**TASSLP CONVENTION 2018 COURSE ABSTRACTS, LEARNING OUTCOMES, AND DISCLOSURES**

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

**Thursday October 18th**

**8:00-9:00 (.1 CEU)**

Mary Cooper, M.Ed., CCC-SLP, Elizabeth Weathersby, MA, CCC-SLP & Erin Moore, SLT

**Addressing Speech/Language Goals Through Literacy: Moving Beyond Book Companions**

Do you have trouble finding the time to plan effective therapy sessions to cover the wide range of students on your caseload? Books are a great way to address a large variety of speech and language goals across Pre-K through Middle School. While book companions are an excellent resource, they may not address all of your needs on your caseload. This session will provide you with real-life applications that you can implement immediately in your therapy room.

Objectives:

1. Participants will be able to immediately implement articulation therapy techniques using books during therapy sessions.
2. Participants will be able to immediately implement language therapy techniques using books during therapy sessions.
3. Participants will be able to immediately implement therapy techniques across a variety of grades and ability levels using books.

Mary Cooper, M.Ed., CCC-SLP, the author of the Old School Speech blog and Teachers Pay Teachers Store, earned her B.S. in Communicative Disorders from ETSU and M.Ed. in Speech Pathology from Georgia State University. A 33 year veteran of the public schools, she is currently employed by Blount County Schools.

Elizabeth Weathersby, MA, CCC-SLP is the author behind the blog and Teachers Pay Teachers store, The Speech Owl. She received a B.S. from The University of South Alabama and an M.A. from Wichita State University. She is currently employed by Dickson County Schools and has worked in both schools and private clinics.

Erin Moore, SLT has worked in Florida and Tennessee in schools and private clinic settings. She is the author behind the blog and Teachers Pay Teachers store The Speech Attic. She received her B.S. from the University of Mississippi in Oxford, MS. She is currently working in Hamilton County Schools where she has been for the past 6 years.

DISCLOSURES:

Mary Cooper has a relevant financial relationship with Teachers Pay Teachers and Old School Speech in the form of intellectual property rights for her role as an independent contractor; Mary Cooper has no relevant nonfinancial relationships to disclose.

Elizabeth Weathersby has a relevant financial relationship with Teachers Pay Teachers and The Speech Owl in the form of intellectual property rights for her role as an independent contractor; Elizabeth Weathersby has no relevant nonfinancial relationships to disclose.

Erin Moore has a relevant financial relationship with The Speech Attic in the form of intellectual property rights for her role as an independent contractor; Erin Moore has no relevant nonfinancial relationships to disclose.

**9:00-10:00 (.1 CEU)**

Gloria Maccow, Ph.D.

**Assessing Vocabulary Using the PPVT-5 and EVT-3**

Knowledge of the meanings of words and idioms, and ability to use the knowledge for listening, reading, speaking, and writing, are good predictors of children’s success in school. Unfortunately, not all children enter school with the word and concept knowledge that is foundational to learning. This presentation will focus on how clinicians can use the new PPVT-5 and EVT-3 to assess vocabulary size and determine the need for vocabulary instruction. The presenter will describe the different administration and scoring options, including the digital application which allows for efficient administration and scoring, and immediate connection of assessment results to evidence-based interventions.

Objectives:

1. List three reasons for assessing vocabulary.
2. Compare receptive and expressive vocabulary acquisition.
3. Identify interventions based on assessment data.

Trained as a school psychologist, Dr. Maccow currently works as a Training Consultant with Pearson. She has worked as Supervisor of Psychological Services and as a school psychologist, and has provided training for graduate students in school psychology. She has also worked as a psychologist in private practice.

DISCLOSURES:

Gloria Maccow has a relevant financial relationship with Pearson Publishing in the form of salary for employment; Gloria Maccow has no relevant non-financial relationships to disclose.

**10:30-11:30 (.1 CEU)**

Tricia Hedinger, MS, CCC-SLP

**Supplementing Stretchy Speech**

Evidence based practice supports fluency shaping techniques as effective in enhancing fluency for people who stutter.  School-based SLPs often report the struggle of generalizing “stretchy speech” to daily life situations.   This one hour interactive lecture will review supplements and alternatives to fluency shaping when treating school-aged children who stutter.

Objectives:

1. Integrate activities to address attitudes and beliefs into therapy sessions.
2. Conduct identification and desensitization tasks with school-aged children.
3. Facilitate use of self-disclosure statements.

Tricia Hedinger is a Clinical Assistant Professor in the Department of Audiology and Speech Pathology at the University of Tennessee.   She specializes in stuttering disorders for children, adolescents and adults. She is a Regional Director for the National  Stuttering Association and is an active member of the Special Interest Group for Fluency Disorders.  She served as an expert in stuttering disorders during the International Stuttering Awareness Online Conference in 2017.   Ms. Hedinger also directs the UT Volunteer Your Voice Summer Camp for children ages 8-16 with speech, language and/or hearing impairments.

DISCLOSURES:

Tricia Hedinger has no relevant financial or nonfinancial relationships to disclose.

**11:30-12:30 (.1 CEU)**

Frances Gibson, Ph.D., CCC-SLP & Julie Wolter, Ph.D., SLP

**Static vs. Dynamic Assessment of Early Literacy: More Potential Bang for Your Assessment Buck in Young Children**

The conventional, traditional method to assess performance takes a static stance. The static method of assessment has several critical benefits related to performance comparison between students and ease of administration; but this method also has some limitations related to a lack of flexibility and sensitivity to individual performance. Conversely, a dynamic approach to assessment provides a possible alternative. Dynamic methods of assessment have been criticized for several limitations related to a potential lack of performance comparison between students and length of administration. However, dynamic methods of assessment presents several critical benefits related to a sensitivity to individual performance.

Objectives:

1. Discuss the benefits & limitations of static and dynamic methods of assessment.
2. Describe the application of the assessment methods to measure early literacy skill (i.e., morphological awareness).
3. Discuss future implications for early literacy assessment.

Frances Gibson, PhD, CCC-SLP, is an assistant professor in the Department of Health & Human Performance at Middle Tennessee State University. Her teaching and research interests include the linguistic influences of orthographic knowledge and morphological awareness on school-age children’s literacy success.

Julie Wolter, PhD, CCC-SLP is an associate professor in the Department of Communicative Sciences and Disorders at the University of Montana. Her teaching and research interests are school-age language/literacy development. She is currently conducting research to examine the multiple-linguistic influences on children’s reading and spelling development.

DISCLOSURES:

Frances Gibson has no relevant financial or nonfinancial relationships to disclose.

Julie Wolter has no relevant financial or nonfinancial relationships to disclose.

**2:00-3:30 (.15 CEU)**

JoClaire Merrill, MA., CCC-SLP, Vickie Haddix, MS., CCC-SLP & Annie Cornelius, MS, BCBA

**AAC, ABA, SLP: Making Alphabet Soup for Preschoolers**

Children with autism spectrum disorders typically receive intervention from a variety of professionals, most frequently from behavior analysts and speech-language pathologists. Additionally, the use of visual schedules and modeling core vocabulary has been proved to be effective for children with autism. This presentation will describe a unique intervention program where a traditional speech-language pathologist, a speech-language pathologist specializing in AAC and a board-certified behavior analyst ABA and SLP graduate clinicians collaborate to improve communication and behavioral outcomes for individuals with autism spectrum or related communication disorders. The discussion will include advantages and challenges of collaborating on an interdisciplinary team including therapists and graduate clinicians. Methods to address program challenges will be shared.

Objectives:

1. Discuss a minimum of three scientific studies evaluating effective programs for people with autism spectrum disorders.
2. Explain interdisciplinary collaboration between behavior analysts, speech-language pathologists, and an augmentative communication specialist to develop an innovative intervention program for preschool aged children with ASD focusing on 4 critical areas : improving expressive and receptive language skills, improving social communication skills, improving play skills and reducing barriers to learning.
3. Describe program achievements, collaboration practices, and discuss recommendations for addressing three identified challenges encountered in the first year of the pilot project.

JoClaire G. Merrill, M.A., CCC-SLP, is a Clinical Assistant Professor at Memphis Speech and Hearing Center at the University of Memphis School of Communication Sciences and Disorders.   She has over 18 years of speech-language pathology experience working in early intervention, schools, and private contracting settings.  Her primary interests include language disorders, phonological disorders, feeding, and literacy. She has presented on several topics at TAASLP, ATIA, and the Mid-South Conference on Communicative Disorders.

Vicki L. Haddix, M.S., CCC-SLP is a Clinical Assistant Professor at the University of Memphis. She teaches the graduate level AAC course and supervises students in the university clinic. Previously, Vicki coordinated AAC and AT for Boston Public Schools. She has presented on AAC at ISAAC, ASHA, TAAT, TAASLP, and ATIA.

Annie Cornelius, M.S., BCBA, received her Master of Science degree from the University of Memphis in Applied Behavior Analysis in 2016.  She has over 10 years of experience working in ABA programs.  She is currently the ABA clinical supervisor for the Autism Behavior and Communication Program at Memphis Speech and Hearing Center.  Annie has presented on ABA at the Tennessee Association for Behavior Analysis.

DISCLOSURES:

JoClaire G. Merrill has a relevant financial relationship with The University of Memphis in the form of salary for employment; JoClaire G. Merrill has no relevant non-financial relationships to disclose.

Vicki L. Haddix has no relevant financial or non-financial relationships to disclose.

Annie Cornelius has a relevant financial relationship with The University of Memphis in the form of salary for employment; Annie Cornelius has no relevant non-financial relationships to disclose.

**4:00-5:30 (.15 CEU)**

Claire Campbell, MA, CCC-SLP, ATP

**Core Connections: Making Core Words Work**

I know what core words are, but now what? Come learn about practical strategies for integrating core words into classroom, therapy, and home activities that you're already doing. Information is not device specific or limited to only AAC users. Includes a brief review of core and then application in a variety of common interactions.

Objectives:

1. State the different word classes encompassed by core vocabulary.
2. State three activities that can be targeted with core vocabulary.
3. State three different communicative intents targeted with core vocabulary.

Claire Campbell, M.A., CCC-SLP, ATP, has a B.A. in Foreign Languages and Linguistics from the University of Memphis and an M.A. in Speech-Language Pathology from Indiana University. She has previously worked in multiple states as a pediatric SLP. Prior to working as an AAC consultant, she served as the AAC subject matter expert for Texas Children's Hospital in Houston.

DISCLOSURES:

Claire Campbell has a relevant financial relationship with Assistive Technology Works in the form of salary for employment; Claire Campbell has a relevant non-financial relationship with ASHA, RESNA, TAAT, and TAASLP in the form of professional membership.

**6:30-7:30 (.10 CEU)**

Roxanne Pilger

**Student Knowledge Bowl/College Bowl**

Graduate students will be given the opportunity to prepare for the Praxis examination in speech-language pathology and audiology by using clickers (ARS). Test construction, format, and test taking strategies will be highlighted. Teams from each university will be asked questions from previous Praxis exams as well as practice exams in a game show format. Subject matter experts will provide clarification and examples for questions requiring greater focus. Audience members will be encouraged to provide their perspectives.

Objectives:

1. Participants will be able to relate questions to actual clinical and professional practice of Speech/Language pathology and Audiology.
2. Participants will be able to demonstrate knowledge and insights from subject matter experts from speech science, audiology, private practice, medicine, public schools, universities, and ASHA as they elaborate on the answers to questions.
3. Participants will be able to summarize knowledge and insights regarding key issues facing the professions from Professional Association Board Members (state and national).
4. Participants will be able to identify the most up to date information regarding evaluation, assessment, norms, and standards of practice while refreshing their knowledge in speech science, anatomy/physiology, dysphagia and audiology.

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 Speech Language Pathologist with 12 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 EBS Healthcare providing mentorship and clinical supervision as well as support to school districts and current EBS employees. Roxanne has also provided direct therapy, professional development opportunities in school settings as well as training and management for compliance and IEP development in order to align to the Common Core State Standards. Roxanne has also 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 also coordinated and designed intervention programs for those students who required speech/language services prior to evaluations as part of a Response to Intervention (RtI) 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 in order to provide effective and appropriate therapy approaches across varied therapy settings.

DISCLOSURES: Roxanne Pilger has no relevant financial relationships to disclose; Roxanne Pilger has a relevant nonfinancial relationship with EBS Healthcare by serving as an exhibitor at the TAASLP convention and serving as the MC for the college bowl and spirit competition.

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

**FRIDAY October 19th**

**8:00-10:00 (.2 CEU)**

Velvet Buehler, MA, CCC-SLP/ A & Gayla Guignard, MA, CCC-SLP/A, LSLS Cert AVT

**3 by 3: Grade Level Reading by Third Grade**

Children who are reading proficiently by third grade are four times more likely to graduate high school on time. A child who is reading at grade level by third grade is also significantly more likely to succeed in later grades. Up to third grade, children learn to read. After third grade, children read to learn. This presentation will describe “what it takes” to develop grade level literacy skills, and “how it’s done”. Developmental milestones for literacy from birth through third grade will be discussed. Various treatment activities and curriculums to target literacy objectives will be demonstrated.

Objectives:

1. Participants will identify components of a comprehensive assessment for children who stutter.
2. Participants will develop appropriate goals for addressing attitudes & beliefs in children who stutter.
3. Participants will engage in at least 5 activities to promote improved attitudes regarding communication.

Velvet Buehler is a dually certified Professor in the Department of Audiology and Speech Pathology with the University of Tennessee Health Science Center. Ms. Buehler has provided aural-habilitation services to children who are deaf for 31 years. Ms. Buehler has served as an ASHA steering committee member for SIG 9.

Gayla Guignard, M.A., CCC-A/SLP, LSLS Cert AVT is AG Bell’s Chief Strategy Officer. Gayla has worked as a direct service provider, clinical supervisor, State EHDI Coordinator, and Director of Indiana’s Center for Deaf and Hard of Hearing Education (CDHHE) and has served and continues to serve in leadership roles on national committees/work groups.

DISCLOSURES:

Velvet Buehler has a relevant financial relationship with the University of Tennessee in the form of salary for employment; Velvet Buehler has no relevant non-financial relationships to disclose.

Gayla Guignard has a relevant financial relationship with AG Bell in the form of salary for employment; Gayla Guignard has no relevant non-financial relationships to disclose.

**10:30-12:00 (.15 CEU)**

Barbara Adams, MS, CCC-SLP & Tammy Hutchings, MS, CCC-SLP

**Reading and the SLP: Connecting Research to Practice**

This presentation will focus on current models of reading development and common reading deficit labels. It will begin with a brief overview of literacy development followed by a discussion of the role of the SLP in identifying reading fluency and comprehension deficits. Dyslexia will be defined and contrasted with specific language impairment, reading fluency deficits, and comprehension difficulties. Implications for treatment in both the clinical and educational settings will be addressed.

Objectives:

1. Present a current model of reading development.
2. Define common reading deficits.
3. Discuss the role of the SLP in assessing and treating struggling readers.

Barbara Adams, a certified, licensed speech-language pathologist since 2001, has served in both the private and public sectors focusing her career on auditory and language processing disorders.  Barbara currently works for the Williamson County School district and is a graduate research assistant at Middle Tennessee State University where she is pursuing a Ph.D. in Literacy Studies.

Tammy Hutchings has practiced as a licensed and certified speech-language pathologist for fifteen years. Her clinical expertise includes the evaluation and treatment of children and young adults with language and literacy difficulties. She is a Literacy Studies, Ph.D. student at Middle Tennessee State University and also a graduate research assistant at the Tennessee Center for the Study and Treatment of Dyslexia.

DISCLOSURES:

Barbara Adams has no relevant financial or non-financial relationships to disclose.

Tammy Hutchings has no relevant financial or non-financial relationships to disclose.

**1:30-3:00 (.15 CEU)**

Eva Hampton, MA, CCC-SLP & Carla Monroe, MS, CCC-SLP

**Don’t Forget the Music! See More Progress When You Use It!**

In this session, we will explore different ways to incorporate music into treatment sessions using a multi sensory approach. Specific strategies will be given for children that are nonverbal as well as children with: oral motor weakness, sequencing difficulties, severely unintelligible speech, and language delays. Factors to consider when planning will be discussed as well as how to prepare for state recommended push-in therapy with large groups.

Objectives:

1. List at least 3 resources to use when selecting music to use in treatment sessions.
2. List at least one factor to consider when planning treatment sessions that incorporate music for a multimodal approach to target communication goals.
3. Plan and develop treatment activities that incorporate music to target specific speech and language goals.

Eva Hampton, M.A., CCC-SLP earned her degree at UT Knoxville. She has been in practice since 1998, mostly in the public schools. In addition to providing treatment to all ages, she enjoys helping parents and teachers set up their homes and classrooms in ways that improve communication skills.

Carla Monroe, M.S., CCC-SLP earned her degree at UT Knoxville. She serves preschool and school-aged children in the Rhea County School system. In addition, she is the Lead SLP and coordinator of the speech and language program in her county, and leads many training courses to improve services in the Rhea County Schools.

DISCLOSURES:

Eva Hampton has no relevant financial or non-financial relationships to disclose.

Carla Monroe has no relevant financial or non-financial relationships to disclose.

**3:30-5:00 (.15 CEU)**

Kerry Hankins, MS, CCC-SLP, Wendy Ellmo, MS, CCC-SLP & Dana Bryant, M.Ed., CCC- SLP

**Assessment, Intervention, and School Re-Entry for Children with Acquired Brain Injuries**

This course will provide clinicians in the medical setting, private practice, and school systems with practical assessment and intervention strategies for working with children who have sustained an acquired brain injury (stroke, traumatic brain injury, brain tumor resection, etc.) This course will detail appropriate assessments for this population, functional treatment strategies, and guide SLPs in developing a school re-entry plan. The course will provide clinicians with case study examples and opportunities for hands-on learning.

Objectives:

1. Participants will be able to identify and interpret assessment tools for the pediatric ABI population.
2. Participants will be able to develop functional goals and treatment strategies for the ABI population.
3. Participants will learn to develop appropriate school re-entry plans including goals and accommodations in IEPs and 504 plans for the pediatric ABI population.

Kerry Hankins is a speech-language pathologist at Vanderbilt Bill Wilkerson Center. At Vanderbilt Bill Wilkerson Center, Kerry specializes in Pediatric Traumatic Brain Injury and Augmentative and Alternative Communication for children with complex communication needs. Outside of Vanderbilt, Kerry also serves as the president of Talk with Me Tennessee, a local non-profit that donates communication devices to children with special needs throughout the state.

Wendy Ellmo is a speech-language pathologist and is the Education Specialist for Project BRAIN, a TN non-profit supporting children and youth with brain injuries. Wendy is board certified in neurologic communication disorders. She was part of a national group that developed practice guidelines for TBI and stroke. She is the lead author of a book of group treatment activities and a cognitive-linguistic assessment battery for mild and moderate TBI.

Dana M. Bryant is a Speech-Language Pathologist at Vanderbilt Bill Wilkerson Center. There, she is able to apply her knowledge and expertise of neuroanatomy and communication to working with children with various neurological impairments, including Acquired Brain Injury. Dana also specializes in treatment of any individuals who use Augmentative and Alternative Communication methods. Outside of work, Dana enjoys reading, traveling, and collecting Lucille Ball memorabilia.

DISCLOSURES:

Kerry Hankins has a relevant financial relationship with the Vanderbilt Bill Wilkerson Center in the form of salary for employment; Kerry Hankins has a relevant non-financial relationship with Talk with me Tennessee in the form of being a volunteer and board member.

Wendy Ellmo has a relevant financial relationship with Brain Links in the form of salary for employment; Wendy Ellmo has a relevant non-financial relationship with Healing Heads as a volunteer consultant.

Dana M. Bryant has no relevant financial or non-financial relationships to disclose.

**ADULT/MEDICAL SPEECH-LANGUAGE PATHOLOGY SESSIONS**

**Thursday October 18th**

**8:00-10:00 (.2 CEU)**

Meredith Oakey Ashford, M.S., CCC-SLP

**Collaborating with Palliative Care in the Assessment and Treatment of Dysphagia**

The course will explore the evolving interface of speech pathology and palliative care for patients with dysphagia, who also have serious illnesses or those who are at the end of life. We will contrast current practices of assessment and treatment with innovative methods of approaching patient care. We will consider the speech pathologist’s ethical obligation to provide unbiased recommendations from a swallow study, and discuss development opportunities for students, professionals, and programs. We will also discuss our new research and its implications on new best practice.

Objectives:

1. List two benefits of providing nuanced swallowing recommendations for patients with advanced diseases.
2. Discuss ways in which swallowing therapy can benefit a patient or family, whose goals of care are comfort oriented.
3. Describe the elements of the SPIKES protocol for delivering bad news.

Meredith Oakey Ashford earned her B.S.Ed. at the University of Georgia and M.S. at Vanderbilt University. She has worked with the acute speech pathology team at VUMC for 10 years. She is a co-instructor for the Vanderbilt Dysphagia course and the lead SLP for the geriatrics and palliative care teams.

DISCLOSURES:

Meredith Oakey Ashford has no relevant financial or non-financial relationships to disclose.

**10:30-12:30 (.2 CEU)**

Sue B. Hume, Ph.D., CCC, SLP & Angie Orr, MA, CCC-SLP

**Evaluation, Treatment, and Prevention of Voice and Swallowing Disorders in the Elderly Population**

This course will address the voice and swallowing changes that can occur as part of the normal aging process. It will also address disorders that can typically occur in this population. Behavioral and instrumental assessments will be introduced including the use of stroboscopy, high-speed imaging and flexible endoscopic evaluation of swallowing (FEES). The presentation will also focus on treatment with an emphasis on prevention and will feature case studies of patients.

Objectives:

1. Identify the changes in vocal production and swallowing that occur as part of the normal aging process as well as disorders that can typically occur.
2. Become familiar with behavioral and instrumental assessments of vocal production and swallowing.
3. Apply evidenced-based treatment for voice and swallowing disorders with an emphasis on prevention.

Dr. Sue Hume is a Clinical Associate Professor at the University of Tennessee Health Science Center in Knoxville. She has over 35 years of experience in the evaluation and treatment of voice and speech sound disorders. Dr. Hume provides clinical education for graduate students and also performs stroboscopic and high-speed evaluations of vocal fold function.

Angie Orr is a Clinical Assistant Professor at the University of Tennessee Health Science Center. She has been a speech pathologist for over 23 years. She received her master’s degree from the University of Memphis and is also FEES certified. Her main interest is in the area of adult dysphagia. She provides clinical education to graduate students, teaches the FEES course, and performs FEES for area nursing facilities.

DISCLOSURES:

Sue Hume has no relevant financial or non-financial relationships to disclose.

Angie Orr has no relevant financial or non-financial relationships to disclose.

**2:00-3:00 (.10 CEU)**

Jeanna Winchester, SLP & Carol Winchester, SLP

**Polypharmacy, Repeat Hospitalization and the Reflux Dysphagia Link**

The consequences of dysphagia can be severe: dehydration, malnutrition, aspiration, choking, pneumonia & death. This presentation will discuss the risks of dysphagia in patients utilizing more than 2 medications at one time that can cause GERD. Polypharmacy-related risks to Reflux Dysphagia and the increased risk of repeat hospital admissions will be discussed. Repeat hospital admissions correlate with a breakdown of the Five Systems of Dysphagia. They are frequent, costly, preventable and deleterious. The functional management of the Five Systems of Dysphagia is critical to reducing the likelihood for repeat hospital admissions through the management of risk.

Objectives:

1. The participant will list the risk factors for Reflux Dysphagia.
2. The participant will document dysphagia risks in patients taking medications for pain management and/or neuropsychiatric disturbances.
3. The participant will demonstrate the possible strategies for managing dysphagia risk in patients taking 2 or more GI and/or Reflux medications concurrently.

Jeanna Winchester PhD SLP-A obtained her Bachelors degree in 2003 from St. Mary’s Notre Dame and her PhD. in Complex Systems and Brain Sciences from Florida Atlantic University in 2009. Dr. Winchester completed her Postdoctoral Fellowship at the University of California, Irvine at the Institute for Memory Impairments & Neurological Disorders, which is a federally funded Alzheimer’s Disease Research Center, in 2012. Dr. Winchester is a Clinical Cognitive Neuroscientist, a Professor in Medical Sciences, a published Author, and nationally recognized lecturer. She is the Director of Research and Education for DMS, LLC.

Carol Ghiglieri Winchester graduated from St Mary’s Notre Dame in 1977 with a degree in Communications. Receiving her Masters in Speech and Hearing Sciences from Bradley University in 1979, Ms. Winchester has specialized in Dysphagia Management for the past 26 years. Researching and developing the Bedside Endoscopic Swallowing Test (BEST), the predecessor of DMS, specifically for the Long Term Care setting, Ms. Winchester has performed more than 10,000 dysphagia evaluations utilizing endoscopic swallowing tests. Ms. Winchester is currently employed by DMS, LLC as its President.

DISCLOSURES:

Jeanna Winchester has a relevant financial relationship with Dysphagia Management Systems LLC in the form of ownership of the company, salary for speaking at conventions, and intellectual property rights; Jeanna Winchester has no relevant non-financial relationships to disclose.

Carol Ghiglieri Winchester has a relevant financial relationship with Dysphagia Management Systems LLC in the form of ownership of the company, salary for speaking at conventions, and intellectual property rights; Carol Winchester has no relevant non-financial relationships to disclose.

**3:30-5:30 (.20 CEU)**

Mary Sandage, Ph.D., CCC-SLP

**Physiologic-Based Voice Therapy**

The selection of voice therapy technique should be made with some attention to optimal laryngeal function. Following a review of the basic voice therapy techniques available, this presentation will provide realistic clinical scenarios from which various voice therapy techniques can be evaluated for their efficacy. Motor learning principles for improving therapy outcomes will also be introduced.

Objectives:

1. Participants will be able to identify 3 primary voice therapy techniques.
2. Participants will be able to determine the best therapy technique fit given realistic laryngeal function scenarios.
3. Participants will understand the role of motor learning principles for best clinic practice

Mary J. Sandage, Ph.D., CCC-SLP, Associate Professor in CMDS at Auburn University, is a voice physiologist with clinical and research expertise in voice and upper airway disorders. She is currently the Special Interest Group 3, Voice & Voice Disorders Editor for *Perspectives of ASHA Special Interest Groups*.

DISCLOSURES:

Mary J. Sandage has a relevant financial relationship with Medbridge in the form of financial benefit for teaching and speaking; Mary J. Sandage has no relevant non-financial relationships to disclose.

**6:30-7:30 (.10 CEU)**

Roxanne Pilger

**Student Knowledge Bowl/College Bowl**

Graduate students will be given the opportunity to prepare for the Praxis examination in speech-language pathology and audiology by using clickers (ARS). Test construction, format, and test taking strategies will be highlighted. Teams from each university will be asked questions from previous Praxis exams as well as practice exams in a game show format. Subject matter experts will provide clarification and examples for questions requiring greater focus. Audience members will be encouraged to provide their perspectives.

Objectives:

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2. Participants will be able to demonstrate knowledge and insights from subject matter experts from speech science, audiology, private practice, medicine, public schools, universities, and ASHA as they elaborate on the answers to questions.
3. Participants will be able to summarize knowledge and insights regarding key issues facing the professions from Professional Association Board Members (state and national).
4. Participants will be able to identify the most up to date information regarding evaluation, assessment, norms, and standards of practice while refreshing their knowledge in speech science, anatomy/physiology, dysphagia and audiology.

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 Speech Language Pathologist with 12 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 EBS Healthcare providing mentorship and clinical supervision as well as support to school districts and current EBS employees. Roxanne has also provided direct therapy, professional development opportunities in school settings as well as training and management for compliance and IEP development in order to align to the Common Core State Standards. Roxanne has also 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 also coordinated and designed intervention programs for those students who required speech/language services prior to evaluations as part of a Response to Intervention (RtI) 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 in order to provide effective and appropriate therapy approaches across varied therapy settings.

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**ADULT/MEDICAL SPEECH-LANGUAGE PATHOLOGY SESSIONS**

**FRIDAY October 19th**

**8:00-10:00 (.2 CEU)**

Mary Sandage, Ph.D., CCC-SLP

**Paradoxical Vocal Fold Motion – Differential Diagnosis Considerations and Basic Treatment Approach**

Discerning if a client has paradoxical vocal fold motion (PVFM) can be complex. This presentation will review the various differential diagnoses that must be ruled out prior to confident determination of PVFM. The basic assessment and treatment approach for PVFM will be reviewed using a clinical case approach.

Objectives:

1. Participants will be able to identify the primary differential diagnoses for PVFM.
2. Participants will be able to identify the best assessment procedures for diagnosing PVFM.
3. Participants will learn the breathing recovery strategy to use with PVFM clients.

Mary J. Sandage, Ph.D., CCC-SLP, Associate Professor in CMDS at Auburn University, is a voice physiologist with clinical and research expertise in voice and upper airway disorders. She is currently the Special Interest Group 3, Voice & Voice Disorders Editor for *Perspectives of ASHA Special Interest Groups*.

DISCLOSURES:

Mary Sandage has a relevant financial relationship with Medbridge in the form of financial benefit for teaching and speaking; Mary J. Sandage has no relevant non-financial relationships to disclose.

**10:30-12:00 (.15 CEU)**

Keely McMahan, MS, CCC-SLP

**Maximizing Communication in Individuals with Primary Progressive Aphasia (PPA)**

Course will focus on the SLP’s role in PPA classification and evidence-based methods for maximizing communication in this population across stages of disease progression. Participants will learn about the neurological bases for PPA sub-types, speech and language characteristics of PPA sub-types, assessment considerations, and functional, patient-centered treatment for this unique patient population. Presentation will include audio and video samples representing each PPA subtype and time for group discussion.

Objectives:

1. Describe speech and language characteristics of PPA sub-types (logopenic, agrammatic, semantic, mixed).
2. Understand relationships between PPA sub-types and associated underlying pathologies.
3. Develop functional, patient-centered goals for individuals with progressive aphasia.

Keely McMahan, M.S., CCC-SLP, is a speech-language pathologist at Pi Beta Phi Rehabilitation Institute at Vanderbilt's Bill Wilkerson Center. She received her M.S. in Speech-Language Pathology from Vanderbilt University. Her interests include management of neurogenic communication disorders in adults and adolescents.

DISCLOSURES:

Keely McMahan has no relevant financial or non-financial relationships to disclose.

**1:30-3:00 (.15 CEU)**

Tina Smith, Ph.D., CCC-SLP, Terrie Gibson, Ph.D., CCC-SLP, & Kathleen Herbert, MS, CCC-SLP

**Enhancing Cognitive-Linguistic Communication Skills in Normal and Neurologically Impaired Populations**

Aging can affect cognitive-communication skills. Word retrieval difficulties may interfere with a person’s ability to work, socialize and maintain healthy interactions. With the aging population increasing, it is important to find strategies that seniors can use to improve memory and maintain effective communication skills. However, when brain injury affects an individual’s cognitive-communication skills, the emphasis changes to documenting effective therapies. Thus, the purpose of this presentation is to discuss the effectiveness of using cognitive-linguistic strategies to prevent memory loss in normal seniors as well as the value of implementing both impairment-based and functional-based intervention to enhance communication in neurogenically-impaired adults.

Objectives:

1. To discuss the effectiveness of using cognitive-communication strategies to prevent cognitive decline and improve communication in normal aging seniors.
2. To discuss the effectiveness of impairment-based approaches in the treatment of cognitive-linguistic deficits in three neurologically-impaired persons.
3. To describe how using functional strategies can help facilitate the use of trained structures and enhance communication in a natural environment.

Dr. Tina Smith is Head of the Department of Speech Pathology and Audiology at Tennessee State University. She has published numerous articles and presented more than 100 papers in the areas of speech and language sciences and disorders. She is the recipient of training grants and several university research grants.

Dr. Terrie Gibson, an Associate Professor at Tennessee State University, serves as Graduate Coordinator and Admission Chair for the Department of Speech Pathology and Audiology. She has presented numerous papers and received a university research grant to investigate the efficacy of cognitive activities on the executive functions of language in seniors.

Kathleen Herbert is a Speech-Language Pathologist who serves as a Clinical Educator for Tennessee State University. She is a graduate of the University of Arizona and has worked in the Nashville area for over 25 years as a clinician and as a clinical supervisor.

DISCLOSURES:

Tina Smith has no relevant financial or non-financial relationships to disclose.

Terrie Gibson has no relevant financial or non-financial relationships to disclose.

Kathleen Herbert has no relevant financial or non-financial relationships to disclose.

**3:30-4:00 (.05 CEU)**

Brett Myers, MA, CCC-SLP

**Trippingly on the Tongue: Integrating Speech and Voice Therapy**

Arthur Lessac’s Consonant Orchestra is a tool for eliciting precise articulation in adults. We will examine the effect that increased consonant energy has on the loudness of the speaking voice. The presenter will discuss experimental work that demonstrates speakers are perceived to sound louder when using precise articulation compared to normal articulation, even though no acoustic change in intensity is observed. The techniques presented may be applicable to voice patients, dysarthic patients, hard-of-hearing listeners and others. An overview of Lessac Based Resonant Voice Therapy will be provided, along with consideration of including articulation treatment with this protocol.

Objectives:

1. To cover foundational aspects of traditional Lessac-Based Resonant Voice Therapy.
2. To examine the effect of over-articulation on perceived loudness.
3. To incorporate principles of over-articulation into LBRVT.

Brett Myers, MA, CCC-SLP is a speech-language pathologist at the Vanderbilt Voice Center, and currently pursuing an interdisciplinary doctorate at Vanderbilt University. He earned an MA from the University of Iowa. Research interests include phonological encoding in speech production and electrophysiological measures of neural entrainment to speech.

DISCLOSURES:

Brett Myers has no relevant financial or non-financial relationships to disclose.

**4:00-5:00 (.10 CEU)**

Maira Dawood, BA

**Barium vs. Iohexol: What the SLP Should Know About Radiographic Contrast Dye Selection**

The literature demonstrates that barium aspiration or leakage can lead to morbidity and death. Therefore, some hospitals have adopted the practice of using iohexol as a screener during fluoroscopy, including VFSS, to screen for excessive barium aspiration and leakage. If significant aspiration or leakage is detected via iohexol, then fluoroscopy is terminated. However, this literature review finds that there is no evidence to suggest that barium at concentration 40% w/v, a standard concentration of barium during VFSS, causes any morbidity or death. It is concluded that using iohexol as a screener during VFSS requires further evidence.

Objectives:

1. Discuss why some radiologists find barium unsafe.
2. Describe the complications of iohexol aspiration and leakage.
3. Explain why barium aspiration or leakage at 40% w/v should not be considered unsafe.

Maira Dawood is a current student at Vanderbilt University Medical Center and will graduate in May 2019 with an M.S. in Speech-Language Pathology. She plans to pursue a career working with individuals with swallowing, voice, and respiratory disorders.

DISCLOSURES:

Maira Dawood has no relevant financial or non-financial relationships to disclose.

**AUDIOLOGY SESSIONS**

**Thursday October 18th**

**8:00-9:00 (.1 CEU)**

Christine Brown, Aud

**Auditory Neuropathy Spectrum Disorder and Cochlear Implants: An Update on the Research and Clinical Practice**

This course will provide an overview of auditory neuropathy spectrum disorder (ANSD), including the etiology, diagnosis, and management of this condition. The current literature supporting use of cochlear implants in this population will be discussed. Considerations for cochlear implantation in individuals with ANSD, including hearing preservation, bimodal stimulation, and discrimination of this disorder from cochlear nerve deficiency will be discussed.

Objectives:

1. Participants will be able to identify causes and risk factors for auditory neuropathy spectrum disorder and describe how to diagnose this disorder.
2. Participants will be able to develop a plan for monitoring auditory progress in individuals with ANSD.
3. Participants will be able to identify individuals with ANSD that may benefit from cochlear implantation.

Christine Brown, Au.D., is a pediatric cochlear implant audiologist at the Vanderbilt Bill Wilkerson Center, where she is a member of the cochlear implant team and the auditory neuropathy spectrum disorder team. Dr. Brown holds a Bachelor of Science in Communication Sciences and Disorders from Northwestern University and a Doctorate in Audiology from Vanderbilt University.

DISCLOSURES:

Christine Brown has a relevant financial relationship with Advanced Bionics in the form of paid travel for meetings as a member of the advisory committee; Christine Brown has no relevant non-financial relationships to disclose.

**9:00-10:00 (.1 CEU)**

Kalyn Bradford

**Standing Apart in the Changing Hearing Aid World**

Changes in the hearing aid world present new challenges for audiology providers. These challenges do not have to be overwhelming, but should be seen as an opportunity to meet the needs of today’s patients. As patients are looking for the best and, in some cases, cheapest option for their hearing health care needs, it is essential to show patients why you are their best resource.

Objectives:

1. The participants will be able to describe what it means to provide exceptional care for patients.
2. The participants will be able to identify ways to be a resource for their patients and family.
3. Participants will be able to define 3 key factors that can pave the way for success in a hearing aid clinic.

Although a native of North Louisiana, Kalyn has grown to love East Tennessee. She currently works at ENT Consultants of East Tennessee as Director of Hearing Aid Services. She graduated from Louisiana Tech University in 2014.

DISCLOSURES:

Kalyn Bradford has no relevant financial or non-financial relationships to disclose.

**10:30-12:30 (.2 CEU)**

Carrie Overschmidt

**Communication Opportunities for Children Who Are Deaf and Hard of Hearing**

Over 90% of infants born with hearing loss are born to hearing parents. These parents are faced with many decisions including the selection of the communication modality for their child, often with little or no prior experience or knowledge of childhood hearing loss. Other infants are born to at least one parent who is deaf or hard of hearing. These parents may or may not identify with the Deaf community. Therefore, all hearing and speech professionals should present all communication options in an unbiased and culturally sensitive manner that is family focused.

Objectives:

1. The participants will be able to describe the communication options for children who are deaf or hard of hearing.
2. The participants will be able to identify the factors to consider when counseling parents regarding communication options.
3. The participants will be able to present information in an unbiased, culturally sensitive and family centered approach.

Dr. Overschmidt is the Statewide Audiology Program Specialist for Children’s Rehabilitation Service, a division of the Alabama Department of Rehabilitation Services. She is currently a board member of the Alabama Academy of Audiology and is the Audiology Quality Consortium representative for the national Directors of Speech and Hearing Programs for State Health and Welfare Agencies.

DISCLOSURES:

Carrie Overschmidt has a relevant financial relationship with the Alabama Department of Rehabilitation Services in the form of salary for employment; Carrie Overschmidt has no relevant non-financial relationships to disclose.

**2:00-3:30 (.15 CEU)**

Lucia Menozi

**Grand Rounds in Audiology**

During the Grand Rounds program a series of challenging diagnostic cases and studies will be presented from the medical and rehab areas. They are chosen to be thought provoking for the audience. Time will be given for audience participation and suggestions.

Objectives:

1. The participant will be able to identify the effect of hearing aid tier levels on hearing aid performance measures.
2. Participants will understand the importance of multi-disciplinary evaluation and treatment.
3. Participants will investigate various methods to derive the best fit for the diagnostic problem and treatment/management.

Lucia Menozi is a 3rd year AuD student at East Tennessee State University. Ms. Menozi is a member of SAA, NSSLHA, and IHS. She is also the Student Representative on the Tennessee Academy of Audiology EC Board.

DISCLOSURES:

Lucia Menozi has no relevant financial or non-financial relationships to disclose.

**4:00-5:30 (.15 CEU)**

Melody Benedic Walsh

**Auditory Processing Disorders – A Clinical Perspective**

Auditory processing disorder (APD) is a complex, often misunderstood clinical entity. This course will cover the pathophysiology of APD, and things to consider before, during and following an APD evaluation. This course will also include ways to discuss APD with parents and other professionals.

Objectives:

1. The participants will be able to identify when APD testing is appropriate and when another assessment is warranted.
2. The participants will be able to determine which tests to administer during an APD assessment.
3. The participants will be able to apply treatment methods discussed based on APD assessment results.

I began working at New Orleans Speech and Hearing Center in 2009 for my 4th year externship year and was hired on as a full-time audiologist following graduation. I have a passion for challenging cases and “figuring out the puzzle,” which is why I love APD!

DISCLOSURES:

Melody Benedic Walsh has a relevant financial relationship with the New Orleans Speech and Hearing Center in the form of salary for employment; Melody Benedic Walsh has no relevant non-financial relationships to disclose.

**6:30-7:30 (.10 CEU)**

Roxanne Pilger

**Student Knowledge Bowl/College Bowl**

Graduate students will be given the opportunity to prepare for the Praxis examination in speech-language pathology and audiology by using clickers (ARS). Test construction, format, and test taking strategies will be highlighted. Teams from each university will be asked questions from previous Praxis exams as well as practice exams in a game show format. Subject matter experts will provide clarification and examples for questions requiring greater focus. Audience members will be encouraged to provide their perspectives.

Objectives:

1. Participants will be able to relate questions to actual clinical and professional practice of Speech/Language pathology and Audiology.
2. Participants will be able to demonstrate knowledge and insights from subject matter experts from speech science, audiology, private practice, medicine, public schools, universities, and ASHA as they elaborate on the answers to questions.
3. Participants will be able to summarize knowledge and insights regarding key issues facing the professions from Professional Association Board Members (state and national).
4. Participants will be able to identify the most up to date information regarding evaluation, assessment, norms, and standards of practice while refreshing their knowledge in speech science, anatomy/physiology, dysphagia and audiology.

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 Speech Language Pathologist with 12 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 EBS Healthcare providing mentorship and clinical supervision as well as support to school districts and current EBS employees. Roxanne has also provided direct therapy, professional development opportunities in school settings as well as training and management for compliance and IEP development in order to align to the Common Core State Standards. Roxanne has also 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 also coordinated and designed intervention programs for those students who required speech/language services prior to evaluations as part of a Response to Intervention (RtI) 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 in order to provide effective and appropriate therapy approaches across varied therapy settings.

DISCLOSURES: Roxanne Pilger has no relevant financial relationships to disclose; Roxanne Pilger has a relevant nonfinancial relationship with EBS Healthcare by serving as an exhibitor at the TAASLP convention and serving as the MC for the college bowl and spirit competition.

**AUDIOLOGY SESSIONS**

**Friday October 19th**

**8:30-10:00 (.15 CEU)**

Mary Sue Fino-Szumski Ph.D., M.B.A., CCC-A

**Clinical Supervision: Building a Successful Experience**

Clinical education is a key component of all programs training future audiologists and speech-language pathologists. This presentation will provide a framework of basic elements that will assist those serving in the role of supervisor/clinical educator in providing a learning experience that will support students in meeting their clinical goals. Regulations and requirements related to supervision for licensing and certification will be discussed. In addition, resources on clinical supervision/clinical education will be reviewed.

Objectives:

1. Knowledge of regulatory and credentialing requirements for supervisors.
2. Develop a plan for a supervision experience that is appropriate and effective for the supervisee.
3. Identify resources that are available to enhance knowledge of the literature and practices related to supervision.

Mary Sue Fino-Szumski, Ph.D., M.B.A. is an Assistant Professor and Director of Clinical Education at Vanderbilt University, Department of Hearing and Speech Sciences. Dr. Fino-Szumski teaches graduate courses and guest lectures on a variety of management topics and works with students to ensure they achieve their clinical goals. She is a member of ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) and a site visitor for the Council for Academic Accreditation (CAA).

DISCLOSURES:

Mary Sue Fino-Szumski has a relevant financial relationship with Educational Testing Service in the form of honorarium for being a member of the Audiology National Advisory Committee; Mary Sue Fino-Szumski has a relevant financial relationship with Vanderbilt University in the form of salary for employment; Mary Sue Fino-Szumski has a relevant financial relationship with ASHA in the form of a speaking fee/royalty honoraria for teaching and speaking; Mary Sue Fino-Szumski has a relevant non-financial relationship with ASHA for serving as a member of the Council for Clinical Certification in Audiology and Speech-Language Pathology and for serving as a site visitor for the Council for Academic Accreditation.

**10:30-12:00 (.15 CEU)**

Lynn Peters

**Change Management: Driving Stronger Sustainable Results**

The hearing healthcare industry is changing dramatically with multiple disruptors in the market, ranging from over-the-counter hearing aids, to managed care, to large retail and online businesses. It is crucial customers understand how to utilize an organizational change management methodology to drive stronger and more sustainable results. Attendees will receive hands-on training in an organizational change management methodology that particularly focuses on their role as change leaders. Specifically, attendees will learn about the 4 disciplines of organizational change management (organizational landscape, leadership and stakeholder commitment, communication and learning), along with how to utilize tools such as a stakeholder assessment and leadership action plan to ensure employees (and patients) are able to move from the current state to the desired future state in order to achieve and sustain a desired business vision and strategy.

Objectives:

1. Participants will be able to explain the importance of organizational change management activities and deliverables to help achieve goals.
2. Participants will be able to describe the change leadership discipline in detail and why this role is crucial to any change initiative.
3. Participants will be able to demonstrate how to use tools such as a stakeholder assessment and leadership action plan to drive faster adoption.

Lynn Peters is passionate about merging people and culture initiatives with business strategies to drive faster, bigger and more sustainable results. An organizational change management advocate, Lynn led the Hansaton integration into Unitron and implemented a payroll and benefit system upgrade impacting all Sonova employees. In her free time, Lynn loves to travel and camp and spends as much time with her granddaughters as possible.

DISCLOSURES:

Lynn Peters has a relevant financial relationship with Unitron/Sonova in the form of salary for a management position and ownerships of stocks; Lynn Peters has no relevant non-financial relationships to disclose.

**1:30-2:00 (.05 CEU)**

Eileen Smith

**Legislative Update: Audiology Issues**

This session will cover current areas of legislation (national and state) that will impact the practice of audiology. Topics include the state Professional Privilege Tax and the Over-the-counter (OTC) hearing aid sales.

Objectives:

1. The participants will be able to prepare information for discussion with their legislators on repeal of the PPT for audiologists and speech language pathologists in Tennessee.
2. The participants will be able to identify ways to navigate the changing landscape of hearing health care services and provision of hearing aids.
3. Participants will be able to discuss the new OTC Hearing Aid bill with their patients.

Dr. Eileen Smith is the current president of TAA. She is an Assistant Clinical Professor at the University of Memphis. She received her Master’s degree in Communication Disorders from Bloomsburg State College in 1983, and her Doctoral degree of Audiology (Au.D.) from the Salus University in 2008.  Dr. Smith specializes in the diagnosis and treatment of hearing loss, vestibular disorders, and early identification of hearing loss in infants.  Dr. Smith has been a fellow of the American Academy of Audiology since 1989. She is a licensed Audiologist in Tennessee.

DISCLOSURES:

Eileen Smith has no relevant financial or non-financial relationships to disclose.

**2:00-3:00 (.10 CEU)**

Marc Fagelson, PhD

**Tinnitus and Disorders of Sound Tolerance**

A variety of unusual and challenging auditory events affect patients of all ages, particularly when associated with perceptions of excessive loudness, pitch anomalies, aversions to specific sounds, or the sensation of pain in the ears. This presentation will review mechanisms associated with tinnitus and disordered sound tolerance (DST), including exposure considerations, and the physiologic changes that may result in unusual auditory symptoms such as tinnitus, hyperacusis, diplacusis, and auditory nociception, or the sensation of pain in the ears triggered by sound. Labeling schemes related to DST will be reviewed. Relations between audiometric status and DST will be reinforced using clinical data.

Objectives:

1. The participants will be able to identify clinical findings associated with sound intolerance.
2. The participants will be able to specify the central and peripheral mechanisms associated with DST.
3. The participants will be able to distinguish hyperacusis types and related management strategies.

Marc Fagelson, PhD, is Professor of Audiology at East Tennessee State University. His clinical and academic teaching centers on courses covering hearing science, audiologic evaluation, pathologies of the auditory system, and tinnitus. He supervises students in clinics focused on management of tinnitus and disorders of sound tolerance.

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 financial relationship with the Veterans Affairs Medical Center in the form of a consulting fee for employment; Marc Fagelson has a relevant non-financial relationship with the American Tinnitus Association in the form of membership and serving on the Scientific Advisory Council.