

Dailyn Beck: Student – Presenting with Allison Poore, Madison Reeves

Affiliation: Indiana State University

Experience: Dailyn Beck is currently pursuing a Master's degree in Speech-Language Pathology at Indiana State University. She earned her Bachelor's degree in Speech and Hearing Sciences at Indiana University in 2015. Her career interests include working with adults and children who have swallowing and voice disorders, and she plans to get her PhD in Speech-Language Pathology.

Title of Presentation: Teacher Perceptions of Speech-Language Pathology Services in the Primary and Secondary School Settings

Learner Objectives: 1. Describe the perceptions of elementary and secondary teachers of speech-language pathologists; 2. Discuss the perceptions of service delivery methods in the schools; 3. Discuss barriers to collaboration with teachers.

Course Overview: This study examined the perceptions primary and secondary teachers of the speech-language pathology (SLP) services provided at the educators' schools and what changes could be implemented in order to improve the perception. Responses indicated teachers perceived the SLP services in a positive manner. Also teachers believed service delivery methods were effective, however, could be improved if more time was allotted for SLPs to interact with students and educators. Level: All Levels

Disclosure: *Dailyn Beck is a student at Indiana State University. She has no significant non-financial relationships to disclose.*

Teigan Beck, Student – NSSLHA President Elect

Affiliation: Utah State University/American Speech-Language-Hearing Association

Experience: Teigan Beck is the President-Elect of the National Student Speech-Language and Hearing Association. She is studying Speech-Language Pathology at Utah State University. She loves all aspects of the field of communicative disorders and has found particular interests in children's narratives and auditory verbal therapy with children with hearing loss. She was born and raised in Idaho and loves the outdoors and reading a good book. She loves to serve and has found a great way to volunteer is through leadership. For this reason, she got involved with NSSLHA and continues to find leadership and service extremely valuable in who she is becoming.

Title of Presentation: Leadership & Learning

Learner Objectives: Attendees will learn how to get involved as a leader and volunteer; Attendees will learn more about who they are and how to help shape their future; Attendees will gain a greater knowledge of what NSSLHA is

Course Overview: This presentation will focus on ideas for engaging students and professionals in leadership roles at the local, state and national levels. Teigan Beck will discuss her personal road to leadership and service development and share strategies for attendees to apply to their journey. Attendees will be encouraged to set personal goals and reflect on the things that they're already working toward.

Level: Beginner

Disclosure: *Teigen Beck is a student at Utah State University. She has no significant non-financial relationships to disclose,*

Ann Bilodeau, MS, CCC-SLP

Affiliation: Butler University

Experience: Currently serves as a faculty member and the clinic director at Butler University's speech and language clinic. Appointed by the governor to be a member of the Indiana Speech-Language Pathology and Audiology Board with the Indiana Professional Licensing Agency. Practicing for over 33 years as a speech-language pathologist, primarily in healthcare settings. Served as president of the Indiana Speech-Language-Hearing Association, receiving Honors of the Association in 2011.

Title of Presentation: Protecting Consumers: Understanding Our State Licensure Law

Learner Objectives: Attendees will be able to: 1. explain the process of obtaining a state license to practice speech-language pathology or audiology; 2. integrate the licensure process to consumer protection and methods to manage ethical versus legal issues; 3. describe steps needed to manage a professional license over a career.

Course Overview: This presentation will be directed toward the soon to be or relatively new speech-

language pathologist or audiologist. Information will be practical and informative and will help provide guidance with the legal and ethical issues associated with professional state licensure. The process and the state laws and rules will be reviewed and advice will be provided regarding managing one's professional license over a career. Time will be reserved to encourage questions. Level: Beginner

Disclosure: *Ms. Bilodeau is employed at Butler University. She has no significant non-financial relationships to disclose.*



Joey Box, MA, CCC-SLP – Presenting with Constance Young

Experience: Joey Box is a speech-language pathologist in Indianapolis working with IEP Therapy. He also works part-time in early intervention with Indiana First Steps and PediPlay. Joey specializes in working with the early intervention, preschool, and K-6 populations. This is Joey's fourth year as a speech therapist. Joey volunteers for First Steps and presents about his experiences with First Steps. Joey obtained his Bachelor of Arts and Master of Arts in speech-language pathology from Ball State University. He also obtained a Bachelor's degree in gerontology and two minors in Spanish and Sociology.

Title of Presentation: Career Opportunities in the First Steps Early Intervention System

Learner Objectives: 1. Attendees will learn how to enroll as a First Steps provider in Indiana; 2. Attendees will learn about various career opportunities available to professionals; 3. Attendees will learn about the efficacy of early intervention practices with the birth to 3 population.

Course Overview: This seminar is designed to provide time-saving strategies using a workload approach that will turn you into an intervention superstar without compromising your SLP-specific skill set. You will gain valuable strategies to help you integrate classroom curriculum into your goals, learn to co-teach across grade levels, and integrate into all parts of the school day. Scheduling your days for maximum impact will be a focus of the day along with models of hundreds of grade-level specific ideas to take back and use tomorrow. Level: Beginner

Disclosure: *Joey Box is an employee of IEP Therapy. He has no significant non-financial relationships to disclose.*



Christina Bradburn, MS, CCC-SLP

Affiliation: Shelbyville Central Schools/Bureau of Educations and Research

Experience: Christina Bradburn is a full-time, practicing, school-based speech-language pathologist. She is also a national presenter for the Bureau of Education and Research and author of "Timesaving Strategies to Integrate SLP Interventions into Classrooms: Moving from a Caseload to a Workload Approach". She is passionate about working collaboratively with teachers, administrators and school staff while using creative, yet research-based interventions. She strives to maximize time through creative scheduling without sacrificing high-quality and effective services to her students. Christina is known for her highly practical approach and for sharing a wealth of proven teaching strategies and resources that are easy to use on a daily basis. You will find her presentation fast-paced, enjoyable and full of useful ideas you can immediately implement to guide your school's speech-language program.

Title of Presentation: Integrating SLP Interventions into Classrooms Using a Workload Approach

Learner Objectives: As a result of the activity, the participants will be able to: 1. Implement time-saving strategies to integrate highly effective therapy into classrooms 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.

Course Overview: This seminar is designed to provide time-saving strategies using a workload approach that will turn you into an intervention superstar without compromising your SLP-specific skill set. You will gain valuable strategies to help you integrate classroom curriculum into your goals, learn to co-teach across grade levels, and integrate into all parts of the school day. Scheduling your days for maximum impact will be a focus of the day along with models of hundreds of grade-level specific ideas to take back and use tomorrow. Level: Intermediate

Disclosure: *Ms. Bradburn is an employee of Shelbyville Central Schools. She has no significant non-financial relationships to disclose.*



Barbara Brown, MS, CCC-SLP – Presenting with Bridget Walsh & Katelyn Lippitt Gerwin

Affiliation: Purdue University

Experience: Barbara Brown, MS, CCC-SLP, a research associate at Purdue University, has extensive clinical experience in public school, private practice, and university clinic settings. She has served as the project coordinator for the Purdue Stuttering Project since 2006 and co-teaches the graduate Stuttering course at

Purdue. Her research interests include those of the Purdue Stuttering Project: to identify risk factors for persistence in children who stutter so that clinicians can make optimal decisions

Title of Presentaton: New Research Directions and Intervention Strategies with Children Who Stutter

Objectives: Attendees will: 1. Gain familiarity with neurological and psychophysiological approaches to assess stuttering in preschool and school-age children who stutter; 2. Learn about ways to assess the impact of stuttering on a child's quality of life including communication in daily situations, and how to write comprehensive, functional goals for school-age children who stutter; 3. Learn strategies to work with students and teachers to facilitate successful verbal participation in the classroom, self-advocacy, and minimization of teasing & bullying.

Course Overview: In this session, we provide attendees with an overview of two methodologies we use to study the functional neurological and psychophysiological bases of stuttering in preschool and school-aged children. This research is critical to our research goals of discovering biomarkers of stuttering persistence. We will also offer comprehensive measures that SLPs can use to assess the impact of stuttering on school-aged children; discuss the importance of writing measurable, functional goals which address more than speech fluency; and describe effective intervention strategies with a focus on working collaboratively with the child, parents, and teachers, to successfully manage stuttering. Level: Intermediate

Disclosure: Ms. Brown is an employee of Purdue University. She has no significant non-financial relationships to disclose



Beth Browning, MA, CCC-SLP

Affiliation: Prentke Romich

Experience: Beth earned her Bachelor's Degree with a double major in Communication Disorders and Cross-Linguistics (Spanish and Linguistics) at Indiana State University in 2004. She completed her Master's Degree in Speech-Language Pathology at Indiana University in 2006. Prior to joining PRC in June 2010, Beth served as the Pediatric AAC Specialist at Easter Seals Crossroads in Indianapolis where she completed AAC evaluations

and provided ongoing therapy for children who used a variety of AAC systems. Beth also has three years of experience working as an SLP in Indiana's public school system where she worked with Pre-K through 12th grade students presenting with a wide variety of communication disorders and abilities. Beth holds the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA), a state license in Speech-Language Pathology from the State of Indiana, and is a member of ASHA's Special Interest Division 12 (AAC Division). She was elected to serve as ISHA's VP of Marketing, from 2017-2019.

Title of Presentation 1: Engineering an Immersive AAC Environment

Learner Objectives: 1. Participants will explain why immersion is important for AAC learners; 2. Participants will provide 3 examples of ways to engineer an immersive AAC environment; 3. Participants will explain the difference between descriptive and referential teaching and how it pertains to immersing individuals in their AAC vocabulary.

Course Overview: Did you take a foreign language in high school or college? Are you fluent in that language today? If so, it is likely due to the fact that at some point, you were immersed in the language. What does immersion mean and how does it apply to individuals who are learning to communicate with AAC? In this session, we will discuss how to engineer an immersive AAC environment to maximize your client's potential for "fluency" with their AAC system. Examples will be provided for school, clinic, and home environments. We will also discuss descriptive vs. referential teaching as it pertains to immersing individuals in their AAC vocabulary. Level: All Levels

Title of Presentation 2: How to Obtain Funding for AAC (Without Losing Your Mind)

Learner Objectives: 1. Participants will identify 3 medically-based funding sources and 3 alternate funding

sources for SGD's in Indiana; 2. Participants will describe how to justify medical necessity of an SGD; 3. Participants will identify at least 2 common denial reasons and outline steps in the appeal process.

Course Overview: Obtaining funding for speech-generating devices (SGDs) can be confusing, time-consuming, and frustrating, especially if you aren't familiar with the process. In this session, you will learn how to identify funding sources, assemble an evaluation team, prepare a funding packet, and respond to deferrals/denials. Report-writing suggestions and examples will be provided to help you avoid time delays and common pitfalls. You will also learn about current issues/concerns regarding Indiana funding sources and how they are affecting the SGD funding process. Level: All Levels

Disclosure: *Ms. Browning is employed of Prentke Romich. She has no significant non-financial relationships to disclose*



Mary Bowman, MS, PT

Affiliation: Joseph Maley Foundation

Experience: Mary holds a Bachelor's Degree in Music Education, a Master's of Science in Physical Therapy and is both a licensed PT and an active musician. Mary taught music in grades K through 12 before returning to school to pursue her master's degree. Once completed, Mary began her physical therapy practice in adult rehabilitation, but quickly moved to pediatrics through Indiana's early intervention program, First Steps. Between 2005 and 2016 Mary worked in the school setting providing physical therapy services to students with an IEP. She currently works as the director for the Joseph Maley Family Support program where she coordinates multiple activities designed to support families who have a child with a disability.

Title of Presentation: Advocating for the Advocate: How to work together to support children and families while developing a great IEP.

Learner Objectives: Attendees will: 1) Gain an appreciation of how collaboration with external organizations, such as the Joseph Maley Foundation, can enhance both the school setting and the lives of children; 2) Increase awareness of an advocate's role before and during the case conference committee meeting; 3) Develop insight into why a family might choose to work with an advocate; 4) Grow in understanding how a family, their advocate and a school can work together to create a plan to support a child's educational goals.

Course Overview: Having a family member state that they are "bringing an advocate" to their case conference committee meeting shouldn't be a situation that causes anxiety for a school service provider or teacher. We all have the same goal of working to write a plan that meets the educational needs of a child. In this presentation, we will discuss the multiple reasons a family may request an advocate. We will also discuss the roles of an advocate, the complexities inherent in Article 7, and other ways that a nonprofit like the Joseph Maley Foundation can support children and schools. Level: All Levels

Disclosure: *Ms. Bowman is an employee of the Joseph Maley Foundation. She has no significant non-financial relationships to disclose.*



Lori Carmichael-Howell, MA, CCC-SLP – Presenting with Ginny Hart, Jennifer Hoke, Carol Lazarek, Rachel Ross-Kroemer

Affiliation: Franklin Township Community School Corporation

Experience: Lori Carmichael-Howell is graduate for Butler University and Indiana State University. She has a background in early intervention and school-based speech-language pathology services. Since 2011, she has worked as the Assistant Director of Special Education for Franklin Township Community School Corporation, where she coordinates speech services in the district, including hiring and evaluating staff. Lori has a special interest in evidence-based practice, caseload/workload balance, and innovative service delivery models. She has supervised several different graduate interns and clinical fellows throughout her career. Lori is a past vice-present of marketing and professional development for ISHA. She is married and has two busy kids and a dog. Lori is also a member of Indiana Council for Administrators in Special Education (ICASE) as well as ISHA.

Title of Presentation: Workload/Caseload Panel

Learner Objectives: 1. Attendees will learn creative ways to manage large caseloads; 2. Attendees will be able to compare and contrast a caseload approach vs. a workload approach; 3. Attendees will learn how to

collaborate with other school professionals to manage caseload sizes.

Course Overview: This presentation will include a panel of experts and question and answer session. Panelists will discuss their backgrounds and will provide the audience with functional strategies on how to manage large caseloads in the school setting. The question and answer session will be led by Lori Carmichael-Howell and will allow attendees to share their experiences in the school setting and their own strategies that have been effective in dealing with large caseloads. Attendees will be able to ask questions to the panelists and obtain answers that positively affect their caseload management abilities.

Disclosure: *Lori Carmichael-Howell is employed by Franklin Township Community School Corporation. She has no significant non-financial relationships to disclose.*



Christina Commons, BS

Affiliation: State of Indiana/FSSA/Division of Disability and Rehabilitative Services - First Steps, Director

Experience: Christina Commons is the Director of the Bureau of Child Development Services (First Steps). She has a background in early childhood development and early intervention. Before becoming the Director of the Bureau of Child Development Services, she practiced as a Developmental Therapist Specialist for the First Steps program for 16 years. Christina spent two years with the Division of Mental Health and Addiction as the Youth and Adolescent Bureau Chief where she served as an advocate for children's mental wellness. She is passionate about infant and toddler development, and her advocacy skills have been demonstrated in working with various state and local agencies to ensure that best practices and policies are developed and implemented.

Title of Presentation: Overview of the Indiana First Steps Early Intervention Program

Learner Objectives: Attendees will: 1. understand referral, eligibility, and IFSP process, 2. importance of collaboration among IFSP team members, and 3. answers to current provider issues especially as it relates to SLPs and communication specialists, 4. general program updates

Overview: This presentation will cover the structure of Indiana First Steps, process of how referrals are made for IDEA Part C early intervention services, how eligibility is determined, and the process for writing and implementing an Individualized Family Service Plan (IFSP). Collaboration among service providers and IFSP team members is critical for successful family engagement and children reaching their IFSP outcomes. Strategies to increase collaboration and communication will be discussed. New program data, initiatives, achievements, and goals will be provided. Attendees will also have an opportunity to participate in a Q&A session around hot topics and provider issues. Level: Beginner

Disclosure: *Christina Commons is an employee of State of Indiana. She has no non-financial relationships to disclose.*



David Cravotta, MS, CCC-SLP – Presenting with Rebecca Risser

Affiliation: Hendricks Regional Health

Experience: David Cravotta graduated from the University of Evansville in 2002 prepared to become a high school English teacher. Instead, he moved to Indianapolis, where he and his friends were going to make it big with the band they had started. Then reality set in. He fell back on his secondary-education degree and took a job teaching at a high school. But an even better career fit was waiting in the wings.

Influenced by his physical therapist wife and his medical technologist mother, Cravotta began pondering a career in health care, specifically speech language pathology, an in-demand field that he reasoned was a good marriage of medicine and English. After taking some catch-up coursework, he entered Purdue's graduate program, emerging in 2008 and going to work at the Rehabilitation Hospital of Indiana. In 2010, Cravotta made the move to Hendricks Regional Health, where, in his area, as he says, "We handle everything from the neck up." Cravotta and his co-workers troubleshoot and find solutions for problems with swallowing, voice and speech and language issues, and cognitive impairment. The causes vary, from strokes to traumatic brain injury to aging. His co-workers describe him as courageous in his pursuit of new speech protocols and programs and new support groups.

Title of Presentation: Indiana Voice and Dysphagia Network: IMST/EMST and Grand Rounds

Learner Objectives: 1. Attendees will understand basic physiological mechanisms underlying

IMST/EMST; 2. Attendees will be able to make informed clinical decisions about when to use either IMST or EMST; 3. Attendees will participate in grand rounds regarding voice/upper airway and dysphagia case presentations.

Course Overview: The Indiana Voice and Dysphagia Network has undergone new leadership! This is an opportunity to meet your new co-presidents and re-engage in this community of specialized SLPs throughout the state. During this presentation, Respiratory Strength Training will be a focus of discussion. RST is a therapy tool found to be effective for voice, upper airway, and dysphagia patients. This presentation is designed to instruct attendees about both Inspiratory Muscle Strength Training and Expiratory Muscle Strength Training, and how to choose the best option for your patient. Attendees will be participating in a voice/upper airway and a dysphagia grand rounds presentation. Level: Intermediate

Disclosure: *David Cravotta is an employee of Hendricks Regional Health. He has no significant non-financial relationships to disclose.*



Alexandra Curlin, JD

Affiliation: Curlin & Clay Law, Association of Attorneys

Experience: Alexandra M. Curlin received her Bachelor of Science degree from Indiana University, with minors in Reading and Early Childhood Education. Upon finishing her undergraduate studies, she entered the Indiana University School of Law in Indianapolis, where she received her Law degree. A proud Hoosier, Ms. Curlin has been practicing law in Indianapolis since 2004. Before going into private practice she worked as the Assistant

Director of Due Process at the Indiana Department of Education. Due to her previous experience as an educator, Ms. Curlin centers her practice on the areas of special education and general education law, as well as Indianapolis family law and Indianapolis bankruptcy issues. She currently works with both educational institutions and concerned parents throughout Indiana to ensure every student in the state has access to and receives quality education options. Ms. Curlin is currently admitted to practice law before all courts within Indiana. She is also admitted to practice before the U.S. District Court for the Southern and Northern Districts of Indiana, and the U.S. Court of Appeals for the Seventh Circuit. All students deserve a fair opportunity to learn. Whether you are a charter school that desires to ensure you are providing an appropriate education to all students or a student with special needs that believes a traditional public school has violated your rights, do not hesitate to call Ms. Curlin.

Learner Objectives: 1. Participants will understand HIPPA and FERPA Requirements; 2. Participants will learn how to practice ethically and legally in the state of Indiana for the protection of the patient and provider; 3. Participants will learn to identify unethical practices and learn how to mitigate unethical situations in the **Alexandra Curlin is an employee of Curlin Clay Law. She has no significant non-financial relationships to disclose.**



Chuck Dietzen, MD

Affiliation: Timmy Global Health; iSalus; IU Health

Experience: Dr. Chuck Dietzen President & Founder, Timmy Global Health: A pediatric rehabilitation specialist, Dr. Chuck Dietzen is the Founder and President of Timmy Global Health, an Indianapolis---based nonprofit organization founded in 1997 to expand access to healthcare in the developing world, while empowering students and medical professional volunteers to tackle today's most pressing global health challenges. Through its current work in Ecuador, Guatemala, Nigeria, and the Dominican Republic, Timmy Global Health seeks to strengthen community-based healthcare initiatives by education and investing in partner organizations, providing financial support, and facilitating medical teams to serve communities on the ground. Dr. Chuck started his commitment to serve the medically underserved in 1992 when he traveled to the former Soviet Union, followed by trips to Haiti in 1993. Yet, his work in global medicine took off after traveling to India in 1997 and 1998 on various orthopedic missions. There, he had the inspiring opportunity to work alongside Mother Teresa, and returned to the US with a vision to found Timmy Global Health and encourage future medical professionals to also be

future humanitarians. Growing up in Kokomo, Indiana, 150 foster children came through his family's home. It then became apparent to his mother that he had a special gift with children and she encouraged him to become a pediatrician. Dr. Chuck is a distinguished graduate of Purdue University where he received a Bachelor of Science degree in 1983. He received his Doctor of Medicine degree from Indiana University in 1987, and completed his Physical Medicine and Rehabilitation Residency from the University of Alabama in 1991. In 2015, Dr. Chuck was the recipient of the highest honor a Governor of the State of Indiana can give; the Sagamore of the Wabash. He also received the Indiana School of Medicine's Distinguished Medical Alumni Award in recognition of his contributions on a national and global scale. Dr. Chuck is the author of many professional publications, grants, and professional presentations. Notably, his work was highlighted in the 1995 issue of 50 Most Positive Doctors in America, and also in the 2000 issue of Positive Profiles in Medicine, in addition to his numerous local, regional, and national awards for service and leadership. In March of 2016, he published a book entitled Pint-Sized Prophets. Complementing his work with Timmy Global Health, Dr. Chuck is also the Chief of Pediatric Rehabilitation Medicine and Medical Director for Inpatient Rehabilitation at Riley Hospital for Children at Indiana University Health, the Co-Founder and Chief Medical Officer of iSalus Healthcare, Medical Director of Easter Seals Crossroads Rehabilitation Center, Medical Program Consultant at Bradford Woods, Chief of Bebor Model School, Chief Medical Officer of TransitionMed and the Medical Director of CHAMP Camp for medically fragile children needing respiratory support.

Title of Presentation: Making a Difference

Learner Objectives: 1. Participants will understand some of the health issues in third world countries; 2. Participants will understand the work of Timmy Global Health; 3. Participants will have an understanding of the dramatic changes basic medicine and treatment can make in the lives of the children served by Timmy Global Health.

Course Overview: Dr. Chuck has been able to make wonderful changes in the lives of many young patients, aging from only a few months old to late teens. In this presentation he will share special lessons through heart-wrenching moments that he has had as a pediatric rehabilitation doctor and world traveling physician. He is a distinguished IU School of Medicine Alum and has treated patients in under-served populations in 30 different countries through an organization that he founded called Timmy Global Health. Anyone can make a wonderful difference in the lives of others and hopefully these insightful moments will help you along your own path to making a difference.

Disclosure: *Dr. Dietzen is an employee of IU Health and the founder of Timmy Global Health. He has no significant non-financial relationships to disclose.*



Ali Dillingham, MA, CCC-SLP

Affiliation: Contractor for Presence Learning

Experience: Alicia Dillingham, MA, CCC-SLP. Alicia attended Butler University (BA) and The George Washington University (MA). Over the course of 12 years, she has worked in a variety of settings including First Steps, schools, Riley Hospital for Children, private practice, and Butler University. Alicia currently works as an independent contractor for Presence Learning. She has served on the ISHA Executive Committee and

various community boards. She is a member of ASHA Special Interest Group 18, which focuses on Telepractice.

Title of Presentation: Telepractice: 20 Questions

Learner Objectives: Following this course, participants will be able to: 1. define telepractice as delivery model for speech language pathology services; 2. Identify potential benefits of using telepractice as a service delivery modality; 3. Identify potential weaknesses in using telepractice as a service delivery modality.

Course Overview: This session will provide an introduction to telepractice as it relates to speech-language pathology. We will discuss the strengths of telepractice (e.g. offering an alternative for schools with challenges finding therapists to serve students) as well as the challenges (e.g. working with very young children). Topics such as licensure, equipment, and questions to ask potential telepractice employers will

also be covered.

Disclosure: *Ms. Dillingham works as a contractor for Presence Learning. She has no significant non-financial relationships to disclose.*



Robert M. DiSogra, AuD

Affiliation: Robert M. DiSogra, Audiologist Consultant

Experience: Robert M. DiSogra, Au.D, is an independent audiology consultant in Millstone Twp., NJ. He maintained a private practice for 30 years in Freehold, NJ until 2015. He received his Doctor of Audiology degree in 2003 from the Osborne College of Audiology at Salus University in Elkins Park, PA. He holds a Master's Degree in Audiology from Hofstra University and a Bachelor's Degree in Speech Education from St. John's University. Dr. DiSogra developed and taught the Pharmacology/Ototoxicity distance learning course at Salus University for five years and is an adjunct lecturer at Salus. He currently teaches an on-line class in Pharmacology/Ototoxic Drug Monitoring at the University of South Alabama. He has also taught doctoral level/graduate and undergraduate Audiology courses at St. John's University, Rutgers University and Kean University (NJ). Dr. DiSogra was the 2016 recipient of the Dr. Joel Wernick Award for his educational contributions within the fields of audiology and hearing science from the Academy of Doctors of Audiology. He was also recognized as the 2013 Alumnus of the Year from Salus University. He currently serves as Chairperson of the Osborne College of Audiology Advisory Board at Salus University. Dr. DiSogra is US Navy veteran and served during the Viet Nam era.

Title of Presentation 1 (two sessions): Pharmaceuticals and Nutraceuticals for Hearing Loss and Tinnitus

Learner Objectives: 1. Identify pharmaceuticals used for hearing loss and tinnitus management; 2. Identify nutraceutical/over-the counter products used for hearing loss and tinnitus management; 3. Discuss patient management strategies with patients using these compounds.

Course Overview: The number of pharmaceuticals available to manage hearing loss and tinnitus continues to grow. Also, there are over 80 over-the-counter products claiming relief or a cure for tinnitus however none of these products are FDA approved. Of concern is that there are some products that contain ingredients that could be harmful to special patient populations. This program reviews the current pharmaceutical research for hearing loss and tinnitus as well as reviewing the efficacy and safety OTC tinnitus relief products. Patient management strategies are also reviewed.

Title of Presentation 2: Drug Side Effects on Audiological and Vestibular Testing

Learner Objectives: 1. Identify pharmaceuticals used for hearing loss and tinnitus management; 2. Identify nutraceutical/over-the counter products used for hearing loss and tinnitus management; 3. Discuss patient management strategies with patients using these compounds.

Disclosure: *Dr. DiSogra is an audiology consultant. He is receiving an honorarium from ISHA. Dr. DiSogra has no significant non-financial relationships to disclose.*



Natalie Dock, Student – Presenting with Carla Youngdahl, Katherine Goble, Carmela LaGambina-Lockwitz and Emily Miron

Affiliation: St. Mary's College

Experience: Natalie Dock is a junior communicative sciences and disorders major with double minors in business administration and psychology. She hopes to pursue a graduate degree in speech language pathology in the coming years.

Title of Presentation: Effectiveness of the cycles phonological remediation in a client with Down syndrome

Learner Objectives: As a result of viewing and participating in this poster presentation, the participant will be able to: 1. state three evidence-based approaches to remediating phonological processes; 2. state most common speech sound errors associated with Down syndrome; compare individual client progress between different treatments including a no treatment period.

Course Overview: This study assesses the benefits and effectiveness of the cycles phonological remediation approach in correcting speech and phonological processing impairments in a six-year-old

female client with Down syndrome. The cycles approach is commonly used to treat phonological processes and has evidence-based support of being efficient and effective, although its effectiveness on this particular population has not yet been assessed. This study will compare the cycles approach to a minimal pairs approach in a single-subject design with multiple baselines (ABA_ACA), with a naturally occurring break of no-treatment. Level: All Levels

Disclosure: *Natalie Dock is a student at St. Mary's College. She has no significant non-financial relationships to disclose.*



Cari Ebert, MS, CCC-SLP

Affiliation: Summit Speech Therapy, LLC

Experience: Cari Ebert, MS, CCC-SLP is a pediatric speech-language pathologist in private practice in the Kansas City, Missouri area. She received her Bachelor's degree from the University of Iowa in 1993 and her Master's degree from Southern Illinois University at Carbondale in 1995. Ms. Ebert is a therapist, consultant, author and nationally recognized speaker who gets paid to do what she loves most...TALK! She works exclusively with young children, age birth to five, and their families and believes that early intervention is the key to

future success. She specializes in assessing and treating young children with apraxia and recently co-authored a book called "The SLP's Guide to Treating Childhood Apraxia of Speech." Ms. Ebert's son has autism and apraxia, allowing her to engage audiences both as a clinician and as a parent of a child with special needs. She has an energetic personality and this translates to a high-energy speaking style. Join Ms. Ebert as she explores important issues for enhancing the development of young children...you'll be glad you took the time!

Title of Presentation 1: Assessing & Treating Suspected Childhood Apraxia of Speech (4-part series)

Learner Objectives: At the conclusion of the series attendees will: 1. Describe the atypical acquisition of milestones during the prelinguistic stages of development in young children with suspected CAS; 2. List the three etiologies of CAS; 3. Compare and differentiate characteristics of CAS with other diagnoses of autism, dysarthria, phonological impairment and speech delay; 4. Apply the principles of motor learning when treating young children with suspected CAS by formulating targeted motor speech goals; 5. Give examples of five therapy activities that increase the flexibility and reliability of the child's motor-speech system; 6. Summarize the later academic challenges that are often associated with CAS.

Course Overview: When childhood apraxia of speech (CAS) is suspected, a different path of intervention must be followed based on the principles of motor learning, because these children will not benefit from traditional speech therapy approaches. There are plenty of assessment tools, therapy materials, apps and continuing education courses available for providers treating older children with CAS, but there is limited clinically relevant information regarding the assessment and treatment of toddlers and preschoolers with suspected CAS. This seminar will provide therapy goals and activities along with valuable strategies for embedding speech practice into routines that naturally occur in a young child's day.

Title of Presentation 2: The Power of Play in the Development of Young Children ((3-part series)

Learner Objectives: At the conclusion of the series attendees will: 1. Summarize the developmental benefits of true play in young children; 2. Describe the seven learning to learn behaviors; 3. Discuss how the changing landscape of play is affecting early child development across the five developmental domains (cognitive, communication, social-emotional, physical & adaptive); 4. List the six stages of object play and the six stages of social play in early child development; 5. Outline the differences between standardized testing and functional play-based assessment.

Course Overview: It is critical for pediatric therapists to understand the connection between brain development and play. This seminar provides an evidenced-based approach to working with young children by promoting cognitive, communication, social-emotional and sensorimotor development through child-directed, adult-guided play experiences. Participants will gain clinically relevant information related to the developmental benefits of play-based therapy, the limitations of screen-based play, effectively preparing young learners for school, and the importance of relationship-based learning.

Disclosure: *Ms. Ebert is employed by Summit Speech Therapy, LLC. She is receiving an*

honorarium from ISHA. She has no non-financial relationships to report.



Donna Edwards, M.A., CCC-SLP, BCS-S, ASHA-F

Affiliation: Baldwin Wallace University

Experience: Donna Edwards is an Associate Professor, author, inventor, national/international speaker and Board Certified Specialist in Swallowing and Swallowing Disorders at Baldwin Wallace University. For 12 years she served an inpatient/outpatient pediatric population at Dayton Children's Hospital and trained students/colleagues in clinical care. Upon graduating, she worked with children and adolescents in the school system, including working along with the national autism teacher of the year. After several years, she relocated to Ohio and began working with adults in extended care facilities before working as the Dysphagia Coordinator at a Level I Trauma Hospital while treating patients in acute care and on the Head Injury, Spinal Cord Injury and CVA rehab teams. She has served patients from the ages of 103 years to premature infants. Serving as the Director of Legislative Advocacy for the Ohio Speech, Language and Hearing Association (OSLHA) she advocated legislatively for patients and families impacted by communication, hearing, and swallowing disorders. She now serves as Past President for her state association. On The American Board of Swallowing and Swallowing Disorders she serves as Chair of the Mentorship Committee and as a member of the Application Committee. She is past Editor of ASHA SIG 13 Perspectives and currently sits on the ASHA Governmental Relations Public Policy Board. She was awarded the honor of Elwood Chaney Outstanding Clinician Award in 2009, the honor of Fellow of the Association for her state association in 2013 and the honor of ASHA Fellow was bestowed in 2014. She has a patent pending for a jaw function measurement apparatus. She is author of two free educational coloring books to reduce choking risk in the pediatric population entitled, 'Chewing Can Be Tricky'.

Title of Presentation 1: Pediatric Feeding and Swallowing: Assessment and Intervention from Infancy through Preschool

Learner Objectives: 1. The participant will be able to incorporate discussed evaluation and treatment processes across settings (clinic, hospital, daycare, home and community); 2. The participant will be able to state four recent research resources supporting treatment and evaluation of dysphagia in infants and toddlers; 3. The participant will be able to delineate between typical and atypical feeding and swallowing development in infants and toddlers.

Course Overview: Growing research regarding typical and atypical feeding and swallowing patterns in infants, toddlers and young adults' supports treatment and evaluation for success at home, and in the community. Research provides a sound basis for care and advocacy of children and families across settings and ages. Topic discussions will incorporate case studies. Level: Intermediate

Title of Presentation 2: Update in Pediatric Dysphagia: The Growing Years

Learner Objectives: 1. The participant will be able to state four recent research resources supporting treatment and evaluation of dysphagia in children and young adults; 2. The participant will be able to describe four avenues to promote advocacy efforts to support children and families dealing with dysphagia; 3. The participant will be able to delineate between typical and atypical feeding and swallowing development in children and young adults.

Course Overview: Growing research regarding typical and atypical feeding and swallowing patterns in children and young adult's supports treatment and evaluation for success at home, school and in the community. Research provides a sound basis for care and advocacy of children and families across settings and ages. Topic discussions will incorporate case studies. Level: Intermediate

Disclosure: *Ms. Edwards is an employee of Baldwin Wallace University. She is receiving an honorarium from ISHA. She has no significant non-financial relationships to disclose.*



Hala Elsisy, PhD, CCC-A

Affiliation: Audiologist, Indiana Early Hearing Detection and Intervention (EHDI) Program, Indiana State Department of Health

Experience: Hala Elsisy, is a Regional Audiology Consultant for the Early Hearing Detection and Intervention (EHDI) program, Indiana State Department of Health. She provides technical assistance, training and consultation to hospitals and families concerning newborn hearing screening, early intervention, and practice issues. Dr. Elsisy received both her M.S., and Ph.D. degrees from Purdue University. She is a state licensed audiologist and a certified educational audiologist in Indiana. She holds the ASHA Certificate of Clinical Competence in Audiology, and she's a Fellow of the American Academy of Audiology. Dr. Elsisy previously worked as a clinical faculty in the Department of Speech Language and Hearing Sciences, Purdue University, as an educational audiologist in Indiana schools, and as a clinical audiologist in university hospital and private practice settings. She has a breadth of professional experience in audiological assessment and management, auditory processing disorders, educational audiology, and auditory electrophysiology.

Title of Presentation: Early Hearing Detection and Intervention Program Update

Learner Objectives: After completion of this session, participants will be able to: 1. Identify components of the Early Hearing Detection and Intervention (EHDI) Program; 2. Gain knowledge of Indiana's progress towards EHDI goals and objectives; 3. Recognize their role as partners, alongside other EHDI stakeholders, in supporting EHDI's long- term goals.

Course Objective: Early identification through the Early Hearing Detection and Intervention (EHDI) has revolutionized potential and possibilities for Deaf and Hard of Hearing children over the past 15 years. With innovative programming and data management, the EHDI system has driven down the average age identification to 2½ months of age. EHDI assures that children are screened, identified, and enrolled as appropriate. Come prepared to listen, share, and "join in" with EHDI as we work together for a greater positive impact on children and their families. Level: Beginner

Disclosure: *Dr. Elsisy is an employee of the State of Indiana. She has no significant non-financial relationships to disclose.*



Emily Engdahl, Student

Affiliation: St. Ambrose University

Experience: Emma Engdahl is expected to complete her master's degree in speech-language pathology in May 2018 from St. Ambrose University. She completed her undergraduate degree in communication sciences and disorders from Butler University. She is currently looking to complete her clinical fellowship year in the Indianapolis area, in either a medical or academic setting. Areas of interest include voice, literacy, aphasia, feeding/swallowing, and fluency.

Title of Presentation: The Effects of Voice Modification Therapy in a Transgender Woman

Learner Objectives: As a result of this presentation, the participant will be able to: 1. summarize the therapeutic process and components of male to female transgender voice modification therapy; 2. associate the vital role that self-perception has in transgender voice modification therapy; 3. identify and apply the various ways computer software can be used therapeutically in transgender voice modification therapy.

Course Objective: This study researched male to female transgender voice modification therapy, and the impact it can have increasing average speaking fundamental frequency, formants and self-perception. The subject was a 50-year-old male to female transgender woman, who had no previous voice modification therapy or surgery. Therapy occurred over nine, 50 minute sessions in a one-on-one setting. Therapy targeted vocal hygiene, forward resonance, articulation, intonation and average speaking fundamental frequency. The Transsexual Voice Questionnaire (Dacakis & Davies, 2012) was used as an outcome measure at the beginning and end of the study. Results showed an increase in her confidence and increased formant frequencies. Level: All Levels

Disclosure: *Ms. Engdahl is a student at St. Ambrose University. She has no significant non-financial relationships to disclose.*



Melissa Fruscione, JD

Affiliation: St. Mary's College

Experience: Melissa Fruscione serves as the Director of Admission-Graduate Programs at Saint Mary's College. For more than a decade, Ms. Fruscione has been advising and counseling prospective graduate and professional school students through the application and enrollment process.

Title of Presentation: Navigating CSDCAS

Learner Objectives: 1. Attendees will understand how to navigate the components of CSDCAS and efficiently apply to multiple programs; 2. Attendees will learn strategies to submit the strongest application possible; 3. Attendees will learn suggested strategies for working with admissions offices and graduate programs.

Course Objective: Applying to graduate programs in Speech Language Pathology and Audiology can be a daunting task even when using the Centralized Application Service CSDCAS. This workshop will help you learn about the lengthy application process when using CSDCAS. You will learn some tips, tricks and best practices for completing your strongest application. The workshop will also address some common pitfalls applicants encounter when applying through CSDCAS. Level: Beginner

Disclosure: *Ms. Fruscione is an employee of St. Mary's College. She has no non-financial relationships to disclose.*

Raymond Furner, PhD

Affiliation: Indiana Telephone Relay Access Corporation/Furner Associates

Experience: Dr. Raymond Furner attended West Virginia University and received a PhD in 1968. In 1969 he worked at the University of Tübingen as a Humboldt Fellow. During 1970-1971 he worked with NASA on the pharmacology of anti-cancer agents. From 1980 until 1994 he was Associate Director of the GC/MS Laboratory at the University of Alabama at Birmingham. Since 2005 he has been associated with Relay Indiana/InTRAC as an outreach educator for captioned telephones in Indiana. He is a Trustee for the Indiana Lions Speech and Hearing, Inc.; a member of the Board of Directors for the Indiana School for the Deaf and Hard of Hearing and a Board Member for the Indiana Hearing Health Foundation. Dr. Furner is the author of more than 70 peer-reviewed publications in hard science, and also a number of articles dedicated to helping the hard of hearing to function in a hearing world. As a hard of hearing person for most of his life, Dr. Furner is well aware of the problems associated with social and cultural invisibility.

Title of Presentation: Invisibility: The Cause and the Cure

Learner Objectives: Attendees will: 1. Be able to identify some causes of invisibility; 2. Know the five stages of hearing loss; 3. Know the three treatments for hearing loss.

Course Objective: Hearing loss affects more than 40 million people in the United States, trailing cancer and cardiovascular disease in prevalence. It fosters the syndrome of invisibility, leads to lost productivity, diminished social and cultural interaction and reduces levels of function that are needed for personal and professional satisfaction. There are three types of hearing: good, bad and ugly. For communications hearing is necessary - understanding is required. Detection, diagnosis and treatment of hearing loss and communication disorders mitigate the syndrome of invisibility by providing a basis of communication that will allow participation in society at a level suitable to a particular individual. Level: Beginner

Disclosure: *Dr. Furner is an employee of Indiana Telephone Relay Access Corporation/Furner Associates. He is receiving an honorarium from ISHA. He has no non-financial relationships to disclose.*



Steve Griffin, MA, CCC-SLP

Affiliation: Reading Resource, Inc.

Experience: Steve M. Griffin, M.A. CCC/SLP has worked in the public schools for 18 years and is currently the K-6 Literacy Coordinator for Marysville Schools located on the northwest side of Columbus, Ohio. Steve has presented nationwide and in Canada on the topics of early literacy intervention and teaches in the Department of Speech and Hearing Science at

The Ohio State University. Steve is the co-author of ReadingResource.net a website dedicated to literacy

and has dedicated his career to helping struggling readers and creating school environments that promote best practices in literacy and language. Steve is the recipient of the 2009 Ruth Beckey Irwin Best Clinical Practices Award, awarded by the OSU Dept. of Speech and Hearing Science and the 2012 Ohio School Speech Pathologists and Educational Audiologist Coalition's Nancy Lee McKinley Leadership Mentoring Award. Steve resides in Lewis Center, Ohio with his wife Angie and three sons Trenton (9) Maxton (7) and Roman (3).

Title of Presentation: Tiers Without Tears!: Implementing Best Practices in Literacy Instruction and How SLPS Can Help (Three-part presentation)

Learner Objectives: 1. Participants will learn the most essential phonemic awareness skills necessary for learning to read and write; 2. Participants will learn how to explain the phonological/phonemic awareness continuum in a meaningful and easy to understand way for classroom teachers; 3. Participants will be able to explain the #1 causes of reading problems; and determine appropriate assessments to quantify, identify, and explain these causes to teachers, administrators, and parents; 4. Participants will be able to plan and implement appropriate Tier I and Tier II reading interventions targeting reading decoding and reading fluency deficits; 5. Participants will be able to describe a number of methods and degrees to which the SLP can participate in early literacy intervention and meaningfully contribute to student literacy achievement.

Course Overview: A few things done well in schools go a long way in helping kids read. Unfortunately, great ideas in literacy and great ideas in response to intervention programs quickly become bad ideas because of poor implementation plans, sowing confusion and limiting meaningful results. This extended session will take a close look at evidenced based reading practices in schools. We'll cover the entire gamut of literacy, from phonemic awareness, reading decoding, vocab, comprehension, and universal screenings to RTI systems, evaluations and tricky diagnoses like dyslexia and executive functioning issues. The best part is Steve will involve the SLP the entire way and show them how to use their expertise on multiple levels in multiple ways to contribute to the overall academic success of students and better align themselves to school, district and state initiatives.

Disclosure: *Mr. Griffin is owner & CEO of Reading Resource, Inc. He is receiving an honorarium from ISHA. Mr. Griffin has no significant non-financial relationships to disclose.*

Katherine Goble, Student – Presenting with Natalie Dock, Emily Miron, Carmela LaGambina-Lockwitz, Carla Youngdahl

Affiliation: St. Mary's College

Experience: Katherine Goble is a senior Communicative Sciences & Disorders and psychology double major at Saint Mary's College. She is also minoring in early childhood education. She is currently accepted into a Ph.D. program to continue research in speech language pathology.

Title of Presentation: Effectiveness of the cycles phonological remediation in a client with Down syndrome

Learner Objectives: As a result of viewing and participating in this poster presentation, the participant will be able to: 1. state three evidence-based approaches to remediating phonological processes; 2. state most common speech sound errors associated with Down syndrome; compare individual client progress between different treatments including a no treatment period.

Course Overview: This study assesses the benefits and effectiveness of the cycles phonological remediation approach in correcting speech and phonological processing impairments in a six-year-old female client with Down syndrome. The cycles approach is commonly used to treat phonological processes and has evidence-based support of being efficient and effective, although its effectiveness on this particular population has not yet been assessed. This study will compare the cycles approach to a minimal pairs approach in a single-subject design with multiple baselines (ABA_ACA), with a naturally occurring break of no-treatment.

Disclosure: *Ms. Goble is a student at St. Mary's College. She has no significant non-financial relationships to disclose.*

Naomi Gurevich, PhD, CCC-SLP – Presenting with Sydney Osentoski and Danielle Osmelak

Affiliation: Purdue University Fort Wayne

Experience: Dr. Naomi Gurevich has a PhD in theoretical linguistics, and in CSD works primarily with adult neurogenic populations. Her main research interests are dysarthria assessment, dysphagia management and chronic aphasia.

Title of Presentation: The Clinical Need for Educating Nurses about Diet Modification for Individuals with Dysphagia

Learner Objectives: At the end of this session attendees will be able to: 1. Identify nurses' and nursing students' views regarding diet modification; 2. Explain SLPs' role in relation to diet modification decisions; 3. Explain the benefits of interprofessional education regarding diet modification.

Course Overview: Diet modification is part of dysphagia management, and involves the expertise of an SLP. When an SLP is not available, nurses often take the initiative to downgrade diets, operating under the assumption that downgrading is always safer. Interprofessional education (IPE) is indicated for practicing and student nurses. Such education is explored through pre/post-test design to inform continued IPE.

Level: All Levels

Disclosure: *Dr. Gurevich is employed by Purdue University Fort Wayne. She has no significant non-financial relationships to disclose. |*

Ginny Hart, MAT, CCC-SLP – Presenting with Lori Carmichael-Howell, Jennifer Hoke, Carol Lazarek, Rachel Ross-Kroemer

Affiliation: Retired

Experience: Ginny Hart has been a Speech-Language Pathologist for over 47 years and currently holds private practice licenses in Indiana, California, and Florida. Ginny is a Life Member of ISHA and ASHA. When she worked for the Metropolitan School District of Lawrence Township, she wrote and implemented a curriculum on adolescent language intervention as a part of her Lilly Endowment Grant, benefiting greatly from the mentorship of the late Nancy McKinley, MS, CCC-SLP, who was widely recognized as an international leader and visionary on the topic. Ginny has worked with pre-school children through adults with varied exceptionalities and disabilities; however, adolescents has been her focus. Ginny and her husband live in Indianapolis and Florida where she works two days a week as a public school SLP.

Title of Presentation: Workload/Caseload Panel

Learner Objectives: 1. Attendees will learn creative ways to manage large caseloads; 2. Attendees will be able to compare and contrast a caseload approach vs. a workload approach; 3. Attendees will learn how to collaborate with other school professionals to manage caseload sizes.

Course Overview: This presentation will include a panel of experts and question and answer session. Panelists will discuss their backgrounds and will provide the audience with functional strategies on how to manage large caseloads in the school setting. The question and answer session will be led by Lori Carmichael-Howell and will allow attendees to share their experiences in the school setting and their own strategies that have been effective in dealing with large caseloads. Attendees will be able to ask questions to the panelists and obtain answers that positively affect their caseload management abilities.

Disclosure: *Ms. Hart is retired. She has no significant non-financial relationships to disclose.*

Jennifer Hoke, MA, CCC-SLP

Affiliation: Indianapolis Public Schools

Experience: Jennifer Hoke, M.A. CCC-SLP has been a speech-language pathologist for 35 years with Indianapolis Public Schools. She has worked with preschool through high school students and is currently a lead SLP for the IPS East Learning Community and Non-public team. She enjoys the opportunity to mentor SLPs new to the district and/or the profession. Ms. Hoke helped move the IPS Speech and Hearing department to the 3:1 model and has worked on Response to Intervention committees, caseload guidelines and coordinating professional development for the department. She also has been a medical advisor for the Disability Determination Bureau since 2000.

Title of Presentation: Workload/Caseload Panel

Learner Objectives: 1. Attendees will learn creative ways to manage large caseloads; 2. Attendees will be able to compare and contrast a caseload approach vs. a workload approach; 3. Attendees will learn how to collaborate with other school professionals to manage caseload sizes.

Course Overview: This presentation will include a panel of experts and question and answer session. Panelists will discuss their backgrounds and will provide the audience with functional strategies on how to

manage large caseloads in the school setting. The question and answer session will be led by Lori Carmichael-Howell and will allow attendees to share their experiences in the school setting and their own strategies that have been effective in dealing with large caseloads. Attendees will be able to ask questions to the panelists and obtain answers that positively affect their caseload management abilities.

Disclosure: *Jennifer Hoke is an employee of Indianapolis Public Schools. She has no significant non-financial relationships to disclose.*

Alexandra Holmes, Student – Presenting with Asieavae Jeffers, Erin Slaubaugh, Brittany Segar

Affiliation: Indiana State University

Experience: Alexandra Holmes is currently pursuing a master's degree in Speech-Language Pathology at Indiana State University. She graduated from Indiana University with a Bachelor's in Speech and Hearing Sciences in 2016. Alexandra aspires to move to Georgia to practice speech-language pathology in a school-based setting or an early intervention program.

Title of Presentation: The Effects of Voice Modification Therapy in a Transgender Woman

Learner Objectives: As a result of this presentation, the participant will be able to: 1. summarize the therapeutic process and components of male to female transgender voice modification therapy; 2. associate the vital role that self-perception has in transgender voice modification therapy; 3. identify and apply the various ways computer software can be used therapeutically in transgender voice modification therapy.

Course Overview: This study researched male to female transgender voice modification therapy, and the impact it can have increasing average speaking fundamental frequency, formants and self-perception. The subject was a 50-year-old male to female transgender woman, who had no previous voice modification therapy or surgery. Therapy occurred over nine, 50 minute sessions in a one-on-one setting. Therapy targeted vocal hygiene, forward resonance, articulation, intonation and average speaking fundamental frequency. The Transsexual Voice Questionnaire (Dacakis & Davies, 2012) was used as an outcome measure at the beginning and end of the study. Results showed an increase in her confidence and increased formant frequencies. Level: All Levels

Disclosure: *Ms. Holmes is a student at Indiana State University. She has no significant non-financial information to disclose.*

Asieavae Jeffers, Student – Presenting with Alexandra Holmes, Brittany Segar, Erin Slaubaugh

Affiliation: Indiana State University

Experience: Asieavae Jeffers received her bachelor's degree in 2016 and is currently pursuing a master's degree in Speech-Language Pathology at Indiana State University. Her interests include working with school-aged children, especially those with language and behavior delays. She also has an interest in working with the elderly in the areas of cognition-communication, language, and swallowing disorders.

Title of Presentation: Perspectives on the Continuation of Services for Adults with Aphasia Greater than a Year Post-Onset

Learner Objectives: At the end of this session, learners will be able to: 1. Describe the perceptions of speech-language pathologists about progress for persons with aphasia more than one-year post onset; 2. Name the most common funding source for therapy services; 3. Discuss the reasons speech pathologists discharge persons with aphasia from therapy.

Course Overview: Frequently, university clinics provide services for individuals with aphasia more than one year post-onset. In order to examine the potential impact of Medicare billing requirements on the caseloads in university clinics, the perspectives of speech-language pathologists concerning continued intervention for adults with aphasia greater than one-year post onset were examined. Level: All Levels

Disclosure: *Asieavae Jeffers is a student at Indiana State University. She has no significant non-financial information to disclose.*



Lauren Koester, Student – Presenting with Shelby Miller

Affiliation: Butler University

Experience: Lauren Koester is from Brookville, Indiana and is currently a junior at Butler University, following her passion for neuroscience, business, and communication. She is currently chasing her goal of one day being an Audiologist. In addition, she is working towards a minor in business administration. Lauren is currently interning at a nonprofit healthcare organization in Indiana. She has a passion for the nonprofit sector and is a

spokesperson for members of the community who have disabilities. Her ultimate goal is to work for a nonprofit to help children with disabilities in high-risk areas.

Title of Presentation: The Show Goes On! Should it? Concussion, Dancers, and Making an Informed Decision

Learner Objectives: 1. At the conclusion of this poster presentation, attendees will be able to recognize the importance of additional education regarding concussion in the dance community; 2. At the conclusion of this poster presentation, attendees will be able to justify the importance of education regarding concussion prevention and management; 3. At the conclusion of this poster presentation, attendees will be able to explain how the phrase, “the show must go on”, relates to the idea that a performers reputation and commitment to their peers is more important than personal health.

Course Overview: Concussion is gaining awareness and relevance among dancers but limited research exists within this population. Researchers studied dance students’ knowledge and perceptions of concussion. Analysis of survey results determined areas of needed education. Last year’s data was compared to this year’s data. Results showed dancers are familiar with concussion, yet lack knowledge about prevention and management. Their reputation as performers and commitment to peers seemed more important than personal health. These findings support the mentality “the show must go on”. In the future, this study will educate dancers, teachers, and directors of the dangers of concussion in these artistic athletes. Level: All Levels

Disclosure: *Lauren Koester is a student at Butler University. She has no significant non-financial information to disclose.*

Carol Lazarek, MS, CCC-SLP – Presenting with Lori Carmichael-Howell, Ginny Hart, Jennifer Hoke and Rachel Ross-Kroemer

Affiliation: Northwest Indiana Special Education Cooperative

Experience: Carol Lazarek received her Bachelor's Degree in Communication Sciences and Disorders in 1986 from Valparaiso University and her Master's Degree from Northwestern University in 1988. She is currently in her 30th year working for the Northwest Indiana Special Education Cooperative in Crown Point, Indiana. Ms. Lazarek works with students aged 3 to 22 years. She has an IPLA License as well as her ASHA CCC.

Title of Presentation: Workload/Caseload Panel

Learner Objectives: 1. Attendees will learn creative ways to manage large caseloads; 2. Attendees will be able to compare and contrast a caseload approach vs. a workload approach; 3. Attendees will learn how to collaborate with other school professionals to manage caseload sizes.

Course Overview: This presentation will include a panel of experts and question and answer session. Panelists will discuss their backgrounds and will provide the audience with functional strategies on how to manage large caseloads in the school setting. The question and answer session will be led by Lori Carmichael-Howell and will allow attendees to share their experiences in the school setting and their own strategies that have been effective in dealing with large caseloads. Attendees will be able to ask questions to the panelists and obtain answers that positively affect their caseload management abilities.

Disclosure: *Ms. Lazarek works for the Northwest Indiana Special Education Cooperative. She has no significant non-financial relationships to disclose.*



Katelyn Lippitt Gerwin, MS, SLP-CF, PhD Student – Presenting with Bridget Walsh and Barbara Brown

Affiliation: Purdue University

Experience: Katelyn Gerwin M.S. SLP-CF is a PhD student at Purdue University. She is completing her clinical fellowship in the M.D. Steer Speech and Language Clinic where she works almost exclusively with children and adults who stutter. Her research interests include the neurological underpinnings of stuttering and speech sound disorders as well as factors that may influence recovery and persistence in children who stutter.

Title of Presentation: New Research Directions and Intervention Strategies with Children Who Stutter

Learner Objectives: 1. Gain familiarity with neurological and psychophysiological approaches to assess stuttering in preschool and school-age children who stutter; 2. Learn about ways to assess the impact of stuttering on a child's quality of life including communication in daily situations, and how to write comprehensive, functional goals for school-age children who stutter; 3. Learn strategies to work with students and teachers to facilitate successful verbal participation in the classroom, self-advocacy, and minimization of teasing & bullying.

Course Overview: "In this session, we provide attendees with an overview of two methodologies we use to study the functional neurological and psychophysiological bases of stuttering in preschool and school-aged children. This research is critical to our research goals of discovering biomarkers of stuttering persistence.

We will also offer comprehensive measures that SLPs can use to assess the impact of stuttering on school-aged children; discuss the importance of writing measurable, functional goals which address more than speech fluency; and describe effective intervention strategies with a focus on working collaboratively with the child, parents, and teachers, to successfully manage stuttering. Level: Intermediate

Disclosure: *Ms. Lippitt Gerwin is a student at Purdue University. She has no non-financial relationships to disclose.*



Margo Kinzer Courter, MBA, MA, CCC-SLP, BCS-CL

Affiliation: Courter Communications, LLC

Experience: "Margo Kinzer Courter holds a bachelor's and master's degree in Speech Language Pathology from Butler University in Indianapolis, IN. She also possesses a Master's of Business Administration from Indiana Wesleyan University in Marion, Indiana.

She is a board certified specialist in child language through the American Board of Child Language and Language Disorders. She has worked in a variety of pediatric settings in her 28 years of practice. She has served as the Director of Curriculum and Instruction for Midwest Academy in Carmel, Indiana. She currently has a private practice where she provides direct intervention as well as consultations for children with language based learning disabilities. Services are provided at schools and at a clinic. She is the author of Here's How Children Learn Speech and Language: A Text on Different Learning Strategies from Plural Publishing and several workbooks available through Courter Communications, LLC. She is also a national presenter on language disorders. She is the 2013 recipient of the Nancy McKinley Leadership and Mentoring Award for her work in language and literacy and the Distinguished Teaching & Outstanding Contribution to the Education Profession by the Bureau of Education and Research (November, 2016).

Title of Presentation: ESSA Language Therapy Strategies for Push-In and Pull-Out

Learner Objectives: Attendees will: "1. Describe language skills needed for literacy development;

2. Discuss the SLPs role in early intervening services; 3. Identify the language components of dyslexia

Course Overview: In December 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA), Public Law 114-95, into law. This new major federal K-12 law replaces the No Child Left Behind Act (NCLB). Speech-language pathologists are called upon to assist students in literacy including dyslexia as well as and early intervening services. This presentation will provide evidence based strategies to address the language and executive function areas that impact literacy that can be utilized for early intervening services as well as direct therapy. Level: Intermediate

Disclosure: *Ms. Kinzer Courter owns Courter Communications, LLC. She has no significant non-financial relationships to disclose.*



Becky Khayum, MS, CCC-SLP – Presenting with Emily Rogalski and Darby Morhardt

Affiliation: MemoryCare Corporation

Experience: Becky Khayum, M.S., CCC-SLP is co-founder and president of MemoryCare Corporation, a company specializing in non-pharmacological cognitive-communication interventions for people with neurodegenerative conditions. She holds an adjunct faculty position at Northwestern University where she collaborates on research initiatives in the area of person-centered interventions for people with Primary Progressive Aphasia. Khayum's clinical expertise focuses upon the use of functional treatment approaches and technology

integration to increase life participation for individuals with aphasia and cognitive deficits.

Title of Presentation: Toss the Workbooks: Practical approaches for person-centered dementia care

Learner Objectives: 1. Attendees will be able to describe different clinical dementia syndromes and how an interdisciplinary approach to dementia care may be applied in their healthcare setting; 2. Attendees will be able to describe the importance of psychosocial interventions for individuals and families coping with a dementia diagnosis and how they may increase coordination of care with a social worker in their healthcare setting; 3. Attendees will be able to describe the key components of person-centered assessment for individuals with dementia and will identify person-centered, meaningful goals; 4. Attendees will be able to identify 4 evidence-based approaches for the treatment of dementia and how to integrate personally relevant stimuli into the plan of care.

Course Overview: As the US population ages, the number of people diagnosed with dementia diagnosis will exponentially increase. As a result, the speech-language pathologist's (SLP) dementia caseload will increase, across all treatment settings. SLP's often report difficulty providing person-centered interventions for this population. This presentation will provide a team approach for diagnosing and treating dementia syndromes and will outline how to use the established evidence-based cognitive-communication approaches for dementia care, with a focus upon person-centered, functional interventions. We will also describe psychosocial considerations for the individual and family members. Level: Intermediate

Title of Presentation 2: A Life Participation Approach for treatment for individuals with Primary Progressive Aphasia

Learner Objectives: 1. Attendees will be able to describe the clinical dementia syndrome of PPA and its defining features, in order to better provide disease education and counseling to individuals with PPA and their family members; 2. Attendees be able to describe the impact of the disease on both the individual and his/her family members, and how psychosocial interventions and increased collaboration with a social worker may be helpful when developing an interdisciplinary plan of care; 3. Attendees will be able to describe how to develop a person-centered plan of care for individuals with PPA, applying the life participation approach to the evidence-based strategies established for stroke-induced aphasia, while modifying strategies in order to meet the changing needs of each individual.

Course Overview: Primary Progressive Aphasia (PPA) is a clinical dementia syndrome with no cure and unique management needs. Speech-language pathologists (SLP's) may be unsure of how to approach treatment for those with PPA versus those with stroke-induced aphasia. The heterogeneity of symptoms and the progressive nature of the disease require a holistic, person-centered approach, using a combination of impairment-directed and compensatory interventions to increase participation in meaningful life activities. The recommended strategies need to be adjusted over time to meet a patient's changing communication needs as the disease progresses. This session will provide an overview of PPA and a summary of nonpharmacological interventions, including psychosocial approaches and the use of a life participation approach to support person-centered, evidence-based speech-language assessment and treatment.

Disclosure: *Ms. Khayum is an employee of MemoryCare Corporation. She is receiving an honorarium from ISHA. Ms. Khayum has no significant non-financial relationships to disclose.*



Carmela LaGambina-Lockwitz, Student – Presenting with Carla Youngdahl, Natalie Dock, Katherine Goble, and Emily Miron

Affiliation: St. Mary's College

Experience: Carmela LaGambina-Lockwitz is a senior Communicative Sciences & Disorders major. She is currently accepted into graduate programs to continue her education to become a speech-language pathologist.

Title of Presentation: Effectiveness of the cycles phonological remediation in a client with

Down syndrome

Learner Objectives: As a result of viewing and participating in this poster presentation, the participant will be able to: 1. state three evidence-based approaches to remediating phonological processes; 2. state most common speech sound errors associated with Down syndrome; compare individual client progress between different treatments including a no treatment period.

Course Overview: This study assesses the benefits and effectiveness of the cycles phonological remediation approach in correcting speech and phonological processing impairments in a six-year-old female client with Down syndrome. The cycles approach is commonly used to treat phonological processes and has evidence-based support of being efficient and effective, although its effectiveness on this particular population has not yet been assessed. This study will compare the cycles approach to a minimal pairs approach in a single-subject design with multiple baselines (ABA_ACA), with a naturally occurring break of no-treatment. Level: All Levels

Disclosure: *Carmela LaGambina-Lockwitz is a student at St. Mary's College. She has no significant non-financial relationships to disclose.*



Sharon Mankey, MAT, CCC-SLP

Affiliation: Indiana University Purdue University, Fort Wayne

Experience: Sharon Mankey is a continuing lecturer and clinic director at Indiana University-Purdue University Fort Wayne. She has taught an AAC course in the undergraduate program for 15 years. She started the IPFW AAC Poss-Abilities Theatre Camp in 2009, which has brought individuals from 5 states to the campus as part of a social experience with other individuals who use AAC. The training program for first responders began in 2016, and to date, she and her colleague have trained over 800 emergency personnel. Her particular interest in working with first responders stems from her previous career as a nurse and emergency medical technician.

Title of Presentation: Communication: Encouraging Liberty and Justice for All

Learner Objectives: Attendees will understand: 1. How to communicate information concerning AAC to individuals who work as first responders; 2. How to reach first responders who need information on communicating with individuals who use AAC; 3. Describe ways to replicate the training for first responders in their own communities or whom to contact for the training.

Course Overview: There is a lack of knowledge among first responders as to how people who are nonverbal communicate. It is imperative that they are trained concerning augmentative/alternative communication so that those with disabilities are given freedom to express themselves to the first responders to obtain the assistance they need in an emergency situation. Without such exchange of information, the victims will never obtain the justice they seek and deserve.

Disclosure: *Ms. Mankey is employed by Indiana University Purdue University at Fort Wayne. She is receiving a complimentary registration from ISHA. Ms. Mankey has no significant non-financial relationships to disclose.*

Shelby Miller, Student – Presenting with Lauren Koester

Affiliation: Butler University

Experience: Shelby is from Fishers, Indiana and is currently enrolled as a junior at Butler University. She is following her dreams of one day becoming a speech- language pathologist. In addition, she is working toward minors in Mild Intervention and English as a New Language. She is passionate about helping others and giving a voice to those who otherwise may not have one. She is looking forward to furthering her education in graduate school to reach her goal of ultimately working with children in an elementary school or a pediatric hospital.

Title of Presentation: The Show Goes On! Should it? Concussion, Dancers, and Making an Informed Decision



Learner Objectives: 1. At the conclusion of this poster presentation, attendees will be able to recognize the importance of additional education regarding concussion in the dance community; 2. At the conclusion of this poster presentation, attendees will be able to justify the importance of education regarding concussion prevention and management; 3. At the conclusion of this poster presentation, attendees will be able to explain how the phrase, “the show must go on”, relates to the idea that a performers reputation and commitment to

their peers is more important than personal health.

Course Overview: Concussion is gaining awareness and relevance among dancers but limited research exists within this population. Researchers studied dance students' knowledge and perceptions of concussion. Analysis of survey results determined areas of needed education. Last year's data was compared to this year's data. Results showed dancers are familiar with concussion, yet lack knowledge about prevention and management. Their reputation as performers and commitment to peers seemed more important than personal health. These findings support the mentality "the show must go on". In the future, this study will educate dancers, teachers, and directors of the dangers of concussion in these artistic athletes. Level: All Levels

Disclosure: *Ms. Miller is a student at Butler University. She has no significant non-financial relationships to disclose.*

Emily Miron, Student - Carla Youngdahl, Natalie Dock, Carmela LaGambina-Lockwitz and Katherine Goble

Affiliation: St. Mary's College

Experience: Emily Miron is a junior at Saint Mary's College majoring in Communicative Sciences and Disorders. She hopes to pursue a graduate degree in audiology after finishing her undergraduate degree.

Title of Presentation: Effectiveness of the cycles phonological remediation in a client with Down syndrome

Learner Objectives: As a result of viewing and participating in this poster presentation, the participant will be able to: 1. state three evidence-based approaches to remediating phonological processes; 2. state most common speech sound errors associated with Down syndrome; compare individual client progress between different treatments including a no treatment period.

Course Overview: This study assesses the benefits and effectiveness of the cycles phonological remediation approach in correcting speech and phonological processing impairments in a six-year-old female client with Down syndrome. The cycles approach is commonly used to treat phonological processes and has evidence-based support of being efficient and effective, although its effectiveness on this particular population has not yet been assessed. This study will compare the cycles approach to a minimal pairs approach in a single-subject design with multiple baselines (ABA_ACA), with a naturally occurring break of no-treatment. Level: All Levels

Disclosure: *Emily Miron is a student at St. Mary's College. She has no significant non-financial relationships to disclose.*



Darby Morhardt, MSW, PhD – Presenting with Emily Rogalski and Becky Khayum

Affiliation: Northwestern University

Experience: Darby Morhardt, PhD, LCSW is Associate Professor in the Cognitive Neurology and Alzheimer's Disease Center (CNADC) and Department of Preventive Medicine, Northwestern University Feinberg School of Medicine. She is director of the CNADC's Outreach and Recruitment Core of the Alzheimer's Disease Center, and the

Miller Alzheimer's Family Support Program. She also directs clinical social work services for the Northwestern Medicine Neurobehavior and Memory Clinic. The focus of Dr. Morhardt's work has been on the impact of cognitive impairment on the individual, family and their social networks. Areas of clinical research include the experience of families living with Alzheimer's and non-Alzheimer's dementia such as frontotemporal dementia and primary progressive aphasia; the process of tailoring care to specific needs and dementia symptoms; and the development and evaluation of quality-of-life enrichment programs, support groups and other therapeutic interventions. These interventions include the award-winning Buddy Program, a unique experience that pairs persons with dementia as mentors to first year medical students. It has been replicated in 12 universities nationally and internationally. Dr. Morhardt has participated on national, state and local advisory boards charged with developing dementia specific clinical curriculum. In her role as Outreach and Recruitment Core Leader, she is responsible for organizing the CNADC's community education and outreach programs throughout Chicago and has worked to build community-academic research partnerships with the African American community and many limited English-proficiency

communities to identify education and service needs and expand and promote research opportunities for these underrepresented groups.

Title of Presentation: Toss the Workbooks: Practical approaches for person-centered dementia care

Learner Objectives: 1. Attendees will be able to describe different clinical dementia syndromes and how an interdisciplinary approach to dementia care may be applied in their healthcare setting; 2. Attendees will be able to describe the importance of psychosocial interventions for individuals and families coping with a dementia diagnosis and how they may increase coordination of care with a social worker in their healthcare setting; 3. Attendees will be able to describe the key components of person-centered assessment for individuals with dementia and will identify person-centered, meaningful goals; 4. Attendees will be able to identify four evidence-based approaches for the treatment of dementia and how to integrate personally relevant stimuli into the plan of care.

Course Overview: As the US population ages, the number of people diagnosed with dementia diagnosis will exponentially increase. As a result, the speech-language pathologist's (SLP) dementia caseload will increase, across all treatment settings. SLP's often report difficulty providing person-centered interventions for this population. This presentation will provide a team approach for diagnosing and treating dementia syndromes and will outline how to use the established evidence-based cognitive-communication approaches for dementia care, with a focus upon person-centered, functional interventions. We will also describe psychosocial considerations for the individual and family members. Level: Intermediate

Title of Presentation 2: A Life Participation Approach for treatment for individuals with Primary Progressive Aphasia

Learner Objectives: 1. Attendees will be able to describe the clinical dementia syndrome of PPA and its defining features, in order to better provide disease education and counseling to individuals with PPA and their family members; 2. Attendees be able to describe the impact of the disease on both the individual and his/her family members, and how psychosocial interventions and increased collaboration with a social worker may be helpful when developing an interdisciplinary plan of care; 3: Attendees will be able to describe how to develop a person-centered plan of care for individuals with PPA, applying the life participation approach to the evidence-based strategies established for stroke-induced aphasia, while modifying strategies in order to meet the changing needs of each individual.

Course Overview: Primary Progressive Aphasia (PPA) is a clinical dementia syndrome with no cure and unique management needs. Speech-language pathologists (SLP's) may be unsure of how to approach treatment for those with PPA versus those with stroke-induced aphasia. The heterogeneity of symptoms and the progressive nature of the disease require a holistic, person-centered approach, using a combination of impairment-directed and compensatory interventions to increase participation in meaningful life activities. The recommended strategies need to be adjusted over time to meet a patient's changing communication needs as the disease progresses. This session will provide an overview of PPA and a summary of nonpharmacological interventions, including psychosocial approaches and the use of a life participation approach to support person-centered, evidence-based speech-language assessment and treatment.

Disclosure: *Dr. Morhardt is an employee of Northwestern University. She is receiving an honorarium from ISHA. She has no significant non-financial relationships to disclose.*

Sydney Osentoski, Student – Presenting with Naomi Guervich, Danielle Osmelak

Affiliation: Purdue University Fort Wayne

Experience: Sydney Osentoski is an undergraduate Honors student attending Purdue University Fort Wayne. She is majoring in CSD and double minoring in Linguistics and Gerontology.

Title of Presentation: The Clinical Need for Educating Nurses about Diet Modification for Individuals with Dysphagia

Learner Objectives: 1. Identify nurses' and nursing students' views regarding diet modification; 2. Explain SLPs' role in relation to diet modification decisions; 3. Explain the benefits of interprofessional education regarding diet modification.

Course Overview: Diet modification is part of dysphagia management, and involves the expertise of an SLP. When an SLP is not available, nurses often take the initiative to downgrade diets, operating under the assumption that downgrading is always safer. Interprofessional education (IPE) is indicated for practicing and student nurses. Such education is explored through pre/post-test design to inform continued IPE.



Level: All Levels

Disclosure: *Sydney Osentoski is a student at Purdue University Fort Wayne. She has no significant non-financial relationships to disclose. I*

Danielle Osmelak, MS, CCC-SLP – Presenting with Sydney Osentoski and Naomi Guervich

Affiliation: Eastern Illinois University

Experience: Danielle Osmelak is a medical Speech-Language Pathologist and is a faculty member at Eastern Illinois University. She teaches courses in the area of Voice and Dysphagia.

Title of Presentation: The Clinical Need for Educating Nurses about Diet Modification for Individuals with Dysphagia

Learner Objectives: 1. Identify nurses' and nursing students' views regarding diet modification; 2. Explain SLPs' role in relation to diet modification decisions; 3. Explain the benefits of interprofessional education regarding diet modification.

Course Overview: Diet modification is part of dysphagia management, and involves the expertise of an SLP. When an SLP is not available, nurses often take the initiative to downgrade diets, operating under the assumption that downgrading is always safer. Interprofessional education (IPE) is indicated for practicing and student nurses. Such education is explored through pre/post-test design to inform continued IPE.

Disclosure: *Danielle Osmelak is employed by Eastern Illinois University. She has no significant non-financial relationships to disclose.*

Courtney Pakenham, MS, CCC-SLP – Presenting with Jessie Ritter

Affiliation: Sunshine Cottage School for Deaf Children

Experience: Courtney has been working at Sunshine Cottage since August 2016. She received a Bachelor's Degree in Psychology from the University of Akron in 2011 and a Master's Degree in Speech Language Pathology from the University of Akron in 2016. Courtney is in the process of acquiring her Listening and Spoken Language Specialist certification.

Title of Presentation 1: Just a Toolbox of Resources for Listening and Spoken Language

Learner Objectives: 1. The learner will acquire a list of resources to assist in a variety of audiological and speech therapy needs; 2. The learner will obtain the tools necessary to check audiological technology to ensure adequate daily functioning; 3. The learner will gain basic strategies and techniques to use while conducting a therapy session with a child who is deaf or hard of hearing.

Course Overview: This presentation teaches auditory oral strategies and techniques to use with children who are deaf or hard of hearing and/or have speech and language delays. Topics include therapy techniques; strategies for carryover; speech, language, and listening resources; and audiological equipment checks. Video demonstrations will be included. Level: Beginner

Title of Presentation 2: Just a Box of Games and iPad of Apps

Learner Objectives: As a result of this presentation the participant will be able to: 1. Obtain a list of games and applications to enrich articulation and language therapy; 2. Obtain ideas for articulation and language targets for a variety of games and applications; 3. Discuss articulation and language techniques and strategies demonstrated through videos.

Course Overview: This presentation will expand the attendees' resources for targeting speech and language goals in therapy using board games and applications. Speech language pathologists may use board games as a reward or motivator in therapy without realizing the potential for targeting specific articulation and/or language goals within the game. Additionally, the same potential for speech and language growth is available when using applications. By using games and applications, the student gets the opportunity to practice their skills in a more natural, meaningful, and fun context. Video demonstrations and examples of therapists utilizing games and applications will be provided.

Disclosure: *Ms. Pakenham is employed by Sunshine Cottage School for Deaf Children. She is receiving an honorarium from ISHA Ms. Pakenham has no significant non-financial relationships to*



disclose.

Allison Poore, Student – Presenting with Deigan Beck, Madison Reeves

Affiliation: Indiana State University

Experience: Allison Poore is currently pursuing a master's degree in Speech-Language Pathology at Indiana State University. She graduated from Indiana University with a Bachelor of Science in Speech and Hearing Science in 2016. Her career interests include early intervention and working with children who have speech and language delays.

Title of Presentation: Teacher Perceptions of Speech-Language Pathology Services in the Primary and Secondary School Settings

Learner Objectives: 1. Describe the perceptions of elementary and secondary teachers of speech-language pathologists; 2. Discuss the perceptions of service delivery methods in the schools; 3. Discuss barriers to collaboration with teachers.

Course Overview: This study examined the perceptions primary and secondary teachers of the speech-language pathology (SLP) services provided at the educators' schools and what changes could be implemented in order to improve the perception. Responses indicated teachers perceived the SLP services in a positive manner. Also teachers believed service delivery methods were effective, however, could be improved if more time was allotted for SLPs to interact with students and educators. Level: All Levels

Disclosure: *Allison Poore is a student at Indiana State University. She has no significant non-financial relationships to disclose.*

Julia Rademacher, MM, MA, CCC-SLP

Experience: Julia Rademacher, MM, MA, CCC-SLP, has enjoyed working for the past twenty years in the IU speech and hearing clinic, where she supervises graduate clinicians to provide assessment and treatment services to clients with a variety of communication disorders including voice, fluency, motor speech and resonance-based problems resulting most commonly from craniofacial anomalies. She has a clinical specialty in singing voice assessment and treatment and enjoys educating professional voice users about voice care principles. She team teaches graduate clinical courses at IU and enjoys leading Bloomington's support group for persons with Parkinson's disease.

Title of Presentation 1: Voice Therapy 101: Let's Talk About Voice Basics

Learner Objectives: 1. Participants will develop a basic knowledge of vocal function as relates to its three subsystems of respiration, phonation and resonance; 2. Participants will recognize disordered voices and will identify perceptual aspects of dysphonia and its physiological manifestations; 3. Participants will identify and be familiar with best practice behavioral approaches for treatment of functional voice disorders.

Course Overview: In this course we will discuss a variety of presentations of functional dysphonia. We will review basic voice physiology and relate this information to intervention concepts. Best practice approaches to facilitate clients' development of balanced coordination of the three subsystems of voice (respiration, phonation and resonance) will be presented and participants will be given experiential opportunities to develop their clinical skills. Level: Beginner

Title of Presentation 2: Voice and Communication Intervention for Gender Diverse Individuals

Learner Objectives: 1. Participants will gain knowledge in cultural competency, the healthcare continuum, assessment and services for transgender communication including voice, speech and language; 2. Participants will gain knowledge about service planning to consider the necessary components of evaluation and development of individualized sessions; 3. Participants will be able to describe and demonstrate three techniques to target voice and communication goals for the transgender client.

Course Overview: The school-based SLP may only focus on assistive technology for student communication needs and focus on AAC. Why aren't we, as the communication "expert," also looking at access across reading, writing, math, vocational, and daily living skills? This session will increase the school-based SLP's awareness to other assistive technology accommodations/tools to meet academic learning needs, not just communication needs.

Disclosure: Ms. Rademacher is employed by Indiana University. She is receiving an honorarium from ISHA. Ms. Rademacher has no significant non-financial relationships to disclose.

Mariesa Rang, MA, CCC-SLP

Affiliation: Indiana University Purdue University Fort Wayne

Experience: Mariesa Rang is a limited term lecturer at Indiana University-Purdue University Fort Wayne. She recently began teaching the AAC course in the undergraduate program. In 2013, she launched the first "AAC World" event (based on the program from Holland-Bloorview Kids' Rehabilitation Hospital) on the campus of IPFW. She has also participated in the IPFW AAC Poss-Abilities Theatre Camp for 7 out of the 9 years it has been held. She and her colleague have given over 30 presentations to first responder organizations since beginning the training in 2016.

Title of Presentation: Communication: Encouraging Liberty and Justice for All

Learner Objectives: At the conclusion of the session attendees will know: 1. How to communicate information concerning AAC to individuals who work as first responders; 2. How to reach first responders who need information on communicating with individuals who use AAC; 3. Describe ways to replicate the training for first responders in their own communities or whom to contact for the training.

Course Overview: There is a lack of knowledge among first responders as to how people who are nonverbal communicate. It is imperative that they are trained concerning augmentative/alternative communication so that those with disabilities are given freedom to express themselves to the first responders to obtain the assistance they need in an emergency situation. Without such exchange of information, the victims will never obtain the justice they seek and deserve. Level: Intermediate

Disclosure: Ms. Rang is employed by IPFW. She is receiving a complimentary registration. Ms. Rang has no significant non-financial relationships to disclose.



Sarah Reaves, MS, CCC-SLP

Affiliation: Southside Special Services of Marion County

Experience: Sarah has been a licensed speech-language pathologist since 1998. Her primary experience is providing intervention services to students ages preschool through age 22 enrolled in public school in addition to providing early intervention services on a part-time basis. Presently, Sarah is an Autism Consultant for Southside Special Services of Marion County assigned to Franklin Township Community Schools and Beech Grove City Schools. In addition to her role as

the Autism Consultant she also serves as the Assistive Technology Coordinator for FTCS. Sarah is an active member of the Gamma Nu chapter of Psi Iota Xi and enjoys spending time with her husband of 21 years and her two daughters ages 9 and 17.

Title of Presentation 1: Congratulations! You are Now a Card-Carrying Member of a Social Skills Group!

Learner Objectives: "1. Participants will identify a variety of evidence-based social skill interventions to run effective social skill groups; 2. Participants will identify at least 3 strategies to implement during social language intervention; 3. Participants will identify a variety of service deliver models to address social language needs.

Course Overview: Just like Oprah hands out door prizes, cars and getaways, school intervention teams hand out "memberships" to social skills groups. Who attends? Who delivers intervention? What needs are addressed? When or how often do groups meet? This session will help address the WHs of effective social skill intervention models. Level: Intermediate

Title of Presentation 2: The SLP and AT: It's more than AAC!

Learner Objectives: 1. Participants will be able to identify resources to support team collaboration in Assistive Technology assessments; 2. Participants will be able to identify possible learning needs based on eligibility category that may require Assistive Technology; 3. Participants will understand role of the SLP across learning fields (other than just communication) during a team Assistive Technology Evaluation.

Course Overview: The school-based SLP may only focus on assistive technology for student communication needs and focus on AAC. Why aren't we, as the communication "expert," also looking at access across reading, writing, math, vocational, and daily living skills? This session will increase the school-based SLP's awareness to other assistive technology accommodations/tools to meet academic learning needs, not just communication needs. Level: Intermediate

Disclosure: Ms. Reaves is employed by Southside Special Services of Marion County. She is receiving an honorarium from ISHA. Ms. Reaves has no significant non-financial relationships to disclose.

Madison Reeves, Student – Presenting with Deigan Beck, Allison Poore

Affiliation: Indiana State University

Experience: Madison is currently pursuing a master's degree in Speech-Language Pathology at Indiana State University. She earned her bachelor's degree in Communication Sciences and Disorders at Wayne State University in 2016. Madison's career interests include working with adults and children who have neurological disorders.

Title of Presentation: Teacher Perceptions of Speech-Language Pathology Services in the Primary and Secondary School Settings

Learner Objectives: 1. Describe the perceptions of elementary and secondary teachers of speech-language pathologists; 2. Discuss the perceptions of service delivery methods in the schools; 3. Discuss barriers to collaboration with teachers.

Course Overview: This study examined the perceptions primary and secondary teachers of the speech-language pathology (SLP) services provided at the educators' schools and what changes could be implemented in order to improve the perception. Responses indicated teachers perceived the SLP services in a positive manner. Also teachers believed service delivery methods were effective, however, could be improved if more time was allotted for SLPs to interact with students and educators. Level: All Levels

Disclosure: *Madison Reeves is a student at Indiana State University. She has no significant non-financial relationships to disclose.*



Gail Richard, PhD, CCC-SLP

Affiliation: Eastern Illinois University

Experience: Gail J Richard is a professor emeritus at Eastern Illinois University in Charleston, Illinois, where she has been for 37 years, 14 as Department Chair. She retired from the faculty in 2014 to serve as Director of the Autism Center, including a program for transitioning students with autism to college (STEP). Her areas of expertise are in childhood

developmental language disorders, such as autism spectrum disorder, auditory/language processing, selective mutism, language-learning disabilities, and syndrome disorders. Dr. Richard has numerous clinical and scholarly publications and over 500 professional presentations. She has been the recipient of multiple awards for teaching and service. She is an ASHA Fellow with service in multiple leadership positions, including ASHA President in 2017.

Title of Presentation 1: Sorting Out Auditory and Language Processing Disorders

Learner Objectives: Participants will be able to: 1. Differentiate auditory versus language processing disorders on a continuum of processing; 2. Identify behavioral characteristics associated with auditory and language processing disorders; 3. Generate general intervention strategies to address the continuum of auditory and language processing disorders. |

Course Overview: Processing is the ability to discriminate and attach meaning to stimuli received, to then formulate a response. Processing auditory information occurs on a continuum of skills involving acoustic, phonetic, and linguistic interpretation. Processing disorders can be identified through an identifiable pattern of symptomatic behavioral characteristics, that can then be delineated into deficits areas for intervention. Students often struggle to efficiently and effectively process auditory information presented in the educational environment. This presentation will provide an overview of both auditory and language processing disorders to facilitate clinical intervention to address the problems. Level: Intermediate

Title of Presentation 2: Selective Mutism: Why Won't They Talk?!

Learner Objectives: Participants will be able to: 1. Describe major characteristics present in children with selective mutism; 2. Delineate co-morbid conditions, etiology, and diagnostic criteria associated with selective mutism; 3. Implement a desensitization treatment approach to address selective mutism.

Course Objective: Selective mutism occurs when an individual is capable of speaking and is verbal in at least one setting, but refuses to talk in public situations. Onset during preschool years often masks an

underlying co-morbid communication problem. This presentation will explain selective mutism characteristics and provide video examples to illustrate a desensitization treatment approach to address the disorder. Level: All Levels

Title of Presentation 3: Who Me? Volunteers Shape the Profession

Learner Objectives: Participants will be able to: 1. Identify at least three ways to engage in volunteer leadership; 2. Describe at least three traits common in volunteer leaders; 3. Describe reasons why individuals do and do not volunteer.

Course Overview: The disciplines of audiology and speech-language pathology are stimulating and encompassing! The American Speech-Language-Hearing Association (ASHA) relies on the expertise, time, and talent of volunteers. Despite the many challenges of everyday life, service opportunities can be incredibly enriching and rewarding. This session will inspire you to re-evaluate your professional and personal goals, refocus on what is important, and provide reasons and suggestions to get involved. Volunteers make a difference! Level: Beginner

Disclosure: *Dr. Richard is employed by Eastern Illinois University. She is receiving an honorarium from ISHA. She has no significant non-financial relationships to disclose.*



Rebecca Risser, MM, MA, CCC-SLP – Presenting with Dave Cravotta

Affiliation: The Voice Clinic of Indiana

Experience: Rebecca Miles Risser comes to the field of Speech Pathology from Bachelor's and Master's degrees in music focused on Vocal Performance and Pedagogy. She studied under Moya Andrews at Indiana University for her Master's work in Speech Pathology, graduating in 2000. Her work has included both inpatient and outpatient care in the areas of neurocognitive rehabilitation, cognitive linguistic rehabilitation, swallowing and voice. She grew the outpatient voice department at St Vincent Hospital to include up to three therapists, and worked with their VCD clinic for several years. She moved to private practice at Northside ENT and spear-headed the development of Performance Voice Solutions, which she directed for eight years. Mrs. Risser joined Dr. Stacey Halum to begin The Voice Clinic of Indiana in 2014, and serves as Director of Speech Pathology. Her work is specialized in the treatment of voice disorders for professional and non-professional voices. As much as Mrs. Risser enjoys her work, the work closest to her heart is that of mother to Team Risser, three very involved and energetic teenagers at home. She and Dr. Jerry Risser, DVM have been happily married for 18 years.

Title of Presentation: Indiana Voice and Dysphagia Network: IMST/EMST and Grand Rounds

Learner Objectives: 1. Attendees will understand basic physiological mechanisms underlying IMST/EMST; 2. Attendees will be able to make informed clinical decisions about when to use either IMST or EMST; 3. Attendees will participate in grand rounds regarding voice/upper airway and dysphagia case presentations.

Course Overview: The Indiana Voice and Dysphagia Network has undergone new leadership! This is an opportunity to meet your new co-presidents and re-engage in this community of specialized SLPs throughout the state. During this presentation, Respiratory Strength Training will be a focus of discussion. RST is a therapy tool found to be effective for voice, upper airway, and dysphagia patients. This presentation is designed to instruct attendees about both Inspiratory Muscle Strength Training and Expiratory Muscle Strength Training, and how to choose the best option for your patient. Attendees will be participating in a voice/upper airway and a dysphagia grand rounds presentation. Level: Intermediate

Disclosure: *Ms. Risser is employed by The Voice Clinic of Indiana. She has no significant non-financial relationships to disclose.*



Jessie Ritter, M.A., CCC-SLP, LSLs Cert. AVEd

Affiliation: Sunshine Cottage School for Deaf Children

Experience: Jessie has been working at Sunshine Cottage since February 2006. She received a Bachelor's Degree in Elementary Education from Louisiana Tech University in 2003 and a Master's Degree in Communication Sciences and Disorders from Louisiana State University in 2005. Jessie became a Listening and Spoken Language Specialist in 2009.

Title of Presentation 1: Just a Toolbox of Resources for Listening and Spoken Language

Learner Objectives: 1. The learner will acquire a list of resources to assist in a variety of audiological and speech therapy needs; 2. The learner will obtain the tools necessary to check audiological technology to ensure adequate daily functioning; 3. The learner will gain basic strategies and techniques to use while conducting a therapy session with a child who is deaf or hard of hearing.

Course Overview: This presentation teaches auditory oral strategies and techniques to use with children who are deaf or hard of hearing and/or have speech and language delays. Topics include therapy techniques; strategies for carryover; speech, language, and listening resources; and audiological equipment checks. Video demonstrations will be included.

Title of Presentation 2: Just a Box of Games and iPad of Apps

Learner Objectives: 1. Obtain a list of games and applications to enrich articulation and language therapy; 2. Obtain ideas for articulation and language targets for a variety of games and applications; 3. Discuss articulation and language techniques and strategies demonstrated through videos.

Objectives: This presentation will expand the attendees' resources for targeting speech and language goals in therapy using board games and applications. Speech language pathologists may use board games as a reward or motivator in therapy without realizing the potential for targeting specific articulation and/or language goals within the game. Additionally, the same potential for speech and language growth is available when using applications. By using games and applications, the student gets the opportunity to practice their skills in a more natural, meaningful, and fun context. Video demonstrations and examples of therapists utilizing games and applications will be provided.

Disclosure: *Ms. Ritter is an employee of Sunshine Cottage School for Deaf Children. She is receiving an honorarium from ISHA. She has no significant non-financial relationships to disclose.*



Emily Rogalski, PhD – Presenting with Becky Khayum and Darby Morhardt

Affiliation: Northwestern University – Feinberg School of Medicine

Experience: Dr. Emily Rogalski is Associate Professor and the Director of Neuroimaging for the Cognitive Neurology and Alzheimer's Disease Center at Northwestern University's Feinberg School of Medicine. Her research falls under the broad umbrella of aging and dementia and uses a multimodal approach to investigate two aging perspectives: primary progressive aphasia (PPA) in which neurodegenerative disease invades the language network and SuperAging in which individuals are seemingly resistant to the deleterious changes in memory associated with "normal" or more typical cognitive aging. Her investigations assist in defining the clinical and anatomical features of different dementia syndromes as well as identifying genetic and other risk factors. She has also developed educational programs, support groups and a telemedicine person-centered intervention to maximize quality of life for individuals with dementia. She receives research support from the National Institutes of Health and other philanthropic sources.

Title of Presentation 1: Toss the Workbooks: Practical approaches for person-centered dementia care

Learner Objectives: 1. Attendees will be able to describe different clinical dementia syndromes and how an interdisciplinary approach to dementia care may be applied in their healthcare setting; 2. Attendees will be able to describe the importance of psychosocial interventions for individuals and families coping with a dementia diagnosis and how they may increase coordination of care with a social worker in their healthcare setting; 3. Attendees will be able to describe the key components of person-centered assessment for individuals with dementia and will identify person-centered, meaningful goals; 4. Attendees will be able to identify 4 evidence-based approaches for the treatment of dementia and how to integrate personally relevant stimuli into the plan of care.

Course Overview: As the US population ages, the number of people diagnosed with dementia diagnosis

will exponentially increase. As a result, the speech-language pathologist's (SLP) dementia caseload will increase, across all treatment settings. SLP's often report difficulty providing person-centered interventions for this population. This presentation will provide a team approach for diagnosing and treating dementia syndromes and will outline how to use the established evidence-based cognitive-communication approaches for dementia care, with a focus upon person-centered, functional interventions. We will also describe psychosocial considerations for the individual and family members. Level: Intermediate

Title of Presentation 2: A Life Participation Approach for treatment for individuals with Primary Progressive Aphasia

Learner Objectives: 1. Attendees will be able to describe the clinical dementia syndrome of PPA and its defining features, in order to better provide disease education and counseling to individuals with PPA and their family members; 2. Attendees be able to describe the impact of the disease on both the individual and his/her family members, and how psychosocial interventions and increased collaboration with a social worker may be helpful when developing an interdisciplinary plan of care; 3. Attendees will be able to describe how to develop a person-centered plan of care for individuals with PPA, applying the life participation approach to the evidence-based strategies established for stroke-induced aphasia, while modifying strategies in order to meet the changing needs of each individual.

Course Overview: Primary Progressive Aphasia (PPA) is a clinical dementia syndrome with no cure and unique management needs. Speech-language pathologists (SLP's) may be unsure of how to approach treatment for those with PPA versus those with stroke-induced aphasia. The heterogeneity of symptoms and the progressive nature of the disease require a holistic, person-centered approach, using a combination of impairment-directed and compensatory interventions to increase participation in meaningful life activities. The recommended strategies need to be adjusted over time to meet a patient's changing communication needs as the disease progresses. This session will provide an overview of PPA and a summary of nonpharmacological interventions, including psychosocial approaches and the use of a life participation approach to support person-centered, evidence-based speech-language assessment and treatment. Level: Intermediate

Disclosure: *Dr. Rogalski is employed by Northwestern University. She is receiving an honorarium from ISHA. She has no significant non-financial relationships to disclose. |*



Rachel Ross-Kroemer, MA, CCC-SLP

Affiliation: Greenfield-Central Community Schools

Experience: Rachel Ross-Kroemer received her Bachelor's and Master's degrees from Indiana University in 1993 and 1995. She has been a member of ASHA since 1995 and an ISHA member since 2000. Rachel has served on ISHA's Recruitment committee and was a member of the Executive Council as the VP of Marketing and also as Secretary, President-Elect, and President. Rachel is currently ISHA's Immediate Past President.

Early in Rachel's career, she worked in a variety of settings serving children with special needs (including medical settings, homes, outpatient clinics, and private practices). She also supervised undergraduate and graduate students in the Speech Pathology & Audiology Department at Ball State University for five years. In addition, she was a school-based SLP for nearly a decade working with preschool through 12th grade students. Rachel has served as a department head and SLP coordinator for SLP departments in two districts. Rachel currently has her Director of Exceptional Needs licensure and is also a member of ICASE (Indiana Council of Administrators of Special Education). She works as a Special Education Coordinator in the Greenfield-Central Community School Corporation. She supervises the SLP program and oversees Medicaid services, AT/AAC programming, transition services, and IIEP administration.

Title of Presentation: Best Practice & Eligibility/Dismissal Decisions: Indiana's Speech-Language Guidance Document

Learner Objectives: 1. This session will help participants describe the impact of large caseloads on positive student outcomes, the recruitment and retention of school-based SLPs, and their roles/responsibilities in schools; 2. This session will help participants make decisions about best practice, eligibility, and exit considerations in serving struggling learners and students identified with special needs; 3. This session will help participants advocate the use of the guidance document in their districts.

Course Overview: As there was on-going and continuous concern in Indiana about school caseload sizes, an ISHA task force was developed to explore the issues surrounding caseload. This session focuses on the work of ISHA's school-based task force in the development of Indiana's speech-language guidance document. What impacts caseload size is a complex issue, but it was found that districts (nationally and locally) who have used similar guidance have more reasonable caseloads than districts who don't have guidance considerations. This session will emphasize that caseload is just one part of a SLP's responsibilities in schools. The range of roles that the SLP has in schools needs to be considered for the SLP to work most collaboratively with other general education and special education professionals, as well as to work toward supporting positive outcomes for all students. Level: Intermediate

Disclosure: *Ms. Ross-Kroemer is employed by Greenfield-Central Community Schools. She has no significant non-financial relationships to disclose.*



Mark Scherer, JD

Affiliation: Beebe, Scherer & Associates

Experience: Mark Scherer attended Purdue University and earned his bachelor's and law degrees from Indiana University. He worked nearly 15 years for the Indiana Legislative Services Agency, the nonpartisan legislative staff of the Indiana General Assembly. In his last full time position with the Agency he served as Director of the Office of Code Revision where

he was responsible for the review and editing of all legislation and for overseeing the publication of all Indiana legislative publications. Mark has experience in state regulatory work from employment with the Indiana State Board of Health, in the federal legislative process through work in a Congressional office on Capitol Hill, and as counsel for several trade associations.

Title of Presentation: Indiana Legislative Update

Learner Objectives: Attendees will be able to: 1. Describe the relevant aspects of the 2018 legislative session; 2. Describe how members can assist their profession and ISHA through grassroots lobbying; 3. Describe the relevant aspects of regulating student caseloads.

Course Overview: This session will provide an update about the 2018 Indiana legislative session and will educate attendees on legislation that will affect the speech-language pathology and audiology professions. The session will encourage attendees to get involved with statewide legislation and will train attendees on effective strategies for implementing positive changes for their profession. Level: All Levels

Disclosure: *Mr. Scherer is employed by ISHA as a lobbyist. He has no significant non-financial relationships to disclose.*

Brittany Segar, Student – Presenting with Erin Slaubaugh, Alexandra Holmes, Asieavae Jeffers

Affiliation: Indiana State University

Experience: Brittany Seger is currently pursuing a master's degree in Speech-Language Pathology at Indiana State University. She graduated from Indiana State University with a Bachelor's degree in Communication Disorders in 2016. Upon graduation, Brittany aspires to move back to her hometown of Jasper, Indiana and work with children in an early intervention or school-based setting.

Title of Presentation: Occupational and Physical Therapy Perceptions of Speech-Language Pathology

Learner Objectives: 1. Describe the perceptions of OT students and professionals of speech-language pathologists; 2. Describe the perceptions of PT students and professionals of speech-language pathologists; 3. Discuss strategies to improve interprofessional clinical practice and education.

Course Overview: Seventy-three students or professionals from physical therapy (PT) and occupational therapy (OT) completed a survey about their perceptions, experience, and opinions of collaboration with a speech-language pathologist (SLP). The majority of PT and OT responders were able to identify areas within the SLP's scope of practice but also endorsed areas that were in the domain of general or special education. Differences in perception between students and practitioners will be discussed.

Level: All Levels

Disclosure: *Brittany Segar is a student at Indiana State University. She has no significant non-financial relationships to disclose.*

Cindy Shepherd, MA, CCC-SLP, CBIS – Presenting with Karen Thomas

Affiliation: Speech Pathology Services, PC

Experience: Cindy Shepherd, MA, CCC-SLP, CBIS, has worked with individuals with speech and language impairments since December 1980. Cindy began her career as a Speech-Language Pathologist in the public schools, working for 25 years. After leaving the school setting, she worked in a residential facility for individuals with intellectual disabilities, a charter school, early intervention, and a male juvenile prison facility. Cindy is currently employed by the Lutheran Health Network working in an Outpatient Rehabilitation Clinic. In the clinic Cindy provides therapy to the pediatric through adult population with acquired brain injuries, auditory processing disorders, and speech and language delays. The main focus of her last 10 years of practice has been working with individuals with traumatic brain injury in the outpatient setting. Cindy is also a Certified Brain Injury Specialist with further training in the area of brain trauma and rehabilitation from the American Congress of Rehabilitative Medicine. In the Outpatient setting, Cindy serves as the Brain Trauma Therapy Lead as well as the Lead Clinician for the Concussion Management Clinic. Cindy has also been a guest lecturer on the topic of “Concussions and Concussion Management” at St. Francis University and Northrop High School in Fort Wayne, Indiana. Cindy resides in Huntertown, Indiana with her husband and her two grown children.

Title of Presentation: From Acute Care to School: How do we navigate the journey with the ABI/TBI student to help them have the best return to school? (Two-Part Presentation)

Learner Objectives: 1. The learner will increase understanding of standardized and non-standardized assessment processes for speech, language, and cognitive linguistic skills in the school aged ABI/TBI student; 2. The learner will increase understanding of goal setting for the school aged student with ABI/TBI; 3. The learner will increase understanding of intervention techniques, accommodations, and IEP, through a team approach, for the school aged student with ABI/TBI.

Course Overview: It is essential that the hospital SLP, clinic based SLP, and the school SLP gain a basic understanding of the role of speech therapy services during the school-aged student’s acute hospital stay, acute rehabilitation, during transition to outpatient clinic, and finally return to school. Speech, language, and cognitive linguistic deficits in the student with ABI/TBI will be presented. In addition the behavioral and medical challenges faced by students with ABI/TBI will be discussed. This is a beginner/intermediate course to help the entire team from Acute Care to School understand the challenges the student faces.

Level: Beginner/Intermediate

Disclosure: *Ms. Shepherd is employed by Speech Pathology Services. She has no significant non-financial relationships to disclose.*

Brianna Schuster, Student – Presenting with Alina Thomas, Megan Steckler

Affiliation: Indiana State University

Experience: Brianna Schuster received her bachelor’s degree in 2016 and is currently pursuing a master’s degree in Speech- Language Pathology at Indiana State University. Her interests include working with school-aged children and also has an interest in working with the elderly in the areas of cognition-communication, language, and swallowing disorders.

Title of Presentation: Perspectives on the Continuation of Services for Adults with Aphasia Greater than a Year Post-Onset

Learner Objectives: At the end of this session, learners will be able to: 1. Describe the perceptions of speech-language pathologists about progress for persons with aphasia more than one-year post onset; 2. Name the most common funding source for therapy services; 3. Discuss the reasons speech pathologists discharge persons with aphasia from therapy.

Course Overview: Frequently, university clinics provide services for individuals with aphasia more than one year post-onset. In order to examine the potential impact of Medicare billing requirements on the caseloads in university clinics, the perspectives of speech-language pathologists concerning continued intervention for adults with aphasia greater than one-year post onset were examined. Level: All Levels

Disclosure: *Brianna Schuster is a student at Indiana State University. She has no significant non-financial relationships to disclose.*

Megan Steckler, Student – Presenting with Alina Thomas and Brianna Schuster

Affiliation: Indiana State University

Experience: Megan Steckler is currently pursuing a master's degree in Speech-Language Pathology at Indiana State University. She received her bachelor's degree in Speech-Language Pathology from Indiana State University in 2016. Her career interests include working with a variety of individuals with communication and swallowing disorders.

Title of Presentation: Perspectives on the Continuation of Services for Adults with Aphasia Greater than a Year Post-Onset

Learner Objectives: At the end of this session, learners will be able to: 1. Describe the perceptions of speech-language pathologists about progress for persons with aphasia more than one-year post onset; 2. Name the most common funding source for therapy services; 3. Discuss the reasons speech pathologists discharge persons with aphasia from therapy.

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Disclosure: *Ms. Steckler is a student at Indiana State University. She has no significant non-financial relationships to disclose.*

Alexandra Teal, Student – Presenting with Naomi Gurevich

Affiliation: Eastern Illinois University

Experience: Alexandra Teal- Senior undergraduate student of Communication Disorders and Sciences at Eastern Illinois University.

Title of Presentation: Metalinguistic Awareness in Chronic Aphasia

Learner Objectives: 1. Explain the difference between acute and chronic aphasia; 2. Describe metalinguistic awareness and its relevance to language learning and use; 3. Describe how Systematic Analysis of Language Transcripts (SALT) can be used to track expressive language progress.

Course Overview: A case study of a 40-year-old male with chronic moderate to severe non-fluent aphasia characterized by agrammatic speech. Subject was 5 years post stroke, and his progress in therapy had mostly plateaued. A semester-long treatment activity that relied on subject's metalinguistic awareness to build phrases resulted in improved expressive language as shown using Systematic Analysis of Language Transcripts (SALT). The treatment activity and the specific improvements are presented.

Disclosure: *Alexandra Teal is a student at Eastern Illinois University. She has no significant non-financial relationships to disclose.*

Alina Thomas, Student – Presenting with Brianna Schuster, Megan Steckler

Affiliation: Indiana State University

Experience: Alina Thomas is currently pursuing a master's degree in Speech-Language Pathology at Indiana State University. She graduated from Indiana State University with a Bachelor's degree in Communication Disorders in 2016. Following the completion of her degree, she intends to work in a medical or school setting.

Title of Presentation: Perspectives on the Continuation of Services for Adults with Aphasia Greater than a Year Post-Onset

Learner Objectives: At the end of this session, learners will be able to: 1. Describe the perceptions of speech-language pathologists about progress for persons with aphasia more than one-year post onset; 2. Name the most common funding source for therapy services; 3. Discuss the reasons speech pathologists discharge persons with aphasia from therapy.

Course Overview: Frequently, university clinics provide services for individuals with aphasia more than one year post-onset. In order to examine the potential impact of Medicare billing requirements on the caseloads in university clinics, the perspectives of speech-language pathologists concerning continued intervention for adults with aphasia greater than one-year post onset were examined. Level: All Levels

Disclosure: *Ms. Thomas is a student at Indiana State University. She has no significant non-financial relationships to disclose.*

Karen Thomas, MS, CCC-SLP, CBIST – Presenting with Cindy Shepherd

Affiliation: Speech Pathology Services, PC

Experience: Karen Thomas is a Speech Language Pathologist in Carmel, IN. She worked for 19 years for the Lutheran Health Network, Fort Wayne, IN, serving pediatric through adults with Acquired and Traumatic Brain Injuries. She worked 13 of those 19 years at the Rehabilitation Hospital of Fort Wayne and 6 years in Outpatient Rehabilitation. She became a Certified Brain Injury Specialist Trainer, CBIST, while with LHN, teaching and certifying many PT, OT, and SLP therapists in the Fort Wayne and Indianapolis area. Karen also enjoyed 9 years as an adjunct professor at IPFW, Indiana University Purdue University Fort Wayne. She taught three different classes to bachelor level students in the Communication Sciences and Disorders Department. Karen has resided in the Indianapolis area the past five years and currently works at Speech Pathology Services, a pediatric clinic in Carmel, Indiana.

Title of Presentation: From Acute Care to School: How do we navigate the journey with the ABI/TBI student to help them have the best return to school? (Two-Part Presentation)

Learner Objectives: 1. The learner will increase understanding of standardized and non-standardized assessment processes for speech, language, and cognitive linguistic skills in the school aged ABI/TBI student; 2. The learner will increase understanding of goal setting for the school aged student with ABI/TBI; 3. The learner will increase understanding of intervention techniques, accommodations, and IEP, through a team approach, for the school aged student with ABI/TBI.

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Level: Beginner/Intermediate

Disclosure: *Ms. Thomas is employed by Speech Pathology Services. She has no significant non-financial relationships to disclose.*

Elizabeth White, Student

Affiliation: Ball State University

Experience: Elizabeth White is an undergraduate Speech Pathology and Applied Theatre student at Ball State University. Elizabeth aspires to become a school speech pathologist and start her own inclusive theatre program for students with disabilities. This group would focus on the development of social communication and cognitive language skills. She has had the opportunity to work with adults and children with varying disabilities doing drama therapy throughout her college experience. Elizabeth wants to share with everyone the benefits of integrating creative arts with speech pathology. The arts are for everyone!

Title of Presentation: Barrier-Free Kids

Learner Objectives: 1. Learner will be able to discuss benefits of using creative arts (specifically theatre) in conjunction with speech therapy to enhance social communication skills; 2. Learners will be able to discuss potential benefits of using drama therapy to enhance development of cognitive language skills; 3. Learner will be able to give examples of practical ways you can use the arts in the therapy room; 4. Learner will be able to identify populations that would benefit from using drama therapy and speech therapy.

Course Overview: Barrier-Free Kids is a program designed for high functioning children on the autism spectrum. The program was designed to work with children between the ages of 8-13 who have a disability that effects their social and cognitive language skills. Barrier-Free Kids is a 10-week program that builds on personal awareness, social interactions, and communication skills through theatre. The program culminates in a performance of an original play that combines internal awareness, external exchange, and cognitive language. Barrier-Free Kids is an engaging, empowering, and stimulating program that combines the arts and speech therapy to achieve growth with clients in a creative environment. Level: All Levels

Disclosure: *Elizabeth White is a student at Ball State University. She has no significant non-financial relationships to disclose.*



Bridget Walsh, PhD, CCC-SLP – Presenting with Barbara Brown and Katelyn Lippitt Gerwin

Affiliation: Purdue University

Experience: Dr. Bridget Walsh CCC-SLP is a research scientist in the Department of

Speech, Language, and Hearing Sciences at Purdue University. She will join the Department of Communication Sciences and Disorders at Michigan State University as an Assistant Professor in August 2018. Dr. Walsh's overarching research interest focuses on speech production across the lifespan, in typically developing children and adults and in individuals with Parkinson's disease and child-onset stuttering. Currently, Dr. Walsh is researching the neural processes that mediate speech planning and production deficits in stuttering using a non-invasive neuroimaging technology, functional near-infrared spectroscopy (fNIRS).

Title of Presentation: New Research Directions and Intervention Strategies with Children Who Stutter

Learner Objectives: 1. Gain familiarity with neurological and psychophysiological approaches to assess stuttering in preschool and school-age children who stutter; 2. Learn about ways to assess the impact of stuttering on a child's quality of life including communication in daily situations, and how to write comprehensive, functional goals for school-age children who stutter; 3. Learn strategies to work with students and teachers to facilitate successful verbal participation in the classroom, self-advocacy, and minimization of teasing & bullying.

Course Overview: In this session, we provide attendees with an overview of two methodologies we use to study the functional neurological and psychophysiological bases of stuttering in preschool and school-aged children. This research is critical to our research goals of discovering biomarkers of stuttering persistence.



We will also offer comprehensive measures that SLPs can use to assess the impact of stuttering on school-aged children; discuss the importance of writing measurable, functional goals which address more than speech fluency; and describe effective intervention strategies with a focus on working collaboratively with the child, parents, and teachers, to successfully manage stuttering. Level: Intermediate

Disclosure: *Dr. Walsh is employed by Purdue University. She has no significant non-financial relationships to disclose.*

Constance Young, MA, ECE – Presenting with Joey Box

Affiliation: First Steps Early Intervention Program

Experience: Constance Young has had a variety of work experiences in her 27 years of working in the Early Childhood Education field. She has been a preschool and elementary school teacher, preschool assistant director, preschool director and First Steps Developmental Therapist. She is a certified Yogakids teacher and teaches yoga to children of all ages and abilities, including an adaptive yoga class. Currently Constance is the Outreach Manager for the Indiana State First Steps office. She is responsible for recruitment and retention of providers, as well as, professional development and training.

Title of Presentation: Career Opportunities in the First Steps Early Intervention System

Learner Objectives: 1. Attendees will learn how to enroll as a First Steps provider in Indiana; 2. Attendees will learn about various career opportunities available to professionals; 3. Attendees will learn about the efficacy of early intervention practices with the birth to 3 population.

Course Overview: This seminar is designed to provide time-saving strategies using a workload approach that will turn you into an intervention superstar without compromising your SLP-specific skill set. You will gain valuable strategies to help you integrate classroom curriculum into your goals, learn to co-teach across grade levels, and integrate into all parts of the school day. Scheduling your days for maximum impact will be a focus of the day along with models of hundreds of grade-level specific ideas to take back and use tomorrow. Level: Beginner

Disclosure: *Ms. Young is employed by the First Steps Early Intervention Program. She has no significant non-financial relationships to disclose.*

Carla Youngdahl, PhD, CCC-SLP – Presenting with Natalie Dock, Emily Miron, Carmela LaGambina-Lockwitz

Affiliation: St. Mary's College

Experience: Carla Youngdahl, Ph.D. CCC-SLP is an assistant professor of Communicative Sciences and Disorders at Saint Mary's College. Her current research interests focus on factors that play a role in the ability to attend to speech in noise.

Title of Presentation: Effectiveness of the cycles phonological remediation in a client with Down syndrome

Learner Objectives: As a result of viewing and participating in this poster presentation, the participant will

be able to: 1. state three evidence-based approaches to remediating phonological processes; 2. state most common speech sound errors associated with Down syndrome; compare individual client progress between different treatments including a no treatment period.

Course Overview: This study assesses the benefits and effectiveness of the cycles phonological remediation approach in correcting speech and phonological processing impairments in a six-year-old female client with Down syndrome. The cycles approach is commonly used to treat phonological processes and has evidence-based support of being efficient and effective, although its effectiveness on this particular population has not yet been assessed. This study will compare the cycles approach to a minimal pairs approach in a single-subject design with multiple baselines (ABA_ACA), with a naturally occurring break of no-treatment. Level: All Levels

Disclosure: *Dr. Youngdahl is employed by St. Mary's College. She has no significant non-financial relationships to disclose.*