**PRE-SCHOOL/SCHOOL-AGE SPEECH-LANGUAGE PATHOLOGY SESSIONS Thursday October 6**

**8:00-9:00 (1 instructional hours)**

Lori Knowles

Keynote Speaker: Pivoting to the Positive Mindset

**Course Abstract**

Mindfulness coach, Lori Knowles, presents *Pivoting to the Positive Mindset*to encourage inner wellbeing and emotionally balanced decision-making for when you are feeling less than positive. You'll experiment with simple and effective mindfulness techniques to enhance positivity and test the techniques for yourself through a guided meditation process.

**Course Objectives**

1.Identify the benefits of prioritizing positive mindset and mindfulness in daily life for balanced decision-making and wellbeing.

2. Experiment with Mindfulness Technique: Breathing exercise, inner wellbeing exercise, enhance your positivity exercise.

3. Test discussed techniques for oneself through a guided meditation process.

**Disclosures**

Financial- Lori Knowles has no relevant financial disclosures.

Non-financial- Lori Knowles has no relevant non-financial disclosures.

**Speaker Bio**

Lori Knowles is a mindfulness coach and speaker.  She provides individual coaching sessions as well as corporate training and has led retreats and events for companies like Asurion, Entrepreneurs Organization, NAWBO and the Omni Hotel to name a few.  She specializes in helping industry leaders make peace with painful emotional patterns through meditation.

**9:00-10:30 and 11:00-12:00 (2.5 instructional hours)**

Christina Bradburn, M.S., CCC-SLP

Moving from a Caseload Approach to a Workload Approach as a School-Based SLP

**Course Abstract**

Implementing the ASHA recommended “Workload vs. Caseload” approach

to therapy sounds great in theory, but what does it look like in the busy day of a practicing

school-based SLP? This session is specifically designed to provide you with timesaving

strategies that will turn you into a school intervention superstar without compromising your

SLP-specific skill set. You will gain valuable strategies to help you integrate classroom materials

into your sessions and schedule your time for maximum impact. The best part is that you won’t

have to print or laminate a single new thing!

**Course Objectives**

1. Implement time-saving strategies to provide highly effective therapy even with high

caseloads.

2. Explain the need for and implement a workload approach to therapy in their schools.

3. Write measurable and authentic goals that support the student in all school settings.

**Disclosures**

Financial—Christina Bradburn has a financial disclosure with the Bureau of Education and Research-Honorarium.

Non-financial—Christina Bradburn is a board member for ASHA School Issues Advisory Board (2020) and Chair (Jan 2022).

**Speaker Bio**

Christina Bradburn works as a school-based Speech-Language Pathologist (SLP) and Educational Diagnostician in Indiana. She is a national seminar leader for the Bureau of Education and Research and is currently pursuing her Ph.D. in Special Education with a concentration in Communication Sciences at Texas Woman’s University.

**12:00-12:30 (.5 instructional hours)**

Bailey Morgan M.A., CCC-SLP, Ian Quillen, M.S., CCC-SLP, Janette Hreish M.S., CCC-SLP

Tips for Teletherapy Across Your Caseload

**Course Abstract**

When we are discussing teletherapy, we often start to consider the things we feel we lose by not being in person with our patient or student. But what about all the things we are gaining? In this presentation, learn more about some of the amazing therapeutic benefits we can offer our clients through teletherapy, as well as practical applications for different therapy populations. Learn about how to determine when teletherapy is appropriate, how to use different materials that make teletherapy fun and interactive, ways to include caregivers in remote sessions, and tips for troubleshooting sessions with clients that need redirection and other tools during teletherapy.

**Course Objectives**

1. Utilize teletherapy exclusive treatment strategies.

2. Use practical applications for stuttering, articulation, and speech sound disorders over teletherapy.

3. Learn more about digital materials to use in teletherapy.

**Disclosures**

Financial: Bailey Morgan works for Ambiki which is a teletherapy platform that will be lightly mentioned in the presentation as a resource.

Non-financial: Bailey Morgan has no relevant non-financial disclosures.

Financial- Ian Quillan works for Ambiki which is a teletherapy platform that will be lightly mentioned in the presentation as a resource.

Non-financial- Ian Quillan has no relevant non-financial disclosures.

Financial- Janette Hreish has no relevant any financial disclosures.

Non-financial- Janette Hreish has no relevant non-financial disclosures.

**Speaker Bio**

Bailey Morgan is a CCC-SLP with experience working in schools, private practice, hospitals, and skilled nursing facilities. After working on the NYC frontlines during the pandemic, Bailey saw firsthand a heavy reliance on technology to keep therapy services accessible and to keep families in contact with their loved ones. She now spends 100% of her time dedicated to making technology accessible, intuitive, and easy to use for both clinicians and their clients. Bailey is an advocate for teletherapy and the access to services it provides for children who don’t have an in-person therapist available to them.

Ian Quillen, M.S., CCC-SLP has been a speech therapist for 3 years and started doing teletherapy during his clinical fellowship. He specializes in treating clients who stutter and consulting with therapists who treat these clients. Ian works in a clinical technology support role at Sidekick Therapy Partners, where he collaborates with developers and clinicians to identify issues and develop solutions with the technology used to deliver therapy.

Janette Hreish M.S. CCC-SLP is nationally certified speech language pathologist with specialized training in pediatrics, augmentative communication, and teletherapy. She currently works at Sidekick Therapy Partners in Nashville, TN providing intervention and assessments to school age students via teletherapy and in person.  She has additional experience in undergraduate and graduate education and training as an Instructor and Supervisor. Her clinical expertise combined with education and training experiences allow her to support therapists as they serve students in any mode of intervention delivery.

**2:00-3:00 (1.0 instructional hours)**

Megan Spencer, Ed.D, CCC-SLP, LSVT

Twisted, Tangled, Mingled, and Mangled: Language and Behavior in the Classroom

**Course Abstract**

Language and behavior have an interesting relationship on our school-based caseloads. We know that 70% of children with behavioral disorders also have an affiliated language disorder. Why is that? What can school-based SLPs do to help our students succeed in the classroom? How do SLPs play a role in reducing adverse behaviors in our students? This session provides ideas and discussion from evidenced-based practice on how SLPs play a critical role in behavioral intervention. Participants are encouraged to share their experiences and practices that have helped them in the classroom, as well.

**Course Objectives**

1. Participants will demonstrate an understanding of evidence-based practice in behavioral interventions.

2. Participants will discuss various evidence-based interventions that have been useful to their students.

3. Participants will identify the various interactions between language and behavior.

**Disclosures**

Financial—Megan Spencer has a financial disclosure with Freed-Hardeman University in salary for employment.

Non-Financial—Megan Spencer has a non-financial disclosure as she is the VP of Communications for TAASLP.

**Speaker Bio**

Meagan is a practicing SLP who has mostly been school-based and is now the developer and program coordinator of the CSD program at Freed-Hardeman University. She is also a subject matter expert and adjunct professor for the CSD program at Abilene Christian University Online. She is a 2021 ASHA Distinguished Early Career Professional and was chosen for the 2021 ASHA Faculty Development Institute. Her areas of expertise/interest include student success, developing healthcare curriculum, and school-based push-in services.

**3:00-3:30 (.5 instructional hours)**

Rachel Leach, SLP-CF

Successful Collaboration: Updates on SLP/SLPA in Partnerships

**Course Abstract**

With a recent emphasis of education of professionals in the service delivery from ASHA, this study aims to investigate whether Speech-Language Pathologists (SLPs) have the knowledge to successfully utilize Speech-Language Pathology Assistants (SLPAs) to best serve patients with communication disorders. My survey data suggests that there is a lack of understanding regarding the SLPA’s job responsibility and mutual roles in service delivery. The findings of the current study provide valuable insights that will potentially reduce stress for both professionals.

**Course Objectives**

1. Clearly define the updates ASHA has made to the Scope of Practice for the SLPA within the past year.

2. Identify four practical ways a SLP can form a partnership with the SLPA within a clinical setting.

3. Define four of the most reported reservations SLPs have about working with a SLPA.

**Disclosures**

Financial—Rachel Leach has a financial disclosure with West TN Hearing and Speech Center in salary for employment.

Non-Financial—Rachel Leach has a non-financial disclosure with California State University, Northridge; Thesis received IRB approval; published thesis at California State University.

**Speaker Bio**

Rachel Leach completed her Master’s Degree at California State University, Northridge Distance Learning Program. She completed her thesis about the successful partnership between the SLP and SLPA. Rachel worked at the West Tennessee Hearing and Speech Center as an SLPA while gaining her Master’s Degree in Speech Language Pathology.

**4:00-5:00 (1.0 instructional hours)**

Jennifer Wilson, M.A., CCC-SLP, BCS-S and Emily Noss, M.A., CCC-SLP

Increased Skills in Community Integration for Young Adults Attending the University of Tennessee FUTURE program

**Course Abstract**

Through a University of Tennessee Health Science Center Office of Equity, Inclusivity and Diversity mini-grant the Speech Pathology program ran a 10-week program aided at increasing skills in independent living. Topics covered included navigating the University of Tennessee strip, managing roommate conflicts, and responding to emergencies. The program was led by graduate students in speech pathology through interactive, hands-on teaching.

**Course Objectives**

1. Increased knowledge about post-secondary education for young adults with intellectual and developmental disabilities

2. Gain understanding of young adults' perceived challenges in increasing their community integration

3. Determine ways Speech Language Pathologist can support teens and young adults' skills in community integration.

**Disclosures**

Financial- Jennifer Wilson has no relevant financial disclosures.

Non-Financial- Jennifer Wilson has no relevant non-financial disclosures.

Financial- Emily Noss has no relevant financial disclosures.

Non-Financial- Emily Noss has no relevant non-financial disclosures.

**Speaker Bio**

Jennifer is a Clinical Assistant Professor in Speech Pathology at the University of Tennessee Health Science Center. She has been practicing for 30 years, providing services in children's hospitals, private practice, and home-based services. She enjoys teaching graduate students and young professionals about pediatric dysphagia through use of case studies to develop skills in clinical problem solving. She also enjoys working with the FUTURE program at the University of Tennessee supporting an internship each semester, providing intervention to FUTURE students and further supporting community integration through UTHSC mini-grant.

Emily Noss has expertise providing therapy for children of all ages who are deaf or hard of hearing and/or have complex communication needs. Ms. Noss provides treatment in group and individual settings for children who use hearing aids and cochlear implants. She is the Co-Director of Clinical Education for Speech-Language Pathology.

**6:30-7:30 (1 instructional hours)**

Phillip Erikkila, M.A. & Roxanne Pilger, M.S.

Student Knowledge Quest

**Course Abstract**

Graduate students will be given the opportunity to prepare for the Praxis examination in speech-language pathology and audiology. Test construction, format, and test taking strategies will be highlighted. Students and the audience will be presented with Praxis prep questions in a game show format. Subject matter experts will provide clarification and examples for questions requiring greater focus.

**Course Objectives**

1. Participants will recall information from clinical and professional practice of Speech/Language pathology and Audiology to answer each question.

2. Participants will be able to explain the most up to date information regarding evaluation, assessment, norms, and standards of practice related to speech science, anatomy/physiology, dysphagia, and audiology.

3. Participants will score their performance on test questions and analyze areas for improvement as related to the field of speech-language pathology and audiology.

**Disclosures**

Financial- Phillip Erkkila has a relevant financial relationship with The Stepping Stones Group in salary for employment.

Non-financial- Phillip Erkkila has no relevant non-financial disclosures.

Financial-Roxanne Pilger has a relevant financial relationship with EBS Healthcare/Stepping Stones Group in the form of salary.

Non-financial- Roxanne Pilger has no relevant non-financial disclosures.

**Speaker Bio**

Phillip Erkkila M.A. CCC-SLP is a Clinical Manager, a member of the professional development team, and the ASHA CE Administrator for The Stepping Stones Group. He has worked in multiple settings including public, private and charter schools, private practice, early intervention, acute care hospitals, and adult home health. He provides clinical support to Clinical Fellows and continues to practice. Phillip has created and presented on many topics related to the field of speech language pathology including treatment practices for children with ASD, behavior management, collaborative service delivery, self- assessment, and the importance of soft skills. He is an alumnus of ASHA’s Leadership Development Program, is currently a mentor in ASHA's S.T.E.P Program, and the recipient of multiple ASHA Continuing Education (ACE) Awards.

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

**PRE-SCHOOL/SCHOOL-AGE SPEECH-LANGUAGE PATHOLOGY SESSIONS Friday October 7**

**8:00-9:00 (1.0 instructional hours)**

Kristen Secora, Ph.D., CCC-SLP and Cheryl Shahan, Ph.D.

Building the Skills for Collaborating: How to Prepare SLPs and Teacher of Deaf and Hard of Hearing Students to Work Together Effectively

**Course Abstract**

Speech-language pathologists (SLPs) and teachers of students who are Deaf and Hard of Hearing (TODs) often work with the same students in a school setting to support their linguistic and educational needs. Previous research has extensively documented that interprofessional practice is vital in supporting students but what is currently missing from the literature is a discussion of the evidence-based methods used to teach pre-service TODs and SLPs *how* to effectively collaborate with colleagues. This presentation integrates research about best practices for educating pre-service professionals in effective collaboration strategies with our own experiences as educators in pre-service higher education programs.

**Course Objectives**

1. Learners will be able to discuss strategies for effectively collaborating with other professions.

2. Learners will be able to discuss strategies for educating preservice SLPs and TODs in the knowledge and competencies required for collaborating.

3. Learners will be able to describe at least two take-home strategies they can integrate in order to effectively collaborate with TODs.

**Disclosures**

Financial- Kristen Secora has a financial disclosure with University of Tennessee in salary for employment.

Non-Financial—Kristen Secora has no relevant non-financial disclosures.

Financial— Cheryl Shahan has a financial disclosure with the University of Tennessee for employment.

Non-Financial—Cheryl Shahan has no relevant non-financial disclosures.

**Speaker Bio**

Kristen Secora, PhD, CCC-SLP is an Assistant Professor of Communication Disorders at the University of Tennessee Knoxville. Her research focuses on assessment and intervention practices of SLPs with deaf and hard of hearing children and the preparation of undergraduate students in communication sciences and disorders.

Cheryl Shahan, PhD, is a Clinical Assistant Professor with the Deaf Education program at the University of Tennessee. She works with undergraduates and graduates in preparation for the Deaf Education field utilizing American Sign Language (ASL)-English bilingualism/multilingualism.

**9:00-10:30 (1.5 instructional hours)**

Jillian McCarthy, Ph.D., CCC-SLP

Spelling It Out With Students With CCN: Assessment and Intervention Ideas

**Course Abstract**

Thinking of adding goals addressing spelling skills for children on your caseload with complex communication needs (CCN)? In this session we will discuss the research behind early spelling for children with CCN who do and do not use augmentative-alternative communication (AAC). We will cover the importance and implementation of phonemic and phonics awareness, as well as the impact of speech perception on spelling development. Attendees will walk away with ideas for assessing early spelling, suggestions for writing goals, and recommendations for intervening to move students with CCN who do and do not use AAC toward conventional spelling productions.

**Course Objectives**

1. Identify and discuss what is prephonological spelling and its role in spelling development.

2. Identify ways to assess early spelling skills of individuals with CCN who use or would benefit from AAC strategies.

3. Discuss strategies for advancing the spelling development of an individual identified as a prephonological speller to that of a conventional speller.

**Disclosures**

Financial—Jillian McCarthy has a financial disclosure with University of Tennessee Health Science Center in salary for employment.

Non-Financial—Jillian McCarthy has no relevant non-financial disclosures.

**Speaker Bio**

Jillian McCarthy, Ph.D., CCC-SLP, is an associate professor at UTHSC. She has received grants from the U.S. Department of Education to prepare students in the areas of language and literacy. Her current research interests include early reading, vocabulary, and spelling development for children who use augmentative alternative communication (AAC).

**11:00-12:00 (1.0 instructional hours)**

Tracy Bannon, M.S., CCC-SLP

Using All That We Love From Different AAC Methodologies, Together!

**Course Abstract**

Have you seen all the strategies used to introduce Alternative and Augmentative Communication (AAC)? The most commonly employed methods, Object-Based (PECS) and Natural Language (Core), include numerous benefits, and a few drawbacks. Typically, these two ideologies are used in exclusion of the other. However, it is important that we use a variety of tools, including combinations of different AAC methodologies, in order to meet the individualized needs of our clients. I will share ideas on how to employ elements from both methods that use naturally developing vocabulary, allow for vocabulary expansion, increase pragmatic purposes and promote engagement with communication partners.

**Course Objectives**

1. Participants will be able to differentiate the basic principles of Object-Based and Natural Language communication acquisition methodologies, as they relate to use of Augmentative and Alternative Communication (AAC), and identify aspects of each that are beneficial for individual learners.

2. Participants will be able to construct no-tech/low tech AAC systems, using aspects of both Object-Based and Natural Language methodologies, individualized for their clients' needs.

3. Participants will be able to discuss the best AAC strategies, or combinations of strategies, with teams in their settings, to benefit AAC Communicators.

**Disclosures**

Financial- Tracy Bannon has a financial disclosure with Stafford County Public Schools in Stafford, Virginia in salary for employment.

Non-Financial- Tracy Bannon has no relevant non-financial disclosures.

**Speaker Bio**

Ms. Bannon is a Coordinator of Assistive Technology and Speech Pathologist in Stafford, Virginia. She has worked in both the public school and private therapy clinic settings, specializing in Literature Based Intervention and Augmentative and Alternative Communication for 27 years. She recently spoken at the ATiA, RESNA and SHAV Conferences.

**1:30-2:30 (1.0 instructional hours)**

Olivia Hecker, M.S., CCC-SLP and Jillian McCarthy, Ph.D., CCC-SLP

“Book Time in Tennessee: Ideas for Using Shared Book Reading With Parents of Young Children”

**Course Abstract**

Grab your favorite picture books, and it is reading time in Tennessee. In this interactive session participants will learn strategies for encouraging and modeling shared reading with parents of young children with varying speech and language abilities, including children who are deaf/hard-of-hearing and/or use or benefit from augmentative-alternative communication (AAC). Specifically, all participants will walk away with a rationale for why and ideas for working on book conventions, phonological awareness, letter play, early phonics, and writing with young children. Suggestions for how to write goals related to early literacy, language, and speech will also be addressed. Let’s start reading!

**Course Objectives**

1. Discuss a rationale for including early literacy activities into a speech-language therapy session.

2. Identify ways to implement and measure early literacy skills with young children and their parents.

3. Discuss modification strategies for early literacy skills for young children with complex communication needs (i.e., hearing loss and/or AAC).

**Disclosures**

Financial- Olivia Hecker has no relevant financial disclosures.

Non-Financial- Olivia Hecker has no relevant non-financial disclosures.

Financial- Jillian McCarthy has a financial disclosure with University of Tennessee Health Science Center in salary for employment.

Non-Financial- Jillian McCarthy has no relevant non-financial disclosures.

**Speaker Bio**

Olivia Hecker is a doctoral student and clinical instructor at the University of Tennessee Health Science Center. Her research focuses on intervention strategies for language and literacy development in children who use augmentative and alternative communication, as well as children who are deaf or hard of hearing.

Jillian McCarthy, Ph.D., CCC-SLP, is an associate professor at UTHSC. She has received grants from the U.S. Department of Education to prepare students in the areas of language and literacy. Her current research interests include early reading, vocabulary, and spelling development for children who use augmentative alternative communication (AAC).

**2:30-3:30 (1.0 instructional hours)**

Tricia Hedinger, M.S., CCC-SLP, BCS-F

Self Stigma as a Reflection of Public Stigma: Clinical Implications for Children Who Stutter

**Course Abstract**

Lifelong stuttering is well known to impair communication and negatively impact an extensive range of affective, cognitive, and social functions. One of the more overarching penalties associated with stuttering is its stigmatization. There are two types of stigma that can combine to penalize those who stutter. The first is public stigma, which involves the reactions to stuttering; namely, how they label, stereotype, discriminate, and exclude those who stutter. The second is self-stigma, which develops when those who stutter internalize the public stigmatization. Self-stigma is thought to produce negative affective and cognitive reactions associated with low self-esteem, self-efficacy, and quality of life. A comparison of two studies examining perceived personality differences in PWS reveals how self-stigma is a reflection of public stigma, along with clinical implications for treatment.

**Course Objectives**

1. Describe the development of public stigma related to disability.

2. Identify the connection between public stigma and self-stigma.

3. Conduct tasks to reduce self-stigma associated with stuttering.

**Disclosures**

Financial- Tricia Hedinger has no relevant financial disclosures.

Non-Financial—Trician Hedinger has a non-financial disclosure as she is the Vice Chair on the Board of Directors for the World Stuttering Network.

**Speaker Bio**

Tricia Hedinger, MS, CCC-SLP, BCS-F is a clinical associate professor at the University of Tennessee Health Science Center in Knoxville, TN. She is a Board Certified Specialist in Fluency Disorders and has been a support group leader since 2013. Ms. Hedinger has published multiple articles related to stuttering, presented at national & international conferences, and co-authored a book titled "Bullyblossom: A Tale of Overcoming Bullies & Embracing Stuttering to Live a Life of Achievement." She is the Vice Chair of the World Stuttering Network (WSN) and host of the "Stutter Stories" podcast.