

TASSLP CONVENTION 2019 COURSE ABSTRACTS, LEARNING OUTCOMES, AND DISCLOSURES

PRE-SCHOOL/SCHOOL-AGE SPEECH-LANGUAGE PATHOLOGY SESSIONS: Thursday November 7

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

Mary Cooper, M.Ed., CCC-SLP and Elizabeth Weathersby, MA, CCC-SLP

Timesavers for the School-Based SLP

As a school-based SLP, do you feel as though you don't have enough time to do everything you are required to do? Are you feeling stressed due to ever expanding demands during the school day? Discover ways to save time and your sanity from two experienced SLPs. This session will provide solutions to time grabbing job requirements that can be implemented immediately.

Objectives:

1. Participants will identify ways to save time during routine daily activities
2. Participants will be able to immediately implement time saving tips
3. Participants will take with them an understanding of importance of self-care

Mary Cooper, M.Ed., CCC-SLP, received her B.S. in Communicative Disorders from ETSU and M.Ed. in Speech Pathology from Georgia State University. She is currently employed by Blount County Schools and is the author of the Old School Speech blog and Teachers Pay Teachers Store.

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.

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.

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

Kristen Sanders, M.S., CCC-SLP

When to Refer for an Autism Evaluation: Knowing the Difference between Autism and other Disorders

This course will explain in detail the difference between Autism and Language Delays well as the difference between Autism and a Social Pragmatic Disorders. Details of signs to look for when referring for an Autism Evaluation will be presented.

Objectives:

1. Identify Autism vs Language Delay
2. Identify Autism vs Social Pragmatic Disorder
3. Signs to look for when referring for an Autism Evaluation

Kristen Sanders, M.S., CCC-SLP received her Bachelor of Science in Communication Sciences and Disorders from Harding University in May 2011. In May of 2013 she received her Master of Science in Speech-Language Pathology from Harding University. She has previously worked for the Murfreesboro City Schools for 4.5 years after graduate school. She has been with The Speech, Language, and Learning Center since January 2018 where she specializes in Early Intervention and Autism.

DISCLOSURES:

Kristen Sanders has no relevant financial and non-financial relationships to disclose.

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

Kim Lewis, M.Ed., CCC-SLP

Putting Play to Work

Play is the way our little ones engage and interact with the world around them and our therapy needs to reflect this. Come learn how to incorporate your goals into play therapy using the toys and materials you already have! You will see specific activities for phonological processing disorders, articulation, and early language goals. Activities/goals will focus on preschool and kindergarten populations.

Objectives:

1. Understanding of the developmental importance of play
2. Learn a variety of activities you can use in your treatment sessions for common early language and speech goals.
3. Be able to develop your own interactive activities for specific goals

Kim Lewis, M.Ed., CCC-SLP received her B.A. in Economics from Colby College and M.Ed. in speech-language pathology from the University of Virginia. Kim has a pediatric practice in Greensboro, NC and is the author of the popular speech blog, Activity Tailor. She is a frequent contributor to the ASHA Leader magazine and has presented a Learning Lab at ASHA and sessions at the NC and GA state conventions.

DISCLOSURES:

Kim Lewis has a relevant non-financial relationship as the owner of Activity Tailor which produces play-based materials for SLPs. Kim Lewis has no relevant financial relationships to disclose.

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

Leslie Grogan, M.S., CCC-SLP

Breaking Barriers: Pediatric AAC Success Stories

This presentation will highlight pediatric AAC user success stories and how they overcame communication barriers of more than two years. We will then compare their stories with an early AAC user where a speech generating device was used as an immediate therapy approach. In small group discussion, the audience will discuss the cases and answer questions of when AAC is an appropriate therapy approach, how to begin therapy using AAC with a nonverbal child, and continued ways to plan therapy and collaborate with the child's family and other professionals who serve the child.

Objectives:

1. Discuss two or more instances when AAC is an appropriate therapy approach.
2. Discuss two or more ways to begin therapy using AAC with a nonverbal child
3. Discuss one or more ways to continue a therapy plan and two ways to collaborate with family and school.

Leslie Grogan, M.S., CCC-SLP has been a speech-language pathologist for 12 years serving birth to geriatric in schools, hospitals, and outpatient settings. Leslie is now serving as an AAC Consultant for a local speech device manufacturer, RM Speech. My mission and our company's mission is to provide communication through technology so every voice can be heard.

DISCLOSURES:

Leslie has a relevant financial relationship with RM Speech in the form of salary for employment and a relevant nonfinancial relationship with Whitney Derga, SLP, who provided the case study information for this presentation.

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

Lindsey Eastland, M.S., CCC-SLP, KandySue R. Savage, M.Ed., CCC-SLP, Paulette W. Gentry, M.A., CCC-SLP, Kathy Self, M.A., CCC-SLP, and Mary Cooper, M.Ed., CCC-SLP

Issues, Questions and Answers for the School Based SLP

This interactive session will discuss a variety of issues that are currently affecting Speech/Language Pathologists working in the Public Schools setting in Tennessee. This session will include a review of the recent survey conducted by TAASLP for concerning caseload/working conditions in the Schools, a review of ASHA's new workload calculator, a discussion of the new draft IEP rule and a question session on eligibility standards.

Objectives:

1. The session participants will have an understanding of SLP working conditions in Tennessee Public schools.
2. The session participants will know where to find information from ASHA and understand the ASHA workload approach.
3. Session participants will understand how to better implement the new Draft IEP procedures and how to follow Tennessee Department of Education Speech/Language eligibility standards.

Lindsey Eastland, M.S., CCC-SLP is currently the TAASLP President. She earned her Bachelor of Arts from The University of Tennessee Knoxville and then her Master of Science from Tennessee State University. She has been working as a school Speech-Language Pathologist for Maury County Schools for 12 years. Prior to this position, she worked at National Healthcare Corporation for 3 years and had several PRN jobs including Vanderbilt Stallworth and Maury Regional Hospital.

Kandysue R. Savage, M.Ed., CCC-SLP is currently an SLP with the Maury County School system. She received her Master's in Speech Pathology from Tennessee State University. She is a Member of ASHA, TAASLP, the National Education Association, the Tennessee Education Association, and the Tennessee Association of Assistive Technology. She is a recipient of TAASLP's Public Schools Incentive Award and a member of TAASLP's school's committee.

Paulette Gentry, M.A., CCC-SLP is currently employed at Metro Nashville Public Schools. She is a member of the ASHA and TAASLP. She is currently a member of the ASHA: SLP Advisory Council.

Kathie Self, M.S., CCC-SLP, has worked for 39 years in a rural school system in East Tennessee and is a hands on therapist. Kathie received her Masters of Science in 1995 in Communicative Disorders. She serves wide range of students in her current job position. Kathie received an award from Who's Who among American Educators. Her most treasured award is the TAASLP Public Schools Incentive Award. She is currently on TAASLP foundation board and the School's committee. She lives in Morristown with her brother.

Mary Cooper, M.Ed., CCC-SLP received her B.S. from ETSU and M.Ed. from Georgia State University. She holds the Certificate of Clinical Competence from ASHA. She has been employed by school systems in 3 states as well as a rehab company (Skilled Nursing Facility) during her 35 years as an SLP.

DISCLOSURES:

Lindsey Eastland has no relevant financial or nonfinancial information to disclose.

Kandysue R. Savage has no relevant financial or nonfinancial information to disclose.

Kathie Self has no relevant financial or nonfinancial information to disclose.

Paulette Gentry has no relevant financial or nonfinancial information to disclose.

Mary Cooper has no relevant financial or nonfinancial information to disclose.

3:30-4:00 (0.05 CEU)

Rebecca Rae, M.S., CCC-SLP and Danielle Habrat BS, RBT

Bridging the Gap Between Behavior and Language Intervention

Communication, consultation, and collaboration are key to the development progress of children with complex alternative methods of communication. The presentation will provide the experiences of interdisciplinary practice from the perspective of a speech-language pathologist and registered behavior technician; and discuss two unique cases involving multiple professionals working with clients who use alternative methods of communication.

Objectives:

1. The learner will be knowledgeable about the benefits of utilizing communication, consultation, and collaboration during interprofessional practice
2. The learner will be able to demonstrate the benefits of interprofessional collaboration when using augmentative alternative methods of communication.
3. The learner will be able to identify the feelings, attitudes, and experiences of speech language pathologists in regard to interprofessional practice.

Rebecca Rae, M.S., CCC-SLP, is an ASHA certified speech language pathologist at Foundations for Growing in Franklin, TN. She attended Bowling Green State University where she earned a Bachelor of Science degree in Communication Sciences and Disorders Master of Science degree in Speech-Language Pathology

Danielle Habrat B.S., RBT is a registered behavior technician at Foundations for Growing in Franklin, TN. She is also completing the requirements for a Master of Science degree in Speech-Language Pathology at Tennessee State University. Danielle has experience in working with clients with a variety of AAC devices.

DISCLOSURES:

Rebecca Rae, M.S., CCC-SLP has a relevant financial relationship with Foundations for Growing, LLC in the form of salary for employment. She has no relevant non-financial disclosures.

Danielle Habrat B.S., RBT has a relevant financial relationship with Foundations for Growing, LLC in the form of salary for employment. She has no relevant non-financial disclosures.

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

Claire Campbell, MA, CCC-SLP, ATP

How to Help: Prompting and Modeling for AAC Users

So many reasons that AAC systems fail come back to the communication partners. What is too much prompting? What is too little? This session will cover the AAC prompt hierarchy as well as various ways to model and support AAC throughout the natural environment.

Objectives:

1. Identify at least two communication partner influenced reasons AAC systems often fail
2. Identify at least two methods of prompting other than physical supports
3. Identify two different types of modeling to be used in support of the AAC user

Claire Campbell, M.A., CCC-SLP, ATP, earned her Bachelor's Degree in Foreign Languages and Linguistics from the University of Memphis and her Master's Degree in Speech-Language Pathology from Indiana University. She has previously worked in both Tennessee and Texas as a pediatric speech language pathologist. Prior to working as a consultant, she served as the AAC subject matter expert for Texas Children's Hospital in Houston, TX. Claire holds the ASHA Certificate of Clinical Competence and RESNA Assistive Technology Professional certification. She has previously presented on various topics related to AAC at TAASLP, MidSouth Communication Disorders Conference, and TAAT, as well as guest lecturing at several University graduate programs in the area of Speech Pathology.

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.
- 5.

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 15 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 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 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 November 8th**

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

FEATURED SESSION

Jeanna Antrim, M.S., CCC-SLP

Integrating Language, Literacy, and AAC as Easy as 1-2-3

Are you having trouble moving beyond requesting and protesting? Or do you want to expose your AAC user to more? If so, this is the training for you! Learn how to seamlessly integrate

language, literacy, & AAC all at once! This training will address the importance of teaching literacy skills and how to easily integrate a variety of communication opportunities into literacy activities for any stage of the AAC user. How to pick books for your student(s), key literacy instruction techniques, creating multiple communication opportunities, and even writing instruction/opportunities will be discussed and examples provided.

Objectives:

1. Analyze current literacy instruction and identify two ways to increase reading and writing opportunities
2. List three implementation ideas to increase communication opportunities during reading activities.
3. Identify two ways to provide writing opportunities to students who use AAC systems.

Jeanna Antrim, M.S., CCC-SLP, has eight years of experience working as a school based speech-language pathologist serving students with complex communication and language needs. She has worked as an SLP and AAC facilitator for the Belleville Area Special Services Cooperative in central Illinois since 2012. Jeanna earned her M.S. in speech-language pathology from Eastern Illinois University, where she performed research in AAC and autism at the undergraduate and graduate levels. Since then, Jeanna has continued her interests with AAC and serving children ages 3-21 with severe to profound speech and language needs and a wide range of ability levels. She has written multiple blog posts for the PrAACtical AAC site, as well as co-authored an article in the 2019 August/September Issue of the Closing the Gap Journal. She has presented at the regional, state, and national level.

DISCLOSURES:

Jeanna Antrim has a relevant financial relationship with TAASLP with an Honoraria for this talk and no relevant non-financial disclosures.

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

Tim Mackesey, CCC-SLP, BCS-F

Success with Stuttering

Stuttering is a complex speech impediment that often has concomitant anxiety and avoidance behaviors associated with it. Proper diagnostics and a holistic therapy approach are required to nurture lasting improvements. This program will offer insights into differential diagnosis and an introduction to CBT for anxiety. Participants will learn strategies for rate control, fluency shaping, oral reading, and for controlling stuttering. Proper collaboration with parents and educators will also be a feature.

Objectives:

1. Demonstrate proper easy onset and pull-out strategies
2. List 3 techniques for enhancing fluency in oral reading.
3. Identify 4 of the most common cognitive distortions that lead to anxiety in cws.

Tim Mackesey, CCC-SLP, BCS-F has a full-time private practice dedicated to stuttering in Atlanta, GA. He is a Board-Certified Specialist in Fluency Disorders and a Specialist Mentor per ASHA. Tim had a severe stutter well into his 20s. He has been a SLP since 1992. Tim taught the graduate level Fluency-Disorders course at Georgia State University. Tim is a Master Practitioner of NLP and Neurosemantics. He integrates leading-edge CBT into stuttering therapy. Tim has published several articles in peer-reviewed journals. Tim has a non-profit organization, Raise Your Voice, INC, which provides support for both patients and clinicians.

DISCLOSURES:

Tim Mackesey has a relevant non-financial disclosure as owner of Raise Your voice, INC and has no relevant financial disclosures.

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

Renee H. Ingle, M.S., CCC-SLP and Daniel, M.S., CCC-SLP

Technology and Autism: A Refocus of Parent-Child Interactions

Children with autism struggle with social engagement and given Western society's emphasis on academic learning and technology, a perfect storm is brewing with implications for connectedness to the social world. This presentation will discuss the obstacles technology can present to social engagement and strategies to teach parents how to engage their children to build functional communication skills.

Objectives:

1. The learner will be able to explain technology guidelines recommended by the American Academy of Pediatrics.
2. The learner will be able to use a play-based assessment to generate functional communication goals.
3. The learner will be able to apply strategies for engagement based upon a child's developmental level.

Renee H. Ingle, M.S., CCC-SLP is a Speech-Language Pathologist IV at the Vanderbilt Bill Wilkerson Center. She specializes in assessment and intervention for preschoolers and intervention for children with Autism and speech and language disorders. She serves as the Coordinator for Curriculum/Instruction and Parent Education for the Preschool for Children with Autism at VUMC. She received her Master's degree from Southeastern Louisiana University.

Daniel Shaw, M.S., CCC-SLP is a pediatric Speech-Language Pathologist III at the Vanderbilt Bill Wilkerson Center who specializes in autism spectrum disorders and fluency disorders. He serves as lead SLP in the Preschool for Children with Autism at VUMC. He received his Master's degree from Tennessee State University.

DISCLOSURES:

Renee Ingle has no relevant financial or non-financial relationships to disclose.

Daniel Shaw has no relevant financial or non-financial relationships to disclose.

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

Jillian McCarthy, PhD., CCC- SLP and Danielle Velez M.S.

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

The Tennessee Department of Education recently reported that reading scores have not only remained stagnant, but also, in some cases declined. In 2015, it was reported that only 43% of third grade students were proficient in reading, with only one-third of fourth graders reading on grade level. Data from a recent survey of parents and grandparents revealed that though parents know that they should be reading to their children, they reported not having enough time or not enjoying it. This session will focus on ways speech-language pathologists can support parents or caregivers during early ready activities.

Objectives:

1. Discuss barriers parents and caregivers have identified to reading with or to their children
2. List ways speech-pathologists can support early reading activities.
3. Discuss ways to support and promote early writing with parents and teachers.

Jillian McCarthy, PhD., CCC- SLP is an assistant profession at the University of Tennessee Health Science Center in the Department of Audiology and Speech Pathology. She has received grants from the U.S. Department of Special Education to prepare SLP students in the areas of language and literacy. Her current research interests include vocabulary and spelling development for children who use augmentative alternative communication (AAC) and/or children who are deaf or hard of hearing.

Danielle Velez M.S. is the program manager of the Dolly Parton's Imagination Library Program of Knox County. The program raises funds and awareness to ensure early access to age-appropriate books for all Knox County children from birth to age 5. Danielle earned her Master's degree from the University of Tennessee.

DISCLOSURES:

Jillian McCarthy has a relevant financial relationship with UTHSC in the form of salary for employment and she has no relevant non-financial relationships.

Danielle Velez has a relevant non-financial relationship with the Knox Country Public Library and has no relevant financial disclosures.

ADULT/MEDICAL SPEECH-LANGUAGE PATHOLOGY SESSIONS

Thursday November 7

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

Danielle Garland, M.S., CCC-SLP

Beyond First Foods! Components of Pediatric Clinical Feeding & Swallowing Disorders

Pediatric feeding and swallowing disorders are all too common (nearly 1% of the general population, but as high as 30-80% in children with comorbid developmental disorders) and can require a different skill set than adult dysphagia assessment. Clinicians must be well versed in developmental milestones, comorbid diagnoses, relevant referrals to be made, social-emotional mealtime components, and how to interpret a child's cues during feeding. This session will discuss the components of a pediatric clinical swallow evaluation (from 6 months old through school age), considerations during clinical problem solving, and resources for ongoing education.

Objectives:

1. Identify normal vs disordered feeding and swallowing
2. List components of a pediatric clinical swallow evaluation, including formal measures when relevant
3. Identify when an instrumental swallow study (VFSS or FEES) is needed as well as when to refer to other medical specialists

Danielle Garland, M.S., CCC-SLP currently practices in pediatric acute care. Her interests include dysphagia, early language development, and improving the feeding, language, and cognitive outcomes of children with complex medical needs. She is a writer for The Informed SLP and is currently VP of Communications for TAASLP.

DISCLOSURES:

Danielle Garland has a relevant financial relationship with Ballad Health/Niswonger Children's hospital in the form of a salary for employment and with The Informed SLP in the form of a salary as an independent contractor. She has no relevant non-financial relationships to disclose.

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

Amanda Simmons, M.S., CCC-SLP, PhD candidate and Jillian McCarthy, Ph.D., CCC-SLP

More than Dysphagia-The SLP's role with pALS

People living with amyotrophic lateral sclerosis (pALS) must overcome many challenges throughout this disease progression, including several changes which SLPs can provide assistance. Dysphagia is often, and rightly so, focused on the primary area of intervention for SLPs with pALS; however, additional supports such as voice/message banking and AAC are arguably equally important for pALS dealing with communication breakdowns and end-of-life decision-making. UTHSC is developing a monthly clinic to support these areas of communication for pALS. We will highlight areas where SLPs can provide additional support to pALS in the small but meaningful ways.

Objectives:

1. Describe the ALS disease progression as it relates to SLP areas of expertise.
2. Identify SLP roles to serve individuals with ALS

3. List one thing that you and/or your institution can do to better support pALS in the next 3 months.

Amanda Simmons, M.S., CCC-SLP, PhD candidate is pursuing her doctorate in sustainable augmentative and alternative communication (AAC) education and training, with plans to graduate in 2020 and pursue a career in research and academics. With clinical experience across the lifespan, she hopes to develop AAC instructional supports for patients and caregivers.

Jillian McCarthy, PhD., CCC- SLP is an assistant profession at the University of Tennessee Health Science Center in the Department of Audiology and Speech Pathology. She has received grants from the U.S. Department of Special Education to prepare SLP students in the areas of language and literacy. Her current research interests include vocabulary and spelling development for children who use augmentative alternative communication (AAC) and/or children who are deaf or hard of hearing.

DISCLOSURES:

Amanda Simmons has a relevant non-financial relationship with UTHSC with the AAC clinic for pALS as a volunteer consultant and has no relevant financial relationships to disclose.

Jillian McCarthy has a relevant financial relationship with UTHSC in the form of salary for employment and she has no relevant non-financial relationships.

10:30-12:30 (.20 CEU)

Kelly Kleinhans, Ph.D., CCC-SLP, Christina Brock, M.A., CCC-SLP, and Bethany Berry M.A., CCC-SLP

Teaching Strategies for Clinical Supervisors

The scope of practice in speech-language pathology identifies clinical supervision as a domain of professional practice that requires a unique skill set different from clinical competencies. Clinical education is a process in which the supervisor teaches, observes, mentors, evaluates, and provides feedback to a student or mentee to develop structured and effective clinical learning experiences that match their learner's needs. Video examples and case studies will be used to create opportunities for the participants to engage with the material.

Objectives:

1. Plan a clinical teaching episode.
2. Give effective feedback.
3. Use questions effectively during teaching

Dr. Kelly Kleinhans is a clinical associate professor at Austin Peay State University. She has published and presented on a variety of topics including supervision, AAC, and EBP. She serves on the Editorial Board for ASHA SIG 11, Administration and Supervision. Dr. Kleinhans received the 2017 Kentucky-ASHFoundation State Clinical Achievement award.

Christina Brock, M.A., CCC-SLP works for the Boone County School District and has a private practice in Kentucky. She is a SIG 11 member, Administration and Supervision. She has presented at the state and national level on a variety of topics and is the current co-chair for the 2019 KSHA annual convention.

Bethany A. Berry, M.A., CCC-SLP works for the Ephraim McDowell Health care system in outpatient, acute care, and home health settings. She has served on the Executive Council for the Kentucky Speech- Language-Hearing Association in multiple capacities and is currently President-Elect. Bethany is an affiliate of the American Speech-Language-Hearing Association (ASHA) Special Interest Group 13, Swallowing and Swallowing Disorders and is a graduate of the Leadership Development Program. She has presented at the state and national level with regards to clinical supervision and dysphagia post anterior cervical spine surgery.

DISCLOSURES:

Dr. Kelly Kleinhans has a relevant non-financial relationship with ASHA in the form of volunteer membership in the organization and on the SIG 13 affiliate, and editorial board. She has no financial relationships to disclose.

Christina Brock has no relevant financial and non-financial relationships to disclose.

Bethany Berry has no relevant financial and non-financial relationships to disclose.

2:00-4:00 (.20 CEU)

Carmin Bartow M.S. CCC-SLP, BCS-S

Managing Communication and Swallowing Impairments in Patients with Tracheostomy Tubes

Tracheostomy and ventilator dependency can have adverse effects on communication and swallowing. Speech-Language pathologists take the lead role in remediation of these impairments and must have the knowledge and skills to provide evidence-based assessment and treatment. This presentation will focus on the role of the SLP for communication and swallowing intervention and as an integral member of a multidisciplinary tracheostomy team.

Objectives:

1. Describe various communication options for the patient with tracheostomy.
2. Determine appropriate swallowing intervention for the patient with tracheostomy.
3. Detail the evidence-based outcomes and benefits of tracheostomy teams.

Carmin Bartow M.S. CCC-SLP, BCS-S is currently employed at Vanderbilt University Medical Center in Nashville, TN. She is board certified in swallowing and swallowing disorders. She specializes in dysphagia management, head and neck cancer, trach/vent intervention, and is a member of the VUMC Trach Consult Service. In addition to her clinical responsibilities, she

facilitates a head and neck cancer support group and is an Education Consultant for Passy Muir, Inc.

DISCLOSURES:

Carmin Bartow has a relevant financial disclosure in the form of a speaking Honoraria with Passy Muir, Inc. She has no relevant non-financial disclosures.

4:30-5:30pm (0.10 CEU)

Barbara Jacobson PhD, CCC-SLP

Intubation and Voice: Assessment and Management

On average, over 55, 000 patients are hospitalized in the ICU every day in the U.S>, More than a third of these patients are mechanically ventilated. This places a significant number of people at risk for airway injury. Voice production after intubation is not well described in the literature. In this presentation, the effects of intubation on the larynx and upper airway will be discussed. Ways to assess voice production in the acute care setting will be described. Finally, strategies for treating and managing voice disorders due to intubation injury will be discussed.

Objectives:

1. Describe the causes of laryngeal injury after intubation.
2. Develop a bedside voice screening protocol
3. Discuss various treatment strategies for intubation-related voice disorders

Barbara Jacobson is Associate Director for Medical Speech-Language Pathology and Clinical Education at Vanderbilt University. She serves as ASHA VP for Standards and Ethics in Speech-Language Pathology. From 2003 to 2012, she worked at the Vanderbilt Voice Center. She teaches courses in dysphagia, voice disorders, and professional issues and seminars in medical speech-language pathology, and in the MS-SLP program at Vanderbilt University. She is co-editor (with Alex Johnson) of Medical Speech-Language Pathology, 3rd Edition (Thieme). She is co-author of the Voice Handicap Index. Her interests include patient reported outcomes, functional outcomes, and neurogenic voice disorders.

DISCLOSURES:

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

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

Roxanne Pilger M.S., CCC-SLP

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.
- 5.

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 15 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 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 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.

ADULT/MEDICAL SPEECH-LANGUAGE PATHOLOGY SESSIONS

FRIDAY November 8

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

FEATURED SESSION

R. Jordan Hazelwood Ph.D., CCC-SLP, BCS-S, CCRE

Updates in Clinical Management for Dysphagia in Adults

This advanced session will provide an update on recent developments in clinical management for dysphagia in adults across various care settings. New technological advances and recent research findings in dysphagia assessment, treatment, and professional issues will be presented. Applications for clinical use and practical resources available for clinicians will be reviewed.

Objectives:

1. The attendee will be able to summarize recent developments in clinical management for dysphagia.
2. The attendee will be able to discuss recent developments in clinical management for dysphagia.
3. The attendee will be able to list three resources available to inform clinicians about new developments in clinical management for dysphagia.

R. Jordan Hazelwood, Ph.D., CCC-SLP, BCS-S, CCRE is an assistant professor at Appalachian State University in Boone, NC. Dr. Hazelwood is a board certified specialist in swallowing and swallowing disorders is the Professional Development Manager for ASHA's SIG 13 (Swallowing and Swallowing Disorders). Dr. Hazelwood's research focuses on the impact standardization of dysphagia assessment on the quality of life of people with swallowing disorders and supports dysphagia training and education for students and clinicians.

DISCLOSURES:

R. Jordan Hazelwood has a relevant financial relationship with Appalachian State University in the form of salary for employment; TAASLP for a speaking Honoraria for this presentation; ASHA in the form of a stipend for being on the Editorial Board for AJSLP Dysphagia Section. She also has a non-financial relationship in the form of membership with ASHA and the ASHA SIG 13 and Dysphagia A+P Course Advisory Board; NCSHLA in the form of membership; and Dysphagia Research Society in the form of membership.

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

Ginger Jones MS, CCC-SLP

Making the Most of Parent and Caregiving Coaching

If we truly want to maximize our impact as therapists, we must find a way to extend our work beyond the walls of our treatment rooms. This can easily be done when we engage parents and caregivers as our partners in the process. This presentation will identify common barriers to successfully coaching parents and provide practical suggestions to bridge them

Objectives:

1. Identify the reasons that parent coaching will lead to more successful outcomes in treatment.
2. Find creative solutions to common barriers to parent coaching.

3. Strengthen their coaching skills for immediate implementation into treatment sessions.

Building Rapport with Clients and Families

Treatment outcomes are better when patients and families are consistently attending and actively involved in treatment. But they don't always understand the value of our services and our expertise when they first start therapy. Making positive connections with your patients will not only make them feel more cared for and help them to place more trust in you, but your work satisfaction will improve as well. In our busy schedules and focus on outcomes, it can be easy to overlook the importance of building rapport, but we must remember to make it a priority.

Objectives:

1. Identify the top 10 ways to build rapport with new patients and their families.
2. Increase the perceived value in their services, yielding better attendance and outcomes.
3. How they may be hindering the building of rapport

Ginger Jones, M.S., CCC-SLP is a speech-language pathologist and is also the Founder and CEO of Jones Therapy Services- a pediatric therapy clinic that offers a wide variety of services with 9 locations in Tennessee. Since she started Jones Therapy Services in November of 2009, the company has received numerous awards such as ranking on the Inc 5000 list for the last 4 years and was named one of the Best Places to Work in Nashville. Additionally, Ginger has received recognition as one of Nashville's 40 under 40 professionals and in 2018 was named 2018 Woman of the Year Champion by Enterprising Women. Most recently, she was named a Women of Influence in Nashville by the Nashville Business Journal. Dedicated to her community and those with special needs, Ginger has a passion for helping and speaking about her experiences as a child of deaf parents, her work as a speech-language pathologist, and also her journey as an entrepreneur. She graduated from the University of Mississippi with a Bachelors in Communication Disorders and went on to receive her Masters Degree in Speech-Language Pathology with a concentration in Aural Habilitation from the University of Tennessee-Knoxville.

DISCLOSURES:

Ginger Jones has no relevant financial or non-financial relationships to disclose.

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

Jennifer Barry, MS, CCC-SLP

A Framework for Conducting Cognitive Therapy with Adults with Acquired Brain Injury: Practical Tools for the SLP

This presentation will focus on a clinical approach for conducting cognitive therapy in an outpatient setting with adults with acquired brain injuries. Attendees will learn how to structure a treatment session to promote consistency, clarity and optimization of new learning for clients. Session-by-session recommendations for the initial stage of treatment will be covered (i.e. meaningful content to target during the first, second, third session, etc.). The SLP will share

practical tools and resources which may be utilized to facilitate conversations with clients to develop attention strategies, an external memory aid, and metacognitive strategies. A brief overview of the evidence supporting cognitive rehabilitation in acquired brain injury will be provided.

Objectives:

1. Identify functional activities to complete within the initial stage of cognitive therapy
2. Identify useful tools to facilitate conversations about attention, memory and executive function strategies
3. Identify practical ways to structure a therapy session for optimal learning and carryover

Jennifer Barry, MS, CCC-SLP, is a certified and licensed speech-language pathologist. She is a full-time practicing clinician at Pi Beta Phi Rehabilitation Institute at Vanderbilt University Medical Center specializing in outpatient neuro-cognitive-linguistic rehabilitation with adolescents and adults. She serves as a clinical education associate for the Department of Hearing and Speech Sciences at Vanderbilt University. She received her master of science in speech-language pathology from Florida State University. She is a member of the ASHA Special Interest Group for Neurophysiology and Neurogenic Speech and Language Disorders.

DISCLOSURES:

Jennifer Barry has a relevant financial relationship with Pi Beta Phi Rehabilitation Institute in the form of salary and she has no relevant non-financial relationships to disclose.

3:30-5:00 (.05 CEU)

Jamie Fisher PhD., CCC-SLP

Evidence-Based Practice for Tracheostomy and Ventilator Patient Care

Speech-Language Pathologists (SLPs) are responsible and tasked with the assessment and treatment of patients requiring tracheostomy and mechanical ventilation in the areas of communication and swallowing. To effectively assess these patients and subsequently devise an effective plan of treatment, SLPs have many factors to consider including identifying and applying evidence-based practice tools and collaborating with healthcare professionals. This presentation will discuss current assessment and treatment trends in research and clinical practice regarding the communication and swallowing of patients requiring tracheostomy and mechanical ventilation.

Objectives:

1. The learner will be able to identify from evidence-based research the current trends in the assessment and treatment of patients requiring tracheostomy and mechanical ventilation.
2. The learner will understand how to apply research to clinical practice in the assessment and treatment of patients requiring tracheostomy and mechanical ventilation.

3. The learner will identify current trends in collaborating with medical health care professions to effectively care for patients requiring tracheostomy and mechanical ventilation.

Jamie Fisher PhD., CCC-SLP is a speech-language pathologist and endoscopist at Nashville Speech & Swallowing Specialists, PLLC. She is an adjunct professor at Western Kentucky University. Her research and clinical interests include speech, language, dysphagia, modified barium swallow studies, fiberoptic endoscopic evaluation of swallowing, and patients requiring tracheostomy/ventilation.

DISCLOSURES:

Jennifer Fisher has a relevant financial relationship with Nashville Speech & Swallowing Specialists, PLLC in the form of salary, ownership interest, intellectual property rights, and consulting fee. She has no relevant non-financial relationships to disclose.

AUDIOLOGY SESSIONS

Thursday November 7

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

Steve Madix, PhD

Ethics and Stuff...Deep Thoughts and Considerations

The way we deliver audiological services and products has and is changing significantly due to many variables. In this changing landscape and in our efforts to maintain the highest levels professionalism, are there new ethical considerations to consider? Can we serve the public, the profession, and the professional all in an equal and beneficial manner?

Objectives:

1. Identify potential ethical conflicts in current practice settings,
2. Identify ways to avoid ethical conflicts in current practice settings, and
3. Identify mechanisms and procedures to better address potential ethical conflicts.

Dr. Madix is the founding president and executive director of the Louisiana Academy of Audiology and past national advisor for the Student Academy of Audiology. He is currently serving on the American Academy of Audiology (AAA) executive board as a Member-At-Large. He is the founding chair of the Future Leaders of Audiology Student Conference (FLASC) and a past council member of the Council of Academic Accreditation for Audiology and Speech Language Pathology (CAA).

DISCLOSURES:

Steve Madix, PhD has no relevant financial or non-financial relationships to disclose.

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

Samuel Atcherson, PhD, CCC-A

Hearing and Related Technologies for Individuals Who Area Deaf/Hard of Hearing

Assistive technology for individuals who are deaf/hard of hearing has been around for a long time and has been subject to innovative developments at times. Some assistive technologies are designed to augment residual hearing and other assistive technologies provide supplemental information (e.g., visual/tactile). This presentation is suited to all audiences from those new to hearing and related technologies to those who want a refresher and updates. A special portion of this presentation will focus on stethoscopes for health professionals with hearing loss, and there will be an opportunity for participants to set up and test an induction loop system.

Objectives:

1. List three examples of (Hearing) Assistive Technology that can help with everyday communication
2. Describe two examples of (Hearing) Assistive Technology can help in the school or work environment
3. Identify three examples of resources to find out more information and support

Samuel R. Atcherson, Ph.D., CCC-A is Professor at University of Arkansas for Medical Sciences. His professional interests include hearing loss, electrophysiology, rehabilitation, and health literacy. He has 100+ publications, including 50 peer-reviewed articles and 3 books, and has given 200+ presentations on various topics from local from international levels.

DISCLOSURES:

Samuel R. Atcherson, Ph.D., CCC-A has a relevant financial relationship with TAASLP/TAA in the form of a speaking Honoria for this presentation. He has no relevant non-financial relationships to disclose.

2:00-3:00 (.1 CEU)

Samuel R. Atcherson, Ph.D., CCC-A

Body Language Communication in Audiology and Speech-Language Pathology: A Worthwhile Skill?

Body language refers to the nonverbal signals that we use to communicate with each other. In this presentation, we explore possible applications of body language in the audiology and speech-language pathology setting during interprofessional communication, during communication with patients/clients and their families, and with a variety of patients/clients.

Objectives:

1. Define body language and nonverbal communication in your own words

2. Describe the use of and interpretation of body language and nonverbal cues
3. Identify basic differences among patients/clients and in students with respect to body language and nonverbal communication

Samuel R. Atcherson, Ph.D., CCC-A is Professor at University of Arkansas for Medical Sciences. His professional interests include hearing loss, electrophysiology, rehabilitation, and health literacy. He has 100+ publications, including 50 peer-reviewed articles and 3 books, and has given 200+ presentations on various topics from local from international levels.

DISCLOSURES:

Samuel R. Atcherson, Ph.D., CCC-A has a relevant financial relationship with TAASLP/TAA in the form of a speaking Honoria for this presentation. He has no relevant non-financial relationships to disclose.

3:00-3:30 pm (0.05 CEU)

Kristina Bratt Rigsby Au.D.

Legislative Update for Audiology

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 new laws passed.

Course Objectives: After completing this presentation, the participants will be able to:

1. Understand new laws passed by the Tennessee General Assembly in 2018 and 2019
2. Understand how the process for recent repeal occurred for the Professional Privilege tax
3. Discuss how to better proceed when further legislative issues occur within our profession

Dr. Rigsby is the current President of TAA. She is a contractor Audiologist through the Department of Veteran's Affairs. She received her Master's degree in Audiology and her Doctoral degree of Audiology from Vanderbilt University. She specializes in Compensation and Pension Exams for Veteran's through the VA.

DISCLOSURES:

Kristina Bratt Rigsby Au.D. has no relevant financial and non-financial relationships to disclose.

4:30-5:30pm (.10 CEU)

Kristina Bratt Rigsby Au.D.

Compensation and Pension Exams for Veterans and Contractors

This session will cover information on how the Compensation and Pension process works for the Veteran and for the provider.

Course Objectives: After completing this presentation, the participants will be able to:

1. Identify who is a candidate for services through the VA
2. Understand how the process works for the Veteran
3. Understand how the process works for the provider

Dr. Rigsby is the current President of TAA. She is a contractor Audiologist through the Department of Veteran's Affairs. She received her Master's degree in Audiology and her Doctoral degree of Audiology from Vanderbilt University. She specializes in Compensation and Pension Exams for Veteran's through the VA.

DISCLOSURES:

Kristina Bratt Rigsby Au.D. has no relevant financial and 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.
- 5.

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 15 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 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 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 November 8

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

Deborah Moncrieff, PhD

New Methods for APD Evaluation and Management

Amblyaudia is a highly prevalent clinical entity in the spectrum of auditory processing disorders that is diagnosed with at least two dichotic listening tests. Methods for diagnosing and treating amblyaudia will be detailed, together with theoretical information regarding the putative underlying neurophysiology of the disorder. Evidence on its prevalence in populations of schoolchildren, children referred for clinical assessment, and adjudicated adolescents will be presented together with evidence of benefits following Auditory Rehabilitation for Interaural Asymmetry (ARIA), a short-term deficit-specific treatment. Future goals in evaluating genetic links to amblyaudia and long-term outcomes following treatment will be discussed.

Course Objectives: After completing this presentation, the participants will be able to:

1. Identify risks for amblyaudia and make the diagnosis;
2. Counsel children and families regarding the neurophysiology of amblyaudia and its likely consequences;
3. Refer patients for and/or administer treatment for amblyaudia

Dr. Moncrieff studies the impact of APDs on communication, language, learning and reading, coined the term “amblyaudia” to characterize a binaural integration of type of APD and

developed ARIA, an auditory therapy for amblyaudia. She advocates an alternative clinical approach to diagnose and treat specific types of processing difficulties.

DISCLOSURES:

Deborah Moncrieff, PhD has relevant financial relationship with University of Memphis in the form of a salary for employment and no relevant non-financial relationships.

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

Deborah Moncrieff, PhD

New Methods for APD Evaluation and Management

Amblyaudia is a highly prevalent clinical entity in the spectrum of auditory processing disorders that is diagnosed with at least two dichotic listening tests. Methods for diagnosing and treating amblyaudia will be detailed, together with theoretical information regarding the putative underlying neurophysiology of the disorder. Evidence on its prevalence in populations of schoolchildren, children referred for clinical assessment, and adjudicated adolescents will be presented together with evidence of benefits following Auditory Rehabilitation for Interaural Asymmetry (ARIA), a short-term deficit-specific treatment. Future goals in evaluating genetic links to amblyaudia and long-term outcomes following treatment will be discussed.

Course Objectives: After completing this presentation, the participants will be able to:

1. Identify risks for amblyaudia and make the diagnosis;
2. Counsel children and families regarding the neurophysiology of amblyaudia and its likely consequences;
3. Refer patients for and/or administer treatment for amblyaudia

Dr. Moncrieff studies the impact of APDs on communication, language, learning and reading, coined the term “amblyaudia” to characterize a binaural integration of type of APD and developed ARIA, an auditory therapy for amblyaudia. She advocates an alternative clinical approach to diagnose and treat specific types of processing difficulties.

DISCLOSURES:

Deborah Moncrieff, PhD has relevant financial relationship with University of Memphis in the form of a salary for employment and no relevant non-financial relationships.

1:30-2:30 (.1 CEU)

Mitchell Schwaber, MD

Diagnostic Testing Revisited: Using Older Tests in the Modern Era

The development of MRI and CT Temporal Bone scans has replaced audiovestibular testing for evaluating retrocochlear disorders. However, several newer diagnoses have made these older diagnostic test useful again to differentiate the etiologies of conductive loss, hyperacusis, superior semicircular canal dehiscence, and chronic unsteadiness. This course will elaborate on how we use Acoustic reflex testing, VEMPS, and VNG in the current era, with radiologic correlation.

Course Objectives: After completing this presentation, the participants will be able to:

1. Discuss the changing diagnoses that our clinic manages, including vestibular diagnoses, conductive hearing loss, and hypersensitivity;
2. Review the radiologic appearance of these diagnoses;
3. Discuss the use of various tests and how they help us differentiate the etiology of the disorder

Dr Schwaber graduated from Baylor College in 1975, and completed residencies at Johns Hopkins, Baylor, and fellowship at Vanderbilt. He has more than 75 publications, primarily dealing with Chronic Otitis Media, Meniere's Disease, and both audiovestibular diagnosis and imaging.

DISCLOSURES:

Dr. Mitchell Schwaber has no relevant financial and non-financial relationships to disclose.

2:30-4:30 (.20 CEU)

Amanda Jones Edwards, AuD and Sarah L. Grantham, AuD

Interventional Audiology: Our Role in Adult Ototoxicity Monitoring During Treatment and in Survivorship

Interventional Audiology is the delivery of healthcare services to patients at an earlier stage of their auditory and vestibular impairment. Over 200 known ototoxic medications, affecting the auditory/ vestibular system, are used to treat life-threatening illnesses. Ototoxicity monitoring is considered standard-of-care by medical professional organizations. Audiologists must play an integral role in evaluating and managing hearing loss, tinnitus, and vestibular impairment in this population, and secure our place as a leader in implementing an OMP. Ototoxicity adversely affects communication, balance, coping skills, and quality of life. Ototoxicity monitoring is in the best interest of our healthcare system, our profession, and certainly patients these illnesses.

Course Objectives: After completing this presentation, the participants will be able to:

1. Identify the importance of an Audiologist's role in the care of patients with cancer and other life-threatening illness;
2. Identify challenges and solutions to creating and implementing a successful Adult Ototoxicity Monitoring Program (OMP) that collaborates with other medical specialties;
3. Recognize the benefits to an interventional audiology strategy on our healthcare system, our profession, and patients in survivorship care

Amanda Edwards, Au.D. has been an audiologist for 14 years with time spent in otology practices before starting work at Vanderbilt Bill Wilkerson Center. She has been instrumental in developing a tinnitus management protocol and an adult ototoxicity protocol for VBWC. She has interests in adult and pediatric tinnitus patients, hearing aids and ototoxicity monitoring.

Sarah L. Grantham, Au.D. received her doctorate from Vanderbilt University School of Medicine in 2005. She is the Associate Director of Adult Diagnostic Audiology Services at the Vanderbilt Bill Wilkerson Center, and specializes in the assessment and treatment of vestibular disorders. Dr. Grantham has presented on various topics at the local, state, and national level. She previously (2014-2016) served on both the ASHA Scientific and Professional Education Board and the TAASLP Executive Council as Vice President of Convention and Continuing Education. More recently, Dr. Grantham has turned her focus towards the implementation of interprofessional practice (IPP) initiatives, such as the Ototoxicity Monitoring Program, within the clinics that she oversees to promote the highest quality of collaborative care.

DISCLOSURES:

Amanda Edwards, Au.D. has a relevant financial relationship with Vanderbilt Bill Wilkerson Center in the form of salary for employment and no relevant non-financial relationships to disclose.

Sarah L. Grantham, Au.D. has a relevant financial relationship with Vanderbilt Bill Wilkerson Center in the form of salary for employment and no relevant non-financial relationships to disclose.