

TAASLP CONVENTION 2024 COURSE ABSTRACTS, LEARNING OUTCOMES, AND DISCLOSURES

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

Friday, September 13th

9:00-10:00 (1 Instructional Hour)

Stacey Lanier, LPC-MHSP

Mindful Pathways: Guiding Your Journey to Mental Wellness

Course Abstract

In the demanding fields of Speech Language Pathology and Audiology, professionals often encounter high levels of stress and exposure to vicarious trauma. This keynote presentation, "Mindful Pathways: Guiding Your Journey to Mental Wellness," aims to provide a comprehensive understanding of workplace mental health and trauma, with a specific focus on the unique challenges faced by speech-language pathologists and audiologists. Attendees will learn about the impact of workplace mental health and trauma, strategies for identifying and addressing these issues, and best practices for fostering a supportive work environment. By prioritizing mental health and wellness, speech-language pathologists and audiologists can enhance their well-being, improve patient outcomes, and contribute to a healthier workplace culture. By the end of this presentation, speech-language pathologists and audiologists will be equipped with the knowledge and tools necessary to prioritize mental health and wellness in their practice, ensuring they can provide the best care to their patients while maintaining their own well-being.

Course Objectives

1. Understand the Impact of Mental Health and Trauma in the Workplace
 - Define workplace mental health and trauma, including vicarious trauma specific to helping professionals.
 - Discuss the effects of mental health issues and trauma on both employees and organizations.
2. Identify Causes and Symptoms of Workplace Mental Health Issues
 - Recognize common causes of mental health challenges and trauma in the field of speech-language pathology and audiology.
 - Identify symptoms and signs of mental health issues and vicarious trauma among professionals.
3. Implement Strategies to Address Mental Health and Trauma
 - Explore effective strategies for addressing mental health issues, including individual trauma therapy.
 - Learn how to create a supportive work environment that promotes mental well-being and the importance of work-life balance.
4. Develop Personal and Professional Resilience

- Learn techniques for building personal resilience to better cope with workplace stress and trauma.
- Explore ways to support colleagues and foster a resilient professional community.

Disclosures

Stacey Lanier has a relevant financial relationship with TAASLP as her convention fees were waived for being a speaker. Stacey Lanier has no relevant non-financial relationships to disclose.

Speaker Bio

Stacey Lanier is a Licensed Professional Counselor/ Psychotherapist, and owner of Truth Empowered Counseling & Wellness, a group psychotherapy practice in Nashville. She is an Approved Supervisor to counselors seeking licensure, is a Certified EMDR Clinician and Approved Consultant and is also the Co-Founder of The Atelier, a wellness co-working space. Stacey has over thirty years of experience in the mental health field and has spoken at many local and national conferences pertaining to mental health and trauma. She is on a mission to provide safe spaces for helping professionals to sort through the “stuff” they bring from personal experiences and from bearing witness to client’s and patient’s stories.

Through the use of Eye Movement Desensitization and Reprocessing (EMDR). Stacey’s practice specializes in treating women who have experienced trauma. Her practice also provides Critical Incident Stress Debriefing (CISD) to corporations and small businesses

As a trauma expert, Stacey holds dearly the responsibility of helping clinicians find resolution so that they may experience meaningful lives and continue to be fully present for their clients and patients.

10:15-11:15 (1 Instructional Hour)

Jamie Seek, MA, CCC-SLP

The Changing Landscape of Speech-Language Services in Schools

Course Abstract

Speech Language Impairment is the second most frequently identified area of eligibility for students with disabilities in Tennessee public schools after specific learning disability. This indicates that speech-language therapy is a frequently identified special education or related service needed for a student with an Individualized Education Program (IEP). This session will explore themes common among service delivery such as evaluations, caseload/workload, the location of services, IEP goal writing, and collaborating with general education teachers as well as why these topics remain relevant to ensuring student success.

Course Objectives

- Participants will describe barriers that impact service delivery in schools.
- Participants will compare and contrast barriers and solutions surrounding service delivery in schools.
- Participants will develop action steps for successful service delivery in schools.

Disclosures

Jamie Seek has a relevant financial relationship with the Tennessee Department of Education in the form of salary for employment. Jamie Seek has a relevant non-financial relationship with State Education Agencies Communication Disabilities Council and State Leaders of Assistive Technology in Education. She is a member of both organizations as part of her role with the Tennessee Department of Education.

Speaker Bio(s)

Jamie Seek serves as the Speech/Language and Related Services Manager 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.

11:30-12:30 (1 Instructional Hour)

Saskia Splane, MS, CCC-SLP

Documenting Assistive Technology (AT) in the Individualized Educational Program (IEP)

Course Abstract

An AT-AAC Specialist from the Assistive Technology Project, a program of the Tennessee Technical Assistance Network (TN-TAN), will provide an in-depth review of the definition of assistive technology devices and services, explore the requirements and process for AT consideration, and offer guidance for documenting AT within the IEP.

Course Objective

1. Explore the ways in which AT helps to increase students' access to educational opportunities.
2. Discuss the IEP requirements regarding assistive technology.
3. Describe how, when, and where to document AT in the student's IEP.

Disclosures

Saskia Splane has a relevant financial relationship with Little Tennessee Educational Cooperative: Assistive Technology Project for Children in the form of salary for employment. Saski Splane has no relevant non-financial relationships to disclose.

Speaker Bio(s)

Saskia is a Speech Language Pathologist (SLP) and assistive technology specialist; she has worked with people with disabilities in a variety of roles since 2010. In 2023 she began working for the Assistive Technology Project where she provides support and training to school teams across the state for addressing the assistive technology needs of students with disabilities.

11:30-12:30 (1 Instructional Hour)

Paul Rice, MS, CCC-SLP, Jessica Lenden-Holt, MS, CCC-SLP, Shequria Williams, MS, CCC-SLP, Jennifer Henderson, MS, CCC-SLP

Fixin' to Assess Speakers of Appalachian English and African American English: Considerations for Effective Evaluation (This course was registered with ASHA CE under the subject DEI)

Course Abstract

This session focuses on ASHA standards for evaluating/treating speakers of Appalachian English and African American English dialects, the history and linguistic characteristics of these dialects and best practice for evaluating and treating speakers of these dialects in the school and private practice settings. The authors discuss valid modifications to existing standardized evaluations for these speakers, as well as the use of dynamic assessment techniques to assist in effective assessment and to limit bias in testing, both for these speaker groups and other minority dialects by extension. In addition to research, the authors rely on relevant clinical experience and cases.

Course Objectives

1. List cultural and linguistic difference of Appalachian English (AE) and African American English (AAE) in contrast to Standard American English to best determine difference vs disorder.
2. Select appropriate assessments for speakers of AE and AAE, including dynamic assessment and other non-standardized evaluation procedures
3. Choose treatment targets that are culturally and linguistically appropriate for speakers of AE and AAE

Disclosures

Paul Rice has no relevant financial or non-financial relationships to disclose.

Jessica Lenden-Holt has a relevant financial relationship with TAASLP as her convention fees were waived for being a speaker and board member. Jessica Lenden-Holt has no relevant non-financial relationships to disclose.

Shequria Williams has a relevant financial relationship with TAASLP as her convention fees were waived for being a speaker and SEAL representative. Shequria Williams has no relevant non-financial relationships to disclose.

Jennifer Henderson has a relevant financial relationship with TAASLP as her convention fees were waived for being a speaker and StAMP representative. Jennifer Henderson has no relevant non-financial relationships to disclose.

Speaker Bio(s)

Paul Rice is a speech-language pathologist working in school districts across Tennessee through teletherapy. He has practiced since graduating in 2020 from East Tennessee State University, and he is a recipient of the ASHA Distinguished Early Career Professional Certificate.

Jessica Lenden-Holt is a bilingual (English-Spanish) speech-language pathologist and Chief Clinical Officer for Sidekick Therapy Partners. She currently serves as the Vice President of Legislative Affairs for the Tennessee Association of Audiologists and Speech-Language Pathologists (TAASLP). Lenden-Holt lives in the Appalachian Mountains and is editor/producer for "Granny Women of Appalachia".

Shequria Williams is a CCC-SLP and has practiced for 14 years, providing treatment to school-aged students. She is also the Sr. Director of Clinical Services at Sidekick Therapy Partners. Shequria is a TAASLP member and currently holds the title of SEAL, State Education Advocacy Leader, for Tennessee.

Jennifer Henderson is a CCC-SLP and has been practicing for 16 years. Jennifer is a Clinical Lead, leads the QA team, and provides speech and language services to clients in schools. Jennifer is a member of TAASLP and currently holds the title of StAMP for the state of Tennessee.

Lunch 12:45-2:00pm

(Awards, Scholarships, Student Spirit Competition)

2:15-3:15pm (1 Instructional Hour)

Karen Davis, PhD, CCC-SLP

Mentoring across cultures: A pathway for academic and clinical success (This course was registered with ASHA CE under the subject DEI)

Course Abstract

As communication sciences and disorders programs strive to become more diverse, cross-cultural mentoring will occur, therefore impacting student academic and clinical outcomes. This presentation will define cross-cultural mentoring and discuss best practices in establishing a mentoring relationship. The oral presentation will also include two undergraduate students from culturally and linguistically diverse backgrounds to detail their mentoring experiences and share their ideas about cross-cultural mentoring.

Course Objectives

1. Attendees will learn about research regarding cross-cultural mentoring
2. Attendees will learn about the characteristics of cross-cultural mentoring
3. Attendees will discuss best practices to create effective mentoring relationships

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 an undergraduate multicultural course at her place of employment and has conducted research related to peer tutoring and peer mentoring of culturally and linguistically diverse students. She also volunteers on diversity committee for CAPCSD. Karen Davis also discloses, "As an African American female professor, I have a personal interest in supporting all

students and acknowledging the various cultural and linguistic experiences they bring to an academic and clinical setting.”

Speaker Bio(s)

Karen Davis, Ph.D., CCC-SLP is an associate professor at Middle Tennessee State University who has worked in the public school system. Her research interests are centered on language and literacy for struggling learners. Her research interests include language and literacy disorders, interprofessional education/practice (IPE/IPP), and cultural responsiveness in CSD education.

Snack Break 3:15-3:30

3:30-4:30 (1 Instructional Hour)

Lauren Hastings, MS, CCC-SLP and Lauren Prather, PhD, MS, CCC-SLP

Lost Ones: Culturally Responsiveness to Assessment Practices (This course was registered with ASHA CE under the subject DEI)

Course Abstract

SLPS must apply culturally appropriate practices for children from minority cultures who have speech and language delays/disorders. This presentation focuses on increasing awareness and understanding of the characteristics of AAE. We will discuss the importance of considering these dialectal features during the evaluation and intervention process. SLPs can use this knowledge as a baseline to build rapport with AAE speaking children and families and to appropriately diagnose children who use AAE.

Course Objective

1. Identify speech/language differences of AAE
2. Explain the importance of considering AAE during the evaluation process and strategies to ensure that the assessment is valid
3. Construct a culturally sensitive report and deliver results to parents and teachers

Disclosures

Lauren Hastings has a relevant financial relationship with Hear to Speak in the form of salary for employment and ownership of intellectual property rights. Lauren Hastings has a relevant non-financial relationship with the National Black Association for Speech Language and Hearing (NBASLH) as a member of the board and ASHA SIG 1 as a volunteer associate coordinator.

Lauren Prather has no relevant financial relationships to disclose. She has a relevant non-financial relationship with the National Black Association for Speech Language and Hearing (NBASLH) as a member of the board, convention chair, and PR chair.

Speaker Bio(s)

Lauren Hastings is a speech-language pathologist, private practice owner, business coach, podcaster, and Ph.D. student. In 2016, Lauren began full-time work in her practice, Hear to Speak, in South Fulton (Atlanta) Georgia which serves the pediatric population using a community-based model. She expresses her love for her profession and the African-American community through her weekly podcast, Speech Tea. She enjoys co-hosting the podcast with her colleague, Lauren Prather, discussing topics impacting minorities and breaking down special education concepts in understandable terms. Currently, she is obtaining her Ph.D. in Educational Studies in Diverse Populations with a concentration in Health Disparities at the University of Alabama Birmingham and reopened her practice in Birmingham to include advocacy services.

Lauren Prather recently completed her Ph.D at the University of Cincinnati (UC) in Communication Sciences and Disorders where her research focuses assessment bias in early communication assessments. Before pursuing her PhD , Lauren worked as a Speech Language Pathologist for Cobb Pediatric Therapy Services and Let's Talk Therapy in Atlanta, GA which is inclusive of her clinical experience in both the school setting and private practice. She has collaborated with multidisciplinary teams to address communication, educational, and social needs of students with a wide variety of disability classifications. Currently, works collaboratively with Cincinnati Children's Hospital and UC on her dissertation studies and works virtually as a part time clinician with plans to start her postdoctoral assignment Fall 2024. She also serves on the Diversity Equity and Inclusion committee at UC where she co chairs the DE&I Student Committee.

3:30-4:30 (1 Instructional Hour)

Meghan Wendelken, PhD, CCC-SLP

Is Research on Augmentative and Alternative Communication Intervention with Children With Autism Spectrum Disorder Reflected in the Clinical Practice of Speech-Language Pathologists?

Course Abstract

Limited literature exists on the efficacy and implementation of AAC intervention with minimally-speaking children with autism who have significant challenges in receptive language. This study identified strategies SLPs find effective as well as challenges faced by SLPs. Using qualitative methodology, SLPs who use AAC with students with autism with severely impaired language skills were interviewed. Data analysis revealed seven primary themes: (1) Skills targeted, (2) Requesting as Initial/Primary Focus, (3) Social Communication, (4) Motivation, (5) Receptive Language, (6) Intervention Elements and Perceptions, and (7) Communication Partners. The implication of these findings for clinical decision-making will be discussed.

Course Objectives

1. Describe current practices in AAC intervention with minimally speaking individuals with autism who have significant receptive language challenges

2. Identify methods being utilized by SLPs for assessment and intervention of receptive language skills in individuals with severe autism
3. Discuss directions for future research to improve AAC outcomes for individuals with autism with limited to no functional spoken language and significant challenges in receptive language

Disclosures

Meghan Wendelken has a relevant financial relationship with Penn State University where she conducted research to obtain her PhD. The development of this presentation was supported in part through a grant from the US Department of Education Office of Special Education Programs (Grant number H325D170024). Meghan Wendelken has no relevant non-financial relationships to disclose.

Speaker Bio(s)

Dr. Wendelken received her bachelor's and master's of science in speech-language pathology from Duquesne University. She practiced as an SLP in the New York City area before returning to school to complete her PhD. She completed her PhD at Pennsylvania State University in 2022, where her research focused on autism and AAC. She is currently an assistant professor at Middle Tennessee State University.

4:45-5:45 (1 Instructional Hour)

Hallie Sherman, MS, CCC-SLP

Free websites To Work on Building Tier 2 Vocabulary

Course Abstract

There are many free websites and tools out there that SLPs can use virtually or in person that can provide engaging lessons to target Tier 2 vocabulary words. Hallie will demonstrate the benefit of focusing vocabulary instruction on Tier 2 vocabulary words and free websites that will help clinicians teach it and practice understanding and using Tier 2 vocabulary words with their school-aged students.

Course Objectives

1. Describe the importance of focusing on Tier 2 vocabulary words and how these vocabulary words are meaningful to students within the context of curriculum
2. List items and resources available to SLPs for quick vocabulary activities that is effective in getting students a deeper understanding of new vocabulary words and how to use strategies to learn word meanings
3. Explain how to make vocabulary activities meaningful and fun for your older speech students to ensure carryover

Disclosures

Hallie Sherman has no relevant financial relationships to disclose. Hallie Sherman has a relevant non-financial relationship with Speech Time Fun, Inc., in that the presentation will include mentions of her website and social media platforms for attendees to learn more information.

Speaker Bio(s)

Hallie Sherman, M.S. CCC-SLP is a licensed speech-language pathologist in New York. She worked in the public schools for over 15 years before she left the schools to work as the CEO full time for Speech Time Fun, Inc. At Speech Time Fun, Inc. Hallie provides materials and trainings for SLPs working with grades 4-12 to help them plan with ease and confidence. She does this through her SLP Elevate membership, her TPT resources, her podcast SLP Coffee Talk, her virtual conference she hosts 3x a year called the Speech Retreat and the other various trainings for organizations and associations.

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

Phillip Erkkila, M.A. CCC-SLP and Roxanne Pilger M.S., 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. Participants will recall information from clinical and professional practice of Speech/Language pathology and Audiology to answer each question.
2. Participants will be able to explain the most up to date information regarding evaluation, assessment, norms, and standards of practice related to speech science, anatomy/physiology, dysphagia, and audiology.
3. Participants will score their performance on test questions and analyze areas for improvement as related to the field of speech-language pathology.

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.

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

Speaker Bio(s)

Phillip Erkkila, M.A. CCC-SLP, serves as the Professional Development Team Lead, the ASHA Continuing Education Administrator, and a Bloom Clinical Manager for The Stepping Stones Group. He has experience working in various settings, including public, private, and charter schools, private practice, early intervention, acute care hospitals, and adult home health. Phillip has developed and presented numerous topics in speech-language pathology, covering areas such as treatment practices for children with ASD, behavior management, collaborative service delivery, self-assessment, and the importance of soft skills. He is also the host of The Stepping Stones Group's "Knowledge Quest," a Praxis prep game show presented at state and national SLP conventions. Phillip, along with a colleague from SSG, is excited to present on feedback methods in Clinical Fellow supervision at the 2024 ASHA Convention. He is an alumnus of ASHA's Leadership Development Program, a member of the ASHA Continuing Education Board, and a recipient of multiple ASHA Continuing Education (ACE) Awards.

Roxanne Pilger M.S., CCC-SLP, has a Master of Science degree in Communication Disorders from the University of Wisconsin- Stevens Point. She is a licensed and certified SLP with 18 years of experience working in a variety of settings including public schools, skilled nursing facilities and home healthcare. Currently, Roxanne serves as a Regional Director with The Stepping Stones Group providing mentorship and clinical supervision as well as support to school districts and SSG employees. Roxanne has provided direct therapy, professional development opportunities in school settings as well as training and management for compliance and IEP development to align to the Common Core State Standards and current best practices. Roxanne has served as a Lead Speech Language Pathologist for a school district where she supported the Speech Department by coordinating the delivery of school speech/ language services to students, staff, and parents as well as maintaining and revising department forms, policies, and procedures. She has coordinated and designed intervention programs for those students who required speech/language services prior to evaluations as part of a MTSS initiative. Roxanne has a strong knowledge base in special education and working with culturally diverse populations, which allows her to support her staff and districts in the special education process. She has worked with and trained translators to assist with multicultural caseloads to provide effective and appropriate therapy approaches across varied therapy settings. On a state and national level, Roxanne currently services as Wisconsin's Co-SEAL providing advocacy and support for SLPs in the educational setting

Saturday, September 14th

9:00-10:00 (1 Instructional Hour)

Abigail Hamilton, MS, OTR/L

Neurodiversity-Affirming Practices in Speech-Language Pathology: An Introduction (This course was registered with ASHA CE under the subject DEI)

Course Abstract

With the prevalence of diagnoses like autism spectrum disorder and attention-deficit hyperactivity disorder on the rise in children, speech-language pathologists need to be aware of the unique needs of neurodivergent children. Join us for an introduction to neurodiversity. We will review a history of disability models to assess how we arrived at the neurodiversity movement, dive into the guiding documents of speech-language pathology to determine why this conversation matters for speech-language pathologists, and close with practical shifts we can make in our clinical practice to create a space where neurodivergent kiddos feel safe to show up as their authentic selves while learning and growing in speech-language pathology!

Course Objectives

- Define neurodiversity. Participants will understand the concept of neurodiversity and be able to articulate the value and significance of acknowledging the normal variation in the way humans think, learn, and behave.
- Explore the evolution of the neurodiversity movement. Participants will identify the origins of the neurodiversity movement and its development over time, including a history of disability models.
- Apply knowledge to practice. Participants will discuss shifts they can make in their clinical practice by reviewing practical scenarios.

Disclosures

Abigail Hamilton has no relevant financial or non-financial relationships to disclose.

Speaker Bio(s)

Abigail Hamilton is a pediatric occupational therapist and the Fieldwork & Professional Development Advisor at Hopebridge Autism Therapy Center. As a lifelong learner, she has a passion for inspiring clinicians to take a posture of learning in order to grow their clinical skills and perform at the top of their license.

10:15-11:15 (1 Instructional Hour)

Lisa Mabry-Price, MS, CCC-SLP

Strategies, Solutions and Supports for School-Based SLPs

Course Abstract

In recent ASHA School Survey results, school-based professionals consistently identify high workload and caseload size as prominent challenges. Drawing on insights from ASHA technical consultation and stakeholder groups, we will discuss actionable solutions and available resources for school-based Speech-Language Pathologists (SLPs). Participants will be equipped with tools and resources to comprehensively analyze workload, implement dynamic service delivery and to navigate eligibility and documentation. Through interactive discussions, participants will gain insights into utilizing ASHA's resources and transforming challenges into opportunities for growth and enhanced professional practice in school-based speech-language pathology.

Course Objectives

1. Use the ASHA Workload Calculator portfolio of tools to effectively analyze

workload.

2. Identify relevant ASHA school-based resources related to eligibility, documentation and service delivery.
3. Utilize strategies to inform clinical and professional decision making.

Disclosures

Lisa Mabry-Price has a relevant financial relationship with the American Speech-Language Hearing Association in the form of salary for employment. Lisa Mabry-Price has a relevant non-financial relationship with the American Speech-Language Hearing Association as a member.

Speaker Bio(s)

Lisa Rai Mabry-Price, MS, CCC-SLP, serves as an Associate Director of School Services in Speech-Language Pathology at the American Speech-Language Hearing Association (ASHA). She is the ex-officio to ASHA's Special Interest Group 19, Speech Science and a consultant to the Schools Finance Committee.

Snack Break 11:15-11:30

11:30-12:30 (1 Instructional Hour)

Kristen Secora, PhD

Storybooks to facilitate perspective-taking: What's the most effective approach?

Course Abstract

Theory of mind (ToM), the ability to understand others' cognitive and emotional states, is a critical component of children's language, literacy, and socioemotional development. We applied a systematic review to determine the effectiveness of storybook interventions and provide an overview of studies' interventions and findings. Interventions in educational settings led by teachers were among the most effective implementations of storybook-based interventions for building ToM. One critical component contributing to the effectiveness of the interventions was the additional, extratextual discussion of the thoughts and perspectives of both the characters and the child. We offer practical suggestions for implementation by SLPs.

Course Objectives

1. Learners will be able to define components of Theory of Mind (ToM) and describe their connections to language and literacy
2. Learners will be able to summarize the most effective components of storybook-based interventions for building ToM skills
3. Learners will be able to describe two ways to utilize storybooks for building language and ToM within a therapy or classroom setting

Disclosures

Kristen Secora has a relevant financial relationship with the University of Tennessee in Knoxville in the form of salary for employment. Kristen Secora has a relevant non-financial relationship with TAASLP as a board member and VP of Membership.

Speaker Bio(s)

Kristen Secora is an Assistant Professor of Communication Disorders at the University of Tennessee Knoxville. Her research focuses on assessment and intervention practices of SLPs with deaf and hard of hearing children as well as SLPs' knowledge and practice related to Theory of Mind.

MEDICAL/ ADULT SPEECH-LANGUAGE PATHOLOGY SESSIONS

Friday, September 13th

9:00-10:00 (1 Instructional Hour)

Stacey Lanier, LPC-MHSP

Mindful Pathways: Guiding Your Journey to Mental Wellness

Course Abstract

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Course Objectives

1. Understand the Impact of Mental Health and Trauma in the Workplace
 - Define workplace mental health and trauma, including vicarious trauma specific to helping professionals.
 - Discuss the effects of mental health issues and trauma on both employees and organizations.
2. Identify Causes and Symptoms of Workplace Mental Health Issues
 - Recognize common causes of mental health challenges and trauma in the field of speech-language pathology and audiology.
 - Identify symptoms and signs of mental health issues and vicarious trauma among professionals.
3. Implement Strategies to Address Mental Health and Trauma
 - Explore effective strategies for addressing mental health issues, including individual trauma therapy.
 - Learn how to create a supportive work environment that promotes mental well-being and the importance of work-life balance.
4. Develop Personal and Professional Resilience
 - Learn techniques for building personal resilience to better cope with workplace stress and trauma.
 - Explore ways to support colleagues and foster a resilient professional community.

Disclosures

Stacey Lanier has a relevant financial relationship with TAASLP as her convention fees were waived for being a speaker. Stacey Lanier has no relevant non-financial relationships to disclose.

Speaker Bio(s)

Stacey Lanier is a Licensed Professional Counselor/ Psychotherapist, and owner of Truth Empowered Counseling & Wellness, a group psychotherapy practice in Nashville. She is an Approved Supervisor to counselors seeking licensure, is a Certified EMDR Clinician and Approved Consultant and is also the Co-Founder of The Atelier, a wellness co-working space. Stacey has over thirty years of experience in the mental health field and has spoken at many local and national conferences pertaining to mental health and trauma. She is on a mission to provide safe spaces for helping professionals to sort through the “stuff” they bring from personal experiences and from bearing witness to client’s and patient’s stories.

Through the use of Eye Movement Desensitization and Reprocessing (EMDR). Stacey’s practice specializes in treating women who have experienced trauma. Her practice also provides Critical Incident Stress Debriefing (CISD) to corporations and small businesses

As a trauma expert, Stacey holds dear the responsibility of helping clinicians find resolution so that they may experience meaningful lives and continue to be fully present for their clients and patients.

10:15-11:15 (1 Instructional Hour)

Sarah Fox, MS, CCC-SLP

Bedside Swallow Evaluations: Are You Assessing What You Think You’re Assessing? How to Implement Validated Measures to Get the Best Outcomes for Your Patients

Course Abstraction

The bedside swallow evaluation is an SLP’s staple for formulating hypotheses regarding our patients’ swallow function. It allows us to determine the need for an instrumental swallow evaluation, consider the patient’s ability to support their nutrition and hydration needs, and develop goals with our patients. However, the BSE is often bogged down in arbitrary PO trials that provide limited information. Without the use of validated methods, are we assessing what we think we’re assessing? This lecture will discuss validated, standardized bedside assessment methods that can provide valuable information to help guide your patients in the next step of their dysphagia treatment plan (and save you time!).

Course Objectives

1. Participants will learn how to conduct a thorough chart review
2. Participants will understand the importance of including a cranial nerve examination
3. Participants will describe the lack of clinical utility in watching “PO trials”
4. Participants will be able to use The Yale Swallow Protocol and Test of Mastication and Swallowing Solids to guide instrumentation and subsequent treatment plans

Disclosures

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

Speaker Bio(s)

Sarah Fox graduated with her master's degree in speech and hearing sciences from Tennessee State University in 2014. She is a FEES-certified speech pathologist currently working in the Long-Term Acute Care setting with the tracheostomy and ventilator-dependent population. Sarah serves as an SLP Clinical Specialist at Select Specialty Hospital in Nashville, TN where she provides direct clinical services to patients as well as dysphagia education to other disciplines hospital-wide including physicians and nurse practitioners. She has spoken at the Tennessee Association of Audiology and Speech-Language Pathology conference annually since 2021, presenting on a variety of dysphagia-related topics. A two-time ASHA ACE award recipient, Sarah has a passion for swallowing and swallowing disorders research, educating other SLPs on chronic critical illness, and student supervision.

11:30-12:30 (1 Instructional Hour)**Emily Wishik, MS, CCC-SLP**

Gender Affirming Voice Care: A Speech Pathologist's Tool Box (This course was registered with ASHA CE under the subject DEI)

Course Abstract

Limited literature exists on the efficacy and implementation of AAC intervention with minimally-speaking children with autism who have significant challenges in receptive language. This study identified strategies SLPs find effective as well as challenges faced by SLPs. Using qualitative methodology, SLPs who use AAC with students with autism with severely impaired language skills were interviewed. Data analysis revealed seven primary themes: (1) Skills targeted, (2) Requesting as Initial/Primary Focus, (3) Social Communication, (4) Motivation, (5) Receptive Language, (6) Intervention Elements and Perceptions, and (7) Communication Partners. The implication of these findings for clinical decision-making will be discussed.

Course Objectives

- Name 3 aspects of communication that can be modified with gender-affirming voice care.
- Explain the basic differences in laryngeal and vocal tract parameters between presumed female at birth (PFAB) and presumed male at birth (PMAB) bodies.
- Understand the relationship of hormone replacement therapy (HRT) to voice changes in the gender-diverse population.

Disclosures

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

Speaker Bio(s)

Emily is a speech pathologist with the Vanderbilt Voice Center, where she has worked since 2018. In her time at VUMC, Emily has worked passionately with vocal professionals and also offers clinical expertise in gender affirming voice care.

Lunch 12:45-2:00pm

(Awards, Scholarships, Student Spirit Competition)

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

Karen Davis, PhD, CCC-SLP

Mentoring across cultures: A pathway for academic and clinical success (This course was registered with ASHA CE under the subject DEI)

Course Abstract

As communication sciences and disorders programs strive to become more diverse, cross-cultural mentoring will occur, therefore impacting student academic and clinical outcomes. This presentation will define cross-cultural mentoring and discuss best practices in establishing a mentoring relationship. The oral presentation will also include two undergraduate students from culturally and linguistically diverse backgrounds to detail their mentoring experiences and share their ideas about cross-cultural mentoring.

Course Objectives

1. Attendees will learn about research regarding cross-cultural mentoring
2. Attendees will learn about the characteristics of cross-cultural mentoring
3. Attendees will discuss best practices to create effective mentoring relationships

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 an undergraduate multicultural course at her place of employment and has conducted research related to peer tutoring and peer mentoring of culturally and linguistically diverse students. She also volunteers on diversity committee for CAPCSD. Karen Davis also discloses, "As an African American female professor, I have a personal interest in supporting all students and acknowledging the various cultural and linguistic experiences they bring to an academic and clinical setting."

Speaker Bio(s)

Karen Davis, Ph.D., CCC-SLP is an associate professor at Middle Tennessee State University who has worked in the public school system. Her research interests are centered on language and literacy for struggling learners. Her research interests include language and literacy disorders, interprofessional education/practice (IPE/IPP), and cultural responsiveness in CSD education.

Snack Break 3:15-3:30**3:30-4:30 (1 Instructional Hour)**

Suzanne Stinnett, MS, CCC-SLP, Kandace L. Turner, M.S. CCC-SLP, Charles C. Barnes, PhD, Ashley E. Rymer, M.S. CCC-SLP

Using Real-World Evidence to Reduce Choking for Adults with IDD

Course Abstract

Tennessee's Department of Disability and Aging (DDA) assists contracted agencies across 34 eastern counties to ensure the health and well-being of over 2200 adults with intellectual and developmental disabilities (IDD). This presentation discusses how real-world data capture, descriptive statistics, and trend analysis can assist in making decisions about clinical actions to reduce choking risks for adults with IDD living in community settings. Emphasis will be on describing the use of gleaned insights from multi-year datasets to share with stakeholders contracted with DDA to assist them with mitigating choking risks.

Course Objectives

1. Compare clinical assumptions about choking with real-world evidence from a multi year dataset of factors associated with choking.
2. List practical strategies arising from descriptive statistics used to address systemic choking risks for adults with IDD living in the Eastern Region of Tennessee.
3. Identify areas in your current work setting where data capture and descriptive statistics can be used to drive clinical intervention.

Disclosures

Suzanne Stinnett has a relevant financial relationship with the State of Tennessee in the form of salary for employment. Suzanne Stinnett has a relevant non-financial professional relationship with the University of Tennessee Knoxville Department of Audiology and Speech-Language Pathology working on mutual research projects.

Kandace Turner has a relevant financial relationship with the State of Tennessee in the form of salary for employment. Kandance Turner has a relevant non-financial professional relationship with the University of Tennessee Knoxville Department of Audiology and Speech-Language Pathology working on mutual research projects.

Charles Barnes has no relevant financial relationships to disclose. Charles Barnes has a relevant non-financial professional relationship and personal interest with the State of Tennessee gaining experience as a data professional and using data to improve health outcomes.

Ashley Rymer has a relevant financial relationship with the State of Tennessee in the form of salary for employment. Ashley Rimer has a relevant non-financial professional relationship with the University of Tennessee Knoxville Department of Audiology and Speech-Language Pathology working on mutual research projects.

Speaker Bio(s)

Suzi Stinnett, M.S., CCC-SLP, serves as a member of the TN Department of Disability and Aging (DDA) East Regional Therapeutic Services Team. She has worked with adults with IDD in East TN since 2019. Her B.A. is from Purdue and her M.S. is from Saint Xavier University in Chicago.

Kandace L. Turner, M.S. CCC-SLP – Ms. Turner has worked as a SLP for 39 years. For the last 20 years she has worked primarily with adults who have intellectual and developmental disabilities (IDD). Ms. Turner has excelled in team building to develop data collection and analysis for significant health events experienced by people with IDD supported by DDA.

Charles C. Barnes has a PhD in Neuroscience from the University of Mississippi Medical Center. Recently he became interested in data analytics for human health and is a volunteer data specialist for DDA. His volunteer projects feature tools to streamline data reporting.
Link: https://github.com/ccaiman/ReportTN_templates

Ashley E. Rymer, M.S. CCC-SLP – Ashley has worked in a variety of settings including home health, schools, early intervention, and SNFs. Two years ago, she joined the Regional Therapeutic Service Team excelling in collaboration with fellow team members and building interprofessional relationships and providing data driven trainings to supporting agencies.

4:45-5:45 (1 Instructional Hour)

Jack Henderson, MS, CCC-SLP

Let's Talk about Outcomes for Therapy with People who Stutter

Course Abstract

Working with people who stutter can feel daunting. What are we shooting for? How do I measure “success”? How do I communicate my ideas to families so that they “buy in”? This presentation will consider what we can and should be looking to as preferred outcomes of stuttering therapy. It will discuss the rationale for this framework and how to practically target and measure this “whole person” approach.

Course Objectives

1. Be able to describe the rationale for focusing other features of communication in intervention
2. Be able to articulate possible therapy goals for affective, behavioral, and cognitive aspects of stuttering
3. Be able to use various methods for measuring progress beyond percent syllable stuttered

Disclosures

Jack Henderson has no relevant financial or non-financial relationships to disclose.

Speaker Bio(s)

Jack Henderson, MS, CCC-SLP is a person who stutters and the founder and owner of Henderson Stuttering Therapy, licensed in Tennessee, Kentucky, and Alabama. Jack is a co-leader of the Nashville area chapter of the National Stuttering Association (NSA). He lives in Nashville with his spouse and two children.

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

Phillip Erkkila, M.A. CCC-SLP and Roxanne Pilger M.S., 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

4. Participants will recall information from clinical and professional practice of Speech/Language pathology and Audiology to answer each question.
5. Participants will be able to explain the most up to date information regarding evaluation, assessment, norms, and standards of practice related to speech science, anatomy/physiology, dysphagia, and audiology.
6. Participants will score their performance on test questions and analyze areas for improvement as related to the field of speech-language pathology.

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.

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

Speaker Bio(s)

Phillip Erkkila, M.A. CCC-SLP, serves as the Professional Development Team Lead, the ASHA Continuing Education Administrator, and a Bloom Clinical Manager for The Stepping Stones Group. He has experience working in various settings, including public, private, and charter schools, private practice, early intervention, acute care hospitals, and adult home health. Phillip has developed and presented numerous topics in speech-language pathology, covering areas such as treatment practices for children with ASD, behavior management, collaborative service delivery, self-assessment, and the importance of soft skills. He is also the host of The Stepping Stones Group's "Knowledge Quest," a Praxis prep game show presented at state and national SLP conventions. Phillip, along with a colleague from SSG, is excited to present on feedback

methods in Clinical Fellow supervision at the 2024 ASHA Convention. He is an alumnus of ASHA's Leadership Development Program, a member of the ASHA Continuing Education Board, and a recipient of multiple ASHA Continuing Education (ACE) Awards.

Roxanne Pilger M.S., CCC-SLP, has a Master of Science degree in Communication Disorders from the University of Wisconsin- Stevens Point. She is a licensed and certified SLP with 18 years of experience working in a variety of settings including public schools, skilled nursing facilities and home healthcare. Currently, Roxanne serves as a Regional Director with The Stepping Stones Group providing mentorship and clinical supervision as well as support to school districts and SSG employees. Roxanne has provided direct therapy, professional development opportunities in school settings as well as training and management for compliance and IEP development to align to the Common Core State Standards and current best practices. Roxanne has served as a Lead Speech Language Pathologist for a school district where she supported the Speech Department by coordinating the delivery of school speech/ language services to students, staff, and parents as well as maintaining and revising department forms, policies, and procedures. She has coordinated and designed intervention programs for those students who required speech/language services prior to evaluations as part of a MTSS initiative. Roxanne has a strong knowledge base in special education and working with culturally diverse populations, which allows her to support her staff and districts in the special education process. She has worked with and trained translators to assist with multicultural caseloads to provide effective and appropriate therapy approaches across varied therapy settings. On a state and national level, Roxanne currently services as Wisconsin's Co-SEAL providing advocacy and support for SLPs in the educational setting

Saturday, September 14th

9:00-10:00 (1 Instructional Hour)

Jennifer Henderson, MS, CCC-SLP, Jessica Lenden-Holt, MS, CCC-SLP, Shequria Williams, MS- CCC-SLP, and Kacey Hammonds, MS, CCC-SLP

Advocacy and Leadership in the Profession (This course was registered with ASHA CE under the subject Ethics)

Course Abstract

The session will be led by state advocacy leaders and will focus on educating and inspiring SLPs on how to engage in advocacy and bring about change. The authors will provide an explanation of advocacy, its importance, and how it can impact the profession positively. They will also discuss the different ways through which individuals can get involved in advocacy, such as joining advocacy groups, participating in advocacy events, and communicating with relevant stakeholders. Volunteer and leadership opportunities in TAASLP and ASHA will be highlighted to show SLPs how they can leverage these opportunities to become effective advocates for the profession.

Course Objectives

1. Understand advocacy in the profession

2. Identify practical ways to get involved with advocacy at the local, state and national level.
3. Discover leadership and volunteer opportunities in your state and national organizations and the community to assist with the advancement of advocacy efforts

Disclosures

Jennifer Henderson has a relevant financial relationship with TAASLP as her convention fees were waived for being a speaker and StAMP representative. Jennifer Henderson has no relevant non-financial relationships to disclose.

Jessica Lenden-Holt has a relevant financial relationship with TAASLP as her convention fees were waived for being a speaker and board member. Jessica Lenden-Holt has no relevant non-financial relationships to disclose.

Shequria Williams has a relevant financial relationship with TAASLP as her convention fees were waived for being a speaker and SEAL representative. Shequria Williams has no relevant non-financial relationships to disclose.

Kacey Hammonds has a relevant financial relationship with Sidekick Therapy Partners in the form of salary for employment. She has an additional financial relationship with TAASLP as her convention fees were waived for being a speaker and STAR representative. Kacey Hammonds has a relevant non-financial relationship with TAASLP as she serves at the state advocate for reimbursement.

Speaker Bio(s)

Jennifer Henderson is a CCC-SLP and has been practicing for 16 years. Jennifer is a Clinical Lead, leads the QA team, and provides speech and language services to clients in schools. Jennifer is a member of TAASLP and currently holds the title of StAMP for the state of Tennessee.

Jessica Lenden-Holt is a bilingual (English-Spanish) speech-language pathologist and Chief Clinical Officer for Sidekick Therapy Partners. She currently serves as the Vice President of Legislative Affairs for the Tennessee Association of Audiologists and Speech-Language Pathologists (TAASLP). Lenden-Holt lives in the Appalachian Mountains and is editor/producer for "Granny Women of Appalachia".

Shequria Williams is a CCC-SLP and has practiced for 14 years, providing treatment to school aged students. She is also the Sr. Director of Clinical Services at Sidekick Therapy Partners. Shequria is a TAASLP member and currently holds the title of SEAL, State Education Advocacy Leader, for Tennessee.

Kacey Hammonds is a CCC-SLP and has been practicing for 7 years. Kacey is a Clinical Lead and provides speech and language services to clients in schools. Kacey is a member of TAASLP and currently holds the title of StAR for the state of Tennessee.

10:15-11:15 (1 Instructional Hour)

Meagan Spencer, EdD, MS, CCC-SLP

Autism at Work: Type I in the Professional World (This course was registered with ASHA CE under the subject DEI)

Course Abstract

The neurodivergent mind is a hot topic in social media and in research. While it may be 'hip' now to talk about the neurodivergent mind, we need to realize there are large obstacles in the workplace for those who are neurodivergent. We also don't always see those real obstacles that the neurodivergent community faces in the workplace on social media or in the research. How can we as practioners, colleagues, and supervisors help our patients, co-workers, and employees be successful at work with our communication styles and outlets? How can we teach compensatory strategies and advocacy while preventing discrimination?

Course Objectives

1. Describe various obstacles that the neurodivergent community may face at work and how cultural competency can help clinicians create a diverse work environment.
2. Apply knowledge of these obstacles and advocacy to become an autistic or allistic ally.
3. Create environments that acknowledge neurodivergent voices in the workplace and help those with clinicians make ethical considerations and decision-making as it applies to advocacy for their clients.

Disclosures

Meagan Spencer has a relevant financial relationship with Freed-Hardeman University in the form of salary for employment. Meagan Spencer has a relevant non-financial relationship with TAASLP serving as a member of the board.

Speaker Bio(s)

Meagan Spencer, Ed.D. CCC-SLP is an AuDHD-diagnosed provider who started her career as a school-based SLP and is now the director of the undergraduate CSD program at Freed-Hardeman University. She has worked in various areas including pediatric behavior, service animal-assisted intervention, and academic program design.

Snack Break 11:15-11:30

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

Annie Cornell, MA, CCC-SLP and Kerry Hankins-Grider, MA, CCC-SLP

Alternative Access Solutions for Adults and Adolescent AAC Users

Course Abstract

Explore a variety of communication solutions for AAC users to participate in work and life. Attendees will explore access tools such as eye gaze adapted web browsers, phones, and

environmental controls. We will cover a variety of language solutions and communication strategies for adult and adolescent users.

Course Objectives:

1. Learners will be able to name 2 computer control features for adolescents and adults
2. Learners will be able to name 3 TobiiDynavox communication supports for adolescents and adults
3. Learners will be able to identify 2 tools to help adolescent and adults better access activities of daily living

Disclosures

Annie Cornell has a relevant financial relationship with TobiiDynavox in the form of salary for employment. Annie Cornell has no relevant non-financial relationships to disclose.

Kerry Hankins-Grider has a relevant financial relationship with TobiiDynavox in the form of salary for employment. Kerry Hankins-Grider has no relevant non-financial relationships to disclose.

Speaker Bio(s)

Annie Cornell, MA, CCC-SLP graduated from the University of Memphis with a MA in Communication Sciences and Disorders. She has worked with clients from birth to geriatric and specialized in dysphagia until joining the Tobii Dynavox team in 2022. Annie has developed a passion for AAC and education around AAC use to allow for true inclusion. Annie is a foster mom in the Memphis area, dog mom, and dabbles with art in her free time.

Kerry Hankins-Grider, MA, CCC-SLP has been a speech-language pathologist in the Nashville area for 12 years. Her primary area of focus in clinical practice has been identifying the communication needs of individuals across the lifespan. Three years ago, she joined the TobiiDynavox team as a local Pediatric Solutions Consultant. Kerry is a mom of three wild kids and two pit bulls.

AUDIOLOGY TRACK

Friday, September 13th

9:00-10:00 (1 instructional hour)
Stacey Lanier, LPC-MHSP

Mindful Pathways: Guiding Your Journey to Mental Wellness

Course Abstract

In the demanding fields of Speech Language Pathology and Audiology, professionals often encounter high levels of stress and exposure to vicarious trauma. This keynote presentation, "Mindful Pathways: Guiding Your Journey to Mental Wellness," aims to provide a comprehensive understanding of workplace mental health and trauma, with a specific focus on the unique challenges faced by speech-language pathologists and audiologists. Attendees will learn about the impact of workplace mental health and trauma, strategies for identifying and addressing these issues, and best practices for fostering a supportive work environment. By prioritizing mental health and wellness, speech-language pathologists and audiologists can enhance their well-being, improve patient outcomes, and contribute to a healthier workplace culture. By the end of this presentation, speech-language pathologists and audiologists will be equipped with the knowledge and tools necessary to prioritize mental health and wellness in their practice, ensuring they can provide the best care to their patients while maintaining their own well-being.

Course Objectives

1. Understand the Impact of Mental Health and Trauma in the Workplace
 - Define workplace mental health and trauma, including vicarious trauma specific to helping professionals.
 - Discuss the effects of mental health issues and trauma on both employees and organizations.
2. Identify Causes and Symptoms of Workplace Mental Health Issues
 - Recognize common causes of mental health challenges and trauma in the field of speech-language pathology and audiology.
 - Identify symptoms and signs of mental health issues and vicarious trauma among professionals.
3. Implement Strategies to Address Mental Health and Trauma
 - Explore effective strategies for addressing mental health issues, including individual trauma therapy.
 - Learn how to create a supportive work environment that promotes mental well-being and the importance of work-life balance.
4. Develop Personal and Professional Resilience
 - Learn techniques for building personal resilience to better cope with workplace stress and trauma.
 - Explore ways to support colleagues and foster a resilient professional community.

Disclosures

Stacey Lanier has a relevant financial relationship with TAASLP as her convention fees were waived for being a speaker. Stacey Lanier has no relevant non-financial relationships to disclose.

Speaker Bio(s)

Stacey Lanier is a Licensed Professional Counselor/ Psychotherapist, and owner of Truth Empowered Counseling & Wellness, a group psychotherapy practice in Nashville. She is an Approved Supervisor to counselors seeking licensure, is a Certified EMDR Clinician and Approved Consultant and is also the Co-Founder of The Atelier, a wellness co-working space.

Stacey has over thirty years of experience in the mental health field and has spoken at many local and national conferences pertaining to mental health and trauma. She is on a mission to provide safe spaces for helping professionals to sort through the “stuff” they bring from personal experiences and from bearing witness to client’s and patient’s stories.

Through the use of Eye Movement Desensitization and Reprocessing (EMDR). Stacey’s practice specializes in treating women who have experienced trauma. Her practice also provides Critical Incident Stress Debriefing (CISD) to corporations and small businesses

As a trauma expert, Stacey holds dearly the responsibility of helping clinicians find resolution so that they may experience meaningful lives and continue to be fully present for their clients and patients.

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

Marc Fagelson, PhD

Perspectives on Tinnitus in the Clinic I: Current Practice Options

Course Abstract

Tinnitus remains one of the great challenges facing patients and providers in the profession of audiology. The proliferation of tinnitus treatments available online and from manufacturers underscores the fact that no simple, nor single intervention adequately meets patients’ needs. At the same time, many different interventions can support patient coping and management of tinnitus even when the tinnitus sensation remains. The heterogeneity of patients and their experiences with tinnitus demands clinician flexibility and affirms the value of counseling that provides thorough and accurate information. This presentation will review current clinical practice approaches with consideration of tinnitus mechanisms, measures, and management.

Course Objectives

At the conclusion of this presentation, attendees will:

1. Recognize patient-specific counseling opportunities
2. Support patients' understanding of tinnitus mechanisms
3. Review for patients routine and accessible audiologic interventions

Disclosures

Marc Fagelson has a relevant financial relationship with East Tennessee State University in the form of salary for employment. Marc Fagelson has a relevant non-financial relationship with the American Tinnitus Association as a board member and volunteer on an advisory committee as the Chair of the Scientific Advisory Committee.

Speaker Bio(s)

Marc Fagelson, PhD, is Professor of Audiology at ETSU and tinnitus clinic provider at the James H. Quillen VAMC. He contributed to more than 50 articles, co-edited three texts, and provided more than 100 presentations at national and international meetings. He currently chairs the American Tinnitus Association's Scientific Advisory Committee.

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

Marc Fagelson, PhD

Perspectives on Tinnitus in the Clinic II: Emerging Practice Options Course Abstract

Interventions for bothersome tinnitus span a spectrum from invasive procedures such as the use of implantable devices to counseling based approaches that prioritize patient education. Patients' needs are unique and may relate to hearing status, psychological and mental health conditions, as well as various tinnitus characteristics including the onset and the effect of tinnitus on quality of life. Audiologic interventions, such as those employing the use of novel sound therapies and bimodal devices will be reviewed. Pros, cons, and caveats related to psychological counseling, which presently offers the strongest evidence base for tinnitus intervention, will be considered.

Course Objectives

At the conclusion of this presentation, attendees will:

1. Recognize elements of psychological counseling, similar to those used with hearing aid fittings, for use in the tinnitus clinic
2. Support realistic expectations for patients regarding tinnitus resources and interventions
3. Review for patients the putative benefits of sound therapy and bimodal stimulation

Disclosures

Marc Fagelson has a relevant financial relationship with East Tennessee State University in the form of salary and employment. Marc Fagelson has a relevant non-financial relationship with the American Tinnitus Association as a board member and volunteer on an advisory committee as the Chair of the Scientific Advisory Committee.

Speaker Bio(s)

Marc Fagelson, PhD, is Professor of Audiology at ETSU and tinnitus clinic provider at the James H. Quillen VAMC. He contributed to more than 50 articles, co-edited three texts, and provided more than 100 presentations at national and international meetings. He currently chairs the American Tinnitus Association's Scientific Advisory Committee.

Lunch 12:45-2:00pm

(Awards, Scholarships, Student Spirit Competition)

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

Karen Davis, PhD, CCC-SLP

Mentoring across cultures: A pathway for academic and clinical success (This course was registered with ASHA CE under the subject DEI)

Course Abstract

As communication sciences and disorders programs strive to become more diverse, cross-cultural mentoring will occur, therefore impacting student academic and clinical outcomes. This presentation will define cross-cultural mentoring and discuss best practices in establishing a mentoring relationship. The oral presentation will also include two undergraduate students from culturally and linguistically diverse backgrounds to detail their mentoring experiences and share their ideas about cross-cultural mentoring.

Course Objectives

1. Attendees will learn about research regarding cross-cultural mentoring
2. Attendees will learn about the characteristics of cross-cultural mentoring
3. Attendees will discuss best practices to create effective mentoring relationships

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 an undergraduate multicultural course at her place of employment and has conducted research related to peer tutoring and peer mentoring of culturally and linguistically diverse students. She also volunteers on diversity committee for CAPCSD. Karen Davis also discloses, “As an African American female professor, I have a personal interest in supporting all students and acknowledging the various cultural and linguistic experiences they bring to an academic and clinical setting.”

Speaker Bio(s)

Karen Davis, Ph.D., CCC-SLP is an associate professor at Middle Tennessee State University who has worked in the public school system. Her research interests are centered on language and literacy for struggling learners. Her research interests include language and literacy disorders, interprofessional education/practice (IPE/IPP), and cultural responsiveness in CSD education.

Snack Break 3:15-3:30

3:30-4:30pm (1 Instructional Hour)

Tiffany Ahlberg, AuD, and Courtney Guthrie, AuD, and Wendy Halsey-Richardson, AuD

Private Practice in Audiology Discussion Forum

Course Abstract

This panel will talk about the different aspects of private practice that audiologists focus on such as vestibular, tinnitus, pediatrics, adults, diagnostics, cochlear implants and cerumen removal. We will discuss buying groups and 3rd party programs. We will also discuss marketing and different business issues that owners deal with inside of the private practice setting.

Course Objectives

To better understand private practice audiology and the business side of audiology that owners have to navigate in the private practice setting.

Disclosures

Tiffany Ahlberg has no relevant financial or non-financial relationships to disclose.

Courtney Guthrie has no relevant financial or non-financial relationships to disclose.

Wendy Halsey-Richardson has no relevant financial or non-financial relationships to disclose.

Speaker Bio(s)

Dr. Tiffany Ahlberg has been the owner and head audiologist of Ahlberg Audiology and Hearing Aid Services for the past 9 years. Prior to founding her private practice, Dr. Ahlberg worked in an ENT office for 14 years. Ahlberg Audiology currently has locations in Cleveland and Athens, TN.

Dr. Courtney Guthrie is the owner of 4 Bridges Audiology in Chattanooga, Tennessee. She received her bachelor's degree in Communicative Disorders from the University of Mississippi in 2004. She received her doctoral degree from the University of Memphis in 2009. Dr. Guthrie received her Board Certification in Audiology in 2014 from the American Academy of Audiology. She served as the President of the Tennessee Academy of Audiology from 2015-2016. She served as the Legislative Chair from 2014-2015. She has been a member of the Academy of Doctors of Audiology since 2019. She opened 4 Bridges Audiology in August of 2019 and offers comprehensive audiological care to those in the Chattanooga and surrounding areas, including vestibular evaluations as well as tinnitus and hyperacusis treatment options.

Dr. Wendy Halsey-Richardson is an Audiologist in Chattanooga, TN. She has practiced audiology for more than 25 years and owned her own practice for 17 years. Pediatrics have always been a focus and a favorite, but she does diagnose and treat hearing loss in all ages. When not working you can find her on a trail with her dog Atlas.

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

Phillip Erkkila, M.A. CCC-SLP and Roxanne Pilger M.S., 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

7. Participants will recall information from clinical and professional practice of Speech/Language pathology and Audiology to answer each question.
8. Participants will be able to explain the most up to date information regarding evaluation, assessment, norms, and standards of practice related to speech science, anatomy/physiology, dysphagia, and audiology.
9. Participants will score their performance on test questions and analyze areas for improvement as related to the field of speech-language pathology.

Disclosures

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

Speaker Bio(s)

Phillip Erkkila, M.A. CCC-SLP, serves as the Professional Development Team Lead, the ASHA Continuing Education Administrator, and a Bloom Clinical Manager for The Stepping Stones Group. He has experience working in various settings, including public, private, and charter schools, private practice, early intervention, acute care hospitals, and adult home health. Phillip has developed and presented numerous topics in speech-language pathology, covering areas such as treatment practices for children with ASD, behavior management, collaborative service delivery, self-assessment, and the importance of soft skills. He is also the host of The Stepping Stones Group's "Knowledge Quest," a Praxis prep game show presented at state and national SLP conventions. Phillip, along with a colleague from SSG, is excited to present on feedback methods in Clinical Fellow supervision at the 2024 ASHA Convention. He is an alumnus of ASHA's Leadership Development Program, a member of the ASHA Continuing Education Board, and a recipient of multiple ASHA Continuing Education (ACE) Awards.

Roxanne Pilger M.S., CCC-SLP, has a Master of Science degree in Communication Disorders from the University of Wisconsin- Stevens Point. She is a licensed and certified SLP with 18 years of experience working in a variety of settings including public schools, skilled nursing facilities and home healthcare. Currently, Roxanne serves as a Regional Director with The Stepping Stones Group providing mentorship and clinical supervision as well as support to school districts and SSG employees. Roxanne has provided direct therapy, professional development opportunities in school settings as well as training and management for compliance and IEP development to align to the Common Core State Standards and current best practices. Roxanne has served as a Lead Speech Language Pathologist for a school district where she supported the Speech Department by coordinating the delivery of school speech/ language services to students, staff, and parents as well as maintaining and revising department forms, policies, and procedures. She has coordinated and designed intervention programs for those students who required speech/language services prior to evaluations as part of a MTSS initiative. Roxanne has a strong knowledge base in special education and working with culturally diverse populations, which allows her to support her staff and districts in the special education process. She has worked with and trained translators to assist with multicultural caseloads to provide effective and appropriate therapy approaches across varied therapy settings. On a state and national level, Roxanne currently services as Wisconsin's Co-SEAL providing advocacy and support for SLPs in the educational setting

Saturday, September 14th

9:00-10:00 (1 Instructional Hour)

Haley Butler, AuD

Hearing, Cognition and Healthy Living

Course Abstract

Hearing care professionals will learn how to proactively address hearing loss and promote healthy living as a way to mitigate cognition decline and positively impact the overall well-being of their clients.

Course Objectives

- Describe the relationship between hearing loss and cognition
- List the evidence supporting hearing and cognition and how it impacts their patient's hearing care
- Identify the appropriate language to use when discussing cognition and hearing loss with patients

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.

Speaker Bio(s)

Haley Butler is an Audiologist and Clinical Trainer for Phonak. Haley received her Doctorate of Audiology degree from the Northeast Ohio AuD Consortium in 2013. She worked as a clinical audiologist at Vanderbilt University Medical Center for nine years, where she specialized in adult diagnostics, tinnitus evaluation/treatment, and amplification/assistive device fittings. She joined Phonak in January 2023 and is currently based in Nashville, TN.

10:15-11:15 (1 Instructional Hour)

Steve Doettl, AuD, PhD, and Jenna Graham, PT

Interprofessional Management of Vestibular Patients Part I

Course Abstract

Vestibular testing capabilities have grown immensely over the past 15 years with the development of several new tests and protocols. The new procedures have also expanded our knowledge regarding underlying vestibular pathologies and disorders. However, it is important to also understand and adapt testing strategies in an efficient manner based on each patient's history, symptoms, and previous testing to provide an accurate diagnosis and quicker treatment. In cases where vestibular rehabilitation is needed, it is also equally important to understand how physical therapists use vestibular testing results to adapt efficient and individualized treatment strategies. This presentation will include an update on the current available vestibular testing options as well as a discussion on the efficient use of this testing in different populations/disorders. This will be followed by a presentation focused on vestibular rehabilitation and the collaboration of vestibular testing results to translate findings to a patient's functional limitations. Following the presentation there will be a hands-on refresher of techniques available.

Course Objectives

1. Identify the current vestibular tests and protocols available and apply them to the appropriate disordered populations.
2. Efficient use of vestibular testing based on patient history, symptoms, and previous testing.
3. Identify the importance of the audiology role in response to falls and balance dysfunction and the correlation with physical therapy
4. Determine the intersection between audiology vestibular testing and vestibular physical therapy in the management of vestibular disorders.
5. Identify components and results from vestibular testing (i.e. VNG) to assist in the development of an effective physical therapy treatment plan for vestibular disorders.
6. Practice identifying specific vestibular diagnosis, discuss typical audiology testing results, and discuss the vestibular rehabilitation implications and interventions with specific vestibular diagnosis: BPPV, unilateral hypofunction, bilateral hypofunction, SSCD, Meniere's, Vestibular Migraine, etc.
7. Perform and practice functional outcome measures for quick examination: TUG, 5x Sit to Stand, gait speed, SLS, and Romberg (Firm, Foam). Correctly diagnose and perform associated Canalith Repositioning Maneuvers for BPPV treatment.

Disclosures

Steven Doettl has no relevant financial or non-financial relationships to disclose.

Jenna Graham has no relevant financial or non-financial relationships to disclose.

Speaker Bio(s)

Steven M. Doettl, Au.D., Ph.D., is a Professor in the Department of Audiology and Speech Pathology, College of Health Professions, at the University of Tennessee Health Science Center. He is the coordinator of the UTHSC Dizziness Clinic, which provides clinical vestibular assessments and rehabilitation across the age-range and the Director of Vestibular and Balance Laboratory (VBL). The VBL currently involved in vestibular research regarding the evaluation of vestibular disorders and analysis of current vestibular assessment techniques in the adult, pediatric, and special populations and has published and lectured on both the local, regional, national, and international levels. Dr. Doettl earned his Doctor of Audiology degree (Au.D.) and Doctor of Philosophy (Ph.D.) from the University of Tennessee. Dr. Doettl joined the faculty at UTHSC in 2009 as an adjunct member followed by a full-time appointment in 2010 where he is an active clinical supervisor and teaches two courses within the Au.D. program involving vestibular anatomy/physiology, assessment, and management.

Jenna Graham, PT, DPT is a physical therapist that specializes in vestibular rehabilitation at the University of Tennessee Medical Center in the Balance and Hearing Center. The Balance and Hearing Center provides a multi-disciplinary approach to address vestibular dysfunction and provide rehabilitation across the lifespan. Dr. Graham earned her Doctor of Physical Therapy degree from Harding University in Searcy, Arkansas. She initially joined the team at the Balance and Hearing Center in the spring of 2021.

Snack Break 11:15-11:30**11:30-12:00 (0.5 Instructional Hour)**

Steve Doettl, AuD, PhD, and Jenna Graham, PT

Interprofessional Management of Vestibular Patients Part 2**Course Abstract**

Vestibular testing capabilities have grown immensely over the past 15 years with the development of several new tests and protocols. The new procedures have also expanded our knowledge regarding underlying vestibular pathologies and disorders. However, it is important to also understand and adapt testing strategies in an efficient manner based on each patient's history, symptoms, and previous testing to provide an accurate diagnosis and quicker treatment. In cases where vestibular rehabilitation is needed, it is also equally important to understand how physical therapists use vestibular testing results to adapt efficient and individualized treatment strategies. This presentation will include an update on the current available vestibular testing options as well as a discussion on the efficient use of this testing in different populations/disorders. This will be followed by a presentation focused on vestibular rehabilitation and the collaboration of vestibular testing results to translate findings to a patient's

functional limitations. Following the presentation there will be a hands-on refresher of techniques available.

Course Objectives

1. Identify the current vestibular tests and protocols available and apply them to the appropriate disordered populations.
2. Efficient use of vestibular testing based on patient history, symptoms, and previous testing.
3. Identify the importance of the audiology role in response to falls and balance dysfunction and the correlation with physical therapy
4. Determine the intersection between audiology vestibular testing and vestibular physical therapy in the management of vestibular disorders.
5. Identify components and results from vestibular testing (i.e. VNG) to assist in the development of an effective physical therapy treatment plan for vestibular disorders.
6. Practice identifying specific vestibular diagnosis, discuss typical audiology testing results, and discuss the vestibular rehabilitation implications and interventions with specific vestibular diagnosis: BPPV, unilateral hypofunction, bilateral hypofunction, SSCD, Meniere's, Vestibular Migraine, etc.
7. Perform and practice functional outcome measures for quick examination: TUG, 5x Sit to Stand, gait speed, SLS, and Romberg (Firm, Foam). Correctly diagnose and perform associated Canalith Repositioning Maneuvers for BPPV treatment.

Disclosures

Steven Doettl has no relevant financial or non-financial relationships to disclose.

Jenna Graham has no relevant financial or non-financial relationships to disclose.

Speaker Bio(s)

Steven M. Doettl, Au.D., Ph.D., is a Professor in the Department of Audiology and Speech Pathology, College of Health Professions, at the University of Tennessee Health Science Center. He is the coordinator of the UTHSC Dizziness Clinic, which provides clinical vestibular assessments and rehabilitation across the age-range and the Director of Vestibular and Balance Laboratory (VBL). The VBL currently involved in vestibular research regarding the evaluation of vestibular disorders and analysis of current vestibular assessment techniques in the adult, pediatric, and special populations and has published and lectured on both the local, regional, national, and international levels. Dr. Doettl earned his Doctor of Audiology degree (Au.D.) and Doctor of Philosophy (Ph.D.) from the University of Tennessee. Dr. Doettl joined the faculty at UTHSC in 2009 as an adjunct member followed by a full-time appointment in 2010 where he is an active clinical supervisor and teaches two courses within the Au.D. program involving vestibular anatomy/physiology, assessment, and management.

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degree from Harding University in Searcy, Arkansas. She initially joined the team at the Balance and Hearing Center in the spring of 2021.