

37th Annual Mid-South Conference on Communicative Disorders

The Mid-South Conference on Communicative Disorders is presented annually by The University of Memphis Chapter of the National Student Speech-Language Hearing Association (NSSLHA). This conference is designed to provide both professionals and students with educational experience in current research, theories, and clinical techniques in speech-language pathology and audiology. Our hope is that all attendees will benefit from the diverse presentations on assessment and treatment of individuals with communicative disorders and related professional issues. This year, we decided to return to the Hilton Memphis. We have a number of exhibitors from all over the country. Posters will be displayed all day Monday, along with a student research forum being conducted on Tuesday afternoon. Our proceeds from the Silent Auction will be donated to the *Governor's Books from Birth Foundation in Partnership with Dolly Parton's Imagination Library*. This collaborative effort provides a book each month for children ages birth to five, at no cost to the family. You will also have the opportunity to participate in a letter writing campaign to your Congressmen and Senators advocating support for current issues in our professions. Tours of The University of Memphis School of Audiology and Speech-Language Pathology will be provided. We are especially proud to host Heather Whitestone-McCallum as our Keynote Speaker.

We invite you to help us in celebrating this 37th year of the Mid-South Conference on Communicative Disorders.

Lori Forster and Lori Thornton
2007 Program Coordinators

Keynote Luncheon

Heather Whitestone-McCallum is a dynamic public speaker with an incredible story of overcoming adversity. She was diagnosed with a bilateral profound hearing loss at 18 months. Heather was inspired by her family to work hard and never quit trying. In 1995, Ms. Whitestone-McCallum was the first woman with a disability to be crowned Miss America in the Pageant's 75 year history. During her year of service as Miss America, Heather focused her efforts and activities on motivating our nation's citizens to achieve their dreams through dedication, commitment and hard work. As she delivered her message, "Anything is Possible," throughout her term, Heather sought to inspire individuals to achieve their goals through the S.T.A.R.S. program (a five-point approach for personal empowerment).

Heather believes that the biggest handicap in the world is negative thinking and that people handicap themselves by concentrating only on the negative instead of the positive. In this presentation, Ms. Whitestone-McCallum will discuss her challenges and emotions associated with hearing loss. The keynote address, entitled S.T.A.R.S., will inspire and motivate professionals who work with individuals with communication disorders.
(B) ASHA 0.1, AAA 0.1

Short Course Presenters

Brian J. Fligor, Sc.D., CCC-A, FAAA is the Director of Diagnostic Audiology at Children's Hospital Boston and holds the faculty appointment of Instructor in the Department of Otology and Laryngology, Harvard Medical School. His primary research interests are investigating the causes of acquired hearing loss in the pediatric population. His research on the output levels of commercially available personal stereo system headphones has been cited numerous times by popular media in response to increased interest in potential hearing loss caused by mp3 music players.

James W. Hall III, Ph.D. received a Masters degree from Northwestern University and, in 1979, his Ph.D. in Audiology from Baylor College of Medicine under the direction of Dr. James Jerger. Currently, Dr. Hall is a Clinical Professor and the Chief of Audiology in the Department of Communicative Disorders at the University of Florida in Gainesville. In addition to his administrative duties, he maintains a clinical practice at University of Florida Health Science Center, and serves as a clinical instructor and mentor in the Doctor of Audiology on-site and distance learning programs. Dr. Hall's main research interests are in the areas of auditory neurophysiology, clinical assessment of auditory processing disorders and central auditory nervous system function, newborn hearing screening, and tinnitus & hyperacusis.

Lynne F. Harmon, M.A., CCC-SLP is President of Parent-Child Services Group, Inc., a private practice including a multi-disciplinary group of speech-language pathologists, occupational therapists, physical therapists, psychologists, and physicians including a psychiatrist and developmental pediatrician. She has specialized in providing services to children with autism for many years and is on the Professional Advisory Board for the Autism Society of East Tennessee. Her professional responsibilities have included being President of TAASLP twice, Chair of the Inter-Agency Council for Early Intervention in Tennessee, and ASHA's monitoring representative to the State Licensure Board.

David B. Hawkins, Ph.D. received his B.A. from Wake Forest University, M.A. from Memphis State University and Ph.D. from Northwestern University. Prior to his present position at Mayo Clinic Jacksonville, he worked at University of Iowa, Walter Reed Army Medical Center, and University of South Carolina. In his current position at Mayo Clinic, he is head of the audiology section and director of the Mayo Hearing Aid Clinic. He has published over 80 articles and made over 150 presentations in the area of hearing aids and rehabilitation of hearing-impaired adults. He presently sees patients full time at the Mayo Hearing Aid Clinic and runs an active adult aural rehabilitation program.

Nancy Helm-Estabrooks, Sc.D. is a Research Professor in the Division of Speech and Hearing Sciences, Department of Allied Health Sciences and the Department of Neurology at the University of North Carolina, Chapel Hill. In addition to credentials with the American Speech and Hearing Association, she holds Board Certification with the Academy of Neurologic Communication Disorders and Sciences and is Past President of ANCDs. She received ANCDs Honors in 2005, ASHA Honors in 2000, and is a Fellow of ASHA. Dr. Helm-Estabrooks has authored and co-authored many books, chapters, assessment tools and journal articles. Her most current book is the "Manual of Aphasia and Aphasia Therapy" co-authored with Martin Albert, M.D., Ph.D. of the Harold Goodglass Aphasia Center in Boston. Her most recent published assessment tool is the "Cognitive Linguistic Quick Test."

Jeri A. Logemann, Ph.D. is the Ralph and Jean Sundin Professor of Communication Sciences and Disorders at Northwestern University, Evanston, Illinois, and Professor of Otolaryngology and Neurology at Feinberg School of Medicine, Northwestern University, Chicago, Illinois. She directs the Speech, Language, Voice and Swallowing Service at Northwestern Memorial Hospital. Dr. Logemann's research interests include the management of voice disorders, normal swallowing physiology, the assessment and treatment of speech and swallowing dysfunction in treated head and neck cancer patients and neurologically impaired individuals, and the development of randomized clinical trials. She has received NIH funding for her research in the area of normal swallowing physiology and speech and swallowing disorders for over 25 years. She is a Fellow of the American Speech Language-Hearing Association (ASHA) and the Chicago Medical Society, and was President of ASHA in 1994 and 2000.

Larry Molt, Ph.D., CCC-SLP/A, ASHA-BRFS, is Associate Professor in the Department of Communication Disorders at Auburn University in Alabama and Director of the Neuroprocesses Research Laboratory, a multidisciplinary brain-imaging center. Dr. Molt is President of the International Fluency Association and has served as coordinator of ASHA Special Interest Division 4: Fluency and Fluency Disorders. Dr. Molt conducts research on the cause of stuttering, including analysis of possible neurologic and motoric source factors. Dr. Molt has been active in clinical practice in stuttering for over 25 years, and was part of the initial cadre of ASHA Board-Recognized Fluency Specialists. Dr. Molt is also a person who stutters, and brings a unique personal and professional insight into dealing with the issues associated with effective treatment of stuttering.

Richard A. Roberts, Ph.D., FAAA is the Director of Clinical Studies of The American Institute of Balance. He received his Ph.D. from the University of South Alabama in 1997. Dr. Roberts has previously held positions on the faculty at the University of Mississippi and the University of South Florida, where he continues to teach as an adjunct professor. Dr. Roberts is well-published in several of the leading peer-reviewed scientific journals of our field. In addition, he has presented his work at numerous regional and national meetings. Dr. Roberts has been an Assistant Editor for the *Journal of the American Academy of Audiology* since 2002 and currently serves on the Board of Ethics of the American Speech-Language-Hearing Association.

Richard Smeyne, Ph.D., Associate Member in the Department of Developmental Neurobiology at Saint Jude Children's Research Hospital in Memphis, TN, received his B.S. in Biology from Saint Joseph's University and his Ph.D. in Anatomy from Thomas Jefferson University in Philadelphia PA. He did postdoctoral work at the Roche Institute of Molecular Biology with James Morgan and Tom Curran where he examined the role of c-fos in neuronal cell death. He has a long-standing interest in neurodegeneration, concentrating on the cell biology and genetics of experimental Parkinson's disease as well as the role of drugs of abuse on brain development. In addition to his research at Saint Jude, Dr. Smeyne is also a Senior Editor for the journal *Brain Research*.

Kathy Strattman, Ph.D., CCC-SLP, is an Assistant Professor in the Department of Communication Sciences and Disorders at Wichita State University in Wichita, KS. She is a Board Recognized Specialist in Child Language and among the Inaugural Cadre of Advisers for the Child Language Specialty Board. Dr. Strattman is active in the Kansas Speech Language Hearing Association (KSHA), recently serving as Vice President of Professional Practices. In 1995, she was the KSHA Clinician of the Year and in 2002 received a research award from the Kansas Reading Association. Strattman's clinical, teaching, and research interests are in language and literacy acquisition and intervention. She has presented at state, national, and international conferences.

Anne Marie Tharpe, Ph.D. is an Associate Professor in the Department of Hearing and Speech Sciences and Associate Director of Education for the National Center for Childhood Deafness and Family Communication at the Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences in Nashville, TN. She maintains a clinical practice in addition to her research program and teaches graduate students in Audiology, Speech-Language Pathology, and Deaf Education. Dr. Tharpe has published over 60 refereed journal articles, books, and book chapters. In addition, she has presented more than 140 papers at local, state, national, and international professional meetings. Most of her work has focused on the early identification and intervention of hearing loss in the pre-school and school-age child. She has served as co-investigator or principal investigator on over 20 grants and has served on numerous protocol development committees for the American Academy of Audiology and the American Speech-Language and Hearing Association.

Katherine Verdolini, Ph.D., CCC-SLP is Associate Professor of Communication Sciences and Disorders within the School of Health and Rehabilitation Sciences, University of Pittsburgh. Her general area of interest is clinical voice science. Her research has focused on the influence of hydration on vocal fold function and structure; vocal fold biomechanics aimed at optimizing voice output and limiting vocal fold impact stress; voice disorder epidemiology; voice therapy efficacy; and cognitive mechanisms in skill acquisition. She is a former recipient of a 5-year K23 Award, and current recipient of a 5-year R01 Award from the National Institute on Deafness and Other Communication Disorders. Funded studies have explored, or are exploring, the cognitive neurophysiology in skill acquisition for voice tasks, biomechanical mechanisms in "strong voice" production, the potential for vocal exercise to influence wound healing in the larynx, and clinical trials in voice therapy. She developed and conducts workshops on a systematic approach to voice therapy for hyper- and hypofunction, Lessac-Madsen Resonant Voice Therapy. She is a member of the American Speech-Language-Hearing Association, the American Psychological Association, the Voice and Speech Trainers Association, the National Association of Teachers of Singing, and the Cognitive Neuroscience Society, and is the current Editor for Speech for the *Journal of Speech, Language, and Hearing Research*.

Monday At-A-Glance

	Tennessee B	Tennessee C	Tennessee D-E	Southeast A-B	Southeast C	Director's Row 6
8:00	SC-1 Kathy Stratman: Literacy at Risk: Beyond the "Critical Age"		SC-3 David Hawkins: Aural Rehabilitation for Adults: Hearing Aids and More			Posters Displayed
8:30		SC-2 Anne Marie Tharpe: Audiological Assessment of Infants and Young Children		SC-4 Katherine Verdolini: Principles of Perceptual-motor Learning [in] Speech Language Pathology	MS-1 Memorie Gosa: B.P.D. and Dysphagia	
10:00						
10:30						
10:45	MS-2 LeBonheur Early Inter- vention And Development: Itty-Bitty Eaters (and talkers, too!)	MS-3 Lennette Ivy: African American English: Influences on Writing Development and Pedagogical Implications	MS-4 Lisa Christensen & Jordan King: Candidacy and Counseling for Implantable Devices	MS-5 Douglas Beck: Improving the Hearing Aid Process using Multimedia Tools	MS-6 David Wark: Graduate Student Forum	Poster Sessions: Presenters present for Q &A
12:15	Luncheon In Tennessee Ballroom A Awards Luncheon					
1:45*	MS-7 William Coker: AAC and QOL in Adult-Onset Communication Disorders	MS-8 Jennifer Borek: Writing Skills in Adolescents with Communicative Disorders	MS-9 Kathryn Shaughnessy: A Common Error in Clinical Audiology: NBN vs. Warble Tones	MS-10 Louise Zelski: FM Systems for Adults	MS-11 Douglas Parham: Secrets to Surviving the Clinical Fellowship Year	Posters Displayed
3:15						
3:30	SC-5 Nancy Helm- Estabrooks: Executive Skills & Functional Generalization of Aphasia Therapy	MS-12 Allison Jacobs- Levine: Crash Course on Acquired Dysarthria	SC-6 Richard Roberts: Diagnosis and Treatment of Vestibular Disorders: A Clinical Update	SC-7 Larry Molt: Treating Stuttering in Children: New, Used and Abused Techniques	MS-13 Linda Hood: Auditory Steady State Responses and the Pediatric Test Battery	Posters Displayed
5:00						
5:30	University of Memphis Alumni Reception - 5:30-7:00 - Director's Row 6					

*Tour of School of Audiology & Speech-Language Pathology, The University of Memphis at 1:45

Tuesday At-A-Glance

	Tennessee B	Tennessee C	Tennessee D-E	Southeast A-B	Southeast C	Director's Row 6
8:00	SC-8 Lynn Harmon: The Latest and Greatest: Program Planning for Children with Autism			SC-10 Richard Smeyne: Role of the Environment on Brain Development		
8:30		SC-9 Brian Fligor: Headphones and Hearing Loss: Separating the iTruth from iFiction	MS-14 Douglas Beck & James Hall: Electroneurography (ENoG): The facial nerve test		MS-15 Amy Yeager & Scott Rubin: The Role of the Right Hemisphere in Speech Production	
9:00						
10:00						
10:30						
10:45*		MS-16 Mary Dale Fitzgerald, Kathleen Herbert & Nancy Harvill: A Team-Based Speech Camp Model for Clinical Education	MS-17 Cindy Spillers: The Lost Art of Listening	MS-18 Jane Seaton: Educational Audiology, Sailing through a Sea of Acronyms	MS-19 Shaum Bhagat: New Innovations in Clinical Application of Otoacoustic Emissions	MS-20 Teresa Wolf & Caroline Royal- Evans: Accent Modification: Who, What, When, Why, How
12:15	Keynote Luncheon In Tennessee Ballroom A and B Heather Whitestone McCallum					
2:30*		MS-21 David Irwin and Sharon Sanders: Shades of Gray: Ethical Decision Making	SC-11 James Hall: Auditory Processing Disorders (APD): Assessment & Management	SC-12 Jeri Logemann: New Trends and Controversies in Dysphagia Management	MS-22 Jamie Goldring: Pediatric Movement Treatment**	Student Research Forum
4:00						**This session requires admit ticket due to limited space.
4:30						

*Tour of School of Audiology & Speech-Language Pathology, The University of Memphis at 10:45 and 2:30

Sunday

5:00 p.m. - 7:00 p.m.

REGISTRATION

Tennessee Grand Foyer

Monday

7:00 a.m. - 5:30 p.m.

7:30 a.m.

8:00 a.m. - 5:30 p.m.

8:30 a.m. - 5:30 p.m.

REGISTRATION

COFFEE & PASTRIES

EXHIBITS

POSTERS

Tennessee Grand Foyer

Tennessee Grand Foyer

Tennessee Grand Foyer

Director's Row 6

Monday Short Courses and Mini-Seminars

Short Course 1

Literacy At Risk: Beyond the "Critical Age"

Kathy Strattman, Wichita State University

8:00-10:00 Tennessee B

Severe phonological deficits beyond the "critical age" are known to affect literacy. Decoding abilities, reading fluency, and reading comprehension may be compromised for children who have a history of severe phonological deficits. Case studies of 2nd grade twin boys, who both presented severe expressive phonological impairments as they entered 1st grade will be followed to demonstrate literacy effects and treatment needs. Treatment objectives and procedures will be included. Intervention strategies that facilitate reading fluency and comprehension will be demonstrated in this interactive presentation. (I) ASHA 0.2

Short Course 2

Audiological Assessment of Infants and Young Children

Anne Marie Tharpe, Vanderbilt University

8:30-10:30 Tennessee C

The advent of newborn hearing screening has resulted in audiologists finding themselves assessing the hearing of very young infants and children. This presentation will review pediatric assessment protocols with an emphasis on behavioral measures. In addition, some discussion will focus on assessment considerations in special populations of children. (I) ASHA 0.2, AAA 0.2

Short Course 3

Aural Rehabilitation for Adults: Hearing Aids and More

David Hawkins, Mayo Hearing Aid Clinic

8:00-10:00 Tennessee D&E

While the dispensing of hearing aids is beneficial to hearing-impaired adults, the hearing aid itself is only part of the total package. This presentation will attempt to present a comprehensive view of the aural rehabilitation process, including assessing communication needs, selection and adjustment of hearing aids, and counseling and group aural rehabilitation. An emphasis will be put on approaches that work within realistic clinical timeframes and are financially viable. (I) ASHA 0.2, AAA 0.2

Short Course 4

Principles of Perceptual-motor Learning Applied to Speech-Language Pathology

Katherine Verdolini, University of Pittsburgh

8:30-10:30 Southeast A&B

Perceptual-motor learning has long been an issue of interest in athletics and other domains in physical training. Much of the basic science literature appears to have direct relevance to the practice of speech-language pathology, and yet relatively few studies have been conducted on perceptual-motor learning relative to that practice. This short course will focus on two broad issues in the review of relevant literature: (a) a theoretical framework that distinguishes "declarative" from "procedural" learning, and cognitive features that appear to characterize procedural learning in particular; and (b) "laws of practice" that are relevant to the structure of interventions. Specific examples will largely involve voice disorders. However, the principles have potential application for other domains of speech-language pathology as well. (I) ASHA 0.2

Mini Seminar 1

Bronchopulmonary Dysplasia and Dysphagia: Investigating the Effects of BPD on Early Feeding

Memorie Gosa, LeBonheur Children's Medical Center

8:30-10:00 Southeast C

This session will contrast typical lung development with the disease process of Bronchopulmonary Dysplasia (BPD). It will then review neonatal feeding patterns and discuss the effects of BPD on feeding and swallowing in infancy. We will review current literature, case studies, and modified barium swallow studies during this interactive session. (I) ASHA 0.15

Mini Seminar 2

Itty-Bitty Eaters (and talkers, too!)

Helen Barry, Erin Butterick, Jill Rogers, and Melissa Tully

LeBonheur Early Intervention and Development

10:45-12:15 Tennessee B

All parents want their children to eat and to communicate! While each of these areas can be treated individually, combining the two areas has proven beneficial for the children, parents and therapists. This session will introduce the Sequential-Oral-Sensory (SOS) approach to feeding (Toomey, et. al.) while incorporating the use of total communication. (I) ASHA 0.15

Mini Seminar 3

African American English: Influences on Writing Development and Pedagogical Implications

Lennette J. Ivy, University of Mississippi

10:45-12:15 Tennessee C

This presentation will discuss findings that indicate developmental characteristics in the acquisition of writing skills in African American students who speak African American English. The results have implications for pedagogical practices with African American students in the regular classroom, and for speech-language pathologists working with children with written language disorders. (I) ASHA 0.15

Mini Seminar 4

Candidacy and Counseling of Implantable Devices

Lisa Christensen & Jordan King, Arkansas Children's Hospital

10:45-12:15 Tennessee D&E

The role of the audiologist has expanded in recent years. As technology matures, the untraditional approach of implantation emerges. These not-so-ordinary cases can be challenging and intimidating to even the most seasoned audiologist. Drs. Christensen and King will present candidacy and counseling issues involved in cochlear implant and Baha cases. Real intervention strategies and creative ways to apply evidence-based best practice while working with multidisciplinary teams will be discussed.

(I) ASHA 0.15, AAA 0.15

Mini Seminar 5

Improving the Hearing Aid Process Using Multimedia Tools

Douglas L. Beck, Oticon, Inc.

10:45-12:15 Southeast A&B

The most successful hearing aid process is "patient-centered". As professionals, we are aware of our obligation to diagnose and treat appropriately. However, as a profession, we also have an obligation to present information in a manner which maximally transmits the intended message and facilitates retention. This presentation will examine assorted free tools and services available to the audiologist in their quest to deliver appropriate and meaningful information with maximal information transfer.

(I) ASHA 0.15, AAA 0.15

Mini Seminar 6

Graduate Student Forum

David Wark, The University of Memphis

10:45-12:15 Southeast C

Students! This is an opportunity to talk directly with Dr. David Wark, Director of Graduate Studies in the School of Audiology and Speech-Language Pathology at The University of Memphis. This informal question and answer period will address the admissions process, program requirements, and financial assistance.

Mini Seminar 7

AAC and QOL in Adult-Onset Communication Disorders

William B. Coker, The University of Memphis

1:45-3:15 Tennessee B

Determining when and how to implement augmentative-alternative communication (AAC) strategies with adults who have a communication disorder can be a challenge. Quality of life (QOL) issues, i.e. communication, can provide a basis for evidence-based practice, advocacy, and research. Current research and implementation strategies will be discussed. (I) ASHA 0.15

Mini Seminar 8

Using TWA+PLANS to Support Writers with Communication Disorders

Jennifer A. Borek, The University of Memphis

1:45-3:15 Tennessee C

Using TWA (*Think before reading, think While reading, think After reading*) +PLANS (*Pick goals, List ways to meet goals, And, make Notes and Sequence notes*) reading and writing methodologies with students who have communication disorders can increase their understanding of expository texts and develop their writing skills. Research will be presented and an interactive project will be developed during the session to enable participants to master the methods. (I) ASHA 0.15

Mini Seminar 9

A Common Error in Clinical Audiology: NBN vs. Warble Tones

Kathryn L. Shaughnessy, The University of Memphis

1:45-3:15 Tennessee D&E

In Clinical Audiology, technically flawed measurements can threaten good clinical decision making. Through a series of case studies, a common technical error will be identified which, when unrecognized, can adversely affect infant hearing assessments and hearing aid and cochlear implant outcomes. The error will be described and quantified. The conceptual misunderstandings that led to the error and the effect on clinical decision-making will be highlighted. (B) ASHA 0.15, AAA 0.15

Mini Seminar 10

FM Systems for Adults

Louise Zelski, Phonak Hearing Systems

1:45-3:15 Southeast A&B

"FM Systems for Adults" will explore why FM is important to a practice and how to become skilled in fitting FM. Expertise in FM wireless technology is simplified by following a step by step protocol for FM fitting. FM candidate selection, selection of the right equipment for client's needs, fitting the FM system and counseling of client will be discussed. (I) ASHA 0.15, AAA 0.15

Mini Seminar 11

Secrets to Successfully Surviving the Clinical Fellowship Year

Douglas F. Parham, The University of Memphis

1:45-3:15 Southeast C

The completion of the clinical fellowship year (CFY) is the capstone of certification in Speech-Language Pathology (SLP). Regardless of their academic and clinical preparation, SLP graduates can find themselves disoriented by the CFY experience. This presentation provides both long-term strategies and day-to-day tactics for navigating the CFY with success. (B) ASHA 0.15

Short Course 5

Executive Skills and Functional Generalization of Aphasia Therapy

Nancy Helm-Estabrooks, University of North Carolina, Chapel Hill

3:30-5:30 Tennessee B

The failure of individuals with aphasia to use skills gained in aphasia therapy in functional situations may be related to the integrity of their executive functions. During this two-hour presentation, Dr. Nancy Helm-Estabrooks will review evidence of a relationship between executive functions and carry-over of skills learned in aphasia therapy for purposes of communication in natural settings. She will illustrate these relationships with study cases. Helm-Estabrooks then will describe a new program for improving executive/problem solving skills and the responses of some patients to this program. (I) ASHA 0.2

Mini Seminar 12

Crash Course on Acquired Dysarthria

Allison Wendy Jacobs-Levine, St. Jude Children's Research Hospital

3:30-5:00 Tennessee C

Speech-Language Pathologists are constantly searching for new and inexpensive ways to evaluate and treat dysarthria. The purpose of this course is to review classifications and symptoms of dysarthria and to provide participants with practical yet comprehensive assessment tools and effective treatment tools for acquired dysarthria. (I) ASHA 0.15

Short Course 6

Diagnosis and Treatment of Vestibular Disorders: A Clinical Update

Richard A. Roberts, The American Institute of Balance

3:30-5:30 Tennessee D&E

Patients with dizziness and balance disorders often pose an interesting challenge for practitioners. This course will provide attendees with an overview of evidence-based diagnostic and treatment clinical pathways. This provides practitioners with a clear and systematic approach to the evaluation and treatment process. A discussion of the vestibular reflex systems with corresponding diagnostic tests will be highlighted. Improved efficiency and efficacy of canalith repositioning treatments and vestibular rehabilitation therapy (VRT) depends on proper correlation of patient history and symptoms, appropriate tests, interpretation of findings and use of correct treatment protocols. Case studies will be presented for a variety of populations.

(I) ASHA 0.2, AAA 0.2

Short Course 7

Treating Stuttering in Children: New, Used, and Abused Techniques

Larry Molt, Auburn University

3:30-5:30 Southeast A&B

Some of the most challenging cases for many speech-language pathologists are those involving children who stutter. This workshop is designed to demystify stuttering and help speech-language pathologists become more comfortable with their ability to appropriately diagnose and effectively treat school-age children who stutter. The workshop will begin with a brief overview of current perspectives of the cause of stuttering, with discussion on implications for diagnosis and treatment protocols. Behavioral indicators will be reviewed, including important risk factors, those that mark stages of development of the disorder, and those that indicate the need for specific types of treatment. The final section will address specific treatment strategies for working with school-age children and adolescents who stutter. Recent research on alternative and adjunct treatment approaches, such as parent assisted management, altered auditory feedback devices, and pharmaceutical agents, will also be discussed.

(I) ASHA 0.2

Mini Seminar 13

Auditory Steady State Responses and the Pediatric Test Battery

Linda J. Hood, Vanderbilt University

3:30-5:00 Southeast C

Auditory Steady State Responses (ASSR) provide an objective method of obtaining information about peripheral auditory sensitivity. Approaches such as the ASSR are of particular benefit in pediatric populations where dependable behavioral threshold information is not available. To use the ASSR method appropriately, it is important to understand maturational characteristics, relationships to behavioral thresholds, and strengths and limitations of the technique. These factors will be discussed in the context of various physiologic approaches to assessment of auditory function in infants and children. (I) ASHA 0.15, AAA 0.15

Tuesday

7:30 a.m. - 2:00 p.m.

7:30 a.m.

8:00 a.m. - 4:00 p.m.

12:15 p.m.

REGISTRATION

COFFEE & PASTRIES

EXHIBITS

SILENT AUCTION CLOSURES FOR BIDS

Tennessee Grand Foyer

Tennessee Grand Foyer

Tennessee Grand Foyer

Tennessee Grand Foyer

Tuesday Short Courses and Mini-Seminars

Short Course 8

The Latest and Greatest: Program Planning for Children with Autism

Lynne F. Harmon, Parent-Child Services Group, Inc.

8:00-10:00 Tennessee B

Planning a program for a child with Autism Spectrum Disorder can be a daunting task. Parents and therapists are pulled in many directions trying to address sensory, auditory, language, feeding and cognitive skills with these children. This presentation will discuss the latest research on programs and techniques as well as some tried and true tid-bits to enhance learning for this population (I) ASHA 0.2

Short Course 9

Headphones and Hearing Loss: Separating the iTruth from iFiction

Brian J. Fligor, Children's Hospital Boston

8:30-10:30 Tennessee C

With all the recent media attention to the potential risk to hearing from using personal stereo systems, it can be difficult to separate truth from media hype. This course will discuss the literature and science relevant to "music-induced hearing loss" and will specifically discuss the potential risk associated with use of personal stereo systems. Preliminary data from yet-to-be-published studies of .mp3 player output and listening behaviors will be shared. A realistic perspective of the risk from personal stereo systems will be presented. (I) ASHA 0.2, AAA 0.2

Short Course 10

Role of Environment on Brain Development

Richard Smeyne, St. Jude Children's Research Hospital

8:00-10:00 Southeast A&B

The concept that alterations in an animal's environment can have an impact on neuronal structure and function has been in the scientific literature since the 18th century. The growth of the brain occurs progressively with individual modalities developing at different times. These "critical periods" are the first environment to which a child is exposed is the womb and research suggests that what the mother eats and drinks can have long-term effects on brain function. In addition, once born, the infant's sensory experience (information input), is directly related to the size and connectedness of neurons, and thus the function of this organ. Enriched environments are most important and beneficial during the critical period. Educators, healthcare workers, childcare workers and especially parents must develop a basic understanding of the psychobiology of the brain. (I) ASHA 0.2, AAA 0.2

Mini Seminar 14

Electroneuronography (ENoG): The Facial Nerve Test

9:00-10:30 Tennessee D&E

Douglas L. Beck, Oticon, Inc. & **James W. Hall III**, University of Florida in Gainesville

Electroneuronography (ENoG) is an important, yet often overlooked protocol within the realm of diagnostic Audiology. This presentation will review clinical indications for ENoG, facial grading scales, anatomy, physiology, stimulation and recording techniques, as well as interpretation and reporting guidelines. Case Studies and Q and A will be provided. (I) ASHA 0.15, AAA 0.15

Mini Seminar 15

The Role of the Right Hemisphere in Speech Production

8:30-10:00 Southeast C

Amy Ogburn Yeager, Auburn University, & **Scott S. Rubin**, LSU Health Sciences Center – New Orleans

This presentation explains the hemispheric activation patterns of both non-brain damaged and aphasic listeners in a dichotic listening study which employed both lexical and environmental sounds. Implications of findings are discussed in relation to theoretical and clinical significance and the possibility of its effect on treatment outcomes. (I) ASHA 0.15

Mini Seminar 16

A Team-Based Speech Camp Model for Clinical Education

10:45-12:15 Tennessee C

Mary Dale Fitzgerald & Kathleen Herbert, Tennessee State University, & **Nancy Harvill**, Hickman County School System

This session will describe the development of an intensive summer speech camp model for school-age articulation, language and fluency disorders utilizing a team-based approach to clinical education. Evidence will be presented to support the model, and implications for improving supervision for students and services for clients will be discussed. (I) ASHA 0.15

Mini Seminar 17

The Lost Art of Listening

Cindy S. Spillers, University of Minnesota Duluth

10:45-12:15 Tennessee D&E

Sound clinical practice begins with listening to our clients. American culture has devalued and marginalized the time and attention necessary for listening, and this devaluation has crept into the helping professions. This session will address the therapeutic importance of deep, attentive listening. It will present a framework for preparing to listen to clients' stories, and for understanding the story. (I) ASHA 0.15

Mini Seminar 18

Educational Audiology, NCLB, IDEA 2004, IEPs and IFSPs: Sailing Through a Sea of Acronyms.

Jane B. Seaton, Private Consultant in Audiology and Communication Disorders

10:45-12:15 Southeast A&B

Educational Audiology continues to be defined as a related service in IDEA 2004 legislation, but state rules and regulations vary regarding mandated services and technology for students in educational settings. In addition, Section 504 of the Rehabilitation Act of 1973, and the No Child Left Behind Act of 2002, are having an increasing impact on the roles and responsibilities of educational audiologists. This session will review Educational Audiology services under IDEA 2004, and present a framework for service decisions based on current legislation, implementing regulations, case law, and practical experience. Audience members will be encouraged to share their experiences and discuss ways to facilitate effective service delivery. (I) ASHA 0.15, AAA 0.15

Mini Seminar 19

New Innovations in Clinical Application of Otoacoustic Emissions

Shaum P. Bhagat, The University of Memphis

10:45-12:15 Southeast C

Otoacoustic Emissions (OAEs) have rapidly transitioned from laboratory science into clinical practice. This presentation will review recent developments in clinical OAE testing, including simultaneous binaural OAE measurements and contralateral suppression of OAEs. The benefits and limitations of including these measurements in clinical practice will be discussed. (I) ASHA 0.15, AAA 0.15

Mini Seminar 20

Accent Modification: Who, What, When, Why, How

Teresa Wolf & Caroline Royal-Evans, The University of Memphis

10:45-12:15 Director's Row 6

As ethnic diversity continues to increase in the United States, requests for accent modification are becoming more common. This session will include methods for assessing and instructing clients with regional and international accents. It will also provide practical ideas for teaching Standard American English in an individual or group setting. (I) ASHA 0.15

Mini Seminar 21

Shades of Gray: Ethical Decision Making

David Irwin & Sharon Sanders, Louisiana State University Health Sciences Center in Shreveport

2:30-4:00 Tennessee C

Ethical decision making for speech-language pathologists and audiologists involves a multitude of factors and processes. This presentation will focus upon the processes involved during decision making. Case scenarios will provide a venue for practicing and future professionals to discuss procedures and apply strategies. Furthermore, attention will be given to the techniques to reduce the risk of ethical misconduct, and practical approaches that address difficult ethical issues. (I) ASHA 0.15, AAA 0.15

Short Course 11

Auditory Processing Disorders (APD): Assessment and Management

James W. Hall III, University of Florida in Gainesville

2:30-4:30 Tennessee D&E

There is unprecedented interest in Auditory Processing Disorders (APD) among Audiologists, Speech-Language Pathologists, and parents of children who are academic underachievers. Differential diagnosis of APD is challenging for many audiologists. Assessment procedures and protocols extend far beyond the audiogram, including diagnostic speech audiometry tests, and auditory evoked responses. Treatment strategies are highly varied and must be closely coordinated with other professionals. Management options include FM systems, computerized auditory training programs, and multi-disciplinary efforts. APD must be differentiated from among a variety of co-existing disorders, such as dyslexia, language impairment, and ADHD. A multidisciplinary approach is highly effective for assessment and management of this substantial and under-served clinical population. (I) ASHA 0.2, AAA 0.2

Short Course 12

New Trends and Controversies in Dysphagia Management

Jeri A. Logemann, Northwestern University

2:30 - 4:30 Southeast A & B

Data supporting new and established procedures for management of swallowing disorders will be presented in the context of evidence-based practice. Methods by which clinicians can introduce new procedures will be emphasized. Utilization of screening and diagnostic procedures on adults will be discussed. (I) ASHA 0.2

Mini Seminar 22

Discover ME: The Role of Movement Education in Developmental Growth

2:30-4:00 Southeast C

Jamie Goldring, The Harwood Center, Memphis Oral School for the Deaf, and Memphis Jewish Community Center

Movement stimulates learning! Current research validates the importance of movement exploration and its role in early childhood programs. Movement exploration helps children learn how to improve their overall intellectual, emotional, and physical growth from their own perspectives. People need to teach children "how to learn" through movement education. Activities are designed to teach children the prerequisites of learning-self control, focus, concentration, and effective listening. This highly-interactive seminar will provide hands-on activities using sensory integration and proprioception to demonstrate how children can acquire these learning skills. **LIMITED TO 30 PARTICIPANTS-PLEASE SEE REGISTRATION FORM** (B) ASHA 0.15

Student Research Forum

2:30 Director's Row 6

Students will present research in brief lecture format.

Posters

Displayed all day Monday in Director's Row 6 Presenters are available from 10:45 - 12:15

(I) ASHA 0.15, AAA 0.15

Amplification Effects on Articulation of Late Identified Hearing Loss: A Case Study

Jennifer Simpson and Maria Dixon, Purdue University

A Survey of Counseling Training in Communication Disorders

Daphne Tiller Phillips, Scottsdale Healthcare Hospital

A Quantitative Measure of Vocal Quality in Preverbal Children with Autism

Whitney Pettit and Julie Cleary, The University of Memphis

Errors in Third Grader's Derived Word Productions

Sarah Hay, Linda Jarmulowicz, and Elizabeth Roads, The University of Memphis

What Do Fifth-graders Know about Derived Words?

Valentina L. Taran, Linda Jarmulowicz, and Amy Powers, The University of Memphis

Student Research Forum

Tuesday 2:30 p.m. Director's Row 6

Repetitive and Stereotyped Behavior in Young Children with Autism Spectrum

Angie Barber, Nola Watt*, Amy Wetherby, David McCoy, & Lindee Morgan

Florida State University, *University of the Witwatersrand, Johannesburg

Effects of LSVT® on Measures of Vocal Tract Steadiness

Dorian Beverly, The University of Memphis

*Cover design by Gary K. Golightly, Assistant Professor,
Art Department, The University of Memphis*

Hotel

The Mid-South Conference will be held at the **Hilton Memphis** in east Memphis at I-240 and Poplar (939 Ridge Lake Blvd). Parking is free and a hotel shuttle is available for shopping, theater, or dining within a five mile radius for guests of the hotel. Sessions will be held downstairs at the Ballroom Level. The **Hilton Memphis** is a newly renovated hotel which offers many specialized services and luxurious accommodations, including highspeed Internet access in the guest rooms, a 24-hour fitness room, and an outdoor heated pool and whirlpool. For reservations call 1-800-HILTONS or the hotel directly at 901-684-6664. In order to receive the special group rate (\$102/night), you must indicate that you are attending the **Mid-South Conference on Communicative Disorders**. We encourage participants to make reservations as soon as possible. All requests should be made no later than **February 06, 2007**. Reservation requests after this date are subject to availability, and rates higher than the group rate may apply.

Continuing Education

NSSLHA-The University of Memphis is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. This program is offered for 1.3 CEUs (various levels; professional area). ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures. **ASHA now requires an ASHA membership number rather than a social security number for CE registration.**

NSSLHA-The University of Memphis is approved by the American Academy of Audiology to offer Academy CEUs for this activity. The program is worth a maximum of 1.3 CEUs. Academy approval of this continuing education activity does not imply endorsement of course content, specific products or clinical procedures.

* NOTE: One contact hour is equivalent to 0.1 ASHA/AAA CEU. Fractions of hours are dropped when calculating the CEU total.



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