will review basic SLP/AUD concepts in the following 3 areas: foundation and professional practice, screening, assessment, evaluation and Diagnosis, and planning, implementation, and evaluation of treatment
2. Student participants and attendees will assess their working knowledge in the following 3 areas: foundation and professional practice, screening, assessment, evaluation and Diagnosis, and planning, implementation, and evaluation of treatment
3. After identifying areas of areas of strengths and weaknesses in basic SLP/AUD concept knowledge, students and participants may use this knowledge to better prepare for the praxis exam and therapeutic practice.

Disclosures

Phillip Erkkila has a relevant financial relationship with The Stepping Stones Group, LLC in the form of salary for employment. Phillip Erkkila has no relevant non-financial relationships to disclose.

Speaker Bio

Phillip Erkkila, M.A. CCC-SLP, is the clinical manager of The Stepping Stones Group, LLC in Boca Raton, Florida. He graduated from Western Michigan University in 2011 with a B.S. in Speech Language Pathology. He obtained a Masters of Arts degree in Speech-Language Pathology in 2013 from Wayne State University. He has spent the majority of his career working in the healthcare setting. He owned the company Jabber Jaws Therapy, L.L.C. which evaluated and treated children with speech and language impairments in their natural environments.

Saturday, September 16th

9:00-10:00am (1.0 instructional hour)

Jani Johnson, Au.D., Ph.D.

Adapting Hearing Aid Fitting Protocols for OTCs

Course Abstract

Current evidence-based hearing aid verification and fitting recommendations are for traditional, prescription hearing aids. With the availability of more affordable, over-the-counter-class (OTC) hearing aids, audiologists are challenged to adapt their protocols in unique ways to approximate best-practice recommendations. You may have questions like: How can I know if the hearing aid is good quality? What is the point of real-ear verification if I can't adjust the hearing aid settings? How can I know if the features in the hearing aids work? How should I counsel a patient in how to best use their devices? This presentation explores practical methods for evaluating and fitting OTC hearing aids to optimize outcomes for all patients, regardless of their technology level.

Course Objectives

1. Conduct and interpret an electroacoustic analysis to determine device quality
2. Demonstrate feature functioning using electroacoustic analysis and/or real-ear measures
3. Apply analyses results to inform the hearing aid orientation and settings recommendations

Disclosures

Jani Johnson has no relevant financial or non-financial relationships to disclose.

Speaker Bio(s)

Dr. Jani Johnson is an Assistant Professor in the School of Communication Sciences and Disorders at the University of Memphis. She directs the Hearing Aid Research Laboratory (HARL), which aims to produce high-quality evidence that can optimize rehabilitative outcomes for older adults with hearing difficulties.

10:15-11:15am (1.0 instructional hour)

Elizabeth Robinson LMSW & Christine Brown, Au.D.

Social Work and Audiology: Working Together to Improve Patient Care

Course Abstract

Lack of adherence to treatment recommendations and loss to follow up after initial diagnosis of a hearing loss are challenges that are frequently encountered by audiologists in both pediatric and adult audiology clinics. Social workers play a vital role in helping audiologists identify and address barriers to care. This presentation will describe the role of social work within the audiology clinic and case studies will be used to highlight the integral role social work plays in improving outcomes in both the care and wellbeing of the patients and families we see in the audiology clinic.

Course Objectives

1. Participants will be able to describe the role of social work within the audiology clinic.
2. Participants will be able to identify situations in which a social work referral may be warranted.
3. Participants will be able to describe how to locate local resources for housing, food, transportation, mental health, etc. support in situations where a social worker might not be accessible.

Disclosures

Elizabeth Robinson has a relevant financial relationship with Vanderbilt University Medical Center in the form of salary for employment. Elizabeth Robinson has no relevant non-financial relationships to disclose.

Christine Brown has a relevant financial relationship with Vanderbilt University Medical Center in the form of salary for employment and with Advanced Bionics in the form of prior conference registration and compensation for travel, hotel, and time for teaching/speaking and membership on advisory committee or review panel. Christine Brown has no relevant non-financial relationships to disclose.

Speaker Bio(s)

Elizabeth has worked in the Social Work field for over 15 years. She's a graduate of the University of Tennessee, with a bachelor's degree in Education. Elizabeth received her Master's in Social Work from Tulane University. She's worked in various Social Work roles, most recently the Vanderbilt Bill Wilkerson Center.

Christine Brown, Au.D., is a cochlear implant audiologist at Vanderbilt University Medical Center. She holds a Bachelor of Science in Communication Sciences and Disorders from Northwestern University and a Doctorate in Audiology from Vanderbilt University. Dr. Brown is also the current president of the Tennessee Academy of Audiology.

11:30am-12:00pm (0.5 instructional hour)

Sara Unrein, Au.D.

The 60/60 Guideline: New Recommendation for Cochlear Implant Referrals**Course Abstract**

In 2020 the 60/60 guideline was proposed for identifying potential cochlear implant candidates for referral for candidacy evaluations. We will discuss what the 60/60 guideline is and how to apply it in practice to appropriately refer potential cochlear implant candidates for further evaluation. The importance of early referral and implantation for optimal results will also be discussed.

Course Objectives

1. Identify potential cochlear implant candidates.
2. Assess hearing evaluations for meeting the 60/60 rule for cochlear implant referral.
3. Recognize when to appropriately refer potential cochlear implant candidates for candidacy evaluations.

Disclosures

Sara Unrein has a relevant financial relationship with Vanderbilt University Medical Center in the form of salary for employment. Sara Unrein has no relevant non-financial relationships to disclose.

Speaker Bio(s)

Sara Unrein, Au.D. is an adult cochlear implant audiologist at Vanderbilt Bill Wilkerson Center. She is also the current TAA vice president. Her primary interests include cochlear implant outcomes and their relation to pre-operative hearing aid performance, as well as age. She coordinates the Vanderbilt audiology externs.