



Laissez Le bon Temps Rouler... Finally!

2022

JUNE 3-4, 2022

PONTCHARTRAIN CENTER

WELCOME FROM THE LSHA PRESIDENT

It gives me great pleasure to extend a warm welcome to everyone attending our two-day in-person Annual Convention. I would like to welcome back each of you and the LSHA board is delighted to host you. COVID-19 has kept us away from our in-person convention, yet LSHA was able to provide virtual opportunities for continuing education for the last two years for our Audiologists and Speech-Language Pathologists. Finally, we are back together again!

Our convention committees have done an outstanding job with planning three knowledgeable tracks, which will provide opportunities to immerse yourselves in a wealth of information. Your presence is an indication that you are committed to making a positive difference in the population you serve. With Speech-Language Pathologists and Audiologists attending the convention from across Louisiana, take this time to network and collaborate with other professionals and students. Also, let's extend mentorship to our students as we want to provide guidance as they matriculate into pre-professionals.

Thank you to our sponsors and members. We value you! It is our efforts to continue to be your sounding board, provide programs and services that meet your needs, promote professional development, and provide advocacy.

Welcome again and Laissez les Bon Temps Rouler!

Dr. Dawn M. Stanley, CCC-SLP
LSHA 2021-2022 President



CEU INFORMATION

- **If you are attending Convention for only one day** and wish to have your ASHA CEUs processed by LSHA, please turn in one copy of your completed tracking sheet and your completed ASHA CEU Participant form (“Bubble Sheet”) to the registration table at the end of the day you attended. The tracking sheet is needed to verify the hours you attended that day. Please keep a copy of the tracking sheet for your records. ASHA CEU Participant forms will not be accepted via email.
- **If you are attending Convention for both days** and wish to have your ASHA CEUs processed by LSHA, please turn in one copy of your completed tracking sheets (one for each day you attended) and your completed ASHA CEU Participant form (“Bubble Sheet”) to the registration table at the end of Convention. The tracking sheets are needed to verify the hours that you attended. Please keep a copy of the tracking sheet for your records. ASHA CEU Participant forms will not be accepted via email.
- **If you do not wish to have your ASHA CEUs processed** through LSHA, you do not need to turn in any forms. Please keep a copy of your tracking sheets for your records.
- An annual ASHA CE Registry fee is required to register ASHA CEUs and is paid by the participant directly to the ASHA National Office. Visit www.asha.org/ce for more information.
- Please email LSHAContEd@yahoo.com with any CEU questions or see Rhonda Hodo, LSHA CE Administrator.

APPROVED PROVIDER



The Louisiana Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language

pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for up to 1.40 ASHA CEUs (Various Levels; Professional Area)

50/50 RAFFLE

\$1 for 1 ticket

\$8 for 10 tickets

\$15 for 20 tickets

Each ticket is 1 entry to win the 50/50 drawing

Winner takes half of proceeds collected!

**The remaining proceeds go to our SLP Scholarship Fund which
benefits both graduate and undergraduate students
in Louisiana.**

The winning ticket will be drawn during Saturday's Meeting & Awards Luncheon

AWARDS

LSHA Special Recognition Award

Kerrilyn Phillips

Award given to recognize an individual who has made outstanding contributions to LSHA and/or to the field of speech and hearing. The recipient need not be a member of LSHA and may be in some field other than speech-language pathology or audiology.

Public School Program of the Year

Jefferson Parish Schools

This award seeks to honor innovative and quality speech-language-hearing services in the schools.

Rita Buller Keller Healthcare Award

Mell A. Schexnaildre

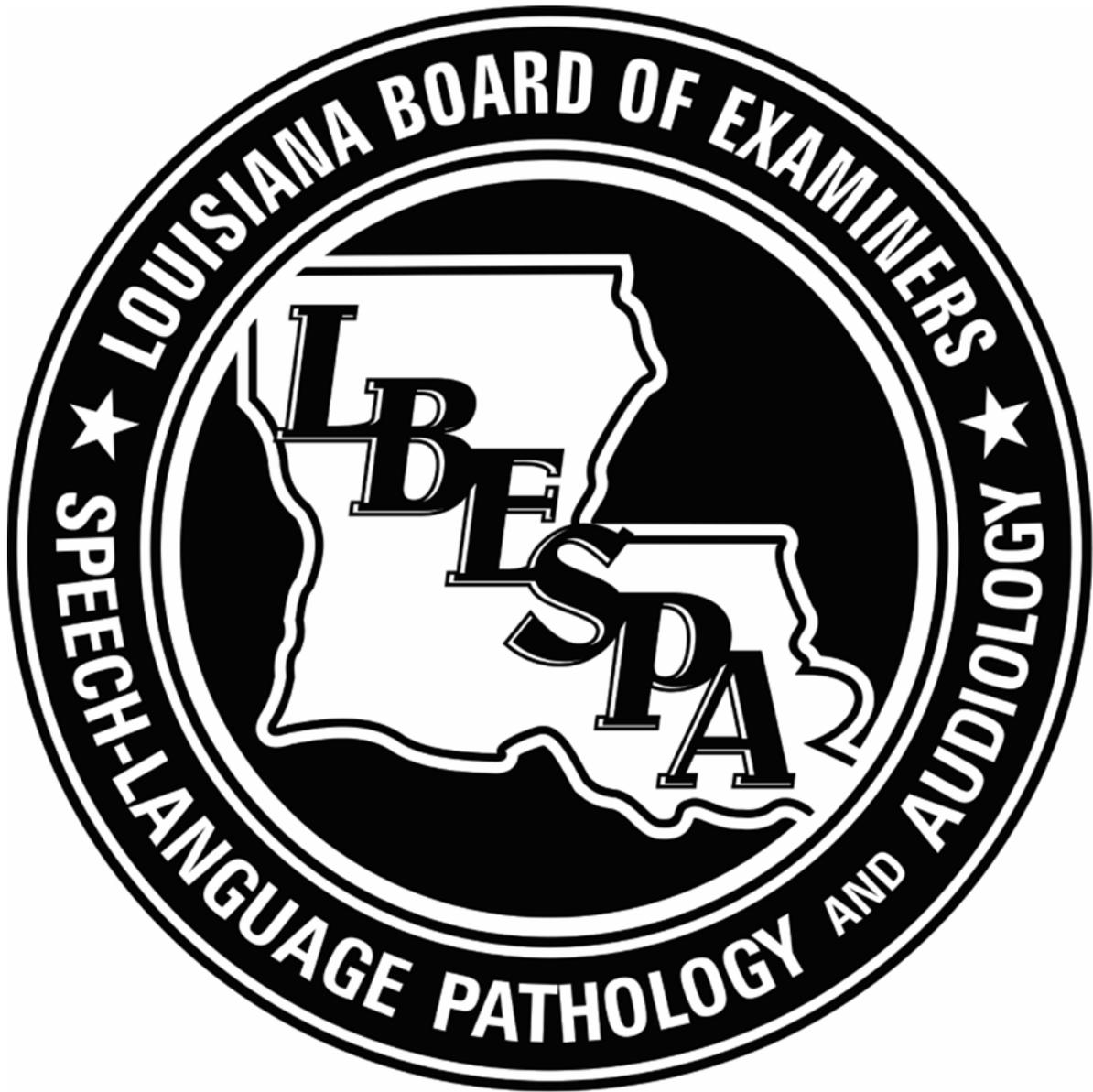
Award granted to a deserving Speech-Language Pathologist or Audiologist who has been employed in a medical setting for a minimum of 5 years where they have demonstrated outstanding medical Speech-Language Pathology or Audiology service while also serving as an active contributing member of LSHA for a minimum of 2 years. The recipient of this award must have a minimum of 5 years of clinical experience and demonstrate outstanding contributions in at least 3 of the following areas: Clinical service in private practice, hospital, skilled nursing, outpatient, or home health setting; teaching; clinical supervision; program administration; collaboration with other professions/agencies; or research.

Jeannette Laguaite Award

Elaine Bremer Lewnau, PhD, CCC/SLP

Award to recognize persons who have demonstrated outstanding service to Speech-Language Pathology or Audiology in a setting of Higher Education while also serving as an active contributing member of LSHA. The recipient must be a member in good standing of LSHA for two years immediately prior to receiving the award. The recipient must be or have been a member of a faculty of an institution of higher education in Louisiana for at least 5 years. (Part time faculty may be considered.) The recipient must be or have been active in the field of Speech-Language Pathology or Audiology for at least 10 years and have made outstanding contributions in at least 3 of the following areas: Publications, Teaching, Clinical Supervision, Research, Program Administration, Collaboration with other professionals/agencies.

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MEET A BOARD MEMBER: HILLARY COOPER

Hillary (she/her) got her start in speech-language pathology in an outpatient private practice in Leesville, Louisiana, which served active duty soldiers, their dependents, and military retirees. The wide range of experience she gained in that position served her well when she moved to Ruston to marry her soulmate. She has since worked in long term care facilities, acute care, and home health. In 2016, Hillary decided that she wanted to set out to change the status quo of dysphagia treatment in North Louisiana, so she started her own outpatient private practice and then created North Louisiana Swallow Solutions to be the first mobile FEES provider in the region.

Because of her need for an artistic outlet, Hillary created an online gift shop called SLPstuff.com, which donates a portion of every sale to speech-language pathology related charitable organizations. And because of her strong need to give back to a world that has given her so much, Hillary co-founded The Dysphagia Outreach Project, a 501(c)(3) nonprofit organization whose mission is to provide meaningful assistance to individuals affected by dysphagia. In 2020 Hillary joined forces with Jessica Lasky and Michael Kurtz to establish Evolutionary Education Solu-

tions, an ASHA approved CEU

Provider to bring high quality dysphagia education to speech-language pathologists around the country. She is also an adjunct professor at University of Louisiana at Monroe, where she teaches graduate level dysphagia with Anne Marie Sisk. Hillary joined the LSHA board in 2020-21 as Publications Chair and currently serves as LSHA President-Elect and 2022 Convention Chair. She will be the 2022-2023 LSHA President. In her free time, Hillary enjoys teaching and travels around the country providing high-quality lectures to medical speech-language pathologists. A chronic overachiever, Hillary has earned multiple ASHA ACE Awards for going above and beyond the standard requirements for continuing education. Hillary is the proud mother of two children, ages 20 (nonbinary) and 6 (son), loves all things sci-fi, can never turn down a horribly written, campy sci-fi book, adores terrible dad jokes, and loves to bake.



SCHOLARSHIPS

Graduate Scholarship Winner

Kelsey Verdin

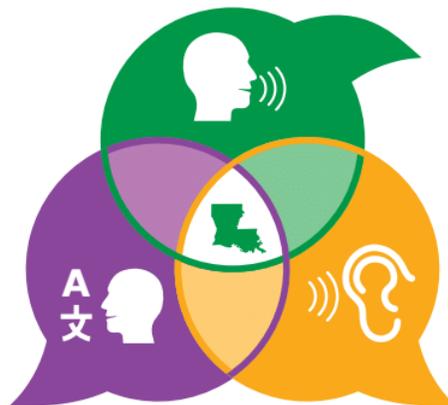
Undergraduate Scholarship Winner

Ashley Sellers

LSHA BOARD 2021-2022

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If you are interested in being involved with the LSHA Board or one of our committees in the upcoming year, please contact us at office@lsha.org.



MEET THE KEYNOTE SPEAKER: DR. NATALIE DOUGLAS

Natalie Douglas is Lead Collaborator at Practical Implementation Collaborative and a faculty member in the Department of Communication Sciences & Disorders at Central Michigan University. Her work aims to advance best, person-centered practices in communication and quality of life interventions for people with dementia, aphasia, and other communication disorders in adults. She additionally partners with healthcare and educational teams to increase the uptake of evidence-based practices through implementation science.



SCHEDULE: FRIDAY MORNING

FRIDAY, JUNE 3, 2022		
Time	Session Name	Location
7:00am - 8:00am	Breakfast	Ballroom
8:00am - 10:00am	Opening Session - Implementation Science is a Game Changer (2 hours) - Dr. Natalie Douglas, Ph.D., CCC-SLP	Ballroom
8:00am - 9:30am	Dysphagia & NMES: To Stim or Not to Stim (1.5 hours) - Chyna Blankenship, M.A., CCC-SLP	Room 4
8:00am - 9:30am	Memory, Sensory, & Play: Feeding Interventions that Enhance Interactions with Food (1.5 hours) - Cindy Herde, M.A., CCC-SLP	Room 5
8:00am - 9:00am	Brain and Body health, is there a correlation between cognition, physical health and hearing loss? (1 hour) - Michele Hurley Au.D. & Shelley Smith, Au.D.	Room 1
9:10am - 10:10am	Keeping patients connected with what matters most: Using mobile technology to connect the hearing aid wearer and caregivers (1 hour) - Michele Hurley Au.D. & Shelley Smith, Au.D.	Room 1
10:00am - 10:30am	Snack Break	Exhibit Hall
10:30am - 11:30am	Dysphagia Outreach Project: Meeting Unmet Needs (1 hour) - Hillary Cooper, M.A., CCC-SLP & Kristen West, M.A., CCC-SLP	Ballroom
10:30am - 11:30am	Frequent Flyer: The patient that keeps coming back (1 hour) - Heather Barber, M.S., CCC-SLP	Room 4
10:30am - 11:30am	Feeding Tubes and Pediatric Feeding Disorders: Friends Not Foes (1 hour) - Michelle Dawson, M.S., CCC-SLP, CLC	Room 5
10:30am - 11:30am	Using Principles of Mindfulness in School-Based Speech-Language Pathology (1 hour) - Amanda Elias, M.A., CCC-SLP	Room 1
11:30am - 12:30pm	Lunch	Ballroom



SCHEDULE: FRIDAY AFTERNOON

11:30am - 12:30pm	Lunch	Ballroom
12:30pm - 2:30pm	Clinical Supervision: Requirements, Processes, and Evidence (2 hours) - Heather Anderson, Ed.D., CCC-SLP, Sandra Hayes, SLP.D., CCC-SLP, & Julie Smith, M.A., CCC-SLP	Ballroom
12:30pm - 2:30pm	If You Could See What I See; FEES Case Studies and Evidence Based Literature (2 hours) - Nicole Kiel Paschke, M.S., CCC-SLP & Chelsey Gronewold, M.S., CCC-SLP	Room 4
12:30pm - 2:30pm	Evaluating the Evidence for interventions in Pediatric Feeding Disorder (2 hours) - Dr. Raquel Garcia, SLP.D., CCC-SLP, CLC, CNT, BCS-S & Kristen West, M.A., CCC-SLP	Room 5
12:30pm - 2:30pm	Beyond The Bag: How Early Intervention SLPs can shape parent well-being to improve communication in early childhood (2 hours) - Dr. Lauren Wright-Jones, Ph. D., CCC-SLP, Anne Marie Sisk, M.S., CCC-SLP, & Ariana Brown, B.S.	Room 1
2:30pm - 3:00pm	Snack Break	Exhibit Hall
3:00pm - 4:00pm	The Role of SLP with Patients on Mechanical Ventilation: From Swallowing to Speech (1 hour) - Chyna Blankenship, M.A., CCC-SLP	Room 4
4:10pm - 5:10pm	Alternative Therapy to Reduce Anxiety During Mechanical Ventilation (1 hour) - Dr. Kristin Dolan, SLP.D., CCC-SLP	Room 4
3:00pm - 5:00pm	Escaping the Silo: How to Embrace Interprofessional Practice for Pediatric Feeding Disorders (2 hours) - Michelle Dawson, M.S., CCC-SLP, CLC	Room 5
3:00pm - 4:30pm	School Leader Perceptions Regarding the Role of the SLP (1.5 hours) - Dr. Dawn Guice, Ed.D., CCC-SLP	Room 1
3:00pm - 5:00pm	Audiology (2 hours) - Dr. Neal Jackson	Ballroom
3:00pm - 5:00pm	Student Poster Session (2 hours)	Lakeview
3:00pm - 6:00pm	Networking w/Cash Bar	Exhibit Hall



SCHEDULE: SATURDAY MORNING

SATURDAY, JUNE 4, 2022		
Time	Session Name	Location
7:00am - 8:00am	Breakfast	Ballroom
8:00am - 10:00am	Dementia Care for the Speech-Language Pathologist (2 hours) - Dr. Natalie Douglas, Ph.D., CCC-SLP	Ballroom
8:00am - 10:00am	How to Overcome Myths, Barriers, Misconceptions, and Excuses for Ventilator In-Line Closed Position Valve Applications (2 hours) - Dr. Kristin Dolan, SLP.D., CCC-SLP	Room 4
8:00am - 10:00am	Connection, Play, and Feeding Therapy: A Guide for the Interaction of Relationship and Play Based Therapy for Pediatric Feeding Disorders (2 hours) - Erin Forward, MSP, CCC-SLP	Room 5
8:00am - 9:00am	Help for Struggling Readers through the Dubard Association Model (1 hour) - Alison Webster, M.S., CCC-SLP, CALT-QI, C-SP	Room 1
9:10am - 10:10am	Conversations From the Other Side: CSD Grad Students Guide to Making It not Faking It (1 hour) - Monica L. Johnson, Ph.D., CCC-SLP, Dr. Cara E. Tyson, Ph.D., CCC-SLP, Dr. Caprice Lee, Ph.D., CCC-SLP	Room 1
10:00am - 10:30am	Snack Break	Exhibit Hall
10:30am - 11:30am	Ethics (1 hour) - Theresa Rodgers, M.A., CCC-SLP, ASHA Fellow, L-SLP, EdS (LD)	Ballroom
10:30am - 11:30am	Dysphagia Following Anterior Disc Fusion (ACDF) (1 hour) - Jeff Edwards, M.S., CCC-SLP	Room 4
10:30am - 11:30am	The Role of Oral Motor in Pediatric Speech and Feeding (1 hour) - Ashley Pilon, M.S., CCC-SLP	Room 5
10:30am - 11:30am	The significance of Emotional Intelligence in the context of diversity, equity, inclusion in audiology and speech-language pathology practice (1 hour) - Dr. Regina Enwefa, Ph.D., CCC-SLP, ND, Dr. Stephen Enwefa, Ph.D, CCC-SLP, ND, & Dr. Caprice Lee, Ph.D., CCC-SLP	Room 1
11:30am - 1:00pm	Awards Luncheon	Ballroom

SCHEDULE: SATURDAY AFTERNOON

11:30am - 1:00pm	Awards Luncheon	Ballroom
1:00pm - 3:00pm	Case Studies in Pediatric Feeding Disorder Assessment and Treatment Across the Continuum of Care (2 hours) - Dr. Raquel Garcia, SLP.D., CCC-SLP, CLC, CNT, BCS-S & Kristen West, M.A., CCC-SLP	Room 5
1:00pm - 2:30pm	To Ph.D. in CSD or Not to Ph.D. in CSD (1.5 hours) - Dr. Caprice Lee, Ph.D., CCC-SLP, Dr. Monica L. Johnson, Ph.D., CCC-SLP, Dr. Cara E. Tyson, Ph.D., CCC-SLP	Ballroom
1:00pm - 3:00pm	Total Laryngectomy: Continuum of SLP Care (2 hours) - Jeff Edwards, M.S., CCC-SLP	Room 4
1:00pm - 2:00pm	Dynamic Assessment; an appropriate tool for assessing word learning in culturally and linguistically diverse children! (1 hour) - Kwaku Nyantakyi, M.S.	Room 1
2:10pm - 3:10pm	Communication (1 hour) - Dr. Meher Banajee, Ph. D., CCC-SLP, Nataly Mayezuk, B.S., Bianca Canizares, B.S., Maxine Simko, B.A., Madeline Mayes, B.A.	Room 1
3:00pm - 3:30pm	Snack Break	Exhibit Hall
3:30pm - 5:30pm	Praxis Quiz Bowl Sponsored By Speaking of Semantics (2 hours)	Ballroom
3:30pm - 5:30pm	Feasibly Implementing FEES (2 hours) - Hannah Gresham, M.S., CCC-SLP, CBIS	Room 4
3:30pm - 5:30pm	Connecting the Dots: How Etiologies Drive EBP Treatment of Pediatric Feeding Disorders (2hours) - Michelle Dawson, M.S., CCC-SLP, CLC	Room 5
3:30pm - 4:30pm	Behavior Management Strategies to Support Speech & Language for Children on the Autism Spectrum (1 hour) - Dr. Cara E. Tyson, Ph. D., CCC-SLP, Dr. Monica L. Johnson, Ph.D., CCC-SLP, & Dr. Caprice Lee, Ph.D., CCC-SLP	Room 1
4:40pm - 5:40pm	Speechibi: A Novel User-Centered App Designed for the Delivery of Telehealth Speech-Language Services in an Educational Setting (1 hour) - Leah Singh, M.S., CCC-SLP	Room 1
3:00pm - 6:00pm	Networking w/ Cash Bar	Exhibit Hall

MEET A BOARD MEMBER: JODIE FORNADLEY

Welcome to New Orleans! My name is Jodie Fornadley, and I am LSHA's Past President. I started serving on LSHA's Board in 2017 when I was relatively new to Louisiana and was interested in getting involved in our state's SLP and AUD related issues. I have served as a Member at Large, Secretary, President-Elect/Convention Chair, and President prior to serving as Past President. Being a part of LSHA and the LSHA Board has taught me so much about different ways to be an SLP, the challenges that SLPs can face depending on work setting, and about myself—my leadership style, my organizational skills, and how I can best contribute to a group. I have met many wonderful SLPs and AUDs from all over Louisiana from the Board; our



state is rich in different backgrounds and cultures, and both our Board and our Membership reflect that. I have been really proud of the way our Board and our Membership have handled many of the hurdles thrown our way in this ever-changing world related to COVID in both schools and healthcare.

If you are looking for ways to get involved meaningfully in our profession, I encourage you to consider applying for a position on the LSHA Board or a sub-committee. I'm always happy to answer questions about the process!

Cheers to the first in-person LSHA since 2019!

Laissez les bon temps rouler!

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Do you know someone who has difficulty hearing or speaking over the phone?

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EDUCATIONAL SESSIONS: FRIDAY

Bridging the Practice-Research Gap with Implementation Science

Presenter(s): Dr. Natalie Douglas, Ph.D., CCC-SLP

Time: June 3, 2022 – 8:00am - 10:00am

Location: Ballroom

Session Description: The research-to-practice and practice-to-research gaps in speech-language pathology persist; however, tools and techniques of implementation science have been beneficial in moving the needle in the right direction. In this seminar, concepts of implementation science will be introduced with a focus on clinician empowerment. Implementation strategies will be illustrated through case examples to promote the uptake of best practices in a variety of clinical settings.

Learner Objectives:

- Define implementation science
- Discuss the role of the clinical SLP in contributing to the evidence base
- Describe implementation strategies to support best practices in their practice setting

Dysphagia & NMES: To Stim or Not to Stim

Presenter(s): Chyna Blankenship, M.A., CCC-SLP

Time: June 3, 2022 - 8:00am - 9:30am

Location: Room 4

Session Description: TBD

Learner Objectives:

- Demonstrate understanding of populations and diagnoses appropriate for NMES
- Demonstrate understanding of NMES terms
- Identify traditional dysphagia exercises appropriate to pair with NMES

Memory, Sensory, & Play: Feeding Interventions that Enhance Interactions with Food

Presenter(s): Cindy Herde, M.A., CCC-SLP

Time: June 3, 2022 - 8:00am - 9:30am

Location: Room 5

Session Description: The purpose of this seminar is to illustrate how memory, sensory, and play are related and its effects on feeding in the pediatric population. We will identify ways to create food-related opportunities that positively alter sensory experiences as well as outline the curriculum and feasibility of an individual and group-based program for children with pediatric feeding disorders.

Learner Objectives:

- Explain how sensory and play are related to memory formation, retention, and retrieval
- List minimal four strategies to create positive memories between food and sensory play
- Implement effective and engaging activities for a pediatric feeding program

EDUCATIONAL SESSIONS: FRIDAY

Dysphagia Outreach Project: Meeting Unmet Needs

Presenter(s): Hillary Cooper, M.A., CCC-SLP & Kristen West, M.A., CCC-SLP

Time: June 3, 2022 - 10:30am - 11:30am

Location: Ballroom

Session Description: Dysphagia Outreach Project is the first of its kind 501(c)3 organization whose mission is to provide support, resources and education to individuals across the lifespan with dysphagia. In addition the organization aims to provide evidenced based education and resources to speech-language pathologists in order to positively impact the care of individuals with dysphagia. This presentation aims to provide education regarding DOP's mission and outreach efforts in addition to practical resources for clinicians to share with their patients and families who would benefit from support from this unique and visionary organization.

Learner Objectives:

- Identify the financial impact of dysphagia on patients and families
- Demonstrate knowledge of how applicants apply for support from Dysphagia Outreach Project
- Identify stressors that negatively impacts families and individuals with dysphagia

Frequent Flyer: The Patient that Keeps Coming Back - A Case Study on Compassion Fatigue and Caregiver Burnout

Presenter(s): Heather Barber, M.S. CCC-SLP

Time: June 3, 2022 - 10:30am - 11:30am

Location: Room 4

Session Description: This presentation surrounds a case study of a patient who became a “frequent flyer,” someone who kept coming back to the hospital many times for various reasons. A discussion of compassion fatigue for the SLP, navigating advocacy for the patient during readmissions, and learning to accommodate for any acute changes in the patient. Examples of assessments and treatments of this patient will be provided throughout the hospital course. Then, turning towards learning how to build rapport with the patient and caregivers, becoming a voice for a voiceless patient, educating team members on the social dynamic of the patient and family. Signs and symptoms of caregiver burnout will be discussed, ways to assist as an SLP, and ways for the caregiver to feel more empowered in caring for the patient. Lastly, how loss of the patient affects all parties: SLP, staff, and family - learning to move forward and remain in touch.

Learner Objectives:

- Define compassion fatigue, its signs/symptoms, and ways to reduce burnout
- Identify ways to navigate rapport and relationships with the family members for patients with frequent hospital stays
- Describe the importance of patient advocacy and its uses with the medical team

EDUCATIONAL SESSIONS: FRIDAY

Feeding Tubes and Pediatric Feeding Disorders: Friends Not Foes

Presenter(s): Michelle Dawson, M.S., CCC-SLP, CLC

Time: June 3, 2022 - 10:30am - 11:30am

Location: Room 5

Session Description: Fed is fed is fed is fed! Whether that be working with a little one who is 100% orally fed, eating some by mouth, but supplemented via nasogastric tube (NG tube), or working with a little one who is completely gastrostomy tube (G tube) dependent. As clinicians that evaluate and treat pediatric feeding disorder, we need to embrace the lifesaving roles that these tubes offer. Tubes can be our patient's friends, not foes. This course is designed to educate clinicians new to the world of pediatric feeding and swallowing disorders on the types of tubes available, what conditions/etiologies would indicate the need for alternate means of nourishment, and how to effectively use them in treatment. Bon Appetit PFD Colleagues!

Learner Objectives:

- Describe the location and types of different enteral versus parenteral feeding tubes
- Explain common medical conditions that would indicate the need for alternate forms of nourishment
- Describe the role of enteral and/or parenteral feeding tubes for treatment of pediatric feeding disorder

Using Principles of Mindfulness in School-Based Speech-Language Pathology

Presenter(s): Amanda Elias, M.A., CCC-SLP

Time: June 3, 2022 - 10:30am - 11:30am

Location: Room 1

Session Description: This presentation discusses principles of mindfulness and outlines how mindfulness is being used both in the mental health fields and in the field of speech-language pathology. Principles of mindfulness have been studied at length and exercises in mindfulness have been implemented in various fields, with a majority of fields being mental health related (psychology, psychiatry, and counseling). A quick review of the literature reveals more studies have been completed on mindfulness in adults than children, and very few studies on mindfulness being used with children diagnosed with speech and language disorders can be found. This presentation will highlight the areas in which mindfulness principles are being used in the mental health fields and in the area of speech-language pathology. This presentation also includes the gaps in which mindfulness principles could be used to positively impact children receiving speech and language services.

Learner Objectives:

- List the principles of mindfulness
- Describe how mindfulness is being used in the mental health fields and in the field of speech-language pathology
- Identify ways in which principles of mindfulness can be used in school-based speech-language therapy.

EDUCATIONAL SESSIONS: FRIDAY

Clinical Supervision: Requirements, Processes, and Evidence

Presenter(s): Heather Anderson, Ed.D., CCC-SLP, Sandra Hayes, SLP.D., CCC-SLP, & Julie Smith, M.A., CCC-SLP

Time: June 3, 2022 - 12:30pm - 2:30pm

Location: Ballroom

Session Description: ASHA requires two hours of training for SLPs who serve as clinical supervisors for SLP graduate students. Prospective and current supervisors may lack training or may benefit from additional learning and resources. This presentation will include ASHA requirements for clinical supervisors, practices and procedures in clinical supervision, application of principles of evidence-based practice to supervision, and findings from a research study completed by the presenters.

Learner Objectives:

- Describe ASHA requirements for individuals engaging in supervision of graduate students in speech-language pathology
- Identify resources for furthering knowledge in skills in supervision
- Identify tools for quantitative and qualitative data collection and student feedback

If You Could See What I See; FEES Case Studies and Evidence Based Literature

Presenter(s): Nicole Kiel Paschke, M.S., CCC-SLP & Chelsey Gronewold, M.S., CCC-SLP

Time: June 3, 2022 - 12:30pm - 2:30pm

Location: Room 4

Session Description: This presentation will review dysphagia, FEES and VFSS (instrumental swallow assessments) and ASHA's stance for need of instrumentation for appropriate diagnosis and treatment plan. We will review case studies and how they correlate with current literature and evidenced based practice.

Learner Objectives:

- Advocate instrumentation for patients in multiple settings for the "Platinum Standard" in patient care including ASHA's statement on instrumentation for plan of care
- Identify normal vs abnormal swallow function through case studies
- Identify those who would benefit from dysphagia instrumentation

Evaluating the Evidence for interventions in Pediatric Feeding Disorder

Presenter(s): Dr. Raquel Garcia, SLP.D., CCC-SLP, CLC, CNT, BCS-S & Kristen West, M.A., CCC-SLP

Time: June 3, 2022 - 12:30pm - 2:30pm

Location: Room 5

Session Description: This presentation will explore the evidence behind widely used interventions for infants and children with pediatric feeding disorders (PFD). As a growing area of practice in speech language pathology, many professionals struggle with fully understanding and applying the principles of evidence-based practice (EBP) when selecting treatment of pediatric feeding disorders. A review of the new PFD diagnostic criteria will be provided. The principles of EBP will be defined and discussed. A review of the available exter-

EDUCATIONAL SESSIONS: FRIDAY

nal evidence for commonly used therapy interventions will be explored. Approaches will be delineated based on the level of external evidence currently available to support its usage.

Learner Objectives:

- Define pediatric feeding disorders.
- Identify the three pillars of EBP as they apply to the management of PFDs.
- Understand commonly used therapy interventions and the external evidence to support them.

Beyond The Bag: How Early Intervention SLPs can shape parent well-being to improve communication in early childhood

Presenter(s): Dr. Lauren Wright-Jones, Ph. D., CCC-SLP, Anne Marie Sisk, M.S., CCC-SLP, & Ariana Brown, B.S.

Time: June 3, 2022 - 12:30pm - 2:30pm

Location: Room 1

Session Description: Early Intervention Speech-Language Pathologists must recognize that building the communication skills of preschool-aged children extends beyond once weekly therapy sessions with the child. Effective early intervention occurs when therapists work closely with caregivers to foster an environment of learning, reflection, and strengths-based coaching to meet the needs of each person in a child's family unit. How therapists interact with parents has a direct impact on parental self-efficacy (Trivette and Dunst, 2019). The parents of young children with developmental delays including speech and language concerns are at a greater risk of experiencing increased stress and compromised mental health and wellbeing (Nygård & Clancy, 2018). Using reflective interactions to build parental capacity and aid in the detection and referral of parent mental health concerns can have a direct impact on parent well-being and improved outcomes for children in early intervention.

Learner Objectives:

- Describe ways in which parent capacity is impacted by caring for a child with speech and language concerns
- Define the speech-language pathology scope of practice specific to parental support in early intervention
- List two approaches that speech-language pathologists can utilize to enhance and repair the parent-child bonds necessary for speech and language growth and development

The Role of SLP with Patients on Mechanical Ventilation: From Swallowing to Speech

Presenter(s): Chyna Blankenship, M.A., CCC-SLP

Time: June 3, 2022 - 3:00pm - 4:00pm

Location: Room 4

Session Description: SLPs have paved their paths on stroke units, head and neck cancer units, heart and vascular units, and so many other places within medical facilities. At times, SLPs work with some of the most medically complex patients who have tracheostomies. The question I have is why are SLPs mostly consulted after the patient is weaned from mechanical ventilation? A patient on mechanical ventilation can be appro-

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appropriate for swallowing and cognitive-linguistic evaluations. The role of the SLP does not have to wait until after the patient has weaned from the mechanical ventilator. However, so many SLPs, like myself before training, feel overwhelmed and underprepared to see these patients. My goal is to provide an understanding of where to start with a patient who is on mechanical ventilation so SLPs can provide education to their counterparts at their facility why SLPs are important in the care for all patients including those on mechanical ventilation.

Learner Objectives:

- Identify settings on ventilator and relationship to patient's medical status
- Determine appropriateness for PMV trials with patients on mechanical ventilation
- Determine appropriate instrumental swallow study, MBSS vs FEES, for patient on mechanical ventilation

Alternative Therapy to Reduce Anxiety During Mechanical Ventilation

Presenter(s): Dr. Kristin Dolan, SLP.D., CCC-SLP, Amber Heape, CScD, CCC-SLP, & Marilee Bresciani Ludvik, PhD

Time: June 3, 2022 - 4:10pm - 5:10pm

Location: Room 4

Session Description: Hospitalizations are a source of anxiety further exacerbated with invasive, life-sustaining equipment such as mechanical ventilation (MV). Alternative and complementary strategies have emerged as non-pharmacological approaches to address anxiety. The primary purpose of this investigation was to determine what effect listening to binaural auditory beats (BAB) would have on anxiety in critically ill adults dependent on MV. This study enrolled a single participant who completed five baseline, five withdrawal sessions, and 16 separate intervention sessions. Authentic 10 hertz (Hz) alpha frequency BAB were presented via stereo headphones for a 15-minute duration. Self-reported anxiety levels were collected using an electronic visual analog scale (eVAS). Changes in anxiety level were documented from baseline to intervention, on withdrawal, and reintroduction of the intervention. Despite variable phase data and an insignificant treatment impact by visual analysis, a positive therapeutic change in anxiety trends was appreciated during each intervention phase. There is merit realized in using BAB to affect self-reported anxiety. Future exploration, however, is warranted to augment the limited research currently available, including increased sample sizes, further modified homogenous populations, and improved guidelines to support dosing variability decisions.

Learner Objectives:

- Identify five alternative and complimentary therapies to reduce anxiety
- Describe the basic effects of binaural auditory beats
- Identify how anxiety parameters are manifest during mechanical ventilation

Escaping the Silo: How to Embrace Interprofessional Practice for Pediatric Feeding Disorders

Presenter(s): Michelle Dawson, M.S., CCC-SLP, CLC

Time: June 3, 2022 - 3:00pm - 5:00pm

Location: Room 5

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Session Description: When working with little ones who have a pediatric feeding disorder (PFD) we are only as good as the team surrounding them on their journey. If you're an SLP new to the world of PFD, being part of a new interprofessional practice team can feel daunting given the variety of interprofessional practice team members you may encounter...but relax, there is joy to be found in the learning process! For the next two hours, learn about the most common specialty physicians, allied health team members, and community members found on IPP teams, their education, their roles and responsibilities on the team, and functional strategies to collaborate for optimal patient outcomes.

Learner Objectives:

- Describe the roles and responsibilities of three different specialty physicians found on a PFD team
- Describe the roles and responsibilities of three different allied health and community members found on a PFD team
- Describe functional strategies to assist in engaging in crucial conversations for improved continuity of care between IPP Team Members

School Leader Perceptions Regarding the Role of the SLP

Presenter(s): Dr. Dawn Guice, Ed.D., CCC-SLP

Time: June 3, 2022 - 3:00pm - 4:30pm

Location: Room 1

Session Description: A qualitative instrumental case study design was selected for the study on how school leaders perceived and interacted with speech-language pathologists and any barriers that affected leader perceptions. Five key themes emerged from school leader perceptions. Those included: (a) limited knowledge regarding the role of speech-language pathologists, (b) understanding of school-based challenges for speech-language pathologists, (c) limited knowledge on contributions speech-language pathologists provide, (d) school leader recognition of limited knowledge-base regarding speech-language pathologists, and (e) school leaders want to learn more about the complete role of the school-based, speech-language pathologist. Findings were interpreted relative to educational leadership, speech-language pathologists, and specific policies and practices related to school leadership.

Learner Objectives:

- Describe the perceptions of school leaders as it pertains to the role of the SLP.
- Discuss noted perceptions and how such perceptions have been continually evident within education over the past few decades
- List different ways to properly advocate for the SLP profession to bring awareness and decrease job ambiguity

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Person-Centered Care for People Living with Dementia: Insights from and for SLPs

Presenter(s): Dr. Natalie Douglas, Ph.D., CCC-SLP

Time: June 4, 2022 - 8:00am - 10:00am

Location: Ballroom

Session Description: People living with dementia or other cognitive impairment comprise the fastest growing caseload for speech-language pathologists. This interactive seminar will describe updates to person-centered, evidence-based treatment approaches for this population while allowing time for specific application to multiple care settings. Tools to support care partners will be emphasized.

Learner Objectives:

- Describe three evidence-based, person-centered practices for people living with dementia
- Explain training strategies for professional and family care partners of people living with dementia
- Discuss applications of person-centered care for people living with dementia in their particular service setting

How to Overcome Myths, Barriers, Misconceptions, and Excuses for Ventilator In-Line Closed Position Valve Applications

Presenter(s): Dr. Kristin Dolan, SLP.D., CCC-SLP

Time: June 4, 2022 - 8:00am - 10:00am

Location: Room 4

Session Description: Speaking valve use was designed to provide speech for long-term tracheostomized patients. But general myths, barriers, and misconceptions regarding when to initiate use limiting the understanding of associated benefits. In-line speaking valve use can promote ventilator weaning and improve rehabilitation including decreased weaning time as well as providing earlier access to verbal communication and swallowing mechanics. Quality of life for both long-term ventilated patient and their families can be easily enhanced with collaborative multidisciplinary services between physician, SLP, RT, PT, OT, and nursing providing early speech opportunities with in-line speaking valve use while still ventilated. A multidisciplinary team, including the SLP, must pose this question: "Are long-term tracheostomized and ventilated patients achieving the best clinical outcomes and getting the best quality of life?" Supervised cuff deflation trials for in-line speaking valve placement with ventilator support can provide speech and dysphagia benefits not just pulmonary benefits. Speaking valve use offers verbal communication, return of normal oropharyngeal physiology/sensation, and subglottic pressurization to maintain swallowing musculature and reduce aspiration risk. Additionally, speaking valve use can expedite toward decannulation BEFORE off vent weaning trials begin utilizing oral airflow for breath support and use of expiratory muscles, improved physiologic PEEP, and cough for secretion management. Education, procedures, protocols, and troubleshooting skills need to be in place to provide a safe environment and physician guided strategy for in-line speaking valve use on ventilator support.

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Learner Objectives:

- Identify up to six complications of a tracheostomy tube
- Identify and provide evidence for common myths, barriers, misconceptions, or excuses to promote speaking valve use
- Describe an interdisciplinary team approach and identify its primary members

Connection, Play, and Feeding Therapy: A Guide for the Interaction of Relationship and Play Based Therapy for Pediatric Feeding Disorders

Presenter(s): Erin Forward, MSP, CCC-SLP, CLC

Time: June 4, 2022 - 8:00am - 10:00am

Location: Room 5

Session Description: This course will dive into the importance of play and following a child's lead and interest to build connection in regards to feeding therapy. This course will explore principles of the DIR Floortime evidence-based model, relationship based intervention, as well as other research regarding child led, developmental strategies to incorporate into feeding therapy. Specifically you will learn about the importance relationship plays in the prerequisite skills needed for mealtime, exploration of foods, and development of interoception and internal motivation for PO. This course will provide strategies to build trust with children and families and breakdown aspects of mealtime based on task analysis to develop a holistic plan of care.

Learner Objectives:

- Describe 3 ways that affect and relationship can impact a child's intrinsic motivation to eat
- Describe 3 important aspects of mealtime to consider in regard to a child's sensory system and other individual differences that may be present
- Describe 3 play strategies to build connection and relationship in feeding sessions and the benefits

Help for Struggling Readers through the DuBard Association Model

Presenter(s): Alison Webster, M.S., CCC-SLP, CALT-QI, C-SLDS

Time: June 4, 2022 - 8:00am - 9:00am

Location: Room 1

Session Description: A phonetic, multisensory approach to teaching speech, language, and reading has been used successfully with students with severe communication disorders, specific learning disabilities, dyslexia, and students in kindergarten and 1st-grade general education. This presentation will give a history of the development of the DuBard Association Method®, provide multisensory activities for use with students who struggle to read and write, and data from intervention with struggling readers will be presented.

Learner Objectives:

- Identify populations of students who benefit from the DuBard Association Method®
- Explain the features and language levels of the DuBard Association Method®
- Describe multisensory activities that can be used with students who struggle to read and write

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Conversations From the Other Side: CSD Grad Students Guide to Making It not Faking It

Presenter(s): Monica L. Johnson, Ph.D., CCC-SLP, Dr. Cara E. Tyson, Ph. D., CCC-SLP, Dr. Caprice Lee, Ph.D., CCC-SLP

Time: June 4, 2022 - 9:10am - 10:10am

Location: Room 1

Session Description: Ever been one to raise your hand and ask that question? Or, you may be the person who needs time to percolate, and the questions come later. For everyone who wished they had asked that question about graduate school but didn't, this panel is for YOU! Everyone has 'that' question that they wish they could ask but felt uncomfortable asking because it may be considered embarrassing or felt foolish because you think you should already know the answer. Here, everything is on the table, and nothing is off limits. Participants are invited to join in on conversations exploring the balancing act of school and life, professional networking, the importance of research, how to talk to your professor, what you can do with your degree, and other aspects of the profession.

Learner Objectives:

- Identify healthy communication habits to support academic endeavors and professional development
- Explain the benefits of communication with other professionals to support academic endeavors and enhance professional career development
- Discuss strategies for self-advocacy to enhance professional development and support academic endeavors

Ethical Considerations in Service Delivery via Telepractice

Presenter(s): Theresa H. Rodgers, MA, CCC-SLP, BCS-CL, L-SLP, EdS (LD)

Time: June 4, 2022 – 10:30am – 11:30am

Location: Ballroom

Session Description: The effects on service delivery resulting from the COVID-19 public health emergency (PHE) were significant and included ethical challenges related to a proliferation in the utilization of telepractice. It is important for audiologists and speech-language pathologists to be proficient in applying the ASHA Code of Ethics as well as state regulatory standards specific to telepractice. Standards and scenarios depicting ethical challenges in the delivery of telepractice will be discussed.

Learner Objectives:

- Describe components of the ASHA Code of Ethics applicable to delivery of services via telepractice
- Discuss regulatory considerations including the impact on telepractice of the Audiology and Speech-Language Pathology Interstate Compact
- Analyze scenarios depicting various ethical dilemmas encountered in telepractice

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Dysphagia Following Anterior Disc Fusion (ACDF)

Presenter(s): Jeffrey Edwards, MS, CCC-SLP

Time: June 4, 2022 – 10:30am - 11:30am

Location: Room 4

Session Description: In this 1-hour presentation, participants will review indications for ACDF, procedural considerations, typical swallowing-associated implications from the procedure, and evidence supporting management of post-operative dysphagia. The format will feature both didactic and case-study approaches.

Learner Objectives:

- State indications for ACDF and overview of the procedure as it relates to swallowing anatomy
- Discuss literature surrounding post-operative ACDF dysphagia incidence, severity, and management
- Explain swallowing implications following ACDF based on provided case-study demonstrations

The Role of Oral Motor in Pediatric Speech and Feeding

Presenter(s): Ashley Pilon, M.S., CCC-SLP

Time: June 4, 2022 – 10:30am - 11:30am

Location: Room 5

Session Description: Oral motor is a highly debated and divisive topic in the field of speech pathology and has been for many years. How did this argument gain so much momentum in the past? What has changed over the last twenty years? Most SLPs don't know; they only know what they were taught (or not taught) in school. This divisiveness and conflicting information has left many therapists feeling unequipped to deal with the oral motor aspects of a disorder or to determine when an oral motor approach may be needed. Too often when assessing a child, therapists are ignoring the oral system altogether, whether because of old ideas about oral motor, not feeling confident in conducting an exam or not knowing what to do with the information. Therapists are unclear as to whether oral motor is evidence based and will instead focus on the other aspects of the child's disorder, neglecting the oral motor needs. This unfortunate trend in our field is leading to children being stuck in therapy for years not being able to "finish" because something is missing. That missing link is often related to the structure and function of the oral motor system. Understanding basic oral motor development and normal patterns of movement is crucial to being able to fully treat speech production and the oral stage of the swallow. It is these specific, precise, coordinated movements that make up our ability to produce speech sounds, breakdown food and swallow. How do we expect to make an accurate differential diagnosis or to be able to plan for treatment appropriately if we aren't able to confidently assess and treat this system? Or worse, what happens if we dismiss it's significance all together based on old ideas and inconsistent, biased interpretation of oral motor in general? Let's explore and break down these old ideas of oral motor so that we can take a fresh look at our clients. Let's further understand typical oral motor development so that we can find the break down in function. Learn how to use critical thinking and clinical judgment to choose treatment options from your "therapy tool box" which isn't a list of protocols or exercises, but instead an endless supply of ideas to find what works to meet your client's individual needs.

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Learner Objectives:

- Recognize oral motor as a crucial piece of the puzzle for pediatric patients and their speech and swallowing development
- Identify simple strategies to assess any child's oral motor function, no matter their attention, ability to follow directions or ability to imitate movement
- Describe how to weave in oral motor treatment ideas (as needed) to supplement the therapy they are already doing.

The significance of Emotional Intelligence in the context of diversity, equity, inclusion in audiology and speech-language pathology practice

Presenter(s): Dr. Regina Enwefa, Ph.D., CCC-SLP, ND, Dr. Stephen Enwefa, Ph.D, CCC-SLP, ND, & Dr. Caprice Lee, Ph.D., CCC-SLP

Time: June 4, 2022 – 10:30am - 11:30am

Location: Room 1

Session Description: Emotions are essential to what it means to be human. As such, the way we conceptualize and treat emotions has decisive implications for our self-understanding and, consequently, for the organization of our coexistence. According to Duggal (2021), the dictionary definition of Emotional Intelligence (EI) “is the capacity to be aware of, control, and express one’s emotions, and to handle interpersonal relationships judiciously and empathetically”. Emotional Intelligence has measurable values that add to the success of organizations in the context of diversity, equity, and inclusion. Achieving work and life balance satisfaction has become one of the most relevant challenges for professionals nowadays. In recent years, emotional intelligence has received much attention in the research literature in many professions. Specifically, what roles does EI play in audiology and speech-language pathology? The education and training in the profession of audiology and speech-language pathology can be associated with academic demands and stressors, increased EI in training programs, and the workplace that may result in better stress coping mechanisms and thereby augment performance and/or lifestyle. The corporate world has embraced the concept of emotional intelligence as a predictor of worker success and success in life; this is less true within the allied health professions where research is lacking. This presentation will define EI and its value in the workplace, identify the five components of EI and discuss the ways to improve EI, and will discuss the importance of individuals’ awareness of their own emotional intelligence. Also, it will outline the advantages of inclusivity. Finally, the presentation will identify the disadvantages of exclusivity.

Learner Objectives:

- Define emotional intelligence and its importance
- Identify the ways to improve emotional intelligence
- Identify how emotional intelligence supports diversity, equity, and inclusion in audiology and speech-language pathology practice

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Case Studies in Pediatric Feeding Disorder Assessment and Treatment Across the Continuum of Care

Presenter(s): Dr. Raquel Garcia, SLP.D., CCC-SLP, CLC, CNT, BCS-S & Kristen West, M.A., CCC-SLP

Time: June 4, 2022 - 1:00pm- 3:00pm

Location: Room 5

Session Description: The purpose of this presentation is to examine feeding disorders across the continuum of care, starting from infant critical care units through early intervention and the transition to the schools. Different medical co-morbidities will be reviewed that can impact feeding and swallowing development as the child matures. Interdisciplinary team evaluation and treatment/management will be discussed utilizing the PFD lens. Our hope is that sharing clinical cases utilizing our own practice-based evidence along with established evidence-based practice will help clinicians identify the possible challenges for children with feeding disorders across the continuum of care.

Learner Objectives:

- Discuss the management of Pediatric Feeding Disorders (PFD) as they occur across service delivery settings (ICU, Early intervention, Schools)
- Connect clinical practices across service delivery settings as it relates to airway safety, nutrition, and oral intake
- Explain ways to improve interprofessional communication across service delivery settings

To Ph.D. in CSD or Not to Ph.D. in CSD

Presenter(s): Dr. Caprice Lee, Ph.D., CCC-SLP, Dr. Monica L. Johnson, Ph.D., CCC-SLP, Dr. Cara E. Tyson, Ph.D., CCC-SLP

Time: June 4, 2022 - 1:00pm - 2:30pm

Location: Ballroom

Session Description: Currently, there is a shortage of communication sciences and disorders (CSD) professors in the speech-language pathology field (McNeil et al., 2013; Madison et al., 2004; Osmelak, 2019). There is a disproportionate ratio of faculty with PhDs retiring compared to new PhDs entering programs, and 1/3 of faculty openings in CSD between 2012 and 2017 were projected to go unfilled. According to Osmelak (2019), students have been more likely to pursue a PhD in CSD when they have an interest in research, desire for knowledge, and desire to contribute to the SLP discipline. On the other hand, Osmelak (2019) found that the top reasons students do not obtain a PhD are due to lack of research interest, satisfaction with current level of education and job, and the cost of obtaining a doctoral degree. The purpose of this panel discussion is to increase awareness of the opportunity to pursue a PhD in CSD by sharing information and opening the floor for questions related to "What to expect" from a PhD program. The authors will provide a safe judgment-free space for students and professionals to ask burning questions regarding the good, the bad, and the ugly of obtaining a PhD in CSD. Lastly, the authors will share real experiences from their PhD journeys when applicable. Recruitment to PhD programs is relevant now more than ever. For CSD programs to maintain their quality, it is important that the field maintains an adequate number of qualified professionals to train and

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teach SLPs in training. To facilitate change in the rates in which PhDs in CSD are being pursued, myths of CSD programs must be debunked, funding opportunities must be discussed, an excitement for research must be instilled, and the benefits of being change-agents in our field must be emphasized to students and professionals.

Learner Objectives:

- Identify potential advantages and disadvantages of obtaining a PhD in CSD
- Discuss financial information such as scholarships, fellowships, and assistantships related to obtaining a Ph.D. in CSD
- Reflect on whether a Ph.D. in CSD is something they deem of interest and a potential future endeavor.

Total Laryngectomy: Continuum of SLP Care

Presenter(s): Jeffrey Edwards, M.S., CCC-SLP

Time: June 4, 2022 - 1:00pm - 3:00pm

Location: Room 4

Session Description: Medical speech-language pathologists working outside of tertiary care centers may infrequently encounter total laryngectomees. Care barriers can arise when patients require or seek care from clinicians with limited knowledge about the changes to breathing, speaking, and swallowing after total laryngectomy (TL). This presentation is designed to provide SLPs of all levels a soup-to-nuts overview of rehabilitation care for laryngectomees. In this presentation, participants can expect to learn about indications for a TL, pre-operative counseling and education, changes to the structure and function of olfaction, respiration, speech, and swallowing, psychosocial implications of a TL, and considerations for the SLP managing communication and swallowing after total laryngectomy across settings including acute care, inpatient rehab, long-term or skilled nursing facilities, and the outpatient clinic. Participants will then learn about communication options available to laryngectomees and will learn about managing voice prosthesis issues, stoma care, and common swallowing problems that can occur following TL.

Learner Objectives:

- Describe the changes to breathing, speaking and swallowing as consequence of a total laryngectomy
- Describe how to provide rehabilitation following TL across different care settings
- Understand how to optimize speech-communication and swallowing for patients undergoing TL

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Dynamic Assessment; an appropriate tool for assessing word learning in culturally and linguistically diverse children

Presenter(s): Kwaku Nyantakyi, M.S.

Time: June 4, 2022 - 1:00pm - 2:00pm

Location: Room 1

Session Description: Among the speech-language pathology practice competencies required by the American Speech and Hearing Association (ASHA), cultural competence seems to be gaining more relevance amid the continually increasing immigrant population in the United States. One way of ensuring culturally competent service delivery is by choosing assessments that are appropriate for persons from culturally and linguistically diverse backgrounds such as bilingual children. Traditional static assessments of vocabulary have over the past decades proven to be problematic among multicultural children who are learning English alongside another language. In this talk, I examine the role of dynamic assessment in ensuring a more culturally appropriate assessment for bilingual children in the word learning measure. Two questions are discussed in this talk:

1. What are the limitations of static assessment in assessing bilingual children?
2. Why is dynamic assessment a better approach in dealing with bilingual children?

Learner Objectives:

- Understand the differences between static and dynamic assessment
- Understand the limitations of dynamic assessment in assessing bilingual children
- Outline the importance of dynamic assessment in providing a culturally appropriate assessment of bilingual children

AAC and Social Media: More than Face-to-face Communication

Presenter(s): Dr. Meher Banajee, Ph. D., CCC-SLP, Nataly Mayeaux, B.S., Bianca Canizares, B.S., Maxine Simko, B.A., Madeline Mayes, B.A.

Time: June 4, 2022 - 2:10pm - 3:10pm

Location: Room 1

Session Description: Young individuals who use augmentative and alternative communication (AAC) are increasingly attracted to the use of social media for communication. Their priorities while using AAC have changed. In addition to face-to-face communication, they demonstrate the need to use social media such as Facebook, What's app, Instagram, etc. This presentation will demonstrate how AAC users can engage in communication via social media in addition to face-to-face communication through the use of accessible Facebook, Instagram, What's app and other similar apps. Two cases will be presented where clients expressed a desire to use social media as part of their communication. Initial evaluation was conducted, funding obtained for the devices and devices were successfully set up for users to access functional communication while using social media.

Learner Objectives:

- Discuss change in priorities for individuals who use AAC, including access to social media

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- Describe how to access popular social media apps such as Facebook, What's app, etc. through communication devices
- Describe how to accomplish web browsing and interaction with communication partners via playing games such as Chess and Scrabble.

Feasibly Implementing FEES

Presenter(s): Hannah Gresham, M.S., CCC-SLP, CBIS

Time: June 4, 2022 - 3:30pm - 5:30pm

Location: Room 4

Session Description: In this presentation, we will discuss the process in which to set up and initiate a FEES program in a hospital-based setting. This includes how to advocate for obtaining objective evaluations of swallowing in a facility, the differences and comparison between MBSS and FEES, how to set up proper disinfection practices, and the benefits to a FEES in an inpatient rehab facility through the review of case studies. We will then discuss the education required in order to determine competency of Speech Language Pathologists.

Learner Objectives:

- Compare MBSS and FEES and identify differences between the two studies
- State the steps towards setting up a FEES program including physical set up and disinfection procedures as well as education and competency
- Interpret results of a FEES examine presented during case studies in order to describe the benefits of using a FEES in the inpatient rehab and hospital setting

Connecting the Dots: How Etiologies Drive EBP Treatment of Pediatric Feeding Disorders

Presenter(s): Michelle Dawson, M.S., CCC-SLP, CLC

Time: June 4, 2022 - 3:30pm - 5:30pm

Location: Room 5

Session Description: There are four components to the diagnosis of pediatric feeding disorder: medical, nutritional, feeding skill, and psychosocial. Each of these components is intricately complex and interwoven into the beautiful tapestry of life that makes up the lives of those we are called to serve. However, one of these components, "medical", can be overwhelming to grasp due to limited exposures to pediatric medical aspects within the framework of graduate coursework and limited clinical practicum exposures to working with medically complex children. The next two hours are a dedicated crash course to build up a PFD clinician's confidence when it comes to how common medical etiologies can influence evaluation and treatment for PFD. Topics covered include neurogenic conditions, aerodigestive tract conditions, gastrointestinal conditions, with emphasis placed on learning through laughter and case studies. So, come with snacks, hypoallergenic gloves, and a healthy dose of curiosity to chase down how an etiology can influence treatment for PFDs!

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Learner Objectives:

- Describe common neurogenic conditions and how they can influence treatment of a pediatric feeding disorder
- Describe common aerodigestive tract conditions and how they can influence treatment of a pediatric feeding disorder
- Describe common gastrointestinal conditions and how they can influence treatment of a pediatric feeding disorder

Behavior Management Strategies to Support Speech & Language for Children on the Autism Spectrum

Presenter(s): Dr. Cara E. Tyson, Ph. D, CCC-SLP, Dr. Monica L. Johnson, Ph.D., CCC-SLP, & Dr. Caprice Lee, Ph.D., CCC-SLP

Time: June 4, 2022 - 3:30pm - 4:30pm

Location: Room 1

Session Description: The number of children identified with autism spectrum disorder (ASD) has continuously increased over the last 20 years. Approximately 90% of school-based speech-language pathologists (SLPs) report servicing children on the autism spectrum on their caseloads (Donaldson et al., 2017). This increase in autism prevalence highlights the need for SLPs to enhance their knowledge and understanding of ASD and how to effectively manage challenging behaviors to enhance overall communication in children with autism. The purpose of this presentation is to broaden understanding of behavior management strategies that can be incorporated into individual and group therapy sessions to enhance meaningful interactions. Behavior management strategies being discussed are those most commonly associated with behavioral psychology. Through this framework, socially significant behaviors are approached by understanding how interactions in the environment supports or impedes communicative behavior (Cardon, 2017). In this presentation, common terminology across professions will be introduced, strategies to understand the influence of the environment on behavior will be reviewed, and strategies to promote and sustain student motivation and engagement will be reviewed.

Learner Objectives:

- Critically define and describe autism spectrum disorder (ASD)
- Discuss terminology related to communication behavior
- Apply behavior management strategies to increase communication in children on the autism spectrum

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Speechibi: A Novel User-Centered App Designed for the Delivery of Telehealth Speech-Language Services in an Educational Setting

Presenter(s): Leah Singh, M.S., CCC-SLP

Time: June 4, 2022 - 4:40pm - 5:40pm

Location: Room 1

Session Description: Purpose - Although in recent years there has been an increase in the number of web and mobile applications for use by children and adults with communication disorders, there is little research on the efficacy of many of these apps. The purpose of this single-subject design study is to investigate whether or not a novel digital web-based application (Speechibi) can be utilized as an effective intervention tool for children with speech sound disorders (SSD).

Method - Four bilingual Hispanic children between ages six through eight with SSD identified through baseline speech-language assessments are participating in this study over a period of 12 weeks. Data including articulatory improvement through and user engagement will be analyzed. Traditional articulation therapy is supplemented with the Speechibi app in order to provide engaging visual animated models of speech sound productions for participants.

Limitations and future research directions will also be discussed, including the importance of investigating how the new application can be integrated into a more comprehensive speech and language intervention program.

Result-This study is ongoing and will be complete at the end of May 2022.

Conclusion-This study is ongoing and will be complete at the end of May 2022.

Learner Objectives:

- Obtain and apply knowledge of information on a novel, high-tech approach using a browser-based app (accessible through browsers like Google, Safari, etc. on desktop computers, laptops, iPad/tablets and mobile phones) that can be used as an educational tool to enhance the remediation or as an addition to traditional treatment for speech sound and language disorders in various clinical and research settings.
- Understand and apply knowledge of how ASHA's NOMS can be used to collect data using the app for speech sound disorders (ex.: /r/ Phoneme - Remediation of prevocalic and postvocalic /r/).
- Understand and apply knowledge of how digitalization and gamification for educational purposes can enhance more traditional and low-tech methods of delivering speech and language services with digital learning experiences using the Speechibi (and other speech and language-based) browser-based apps and resources.

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What is the Dysphagia Outreach Project?

We are a nonprofit organization with a mission to provide meaningful assistance to children and adults with dysphagia.

Our 100% volunteer-run organization accomplishes this mission by collecting and distributing dysphagia supplies to individuals in need.

Our donors generous contributions have helped us to achieve these milestones

Since 2021, the Dysphagia Outreach Project has Provided...

175

Families

With Assistance

\$49,000

Worth of
Supplies

340

Care Packages

To Those in Need

What Type of Supplies Does The Dysphagia Outreach Project Provide?

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And More!



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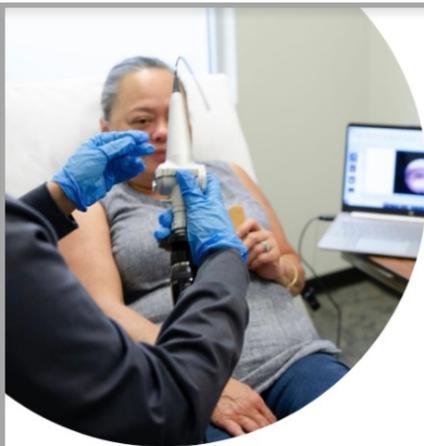
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SPEAKER BIOS & DISCLOSURES

Presenter Name: Dr. Natalie Douglas, Ph.D., CCC-SLP

Bio: Natalie Douglas is Lead Collaborator at Practical Implementation Collaborative and a faculty member in the Department of Communication Sciences & Disorders at Central Michigan University. Her work aims to advance best, person-centered practices in communication and quality of life interventions for people with dementia, aphasia, and other communication disorders in adults. She additionally partners with healthcare and educational teams to increase the uptake of evidence-based practices through implementation science.

Financial Disclosures:

- Salary from Central Michigan University, 2013-present
- Salary from the Informed SLP, 2019-present
- Royalties from Plural Publication
- Research funding from the American Speech-Language-Hearing Foundation
- Honorarium from LSHA

Non-Financial Disclosures: None

Presenter Name: Chyna Blankenship, M.A., CCC-SLP

Bio: Chynah Blankenship received her BA in 2013 and MA in 2015 from Louisiana Tech University. She is currently a practicing medical SLP in inpatient rehabilitation at TIRR Memorial Hermann Hospital in Houston, Texas. She has experience working with pediatrics, adults and geriatrics diagnosed with acquired brain injuries and spinal cord injuries. She has a strong passion for the following areas: dysphagia, neurobehavioral, and patients with tracheostomies or on mechanical ventilation.

Financial Disclosures: Employee of TIRR Memorial Hermann

Non-Financial Disclosures: None

Presenter Name: Cindy Herde, M.A., CCC-SLP

Bio: Cindy Herdé, works as a pediatric feeding specialist at Nicklaus Children's Hospital in Miami, FL and founded Talk Eat Play, a pediatric consulting practice with a focus on parent education. She is an adjunct professor at Albizu University in both Miami and San Juan. A graduate of the University of Central Florida and has practiced in Boston and Chicago, before settling in Miami with her family. She is an affiliate of ASHA Special Interest Group 13,

Financial Disclosures: Salary compensation at Nicklaus Children's Hospital and Albizu University.

Non-Financial Disclosures: None

SPEAKER BIOS & DISCLOSURES

Presenter Name: Heather Barber, M.S., CCC-SLP

Bio: Heather Barber works at Tulane Medical Center. She received her Bachelor's degree from Nicholls and graduated from Southeastern with her Master's. She is most interested in the neuro and trach/vent population.

Financial Disclosures: None

Non-Financial Disclosures: None

Presenter Name: Hillary Cooper, M.A., CCC-SLP

Bio: Hillary got her start in speech-language pathology in an outpatient private practice in Leesville, Louisiana. She has since worked in long-term care facilities, acute care, and home health. In 2016, Hillary started her own private practice and then created North Louisiana Swallow Solutions, a mobile FEES company. In 2019, Hillary co-founded Dysphagia Outreach Project, and in 2020 Hillary joined forces with Jessica Lasky and Michael Kurtz to establish Evolutionary Education Solutions, an ASHA-approved CEU Provider. Hillary is the current LSHA President-Elect and Convention Chair and a former winner of the LSHA Rita Buller Keller Award.

Financial Disclosures:

- Owner of North Louisiana Swallow Solutions
- Co-Owner of Evolutionary Education Solutions
- Adjunct Clinical Instructor at University of Louisiana at Monroe
- Peer Mentor & Content Creator for The Medical SLP Collective

Non-Financial Disclosures:

- President & Co-Founder of Dysphagia Outreach Project
- 2021-2022 President-Elect & Convention Chair of LSHA

Presenter Name: Theresa H. Rodgers, MA, CCC-SLP, BCS-CL, L-SLP, EdS (LD)

Bio: Theresa Rodgers is a speech-language pathologist and special education consultant in the metro Baton Rouge area. She is a former Chief Administrative Officer for a government entity, and a former special education supervisor and speech-language pathologist for the Ascension Parish School System where she was employed for thirty-three years. Theresa was the 2020 ASHA President, is a former Chair of the ASHA Board of Ethics, the Committee on Nominations and Elections, and the Council for Clinical Certification. She was previously a member of ASHA's Board of Directors from 2012-2014, serving as Vice President for Government Relations and Public Policy. Theresa is a former President of the National Council of State Boards of Examiners for Speech-Language Pathology and Audiology, the Council of State Association Presidents, and the Louisiana Speech-Language-Hearing Association. She served six (nonconsecutive) terms on the Louisiana licensure board including three years as Chair, co-authored a Code of Ethics for SLP assistants, and has been instrumental in revision and passage of the Louisiana practice act and regulations.

Financial Disclosures:

- Registration discount to this conference

SPEAKER BIOS & DISCLOSURES

Non-Financial Disclosures:

- Member of American Speech-Language Hearing Association (ASHA)
- Former Member & Chair of ASHA's Board of Ethics
- Former Member & Chair of the Louisiana Board of Examiners for Speech-Language Pathology and Audiology

Presenter Name: Kristen West, M.A., CCC-SLP

Bio: Kristen West, MA CCC-SLP is an Assistant Professor in the Department of Communication Sciences and Disorders at Edinboro University of Pennsylvania. In addition, she is a doctoral student pursuing her EdD at Slippery Rock University. Clinically, Kristen has with experience in a variety of pediatric settings including early intervention, pediatric acute care, outpatient and school-based services. Prior to joining Edinboro University, she helped establish a public school safe feeding program and served as a safe feeding consultant for the same educational agency. Currently, Kristen serves as the director of education for the Dysphagia Outreach Project She is also a member of SIG-13. In addition, she continues to maintain a PRN position at a pediatric hospital. Kristen has presented at the local, state, and national levels on the topic pediatric feeding and swallowing disorders. Kristen is passionate advocating for feeding and swallowing services for children and their families across the continuum of care and ensuring equitable access to services for all children in need.

Financial Disclosures:

- Assistant Professor Edinboro University of Pennsylvania
- Receives an Honorarium for mentorship in the MedSLP Collective

Non-Financial Disclosures:

- ASHA Committee of Ambassadors Speech-Language Pathology Member-Pennsylvania
- Dysphagia Outreach Project- Vice President for Pediatric Affairs
- ASHA Topic Committee Member: Pediatric Feeding and Swallowing
- SIG 13 Member
- PSHA Member

Presenter Name: Dr. Raquel Garcia, SLP-D, CCC-SLP, CLC, CNT, BCS-S

Bio: Raquel Garcia is a trained craniofacial and feeding specialist who has worked in infant critical care units for over 10 years. She has lectured at the national and state level on pediatric feeding disorders. She graduated with her M.S. in communication disorders from Nova Southeastern University and her doctorate of speech-language pathology from Northwestern University. Her clinical interests include neonatal care, con-

SPEAKER BIOS & DISCLOSURES

genital heart disease, upper airway disorders, infant FEES, parent/baby dyad, and parental health literacy.

Financial Disclosures:

- Assistant Professor Nova Southeastern University
- Speech-Language Pathologist, Joe DiMaggio Children's Hospital

Non-Financial Disclosures:

- FLASHA Executive Board Member, Vice President of Communications
- Hispanic Caucus, Vice President of Professional Practices
- SIG 13 Coordinating Committee, Member at Large
- SIG 5 Professional Development Committee
- Feeding Matters, Conference Committee 2022
- NANT, Peer Reviewer
- Dysphagia Outreach Project (DOP), Director of Pediatric Affairs

Presenter Name: Amanda Elias, M.A., CCC-SLP

Bio: Amanda Elias graduated from Louisiana Tech University with her master's degree in 2010. She is an instructor at the University of Louisiana Monroe and is currently obtaining her PhD through ULM's Marriage and Family Therapy Program with a concentration in Systemic Studies. Her area of interest is stuttering.

Financial Disclosures: None

Non-Financial Disclosures: None

Presenter Name: Heather Anderson, Ed.D., CCC-SLP

Bio: Heather Anderson, Ed.D., CCC-SLP is an Assistant Professor of COMD at LSU Health Shreveport. Before joining the faculty in 2005, she practiced in public schools, SNF and hospital settings. She holds a Louisiana license in speech-language pathology. Teaching interests include AAC, Diagnostic Methods, Ethics in Rehabilitation Science, Clinical Practicum, Dysphagia, Speech Measurement, Voice, and Aphasia. Research interests include ethics, adult teaching and learning, clinical supervision, and acquired communication disorders

Financial Disclosures: Employed by LSU Health Shreveport.

Non-Financial Disclosures: None

Presenter Name: Sandra Hayes, SLP.D., CCC-SLP

Bio: Sandra Hayes, SLP.D., is an Associate Professor of COMD. She has been a faculty member at LSUHS since 1991. Dr. Hayes and her canine pal, Boomer, are retired as an Animal-Assisted Therapy (AAT) team. Her teaching interests include anatomy & physiology, articulation and phonological disorders, fluency disorders, and language disorders. Research interests are in the areas of animal-assisted therapy specific to the field of

SPEAKER BIOS & DISCLOSURES

speech-language pathology, articulation, supervision, and controversial treatments.

Financial Disclosures: Employed by LSU Health Shreveport.

Non-Financial Disclosures: None

Presenter Name: Julie Smith, M.A., CCC-SLP

Bio: Julie Smith, M.A., is an Assistant Professor of COMD. She has been a faculty member at LSUHS since 2015. She holds the Certificate of Clinical Competence in Speech-Language Pathology and is fully licensed to practice speech-language pathology in the state of Louisiana. Her teaching interests include Clinical Methods and Practicum in Speech-Language Pathology, Diagnostic Methods, and Ethics in Speech-Language Pathology. Her research interests are in the areas of early intervention, clinical supervision, and treatment of child speech and language disorders.

Financial Disclosures: Employed by LSU Health Shreveport.

Non-Financial Disclosures: None

Presenter Name: Nicole Kiel Paschke, M.S., CCC-SLP

Bio: Nicole Kiel Paschke, MS CCC/SLP Nicole has a 20+ year career focusing on adult SLP therapy. She specialized in acute care, inpatient rehab, and Head and Neck Cancer Clinic. Her career passion is dysphagia. She is currently an assistant professor at UND and owns and operates DakMn Dysphagia Diagnostics, a mobile FEES company.

Financial Disclosures: Owner, DakMN Dysphagia Diagnostics

Non-Financial Disclosures: None

Presenter Name: Chelsey Gronewold, M.S., CCC-SLP

Bio: Chesley has nearly 10 years experience with adults in homecare, outpatient, and SNF. She currently owns a mobile FEES company servicing western North Dakota. She has a passion for dysphagia and advocating for her patients.

Financial Disclosures: Owner, ND Speech and Swallowing

Non-Financial Disclosures: None

Presenter Name: Dr. Lauren Wright-Jones, Ph. D., CCC-SLP

Bio: Lauren Wright-Jones Ph.D., CCC-SLP. Lauren is currently the Program Director in Speech-Language Pathology at ULM. Lauren worked with children and families in early intervention for many years before obtaining her doctoral degree in Special Education Policy. Lauren teaches and provides clinical supervision in childhood speech, language, and literacy disorders. An additional area of interest includes improving access to

SPEAKER BIOS & DISCLOSURES

specialized services in low-income and limited access communities.

Financial Disclosures: Full time faculty member at the University of Louisiana Monroe

Non-Financial Disclosures: None

Presenter Name: Anne Marie Sisk, M.S., CCC-SLP

Bio: Anne Marie Sisk, M.S., CCC-SLP is the Clinic Director at the University of Louisiana Monroe. She is a doctoral candidate in Infant and Early Childhood Development at Fielding Graduate University. Anne Marie's primary research interests are pediatric feeding disorder, autism, and infant mental health.

Financial Disclosures: Full time faculty member at the University of Louisiana Monroe

Non-Financial Disclosures: None

Presenter Name: Ariana Brown, B.S.

Bio: Ariana Brown, B.S. is a graduate student in the Speech-Language Pathology Program at the University of Louisiana Monroe. She has an undergraduate degree in SLP with a minor in Psychology. Ariana's primary interests are mental health and its relation to SLP, voice, and oromyofunctional disorders. She will graduate in the spring of 2023.

Financial Disclosures: None

Non-Financial Disclosures: None

Presenter Name: Dr. Kristin Dolan, SLP.D., CCC-SLP

Bio: Kristin is a medical SLP from Melbourne, Florida providing both clinical patient services and administrative management as an LTAC rehab program director. She specializes in advanced intervention for adult long-term tracheostomized and ventilator-dependent patients including dysphagia management and in-line speaking valve use for early assessment and intervention of communication.

Financial Disclosures: None

Non-Financial Disclosures: Passy Muir consultant & Director of Research for Dysphagia Outreach Project

Presenter Name: Michelle Dawson, M.S., CCC-SLP, CLC

Bio: Michelle Dawson, MS, CCC-SLP, CLC, speech-language pathologist with Therapeutic Designs and Services in Hartsville, SC, is the acclaimed host of "First Bite: Fed, Fun, Functional" a weekly Speech Therapy Podcast that addresses "all thangs" Pediatric Speech Therapy which is presented by Speechtherapypd.com. Recently, Michelle authored, "Chasing the Swallow: Truth, Science, and Hope for Pediatric Feeding and Swallowing Disorders". She is an accomplished lecturer; traveling across the nation delivering courses on best practices for evaluation and treatment of the medically complex infant, toddler, and child with respect to their pediatric oropharyngeal dysphagia, pediatric feeding disorder, as well as language acquisition within the framework of



SPEAKER BIOS & DISCLOSURES

Early Intervention. She has served as the Treasurer for the Council of State Association Presidents, is a Past President of the South Carolina Speech, Language, and Hearing Association, a 2017 graduate of the American Speech-Language-Hearing Association's Leadership Development Program, a 2020 recipient of the Pediatric Feeding Disorder Awareness Champion from Feeding Matters, a 2021 recipient of the Louis M. DiCarlo Award for Outstanding Clinical Achievement from the South Carolina Speech, Language, and Hearing Association, a 2021 recipient of the State Clinical Achievement Award from the American Speech-Language-Hearing Association Foundation, and seven-time recipient of American Speech-Language-Hearing Association's ACE Award for continuing education.

Financial Disclosures:

Michelle Dawson receives compensation for similar presentations from SpeechTherapyPD.com from webinars, as well as from the CEUs associated with "First Bite: Fed, Fun, Functional" and "Understanding Dysphagia", both are Speech Therapy Podcasts. Michelle also receives compensation for a similar webinar from PE-SI, Inc. Michelle is a speech-language pathologist with Therapeutic Design and Services in Hartsville, South Carolina, for which she receives an annual salary. She also receives royalties from the sale of her book *Chasing the Swallow: Truth, Science, and Hope for Pediatric Feeding and Swallowing Disorders*, and compensation for the CEUs for it from SpeechTherapyPD.com. She received an honorarium for speaking here today at LSHA.

Non-Financial Disclosures:

Michelle Dawson is a volunteer with Feeding Matters, a former Treasurer with the Council of State Association Presidents (CSAP), and a Past President with South Carolina Speech, Language, and Hearing Association (ASHA). She is a current member of both ASHA, SCSHA, and the Dysphagia Research Society (DRS). Michelle also volunteers with ASHA for the Pediatric Feeding Disorder planning committee for the ASHA 2022 Convention.

Presenter Name: Dr. Dawn Guice, Ed.D., CCC-SLP

Bio: Doctorate in Educational Leadership from La Tech University Dissertation title: "School-Leader Perceptions regarding the Role of the Speech-Language Pathologists in the School Setting." I have worked in the medical, rehabilitation, private practice, home health, and school settings for thirteen years. Currently a Speech-Language Evaluator for Bossier Parish School System, and an Adjunct Instructor for Communicative Disorders at Abilene Christian University.

Financial Disclosures: None

Non-Financial Disclosures: LSHA Member

Presenter Name: Alison Webster, M.S., CCC-SLP, CALT-QI, C-SLDS

Bio: Alison Webster is the professional development coordinator at the DuBard School for Language Disorders. She is a nationally certified speech-language pathologist, certified academic language therapist, and structured literacy specialist. She holds Mississippi licensure in Speech-Language Pathology and an endorse-

SPEAKER BIOS & DISCLOSURES

ment in Mild to Moderate Disabilities in Special Education.

Financial Disclosures: none

Non-Financial Disclosures: none

Presenter Name: Dr. Monica L. Johnson, Ph.D., CCC-SLP

Bio: Dr. Monica L. Johnson is an assistant professor at Southeastern Louisiana University with 9+ years of experience as a certified speech language pathologist emphasizing empowerment through education. She specializes in fluency disorders, counseling in SLP, and IPE/IPP with research investigating the areas of dating, relationships, mental health, clinical service delivery.

Financial Disclosures: Assistant Professor at Southeastern Louisiana University

Non-Financial Disclosures: None

Presenter Name: Dr. Cara E. Tyson, Ph.D., CCC-SLP

Bio: Dr. Cara E. Tyson is an assistant professor at Southeastern Louisiana University. She specializes in the assessment and intervention for children on the autism spectrum. Her research interests include play-based intervention approaches, service provision for children on the spectrum from underrepresented populations, AAC, and interprofessional treatment approaches.

Financial Disclosures: Assistant Professor at Southeastern Louisiana University

Non-Financial Disclosures: None

Presenter Name: Dr. S. Caprice Lee, Ph.D., CCC-SLP

Bio: Dr. S. Caprice Lee is an assistant professor at Southeastern Louisiana University. Her professional and research interests are in the areas of cultural and linguistic diversity and child language. Currently, she serves on the Louisiana Speech-Language-Hearing Association Board of Directors as the State Education Advocacy Leader (SEAL).

Financial Disclosures: Assistant Professor at Southeastern Louisiana University

Non-Financial Disclosures: Serves on the Louisiana Speech-Language-Hearing Association Board of Directors as the State Education Advocacy Leader (SEAL)

Presenter Name: Jeffrey Edwards, M.S., CCC-SLP

Bio: Jeffrey Edwards, MS, CCC-SLP (he/him) completed his clinical fellowship year at Stanford Medical Center and subsequently served as a full-time clinician specializing in head-neck cancer rehabilitation. He is currently the outpatient SLP at Tulane Medical Center and teaches courses on neuroanatomy and dysphagia for Xavier University Department of Speech Pathology.

Financial Disclosures: Salaried full-time employee for Tulane | PT Solutions - Downtown New Orleans

Non-Financial Disclosures: Serves on LSHA board of directors and as LSHA CEU committee chair

SPEAKER BIOS & DISCLOSURES

Presenter Name: Kwaku Nyantakyi, M.S.

Bio: Kwaku Nyantakyi is a PhD student at the Department of Communication Sciences and Disorders at Louisiana State University. His research interests are in child language disorders as well as culturally and linguistically appropriate intervention practices.

Financial Disclosures: None

Non-Financial Disclosures: None

Presenter Name: Dr. Meher Banajee, Ph. D., CCC-SLP

Bio: Meher Banajee, Ph.D. CCC-SLP is an Associate Professor and program director of speech-language pathology program of Louisiana State University Health Sciences Center. Her area of expertise includes working in the field of augmentative and alternative communication (AAC) with clients of all ages and with a variety of disorders. She has worked in AAC in a variety of educational and hospital settings including Metropolitan Developmental Center, Children's Hospital, Prentke Romich Company, Human Development Center, Assistive Technology Coordinator for Region 1. She is an ASHA Fellow 2021, Vice Chair for Speech-language Pathology, CAA, and on the ASHA convention topic committee for AAC (2021)

Financial Disclosures: none

Non-Financial Disclosures: none

Presenter Name: Nataly Mayezux, B.S.

Bio: Nataly Mayeaux is a graduate student at Louisiana State University Health Science Center (LSUHSC) New Orleans working towards her Master's Degree in Speech Language Pathology. Nataly previously worked with different populations in communication including early intervention and ASD. Her current passions also include expanding aspects of communication with AAC

Financial Disclosures: None

Non-Financial Disclosures: None

Presenter Name: Bianca Canizares, B.S.

Bio: Bianca Canizares is a graduate clinician at Louisiana State University Health Sciences Center (LSUHSC) New Orleans. She's currently in progress of her master's degree in communication disorders in speech-language pathology. She has a passion for augmentative/alternative communication and how it can create independence in patients by expanding expressive language.

Financial Disclosures: None

Non-Financial Disclosures: None

SPEAKER BIOS & DISCLOSURES

Presenter Name: Maxine Simko, B.A.

Bio: Maxine Simko is a graduate student at Louisiana State University Health Sciences Center (LSUHSC) New Orleans pursuing a master's degree in Communication Disorders to become a Speech-Language Pathologist. Her passions are speech sound disorders and phonology. Maxine has worked with pediatric populations with a focus on articulation and literacy.

Financial Disclosures: None

Non-Financial Disclosures: None

Presenter Name: Madeline Mayes, B.A.

Bio: Madeline Mayes, a graduate student clinician at Louisiana State University Health Science Center (LSUHSC) New Orleans, is working towards her Master's Degree in Communication Disorders in Speech-Language Pathology. She has previously worked with adult populations and her interests include aphasia, swallowing disorders, and AAC.

Financial Disclosures: None

Non-Financial Disclosures: None

Presenter Name: Hannah Gresham, M.S., CCC-SLP, CBIS

Bio: Hannah J. Gresham, from Houston, TX, attended LSU where she received her B.A. and M.A. in Communication Disorders. She has worked in the inpatient rehab setting for the majority of her career, achieving her Board Certification as a Brain Injury Specialist in 2018. She has also received certifications in VitalStim Therapy and Interactive Metronome Therapy. She is now the Director of Rehabilitation Therapy Services at Ochsner Rehabilitation Hospital, a joint venture with Select Medical.

Financial Disclosures: None

Non-Financial Disclosures: None

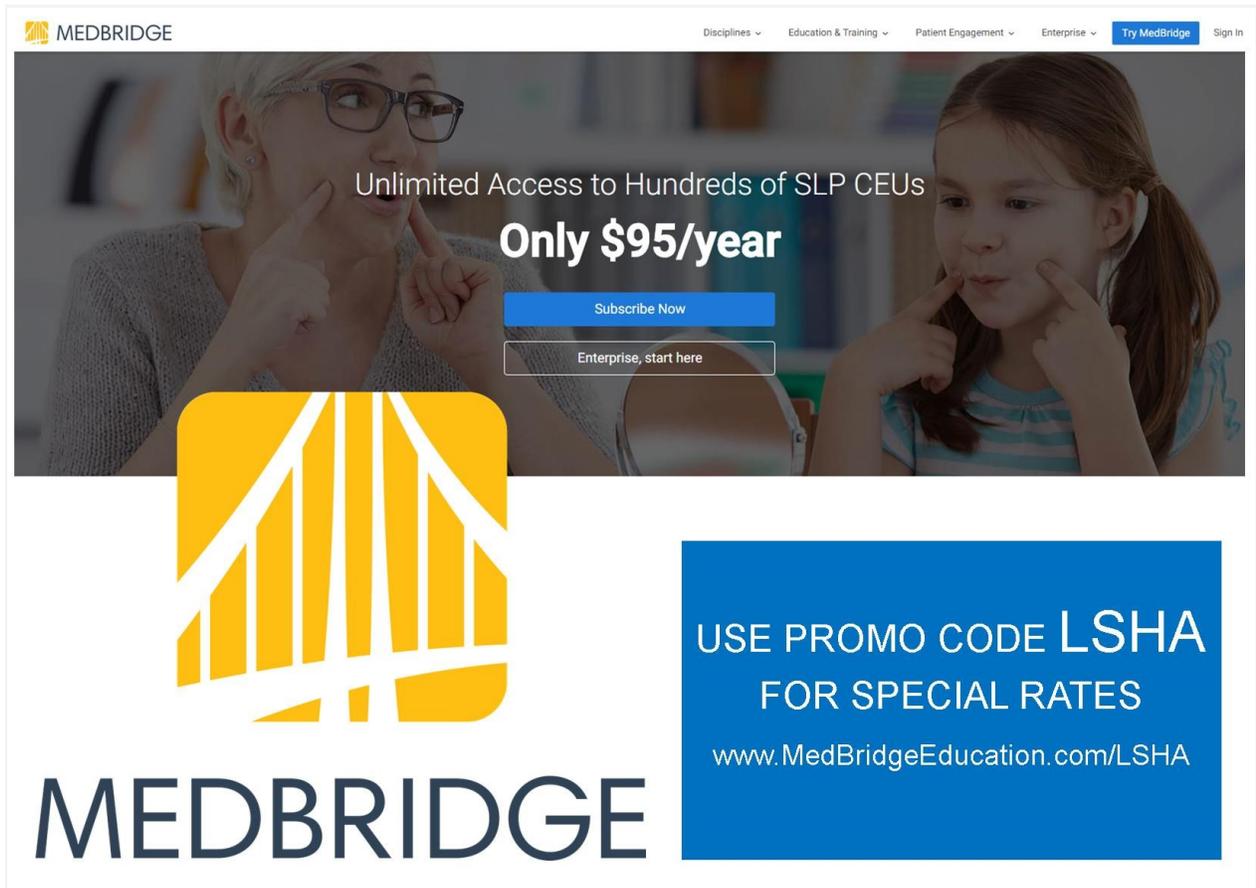
Presenter Name: Leah Singh, M.S., CCC-SLP

Bio: Leah Singh, M.S., CCC-SLP is a speech-language pathologist who provides virtual speech-language services to elementary school-aged children. Ms. Singh is also the designer and developer of Speechibi, an app in development that helps children and adults with speech disorders and accent/dialect differences improve communication through anime-influenced avatars and animation. In addition to schools, Leah has worked in settings that include rehab, private practice, skilled nursing facilities, and home health. She is a member of American Speech-Language-Hearing Association (ASHA) and Louisiana Speech-Language-Hearing Association (LSHA).

Financial Disclosures: I am the developer of the Speechibi app.

Non-Financial Disclosures: Yes, I'm a member of ASHA and I discuss the use of their National Outcomes Measurement System (NOMS).

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