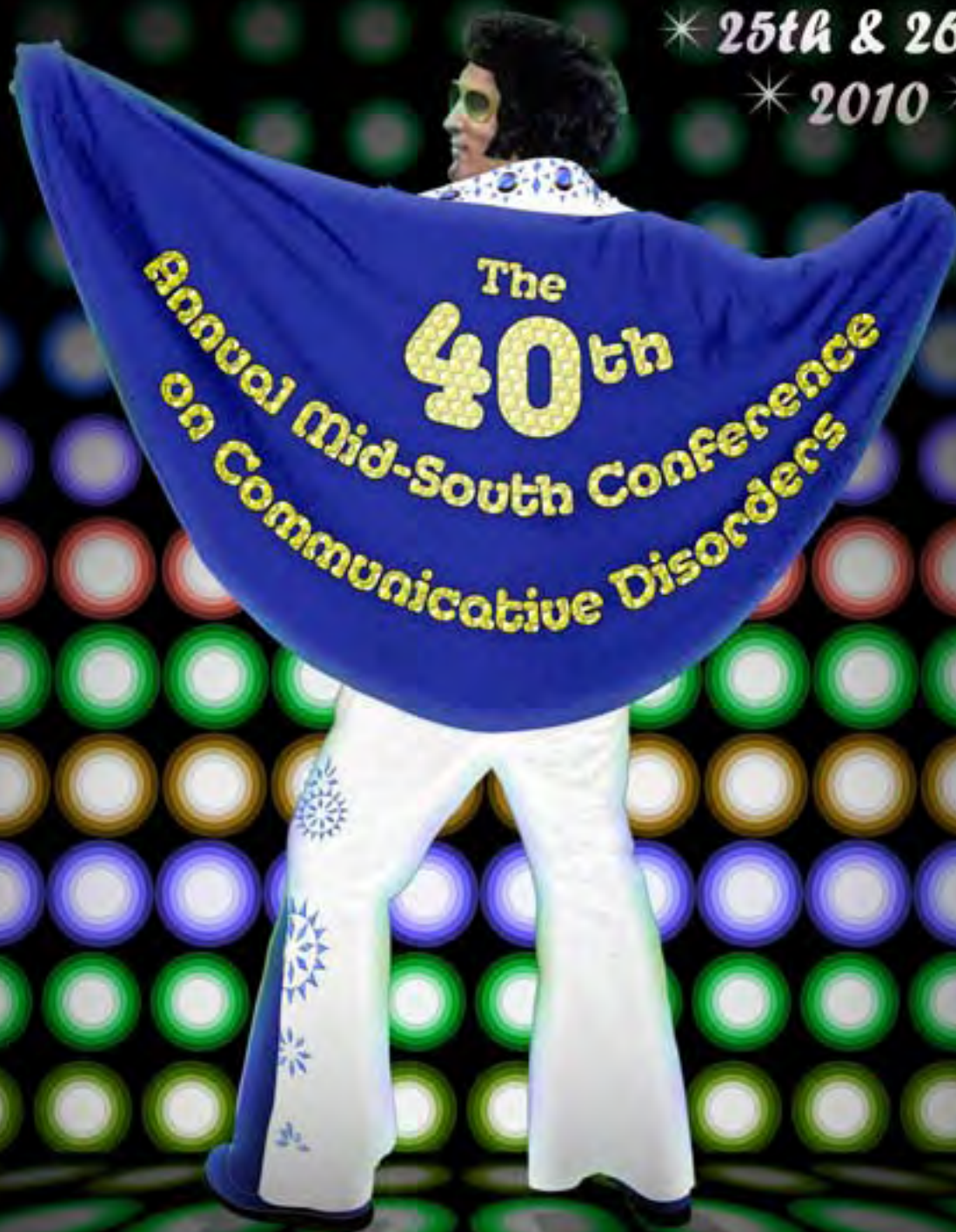


N S S L H A

The University of Memphis  
Chapter  
*Presents*

February  
25th & 26th  
2010



# 40th Annual Mid-South Conference on Communicative Disorders

The University of Memphis Chapter of the National Student Speech Language Hearing Association (NSSLHA) is pleased to be celebrating our 40th year of the Mid-South Conference on Communicative Disorders. Our conference began as a one-day, one-speaker event inspired by NSSLHA students in 1971, and has evolved into a 2-day event with 35 presenters, 28 exhibitors, and 700 or more attendees. Our hope is that all will benefit from the diverse presentations on assessment and treatment of individuals with communicative disorders and other related professional issues. In an effort to provide professionals and students more challenging courses, we are offering five extended short courses, two in audiology and three in speech-language pathology.

Be sure to visit our exhibitors located in the Tennessee and Southeast foyers. Our Silent Auction is located in Directors Row 5 and proceeds will benefit 4 Paws for Ability. This organization provides training and placement of service dogs to individuals with disabilities, such as persons with hearing impairments, autism, or fetal alcohol spectrum disorders, in order to offer companionship and to promote independent living. The Legislative Table will provide letters that you may sign for your Congressmen and Senators in support of current issues in our professions. Tours of The University of Memphis School of Audiology and Speech-Language Pathology will be provided for visiting students on Thursday and Friday.

To help us celebrate our 40th year, we are thrilled to welcome Sam Haskell III- former Worldwide Head of Television for the William Morris Agency and the author of the National Best Selling Book, *Promises I Made My Mother*, as our Keynote Luncheon Speaker.

The brochure cover is inspired by a well known Memphis legend, "The King of Rock and Roll". We gratefully acknowledge John Swearngen, Head of the Audiology and Speech Pathology Library at The University of Memphis for his artwork.

At this year's conference, we have issued flash drives instead of paper handouts for the speakers' notes. This allows us to be environmentally friendly and provides both the Audiology and Speech-Language Pathology handouts to everyone.

We invite you to help us celebrate this 40th year of the Mid-South Conference on Communicative Disorders!

2010 Program Coordinators

Lauren Busby and Hillary Hayes

Please follow us on Twitter, @MidSouthConf, to receive the latest news on the Mid-South Conference year-round!

## Keynote Luncheon

Friday February 26th, 2010, 12:15 pm Tennessee A-B

### Sam Haskell III

Sam Haskell, III is a 1977 graduate of the University of Mississippi where he majored in Theatre, Radio & Television. Sam joined the William Morris Agency, in the mailroom, and was promoted to an agent in the Television Variety Department where he packaged television specials starring *Lily Tomlin*, *Lynda Carter*, *Debbie Allen*, *David Frost*, and *Diana Ross*. In 1990, Sam became the William Morris Agency's youngest Senior Vice-President, and thereafter was West Coast Head of Television (1994), Executive Vice President (1997) and Worldwide Head of Television (1999). He oversaw the "packaging" of all agency-represented network projects, including such mega-hits as *The Cosby Show*, *Fresh Prince of Bel Air*, *Mad About You*, *Everybody Loves Raymond*, *Lost*, *Murphy Brown*, *Sisters*, *Suddenly Susan*, *Live with Regis & Kathie Lee*, *Diagnosis Murder*, *King of Queens*, *Las Vegas* and *Who Wants to Be a Millionaire*, among many others.

### "How To Have A Wonderful Life - What Would George Bailey Do?"

Using stories from *Promises I Made My Mother*, Mr. Haskell will explain how possessing hope, faith, love, and strong character allowed him to become successful in business without compromising his integrity. Attendees will learn how to succeed professionally as well as personally while applying high ethical standards, consistency and honesty in today's workplace. Applying the lessons learned from his mother, he will show his audience how ANYONE can have a wonderful life, get a job, find love, lead a life of character, and ultimately find happiness!

ASHA 01, AAA 01

## Short Course Presenters

**Faith W. Akin** is the director of the vestibular laboratory at James H. Quillen VA Medical Center and an associate professor in the Department of Communicative Disorders at East Tennessee State University. Her research in the area of vestibular assessment is funded by the Rehabilitation Research and Development Service of the Veterans Health Administration.

**Katharine Bedsole** graduated from Auburn University in 1997 with her BS in Communication Disorders and from the University of South Alabama in 2001 with her MS in Speech-Language Pathology. She has worked in a variety of settings including schools, hospitals, homes, and clinics, with people of all ages. From 2005-2007 Katharine worked for Super Duper Publications as an SLP Editor. Katharine has given presentations to SLPs and special educators all across the country. Beginning Fall 2009 she entered East Tennessee State University's PhD program in Early Childhood as a doctoral fellow.

**Lisa S. Davidson** is an assistant professor at the CID Research Department at Washington University Medical School in addition to being the Coordinator of Pediatric Audiology at the CID Oral School for the Deaf. She has participated in NIH-NIDCD research projects involving children using different sensory aids and was a co-investigator on an NIH project evaluating strategies to optimize cochlear implants for children. She is the primary investigator on an NIH sponsored grant (K25DC008294-01A1) entitled Audibility, Sensory Aids and Cognition as Factors in Children's Speech Perception.

**Robert C. Fifer** is currently the Director of Audiology and Speech-Language Pathology at the Mailman Center for Child Development, Department of Pediatrics, University of Miami School of Medicine. His Ph.D. degree is from Baylor College of Medicine in Audiology and Bioacoustics. Dr. Fifer's clinical and research interests focus on the areas of auditory evoked potentials, central auditory processing, early detection of hearing loss in children, and auditory anatomy and physiology. He is a member of ASHA's Health Care Economics Committee, the ASHA representative to the American Medical Association's Health Care Professions Advisory Committee for the Relative Value Utilization Committee, and ASHA's representative to the AMA's Practice Expense Advisory Committee.

**Mary Beth Jennings** has worked clinically for 12 years developing and implementing individual and group aural rehabilitation (AR) programs for adults with hearing loss and their significant others. Dr. Jennings began her academic career in 2004 and teaches courses and seminars on Counseling and AR. Her areas of research include the assessment of group AR outcomes, the use of Goal Attainment Scaling, the impact of self-efficacy on rehabilitation outcomes, barriers and facilitators to the use of hearing assistive technologies for older adults, stigma of hearing loss, workplace accessibility for older workers with hearing loss, and Universal Design for hearing.

**Robert W. Keith** is a professor of audiology in the Department of Communication Sciences and Disorders at the University of Cincinnati and professor emeritus in the Department of Otolaryngology-Head and Neck surgery. He is a fellow of ASHA and a founding member of the American Academy of Audiology (AAA). He was editor of the journal *Ear and Hearing* for seven years and serves on the editorial board of several professional journals. Dr. Keith is the author of several tests for use in identifying auditory processing disorders including the SCAN auditory test batteries, and has many publications on the topic of APD including chapters and articles in the refereed literature.

**Henriette W. Langdon** is Professor of Communicative Disorders and Sciences in the Connie L. Lurie College of Education at San José State University. For the past 36 years, Henriette's passion and work have focused on best assessment and intervention strategies with bilingual students displaying speech, language, learning and communication challenges. Henriette has published and presented on this topic in the U.S. and abroad. She is an ASHA Fellow and has received ASHA's Multicultural Award.

**David L. McPherson** was born in California and completed his undergraduate education at Brigham Young University, a Master of Science degree at George Washington University, a Ph.D. at the University of Washington, and post-doctoral studies at the Brain Research Institute at the University of California, Los Angeles. He recently completed twelve years as Chair of the Department of Communication Disorders at Brigham Young University. His interest is in hearing and brain function, which includes language. He currently serves as the Vice President for International Research at the Institute of Physiology and Pathology of Hearing.

**Patricia A. Prelock** is Dean of the College of Nursing and Health Sciences at the University of Vermont and Professor of Communication Sciences; she has a secondary appointment in Pediatrics in the College of Medicine. Dr. Prelock is a co-principal investigator for Vermont's Interdisciplinary Leadership Education for Health Professionals Autism Spectrum Disorders Program and principal investigator for Vermont's State Improvement Grant, Speech-Language Pathologist Distance Education Initiative. Her primary research interests include collaborative, interdisciplinary practice, and the nature and treatment of autism.

**Constance Dean Qualls, Ph.D.** is Professor and Chair of the Department of Speech-Language Pathology at the State University of New York College at Buffalo State College, Vice President for Science and Research of the ASHA, and adjunct Associate Professor of Communication Sciences and Disorders at The Pennsylvania State University. She is a certified speech-language pathologist and cognitive neuroscientist with clinical expertise, teaching, and research interests in neurological communication disorders, cognitive-linguistic aging, figurative language development, multiculturalism, and professional and leadership issues. She holds membership and offices in several scientific and professional organizations. Constance has made significant contributions to communication sciences and disorders and to academia in the areas of teaching, personnel preparation, research, administration and leadership, and service.

**Anne van Kleeck** is a Professor and Callier Research Scholar in the School of Behavioral and Brain Science at the University of Texas at Dallas. Her primary research focus is on preliteracy development, socialization, assessment, and intervention. In this area, she has published over 30 journal articles and book chapters, and has edited two books, *On reading books to children: Parents and teachers* (2003) and *Using books and stories to foster language and literacy* (2006).

**Carol Westby** is a fellow of ASHA, holds Specialty Recognition in Child Language, and has received the Honors of the Association. She has been principal investigator for Project WRITE (Writing Integrative Texts Effectively), Project TALES (Talking about Life Experiences and Stories), and Project BRIDGE (Building Reading in Diverse Groups in Education). She has published and presented nationally and internationally on language-literacy relationships, narrative development and facilitation, assessment and facilitation of written language, and issues in assessment and intervention with culturally/linguistically diverse populations.

**Patricia M. Zebrowski** is a professor at the University of Iowa, where she teaches courses in the nature and treatment of fluency disorders, supervises graduate student clinicians, and provides direct service to people who stutter. She is an ASHA Fellow and a Board Recognized Fluency Specialist. Patricia has authored book chapters, research papers and clinical papers in stuttering, and has co-developed instructional videos and a manual for stuttering intervention. Her current research interests include potential risk factors for stuttering development, and so-called extratherapeutic factors that contribute to outcomes in stuttering treatment.

# Thursday At-A-Glance

**\*\*Extended Short Course CEU information: To obtain CEU credit, participants must attend the entire session, from 8:00 to 12:00 (30 minutes of break time). Partial session credit is not available.**

	Tennessee B	Tennessee C	Tennessee D-E	Southeast A-B	Southeast C	Director's Row 6
8:00	ESC-1**	ESC-2**		ESC-4**	ESC-5**	
8:30	<b>Constance Qualls</b>  <i>Bench to Bed: Evidence Based Assessment and Treatment of Aphasia</i>	<b>Katharine Bedsole</b>  <i>Phonology Disorders: Putting Recent Research Into Practice</i>	<b>SC-3</b> <b>Henriette Langdon</b> <b>Deborah Rhein</b> <i>Working with Bilingual and Culturally Diverse Populations: Challenges and Solutions</i>	<b>Robert Keith</b>  <i>Auditory Processing Disorders: Application and Interpretation of SCAN-3 Test Battery for Auditory Processing Disorders</i>	<b>Robert Fifer</b>  <i>Being Successful in Coding and Documentation: Nuances, Regulations, and Pitfalls</i>	
10:00						
10:30						
10:45			<b>MS-1</b> <b>David Wark</b> <i>Graduate Student Forum</i>			
12:00	<h2 style="margin: 0;">Luncheon in Tennessee Ballroom A</h2> <h3 style="margin: 0;">Awards Luncheon</h3>					
12:15						
1:45*	<b>MS-2</b> <b>Debra Suiter</b> <i>Dysphagia Screening and Evaluation: Current Best Evidence</i>	<b>MS-3</b> <b>Roxanne J. Aaron</b> <i>Speech-Language Pathologists, Educators, and Audiologists as Partners on the Cochlear Implant Team</i>	<b>MS-4</b> <b>Jason Galster</b> <b>Starkey Laboratories</b> <i>The Art and Science of Earmold Modification</i>	<b>MS-5</b> <b>Maki Douchi and Heather Ramsdell</b> <i>Phonetic Transcription Refresher</i>	<b>MS-6</b> <b>William W. Dickinson</b> <i>Mini but Mighty: Open and Closed mBTE Applications</i>	
3:15						
3:30	<b>SC-6</b> <b>Carol Westby</b> <i>Building Bridges for Comprehension between Social and Academic Language</i>	<b>MS-7</b> <b>Nicholas V. Holland III</b> <i>Noise Doses in a Collegiate Marching Band</i>	<b>MS-8</b> <b>Richard Zraick and Barb Jacobson</b> <i>Quality of Life in Persons with Voice Disorders</i>	<b>MS-9</b> <b>Joanne Cunningham</b> <i>What They Wish We Knew: Fostering Relationships in the School Setting</i>	<b>SC-7</b> <b>Mary Beth Jennings</b> <i>Stigma of Adult Acquired Hearing Loss</i>	
5:00						
5:30	<b>The University of Memphis Alumni Reception - 5:30-7:00 - Director's Row 6</b>					<b>Alumni Reception</b>

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

# Friday At-A-Glance

**\*\*Extended Short Course CEU information: To obtain CEU credit, participants must attend the entire session, from 8:00 to 12:00 (30 minutes of break time). Partial session credit is not available.**

	Tennessee B	Tennessee C	Tennessee D-E	Southeast A-B	Southeast C	Director's Row 6
8:00	SC-8	SC-9		ESC-10**		
8:30	<b>Patricia Prelock</b> <i>Evidence-Based Communication Interventions for Children with Autism Spectrum Disorders</i>	<b>David McPherson</b> <i>Imaging Brain and Language Function: A Model for Language Development</i>	<b>MS-10</b> <b>Memorie Gosa &amp; Debra Suiter</b> <i>Effect of Tracheostomy on Feeding and Swallowing Through the Lifespan</i>	<b>Patricia Zebrowski</b> <i>Stuttering Therapy for Children: What Should Be Changed and Who Decides?</i>	<b>MS-11</b> <b>Julie Beeler</b> <i>Staying on Track with Tennessee's Newborn Hearing Screening Program</i>	<b>Posters Displayed</b>
9:00						
10:00						
10:30		<b>MS-12</b> <b>Jamie Goldring</b> <i>Discover ME- Teach Children "How To Learn" Through Movement Education</i>	<b>MS-13</b> <b>Lisa Lucks Mendel &amp; Carol Dudding</b> <i>Essential Supervisory Skills</i>		<b>MS-14</b> <b>M. L. Taylor Jr</b> <i>Autism 2.0— Reframing A Clinical Phenomenon</i>	<b>Poster Sessions: Presenters Q &amp; A Session</b>
10:45*						
12:00	<b>Keynote Luncheon in Tennessee Ballroom A and B</b> <b>Sam Haskell III</b> How To Have A Wonderful Life - What Would George Bailey Do? Books will be signed following the presentation					
12:15						
2:30		<b>SC-11</b> <b>Anne van Kleeck</b> <i>Fostering Preschoolers' Higher-Level Language Skills During Book-Sharing Interactions</i>	<b>MS-15</b> <b>Laura Maxwell</b> <i>Improving SLP Documentation for Patients with Dysphagia and Dementia in Long Term Care</i>	<b>SC-12</b> <b>Faith W. Akin</b> <i>Advanced Techniques in Vestibular Assessment: Tests of Otolith Function</i>	<b>SC-13</b> <b>Lisa S. Davidson</b> <i>Trends in Hearing Aids &amp; Cochlear Implants for Children</i>	<b>Posters Displayed</b>
4:00						
4:30						

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

## Wednesday

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

REGISTRATION

Lobby Annex

## Thursday

7:30 a.m.

COFFEE & PASTRIES

Tennessee Grand Foyer & Southeast Foyer

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

REGISTRATION

Lobby Annex

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

EXHIBITS

Tennessee Grand Foyer & Southeast Foyer

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

SILENT AUCTION

Director's Row 5

## Thursday Short Courses and Mini Seminars:

### Extended Short Course 1

#### **Bench to Bed: Evidence Based Assessment and Treatment of Aphasia**

8:00-12:00\* Tennessee B

**Constance Dean Qualls, Ph.D., CCC-SLP**, Professor and Chair, Speech-Language Pathology, State University of New York College at Buffalo, Visiting Professor of Communication Disorders (Begin Jan 2010) Texas State University-San Marcos

This session will present the current best evidence for the management of individuals with aphasia. Topics covered will be: neurophysiologic basis for brain damage and neural recovery; evidence based practice; and evidence based assessment and treatment approaches for individuals with aphasia.

Cultural/linguistic variation and culturally competent practices will be considered. \*includes a 30-minute break.

(I) ASHA 0.35\*

### Extended Short Course 2

#### **Phonology Disorders: Putting Recent Research Into Practice**

8:00-12:00\* Tennessee C

**Katharine F. Bedsole, MS, CCC-SLP**, Speech-Language Pathologist, East Tennessee State University, Doctoral Fellow

This 3.5 hour course will help the practicing clinician take a second look at how recent research in the field impacts evaluation, analysis, target selection, and treatment of children diagnosed with moderate to severe phonological disorders. Attendees will consider the SPAACS analysis and have an opportunity to use the analysis in the session with a data set from a case study. They will also review four treatment approaches (minimal pairs, multiple oppositions, treatment of the empty set, and maximal oppositions) for phonological disorders and apply each approach to the case study. Finally, attendees will leave with practical knowledge they can use immediately on Monday morning. \*includes a 30-minute break. (I) ASHA 0.35

### Short Course 3

#### **Working with Bilingual and Culturally Diverse Populations: Challenges and Solutions**

8:30-10:30 Tennessee D-E

**Henriette W. Langdon, Ed.D. F-CCC-SLP**, Professor, Communicative Disorders and Sciences, Connie L. Lurie College of Education, San José State University and **Deborah Rhein, Ph.D, CCC-SLP**, Assistant Professor, New Mexico State University

Currently, SLPs working in various settings face dilemmas on how to best serve clients from diverse bilingual and cultural backgrounds. This presentation will outline challenges and solutions on how to best serve these clients even when there is no match between the SLP and the client's language and/or cultural background. (I) ASHA 0.15

### Extended Short Course 4

#### **Auditory Processing Disorders: Application and Interpretation of SCAN-3 Test Battery for Auditory Processing Disorders**

8:00-12:00\* Southeast A-B

**Robert W. Keith, Ph.D.**, Professor Emeritus, Department of Otolaryngology and Maxillofacial Surgery, College of Medicine, University of Cincinnati

SCAN-3 is a revision of SCAN-C and SCAN-A that consists of a battery of tests: screening, diagnostic and supplementary. This course will review some of the controversies regarding definition, assessment, and management of auditory processing disorders. Further discussion will inform the participants of the rationale for the SCAN-3 revision, delineate the improvements from the previous versions, present the standardization data, describe the tests within the battery and identify the scoring criteria for the screening and diagnostic tests. Finally, case presentations will stimulate discussion of interpretation and recommendations. \*includes a 30-minute break. (I) ASHA 0.35, AAA 0.35

### Extended Short Course 5

#### **Being Successful in Coding and Documentation: Nuances, Regulations, and Pitfalls**

8:00-12:00\* Southeast C

**Robert C. Fifer, Ph.D.**, Director of Audiology and Speech Pathology, Mailman Center for Child Development, University of Miami

This presentation will focus on the requirements of procedure and diagnosis coding, the required elements of supportive documentation, current Medicare regulations governing audiology, and potential pitfalls that can cause problems. Information will be shared regarding appropriate coding protocols, governmental and insurance requirements, and recovery audit contractors relative to billing abuse and fraud.

\*includes a 30-minute break. (I) ASHA 0.35, AAA 0.35

### Mini Seminar 1

#### Graduate Student Forum

10:45-12:15 Tennessee D-E

**David Wark, Ph.D.**, The University of Memphis

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 2

#### Dysphagia Screening and Evaluation: Current Best Evidence

1:45-3:15 Tennessee B

**Debra Sutter, Ph.D.**, CCC-SLP, BRS-S, VA Medical Center, Memphis

This session will discuss the evidence-base for dysphagia screening protocols, clinical dysphagia evaluation, and instrumental assessment of swallowing. The strengths and weaknesses of each approach will be discussed. In addition, video examples of videofluoroscopic swallow studies and endoscopic evaluations of swallowing will be reviewed. (I) ASHA 0.15

### Mini Seminar 3

#### Speech-Language Pathologists, Educators, and Audiologists as Partners on the Cochlear Implant Team

1:45-3:15 Tennessee C

**Roxanne J. Aaron, Au.D., CCC-A, FAAA**, Clinical Assistant Professor, Pediatric Audiologist, The University of Memphis

Professionals working with children who receive cochlear implants are encouraged to work together to improve communication and educational outcomes. Meaningful input from all team members is valuable in addressing cochlear implant candidacy, ongoing maintenance and programming of devices, as well as verification and validation of device benefit (I) ASHA 0.15, AAA 0.15

### Mini Seminar 4

#### The Art and Science of Earmold Modification

1:45-3:15 Tennessee D-E

**Jason Galster**, Starkey Laboratories, Inc.

Has digital technology killed the art of earmold modification? Let's hope not! Earmold modification helps maximize patient comfort but may substantially alter the frequency response of a hearing aid. Understanding approaches to improving patient comfort and the resulting acoustic effects are important parts of being a modern day earmold artist. (I) ASHA 0.15, AAA 0.15

### Mini Seminar 5

#### Phonetic Transcription Refresher

1:45-3:15 Southeast A-B

**Maki Douchi, M.A., and Heather Ramsdell, Ph. D.**, CCC-SLP, The University of Memphis

This session will provide a review of the International Phonetic Alphabet (IPA) and its common applications to represent disordered speech. Phonetic and phonological aspects of speech disorders are discussed with examples. This course will promote strong associations between speech sounds and their IPA representations with particular focus on atypical speech. (I) ASHA 0.15

### Mini Seminar 6

#### Mini but Mighty: Open and Closed mBTE Applications

1:45-3:15 Southeast C

**William W. Dickinson, Au.D.**, Assistant Professor, Hearing Aid Product Line Manager, Department Hearing & Speech Sciences  
Vanderbilt University Bill Wilkerson Center

Open and closed canal mini-BTE fittings has become a standard clinical tool for most dispensing practices. This course will review both contemporary research considerations, as well as a milieu of clinical applications pertaining to mini-BTE hearing aid dispensing, ending in a Grand Rounds format of case presentations. (I) ASHA 0.15, AAA 0.15

### Short Course 6

#### Building Bridges for Comprehension between Social and Academic Language

3:30-5:30 Tennessee B

**Carol Westby, Ph.D.**, Consultant, Bilingual Multicultural Services

Students with language impairments typically exhibit both social and academic deficits. This session will address: (1) relationships between social and academic language, (2) the role of dynamic tricky mix theory in language development, and (3) strategies to develop complex syntax, inferencing, and self regulation/metacognition to promote social and academic language. (I) ASHA 0.2

### Mini Seminar 7

#### Noise Doses in a Collegiate Marching Band

3:30-5:00 Tennessee C

**Nicholas V. Holland, III, Ph.D.**, Associate Director of Bands, The University of Memphis

Noise doses collected from a collegiate marching band (indoor rehearsals and open-air stadium) exceeded NIOSH permissible limits and some OSHA permissible limits. Data suggests members appear to be at high risk for noise-induced hearing loss, with specific regard to staff and those in proximity to trumpets, trombones, and percussion. (B) ASHA 0.15, AAA 0.15

### Mini Seminar 8

#### Quality of Life in Persons with Voice Disorders

3:30-5:00 Tennessee D-E

**Richard Zraick, Ph.D.**, Associate Professor, Department of Audiology and Speech Pathology, University of Arkansas for Medical Sciences/ University of Arkansas at Little Rock & **Dr. Barb Jacobson**, Vanderbilt Voice Center

This presentation will: (1) review the concept of *voice-disordered quality of life*; (2) describe the most-commonly used clinical instruments to assess quality of life; (3) review the current state of knowledge regarding quality of life and (4) discuss future research needs related to quality of life in persons with dysphonia. (I) ASHA 0.15

### Mini Seminar 9

#### What They Wish We Knew, Fostering Relationships in the School Setting

3:30-5:00 Southeast A-B

**Joanne Cunningham, M.S.**, Shelby County School System, Tennessee

When working in the school setting, the SLP and Audiologist are not only working with the individual child but also the classroom teacher and the family. This presentation will help the speech and hearing professional to better understand the unique relationships that can and should be fostered to better serve the child receiving speech and language or audiological services in the school setting. (I) ASHA 0.15, AAA 0.15

### Short Course 7

#### Stigma of Adult Acquired Hearing Loss

3:30-5:30 Southeast C

**Mary Beth Jennings, Ph.D.**, Assistant Professor, Faculty of Health Sciences, National Centre for Audiology & School of Communication Sciences & Disorders, Elborn College, University of Western Ontario

This presentation will describe the socio-cultural and psycho-social phenomenon of stigma and self-stigma related to hearing loss. The importance of stigma as a barrier to audiologic rehabilitation (AR) will be described. An AR program designed to address the negative effects of the stigma associated with hearing loss will be proposed. (I) ASHA 0.2, (I) AAA 0.2

## Friday

7:30 a.m. - 12:30 p.m.

REGISTRATION

Lobby Annex

7:30 a.m.

COFFEE & PASTRIES

Tennessee Grand Foyer & Southeast Foyer

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

EXHIBITS

Tennessee Grand Foyer & Southeast Foyer

8:00 a.m. - 2:30 p.m. \*

SILENT AUCTION

Director's Row 5

2:30 p.m. \*

SILENT AUCTION BIDDING ENDS

Director's Row 5

2:30 p.m. - 4:30 p.m.

SILENT AUCTION PICK UP

Director's Row 5

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

POSTERS DISPLAYED

Director's Row 6

## Friday Short Courses and Mini Seminars:

### Short Course 8

#### Evidence-Based Communication Interventions for Children with Autism Spectrum Disorders

8:00-10:00 Tennessee B

**Patricia A. Prelock, Ph.D.**, CCC-SLP, Dean, College of Nursing & Health Sciences, Professor, Communication Sciences, The University of Vermont

This presentation highlights interventions with evidence for supporting social communication in children with ASD in home and school based settings. These interventions will include joint attention training, PECS, milieu communication training, More than Words, pivotal response training and video modeling. Videotapes will be used to share examples of selected interventions. (I) ASHA 0.2

### Short Course 9

#### Imaging Brain and Language Function: A Model for Language Development

8:00-10:00 Tennessee C

**David L. McPherson, Ph.D.**, Professor of Communication Disorders and Neuroscience, Brigham Young University

In the past two decades brain imaging has evolved from a static image of brain structures to the imaging of dynamic changes in the brain due to sensory stimulation. Using brain mapping of event-related potentials and fMRI, we have explored the functional developmental aspects of language and brain function. (I) ASHA 0.2, (I) AAA 0.2

### Mini Seminar 10

#### **Effect of Tracheostomy on Feeding and Swallowing Through the Lifespan**

**8:30-10:00 Tennessee D-E**

**Memorie Gosa, MS CCC-SLP, BRS-S**, Le Bonheur Children's Medical Center & **Debra Suiter, Ph.D., CCC-SLP, BRS-S**, Veteran's Administration Medical Center, Memphis, TN.

This session will review the effect of tracheostomy on feeding and swallowing from infancy through adulthood. It will present common diagnoses and reasons for tracheostomy placement through the lifespan. This mini-seminar will focus on evidence based reports as a guide for clinical practice to those SLPs who work with patients with tracheostomies. Finally, it will present strategies for improving feeding and swallowing outcomes for patients with tracheostomies. (I) ASHA 0.15

### Extended Short Course 10

#### **Stuttering Therapy for Children: What Should Be Changed and Who Decides**

**8:00-12:00\* Southeast A-B**

**Patricia M. Zebrowski, Ph.D.**, Professor, Department of Communication Sciences and Disorders, The University of Iowa

As speech-language pathologists working with children who stutter, we are charged with facilitating some sort of change across a variety of dimensions. The key questions in therapy are: What should be changed, how should we work toward changing it, and who decides both? The purpose of this presentation is to help clinicians to delineate the "what", the "how", and the "who." \*includes a 30 minute break. (I) ASHA 0.35

### Mini Seminar 11

#### **Staying on Track with Tennessee's Newborn Hearing Screening Program**

**8:30-10:00 Southeast C**

**Julie Beeler, MA, CCC-A/SLP**, Audiology Consultant, Tennessee Newborn Hearing Screening Program, University of Tennessee Center on Deafness

Tennessee's Newborn Hearing Screening Program is focusing on several initiatives following the passage of Claire's Law. Efforts at reducing the lost-to-follow-up rates in the state are underway; audiologists, medical providers, and early interventionists help ensure the success of these efforts. Current data and state goals will also be discussed. (I) ASHA 0.15, AAA 0.15

### Mini Seminar 12

#### **Discover ME- Teach Children "How To Learn" Through Movement Education**

**10:30-12:00 Tennessee C**

**Jamie Goldring**, Creator of Discover Movement Education

Attendees will participate in music and movement activities designed to teach the prerequisites for learning—self-control, focus, concentration, and effective listening—those skills that have a positive influence on learning and behavior. Through these activities, participants will learn how to encourage the development of self-control, language, and cognitive skills while improving balance, coordination, and body awareness. (I) ASHA 0.15

### Mini Seminar 13

#### **Essential Supervisory Skills in Communication Sciences and Disorders**

**10:30-12:00 Tennessee D-E**

**Lisa Lucks Mendel, Ph.D.**, Associate Professor of Audiology, University of Memphis and **Carol C. Dudding, Ph.D.** Director of Clinical Education and Assistant Professor, James Madison University

This course will provide professionals involved with the supervision of graduate students in audiology and speech-language pathology with the practical skills required for effective supervision. Models of supervision, communication, assessment and feedback will be presented. Practical examples of clinical supervisory situations will be demonstrated and discussed. (I) ASHA 0.15, AAA 0.15

### Mini Seminar 14

#### **Autism 2.0—Reframing A Clinical Phenomenon**

**10:30-12:00 Southeast C**

**Merlin L. Taylor, Jr., Ph.D., CCC-SLP**, Assistant Professor, Communication Disorders, Truman State University

What is autism? What actually is known about autism, and how was that knowledge established? What has been mistaken for knowledge about autism, and why might misapprehensions persist? These and other questions will be explored—using methods of inquiry common to clinical problem-solving—and new ways of understanding autism will be considered. (I) ASHA 0.15

### Short Course 11

#### **Fostering Preschoolers' Higher-Level Language Skills During Book-Sharing Interactions**

**2:30-4:30 Tennessee C**

**Anne van Kleeck, Ph.D., CCC-SLP**, Professor and Callier Research Scholar, School of Behavioral and Brain Science, The University of Texas at Dallas

Preschoolers with language delays are at risk for both later decoding and reading comprehension problems. We rarely, however, focus on the higher-level language skills critical to later reading comprehension and academic success. This presentation will focus on what those skills are and how to foster them during book sharing interactions. (I) ASHA 0.20

### Mini Seminar 15

#### **Improving SLP Documentation for Patients with Dysphagia and Dementia in Long Term Care 2:30-4:30 Southeast A-B**

**Laura Maxwell, MCD, CCC-SLP**, Senior District Manager, AegisTherapies

Speech-Language Pathologists are the major providers of care for dysphagia patients in LTC. With more than 65% of long-term care patients having some sort of dementia, SLPs are presented an extra challenge to provide effective care and to document medical necessity, skilled services, and progress made. This session will highlight results from a preliminary survey of documentation for dysphagic patients who have dementia and show results of a training program aimed at improving SLP's skills in documentation to restore safe swallowing for residents with dementia.

(I) ASHA 0.15

### Short Course 12

#### **Advanced Techniques in Vestibular Assessment: Tests of Otolith Function**

**Faith W. Akin, Ph.D.**, Director, Vestibular Laboratory, Mountain Home VA Medical Center, Associate Professor, East Tennessee State University

Recently, the vestibular evoked myogenic potential (VEMP) and the subjective visual vertical (SVV) have been described as clinical tests of otolith function. The purpose of this session is to discuss the clinical use and recent developments of the cervical VEMP, ocular VEMP, and SVV as tests of saccular and utricular function.

(I) ASHA 0.2, AAA 0.2

### Short Course 13

#### **Trends in Hearing Aids & Cochlear Implants for Children**

**2:30-4:30 Southeast C**

**Lisa S. Davidson, Ph.D.**, Research Assistant Professor of Otolaryngology, Washington University St. Louis, MO.

This presentation will discuss current issues related to prescribing, fitting and evaluating sensory devices in young children with hearing loss. The impact of advances in hearing aid and cochlear implant (CI) technology on CI candidacy, bimodal fittings and evaluations of efficacy will be presented using group data and case studies.

(I) ASHA 0.2, AAA 0.2

## Posters:

Displayed 8:00-4:00 Friday in Director's Row 6. Presenters are available from 10:30am to 12:00 noon.

#### **Prevention of Communicative Disorders in Rural and Urban Communities**

**Whitney Freeman**, Undergraduate Student and **Priscilla Davis, Ph.D.**, University of Alabama

The focus of this poster will be a detailed description of preventive information to enhance the knowledge of rural clients about (a) disabling conditions and their causes, (b) good self-health maintenance procedures, (c) hearing conservation and (d) the consequences of injury and accident involving structures of language and speech production.

#### **Staying on Track with Tennessee's Newborn Hearing Screening Program: Helping Us Help Babies at Each Stage of the EHDI Process**

**Julie Beeler, M.A., CCC-A/SLP**, Audiology Consultant, Tennessee Newborn Hearing Screening Program, University of Tennessee Center on Deafness

In Tennessee, there are four key components of the EHDI Process: Screening, Diagnosis, Intervention, and Family Support. This poster highlights the myriad of ways audiologists and other professionals can assist Tennessee's Newborn Hearing Screening Program through each phase of EHDI.

Level of Difficulty: Beginning (B) - Intermediate (I) - Advanced (A)

#### **Mid-South Conference Board of Directors and Advisors:**

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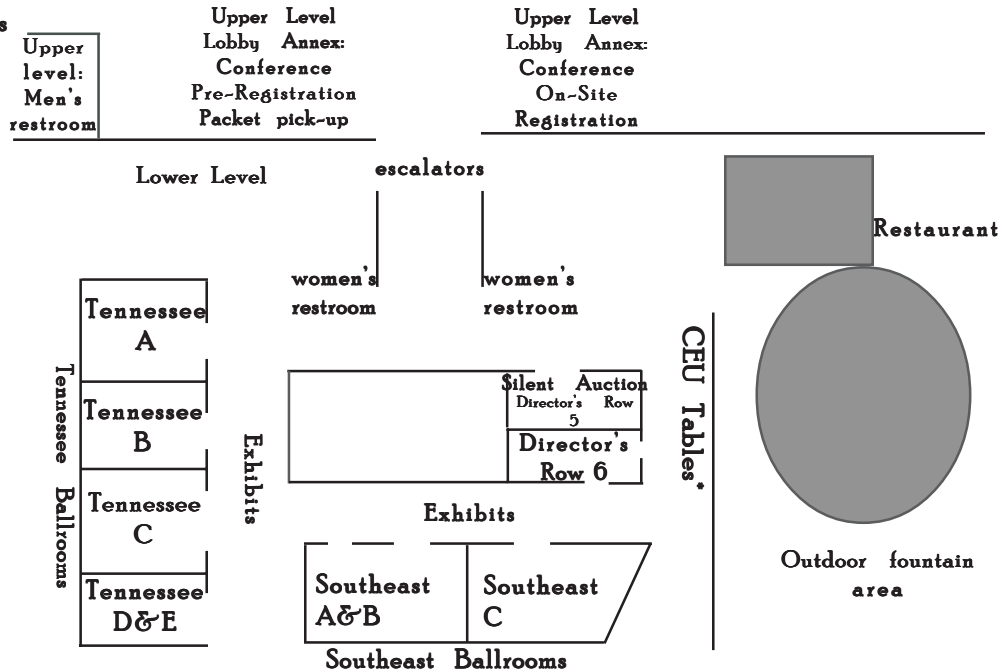
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## Hilton Memphis



Notes:

**CEU Tables** are on the back hallway where the windows are facing the outdoor fountain area.

**Friday afternoon, additional CEU tables will be upstairs** at the top of the escalators.

**Women's restrooms** are located on either side of the bottom of the escalators.

The **Men's restroom** is located at the top of the escalators.


**Silent Auction** is in Director's Row 5

## 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. Registration is on the upper level in the Lobby Annex, and 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 (\$110), 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 **January 25th, 2010**. Reservation requests after this date are subject to availability, and rates higher than the group rate may apply. **Link to hotel reservation page at conference rate:**  
<http://www.hilton.com/en/hi/groups/personalized/MEMPHHF-CD0223-20100223/index.jhtml>

## Continuing Education

APPROVED PROVIDER



**ASHA**  
CONTINUING  
EDUCATION

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

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



This program is offered for up to 13 ASHA CEUs (Various level; Professional area).

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 13 CEUs. Academy approval of this continuing education activity does not imply endorsement of course content, specific products, or clinical procedures.

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